President’s Message
by Hsiu-Lan (Shelley) Tien

We have exciting plans for the APCDA Conference in Tokyo on September 15-17. Our first keynote speaker is Raimo Vuorinen of Finland, who has worked with the European Union to implement career services throughout Europe. Then we will hear a panel describe the state of career planning in several Asian countries. I am personally looking forward to hearing Agnes Watanabe-Muraoka, who is well known internationally for her research on career planning for Japanese women. I am also excited to hear from Ryoji Tatsuno, who led the Japan Career Development Association for many years and is now leading the Asia Career Development Association. He has been instrumental in working with government agencies to implement career advising services in Japan and assure quality standards for career development advisors. Another panel will provide information on the workforce of the future in various Asian countries. Click here for more information about this conference.

We have already received exciting proposals for presentations from India, Pakistan, Australia, and Vietnam. There is still time to submit your proposal — the deadline is February 27. Click here for information on how to write a proposal to present at the APCDA Conference. We will select the presentations as soon as possible after that date.

We plan to offer tours on Thursday afternoon (September 17) for those who want to see career planning in action in corporations and universities in Japan. A large group of Japanese members of APCDA have been meeting to plan services for our conference. They have promised to help guests from other countries to have a wonderful experience while in Japan.

The IAEVG Conference in Tsukuba will immediately follow the APCDA Conference. It takes only 45 minutes to reach Tsukuba from Tokyo by train. IAEVG has offered the member registration rate to all APCDA Conference attendees who also attend IAEVG. Having both conferences back-to-back makes this a great opportunity to learn about career planning in the Asia Pacific area and around the world. Click here to learn more about IAEVG conference.

I look forward to seeing all of you in Tokyo!
In June 2014, Canada hosted the IAEVG conference in Quebec City. It was a very well-attended conference with more than 1250 delegates. There were over 200 symposiums, workshops, papers communications and posters presented, and it was an engaging and inspiring event. One of the highlights of this conference was the final plenary session entitled, At the Intersection of Personal, Collective and Worklife Realities. Professors Gideon Arulmani (India), Rachel Mulvey (United Kingdom), Julio Bello Gonzalez (Venezuela), and Vincent Guillon (France) shared their thoughts regarding what the theme means in the context of the practice of career development/guidance in their country or area of the world.

In other news, the Canadian Council for Career Development created and launched The National Career Challenge (www.careerchallenge.ca), an interactive quiz tool to help Canadians assess their career development knowledge and link them to local resources to further their knowledge. This tool went live in conjunction with Canada Career Week (November 3-7). So far, more than 3300 people from across the country took the quiz. You are welcome to check it out.

The bi-lingual national career development conference, Cannexus, recently took place in Canada’s capital city, Ottawa, from January 26-28, 2015, including pre-conference workshops on the 25th. Even with temperatures below 20 degrees F, more than 800 delegates attended. Although, the majority of delegates were Canadians, a good showing of Americans and a small group from the Netherlands also attended. One of this year’s keynote speakers included Nancy Arthur, who will also be keynoting IAEVG in Japan this year. She is a professor at the University of Calgary and internationally known for her work in social justice and culturally infused counseling. Of the 150+ education sessions, those of note in the conference program are reports on the provincial certification programs for career development practitioners and a discussion on how leadership can be fostered to help continue the growth of the career development field in Canada.

To learn more about what is happening in the career development field in Canada please consider following the Canadian Counselling & Psychotherapy Association's Career Counsellors Chapter blog at http://ccpacdchapter.blogspot.ca/ or signing up for weekly email blog digest called Career Wise put out by the Canadian Education and Research Institute for Counselling (CERIC) http://contactpoint.ca/careerwise/.

China’s 2nd Career Conference
by Hanchao Hou, translated by Jessie Niu

The 2nd China Career Development Conference was held from October 16-19, 2014 in Beijing, and it was a great success. This conference was sponsored by the Occupation magazine (Human Resources and Social Security Department) and China Career Development Association (CCDA), and solely hosted by Beijing New Elite Development Plan (NEDP). The theme of this conference was "Application and Innovation of Career Development." A total of 30 presenters were invited, and over 500 people attended the conference.

The following are some of the photos from the conference.
NCDA Conference in Denver
by Marilyn Maze

Are you attending the National Career Development Association Conference (NCDA) in Denver on June 30 to July 2? NCDA is expecting over 1000 attendees, including many authors of career planning theories and textbooks. Please plan your travel schedule so that you will be able to attend the APCDA-related activities at NCDA.

- Monday evening, June 29, NCDA will hold the International Reception. Attendees from other countries and APCDA members are invited to attend.
- Tuesday, June 30, Constituency Meetings will be held from 8-9:45 AM. All NCDA attendees from the Asia Pacific region are invited to attend the APCDA constituency meeting where we will ask each country to report on the most burning career development issues in your country.
- Wednesday, July 1, APCDA is sponsoring a panel discussion called "When Asian Women Consider Career Options..." with panelists from Taiwan, Japan, Korea, and the Philippines discussing cultural messages that affect career choices for Asian women.

Click here for more information about the NDCA Conference.

New Zealand Country Report
by Julie Urbahn
Two major career development events were held in November, the Careers and Transitions Education Association (CATE) conference and the Career Development Association of New Zealand National Symposium.

The CATE conference was held in the stunning city of Tauranga, Western Bay of Plenty. The thematic strands of the conference were Connect, Collaborate and Contribute, with keynote speakers such as Dr Peter McIlveen, Ass Professor of the University of Southern Queensland, Australia (Towards conversational pedagogy of learning and work in people's lives), Dr Carol Johnson, Ass Professor at the University of Wisconsin-Stout (Finding meaning in career path narratives) and Josh Williams, Senior Policy Manager in the Tertiary Education group. The notes are not yet on the CATE website, but should appear soon here.

This year’s CDANZ National Symposium was a great success. Papers included: "Chance, Happenstance, Serendipity: a 'how to' workshop," by Robyn Baily and Michael Richardson; "Who were they: What did they come for? And what more did they want? Online and phone guidance with young people," by Pat Cody (Careers New Zealand); "Paper for Career Engagement of New Zealand Career Development Practitioners," by Dale Furbish and "If I only knew then what I know now â€” A retrospective view of retired cricket players on career transitions and plans" by Lynette Reid. If you would like to read more from the CDANZ National Symposium you will find the papers on the CDANZ website here.

In May 2014, Keith Marshall was appointed as Chief Executive of Careers New Zealand. Keith is a past deputy chief executive of NZQA and the former chief executive of Nelson City Council. He has owned Thrifty Rental Cars NZ, managed the last nationwide health reforms, and participated in the NZ-China Free Trade Agreement negotiations.

In July 2014, Careers New Zealand launched the updated Career Education Benchmarks-Secondary. The Secondary Benchmarks are part of the suite including Career Education Benchmarks Year 7 and * and the Career Development Benchmarks-Tertiary. The revised benchmarks include a new Transitions dimension indicating the importance of transitions in, through, and out of secondary school. You will find more information on the benchmarks on the Careers New Zealand website here.

Career Development in Taiwan
by Yu-Chen Wang

Taiwanese government has been promoting a Twelve-Year Public Education Program in recent years, which advocates aptitude guidance implementation in school and hopes to offer students more diverse opportunities to fully participate in career exploration. For career education, the Ministry of Education developed several plans to guide students to explore their own futures. The following is a brief summary of career development education in Taiwan:

1. Technical Arts Education:

This is a mature and well-developed education policy that has been implemented in Taiwan for junior high school students for a long time. The purpose of this policy is to develop students' abilities of self-exploration, career exploration, simulation observation, developing practical skills, and career preparation. Technical Arts Education Program establishes a vocational group plan that includes 13 vocational groups: Electrical Engineering and Electronic Engineering Group, Mechanical Engineering Group, Power Mechanical Engineering Group, Chemical Engineering Group, Civil Engineering and Architecture Group, Design Group, Hospitality Group, Commerce and Management Group, Home Economics Group, Agriculture Group, Food Science Group, Fishery Management Group, and Marine Technology Group. Schools may establish one to four vocational groups according to students' interests and needs. The ninth graders who possess greater abilities, aptitudes, or interests in learning technical arts or who have poor academic performance may take
courses respectively from one to two vocational groups in the first and second semesters in the ninth grader year. Some courses are provided within the students' junior high schools and some courses are provided through school cooperation with other junior high schools, senior high schools, technical institutes, vocational training centers, or nongovernmental organizations. Students who take technical arts courses start from practical skill development. The lessons of the technical arts courses are very different from common junior high school education.

The technical arts education program is very important and meaningful to junior high school students. The students who take technical arts courses not only satisfy their needs of learning, the courses taken may also result in students learning some practical skills. Those who have taken the relevant vocational courses will be recommended to enter five-year junior colleges before the entrance exams. These high school courses are viewed as a bridge to vocational school courses. Therefore, the technical arts courses are very helpful for the students' future education route. Besides, the learning process of the technical arts courses may arouse students' interests in learning, and further develop self-identity as well as confidence toward their future.

2. Career Navigator Dashboard (Digital Student Career Counseling System)

The Career Navigator Dashboard (CND) is a digital career counseling system that was developed by the Taipei City Government. The CND is used to integrate students' school performance in learning and in daily life, and it is "a Taken-Away Gift for the graduates" when the students graduate from junior high school. This is an e-book as a reference for future advanced studies and career counseling. The CND integrate students' performances in daily life, including My Growth Story, Learning Achievements and Special Performances, Service Learning, the Results of Psychological Tests, Career Integration and Future Plans, the Feedback from Homeroom Teachers, the Feedback from Parents, etc. For junior high school students in Taiwan, schoolteachers and parents play key roles for students' future career development. Therefore homeroom teachers and parents also have access to operating this digital student career counseling system. Homeroom teachers and school guidance counselors regularly provide information related to their observation and feedbacks on students' characteristics. Parents can discuss and make plans about children's future development with their children based on the information from teachers.

The value of CND is that it raises students' attention to their career during their high school years. The process of filling in the data and making records helps students integrate all kinds of information about self. Students are able to think about themselves based on the questions such as, "What kind of person am I? What do I want to do? What strengths and advantages do I have?" After launching the CND, relevant data are collected continuously whether students choose to accept advanced studies or enter the workplace. All the data on the CND will be useful to students either for self-understanding or writing resumes when students seek future employment. Most importantly, these activities help students develop meaningful goals and abilities to make plans for the future. Perhaps, these activities may help students better understand how to systematically approach to their goals. However, it takes effort for junior high school counselors to effectively implement the CND, including the system management and data completion. It may also take time to widely promote and effectively involve homeroom teacher and parents with this digital career counseling system.

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Career Development and Technology in the USA
by Martha Russell

It's 2015 and some career development practitioners across the US are struggling with the impact of technology on the work we do. We are reminded once again of how technological advances demand our attention. Many are pioneers of online resources and social media platforms and we applaud them while at the same time wishing they would slow down till we catch up.

In 2009, the International Symposium on Career Development and Public Policy
asked the 22 participating countries to explore "Transformational Technology: The digital age as a lens to shape policy, practice and research." The US team described three categories: (1) career information systems (2) professional development systems and (3) social links. The report also identified the lack of attention in the creation of curricula for guiding users in web-based systems as a weakness. Another was the lack of psychometric evidence to support on-line assessments provided to users.

And the technology wave continued to transform the way we operate. Job search resources and career information systems expanded both in the information provided and in the number of sites clients could explore. Computerized testing often replaced pencil and pen assessments with a continued lack of research and evaluation. Often the user is left to interpret the results without input from a career practitioner. Employers are using social media sites as tools to learn about job seeking candidates and current employees.

In 2014, NCDA's Career Development magazine devoted the fall issue to the theme of Using Technology and Social Media in Career Development: Plugged In. (Fall 2014, Volume 30, Number 4). The president's article focused on how technology and social media impacts every aspect of life including the shaping of group characteristics and norms for entering college students and young elementary students. Resources were provided to help clients successfully navigate a digital world. Career practitioners were encouraged to learn by doing and encouraged to be active members of LinkedIn, Facebook and Twitter.

Our own APCDA group maintains a presence on Facebook and LinkedIn (links provided at top of newsletter)

Are you an active participant?

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Thanks to Our Founding Legacy Partners
by Roberta Neault

Thanks to Our Founding Legacy Partners, Soonhoo Anh and Marilyn Maze for "putting their money where their mouth is" . . .

As the current treasurer of APCDA, it is crystal clear to me that our association wouldn't exist without the financial, as well as creative, motivational, and relational, contributions of these two exemplary leaders. Counselors and career development professionals are generally creative and inspiring people. As a group, we're full of great ideas about how to make the world a better place. Leaders in our midst tend to get together at conferences and build on each other's wonderful ideas. More often than not, we then go home, get busy, and take very little tangible action until the next time we get together to brainstorm ever bigger and better plans. This can sometimes create an illusion of action but, really, very little has changed. It's not uncommon to lament a lack of funding — and to share lots of "they should" and "if only" complaints and regrets.

On rare occasions, a few of those inspiring leaders "put their money where their mouth is" — this is an English expression meaning that they back up their ideas with cold, hard cash. Two such leaders are Soonhoo Anh and Marilyn Maze. Professional associations, even those running with volunteer "staff," have tangible expenses — bills that need to be paid before membership fees are collected or conference income comes in. From day-to-day costs such as purchasing business cards or paying for website hosting to costs that will later be recovered, such as paying a deposit on conference space or booking flights for a keynote speaker, it takes money to start up a professional association.

Through significant personal loans to the association (that we hope to be able to repay in the future), as well as straight "charitable donations" to cover unexpected and unrecoverable expenses, our founding leaders, Soonhoo Anh and Marilyn Maze, have pulled out their credit cards again and again to get the APCDA through these first few years. We owe them our heartfelt gratitude.
This international professional association is eager to move past the initial stage of depending on the generosity of a few leaders. We are committed to building up a financial reserve sufficient to carry us through our growth years. APCDA currently has a bank balance which will carry us through this fiscal year. During the next few years as our membership and conference attendance grows, we hope to build a reasonable cushion for the inevitable ebbs and flows of cash flow and unexpected, but essential, expenses.

Our membership fees are tiered to acknowledge the very different economies within the Asia Pacific region. However, we know from talking with members and prospective members that some of you want to do more... and can afford to. In our September newsletter, we honoured our first legacy partner, Mr. Kok Kwang Han, the Director of Personal Mastery Resources in Singapore. Please join Han, and our founding partners, Soonhoon and Marilyn, by also "putting your money where your mouth is." It would be wonderful to have at least 3 — 5 legacy partners, scholarship sponsors, and/or lifetime members each year. (To read more about the legacy partner and lifetime membership categories, click here.)

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