Message from the President

by Professor N.K. Chadha

It was wonderful to see so many of you in Philippines at our APCDA 2017 Conference, which offered cutting-edge information, encouragement, and warm camaraderie. I feel so honored to be the president of this association, which works hard to achieve great things in support of the Organisation, our fellow members, and the profession.

The 2017 conference was informative and full of knowledge and fun. Dr. Santamaria’s talk on the history of career counseling was a great learning for young scholars and learned practitioners. Dr. Hechanova’s contribution to the conference was immense in terms of enlightening the audience about generational differences and their impact on the workforce of the future. Everyone in the session was mesmerised when Dr. Bright presented the latest thinking on the Chaos Theory of Careers. Of course, these presentations cannot be easily forgotten.

There were many fascinating presentations — from 16 countries, including Australia, Canada, Egypt, Hong Kong, India, Japan, Korea, Macau, Pakistan, Philippines, Saudi Arabia, Singapore, Taiwan, USA, and Vietnam. Topics covered every imaginable aspect of career services, from exciting new research to software that makes job search skills fun to learn. Both the research sessions and many of the presentations offered practical, useful ideas for improving career services in specific settings and a variety of new ideas for career professionals. I would like to welcome all the new members and first time attendees for their willingness to learn and contribute to the association.

This outstanding program would not have been possible without the generous support of our conference sponsors- Kuder and the Career Planning Network. We
were also happy to have exhibitors Abundanz Consulting and Suzhou Success Partners. Our deep gratitude goes to our sponsors, donors, and friends for their ongoing generosity. The APCDA Member Committee deserve a huge round of applause for making close ties with our sponsors and communicating with them for their support and long-term association.

I am sure that you made new friends and enjoyed catching up with the old ones. The Ateneo Career Center staff did a great job of looking into every minute detail so that the conference ran smoothly. The Board of APPCU (Association of Placement Practitioners of Colleges and Universities) assisted with registering attendees. The entire schedule, plenary sessions, workshops, Audio-visual equipments, hotel accommodations, meetings, social events and above all the food arrangements were flawlessly organized. We will long remember the great food and beautiful folk dance at the Reception, and the attendees who joined in dancing the Tinikling. The Silent Auction was quite successful, earning $350 toward scholarships for the 2018 conference.

I am not saying goodbye to my attendees. We are going to meet and share knowledge and friendship next year in Beijing. I know many of you have already planned to be there.

Guide to NCDA Conference
by Marilyn Maze

If you are attending the NCDA Conference in Orlando, here are some sessions that may have special appeal to members of the Asia Pacific Career Development Association. Please be sure to attend the APCDA Meeting on Tuesday at 5:30.

Tuesday, June 27
5:30 - 7:00 pm APCDA Meeting
8:00 - 9:00 pm International Reception

Wednesday, June 28
10:45 am -12:15 pm Global Connections Committee Meeting (Crystal Q)
1:00-2:15 pm Series I:
- #106 Theory in Action: Join us for a Live Demonstration of Cognitive Information Processing (CIP) Theory by Casey Dozier, Debra Osborn, Leah Sibbitt, Shae McCain, Ryan Sides, Florida State University (Crystal P)

Thursday, June 29
11:15 am – 12:30 pm Series III:
• #309 The Global Career Exchange: Increasing Access to Global Career Education and Information by Brian Hutchison, University of Missouri - St. Louis (Grand 13)
• #311 Action-Oriented Hope-Centered Career Development in a Global Context: A Status Report by Spencer Niles, Norman Amundson, and Hyung Joon Yoon (Crystal E/F)

1:45-3:00 pm Series IV:
• #402 The Four Division of Employee`s Career Problems: Practical Studies about Career Development in China by Chunyu Li, New Elite Development Plan (San Antonio)
• #407 The H-IB Alternative – Don’t Fall Hostage to the Lottery by Elizabeth Knapp, Arthur Serratelli, and Lily Swan, University of St. Thomas (Grand 11)
• #4-8 (Roundtable) Securing a 1st Job in Asia: How Asians Navigate the College-to Work Transition by Narender Chadha, Jose Domene, and Hsiu-Lan (Shelley) Tien, Asia Pacific Career Development Association (Crystal H)

3:15-4:30 pm Series V:
• #513 Career Counseling and Consulting in Japan: Updates and Future Agenda by Michi Mizuno, Ryoji Tatsuno, and Yoshio Ohara, Japan Career Development Association (San Antonio)
• #5-9 (Roundtable) Calling in Chaos: Career Chaos Theory Embedded in RAISE-up Model of Career Counseling by His-Lan (Shelley) Tien, National Taiwan Normal University (Crystal H)

4:45-6:00 pm Series VI:
• #6-5 (Roundtable) Ideas for Career Counseling Practice with Accompanying Partners of International Students by Jose Domene, University of New Brunswick and Nancy Arthur, University of Calgary (Crystal H)

Friday, June 30

8:00-9:15 am Series VII:
• #709 Multicultural Considerations for Practicing the Career Construction Interview in Japan by Makoto Miyoshi, Hana Nobuko Hasegawa, and Kevin Glavin, C-mind, LLC (Grand 13)
• #713 Conceptual Model and Psychometric Validation of Career Decision-Making Battery By N.K. Chadha, Vandana Gambhir, Prateek Bhargava, and Prikshit Dhanda, Manav Rachna International University (Grand 12)
• #7-10 (Roundtable) Work-family Conflict Anticipation and Role Salience as Predictors of Career-choice Commitment and Satisfaction by Hedva Braunstein-Bercovitz and Yael Umsany (Crystal H)

9:30-10:45 am Series VIII:
• #809 How Do I Reach Them? Immigrant and Refugee Youth: What Counselors Need to Know by Natalie Stipanovic, University of Northern Colorado (San Antonio)

Incoming Australian Country Director
by Agnes Banyasz

With this being my first newsletter article as incoming country director for Australia, I would like to say a warm “Hello” to everyone and provide an overview of the Australian career industry structure. The Australian career industry is diverse and segmented, especially if we take into consideration that it caters to a much smaller population than many other more populous countries we benchmark ourselves against. In 2003, after a few years of intra-industry dialogue and planning, the Career Industry Council of Australia (CICA) was incorporated...
as a national peak body. It is a focal point for government and other stakeholders concerned for and interested in promoting quality career development services in Australia.

CICA's mission is to:

Consult and collaborate with relevant stakeholders
Enhance collegiality within the career industry to achieve agreed goals
Facilitate strategic liaisons with stakeholders and policy makers
• Develop community awareness of the concept, benefit and value of career development
• Promote professional standards and practice within the career industry
• Enhance relationships within the international career development community

CICA is comprised of 10 membership based associations, each with their own industry segment focus.

National Associations:

• Australian Centre for Career Education (ACCE or CEAV) – secondary school education
• Australian Institute of Sport: Personal Excellence (AISPE) – elite athletes’ career development
• Career Development Association of Australia (CDAA) – broad based membership
• National Association of Graduate Career Advisory Services (NAGCAS) – post secondary education
• Rehabilitation Counselling Association of Australasia Inc (RCAA) – rehabilitation

State and Territory Associations:

• Career Advisers Association of New South Wales and Australian Capital Territory (CAANSW/ACT)
• Career Education Association of Western Australia (CEAWA)
• Career Education Association of Northern Territory (CEANT)
• Queensland Association of Student Advisors (QASA)
• Queensland Guidance and Counselling Association (QGCA)

CICA and its member associations are working hard on multiple projects – e.g., "How to improve career advice to school students" and "How to improve career advice to all Australians beyond the school system both at national and regional levels and advocate on behalf of career practitioners towards achieving a career development culture where individuals are empowered to make informed career decisions and manage their life-long career development." CICA is now an invited party to debates on career development issues. Already, it has already gained recognition for its willingness to contribute to discussion papers, seminars and workshops. The development of an excellent working relationship with Governments facilitates cross-fertilization of ideas and frank exchanges about issues that impact the profession. There is a strongly developing relationship between policy makers, researchers and career practitioners in Australia, and CICA will continue to encourage this interactive and constructive relationship. The impact on individual members of career associations will be cumulative. The impact on individual members of career association will be cumulative. As the realization that quality career interventions impact on the economic as well as social benefits for all Australians, and as we are more able to promote the advantages of these interventions, the profile of the career industry will be raised and the opportunities for practitioners will expand.

APCDA welcomes new Australian Country Director, Agnes Banyasz. After living the first 25 years of her life in Hungary, the rest in Australia, and experiencing both personal career dislocation and relocation, Agnes naturally gravitated towards specializing in intercultural career development. She has been working as a career strategist and intercultural communications coach for more than 25 years and her experience spans industries and continents. For 10 years, Agnes managed the first faculty based careers centre at The University of Melbourne, which offered a full range of customized career programs and services for business students and alumni. She is a Certified Leading Professional through the Career Industry Council of Australia (CICA) and maintains professional membership to key local and international associations (CDAA and APCDA).
Agnes is delighted to have participated in conferences all over world. This connectedness to local and international best practice principles allows her to build strong and rewarding relationships with clients and colleagues. When not working, Agnes likes to swim, walk, spend time with family and listen to jazz. She can be contacted through www.corpreach.com.au

Career Counseling and Mental Health: A Theme at the 2017 Canadian Counselling and Psychotherapy Association Conference
by Dr. Rebecca Hudson Breen

Although the role of career and employment in an individual's overall experience of wellbeing is well known, there continues to exist a divide between career counseling and personal counseling. At this year's Canadian Counselling and Psychotherapy Association (CCPA) conference, held in St. John's, Newfoundland, members of the Career Counsellor's Chapter presented a pre-conference workshop in an effort to directly challenge this false dichotomy. In this workshop, the presenters illustrated the ways in which career counseling interventions may be incorporated in mental health counseling. Career interventions can support mental health across the developmental lifespan, from normalizing career indecision and enhancing career self-efficacy for post-secondary students, to supporting the career development of Indigenous young people, to addressing mid-life career change, to including career counseling interventions in treatment for individuals in recovery from addictions.

The importance of the role of career in mental health was also highlighted in the keynote address by Dave Redekopp, "Career Development and Mental Health" and was carried through in an interactive discussion session following the keynote, facilitated by Dr. Redekopp, aimed at generating action in increasing understanding regarding the links between career and mental health. The importance of career for various populations was also seen in several posters and presentations throughout the main conference. These included a presentation on the strengths inherent in an intentional blending of career counseling with personal counseling to support wellbeing (presented by Clarence Deschiffart and Laurie Edwards) and the role of career counseling in supporting street involved youth (presented by Yaffa Elling).

In discussions with my colleagues who are members of the Career Counsellor's chapter, we agreed that it was encouraging to see that the importance of career in mental health was such a strong theme at this year's CCPA conference. I for one look forward to a continued dialogue regarding the link between career and mental health, as well as ongoing research to support the integration of career interventions in mental health counseling.

News from South Korea
by Sungsik Ahn

APCDA members presented at NYPI and ARACD Conference in Seoul, May 17-18 2017

2017 NYPI ARACD Conference titled "Career Education and VET (Vocational Education & Training) for Youth in Asia" was held in Seoul on 17-18 May 2017 and hosted by National Youth Policy Institute in Korea (NYPI), Asian
Regional Association for Career Development (ARACD) and other related organizations (see details at https://www.nypiarcd2017.com). This conference provided unique opportunities to learn about the ten nations' career development status in their education system on a single afternoon; including South Korea, Japan, Taiwan, Hong Kong, Malaysia, Singapore, Indonesia, Pakistan, India, and Iran. Although the time frame was much too short, it was great to listen to ten country reports at once. A truly wonderful learning opportunity! Our APCDA members, Dr. Hsiu-Lan (Shelley) Tien (Taiwan), Mr. Raza Abbas (Pakistan), and Dr. Mantak Yuen (Hong Kong) presented their own country reports at this conference. I, Sungsik Ahn, Dr. Woongta Kim and Ms. Yoshimi Sasaki also attended as participants. I was delighted to see our APCDA members in Seoul but wished there was more time for networking and catching up.

**Korean Career Development Counseling Association (KCDCA) to publish A Series of Career Counseling and Education books for K-12 Career Teachers**

Korean Career Development Counseling Association (KCDCA; 14th Division of Korean Counseling Association (KCA)) has published a new series of books on career counseling and education for K-12. The authors are KCDCA members and prominent scholars in the career education and counseling field in Korea. This series mainly targets potential and current career teachers of K-12. Four of the published books include 1) Introduction to Career Education, 2) Career and College Counseling, 3) Theories of Career Counseling and Practice, and 4) Career Information. Five more books are planned this year. Their titles are 5) Development of Career Education Programs, 6) Career Assessments for Adolescents, 7) Practice of Career Education in Elementary (1-6 grade) Schools, 8) Practice of Career Education in Middle (7-9 grade) Schools, and 9) Practice of Career Education in High (10-12 grade) Schools. This series will continue to cover all parts of career counseling and education for K-12.

**Sophomore Slump in Korea – A New Phenomenon for College Students**

*by Eunjin Kim*

For Korean students, the final goal of study is going to a "good" college. Students are told that if they go to a good college, they can do whatever they would like to do and can find their own career. However, the truth is that one should find their own career or future path by oneself. Neither universities nor colleges provide such answers. But still, school teachers, parents and Korean society do not allow students to have enough time to explore their dreams or career and push them towards higher education.
Recently, a documentary titled "College Sophomores ask the school"[1] was broadcasted and a newly-coined term was introduced, Dea-e Byung (literally "college sophomore syndrome"), which reflects the slump phenomenon among college sophomores in Korea. It refers to those who entered the college but do not have a big picture of what career they want to follow. Such slump of sophomores can be observed in the United States (Beyer, 1963), but sophomore slump in the US is regarded as a problem because students lose their motivation to survive in college (kind of adaption to new environment) as they become sophomores from freshmen. The US also found that the academic pressure for sophomore year is more of a burden than in the freshmen year. Although, somewhat similar to those of US sophomores, the slump of Korean sophomores seems to be more focused on the fundamental reasons for college studies. Korean sophomores could not explore and find future careers for themselves.

"No one tells me what to do after entering college. I feel rage toward the education system in Korea that it did not tell us why we need to go to college," said a student who passed the Korean College Entrance Exam with perfect scores and entered Seoul National University, a top-ranked university in Korea. Some of students who could not make their way through this tough sophomore year decide to drop out or some take an absence for a semester or a year to consider their future. But in many cases, they return to college without any answers, attempt to prepare for job after graduation, but are aimless in targeting their future.

Nowadays, career development or education is a popular issue in Korean society as the Career Education Law has been enforced since 2016. All schools and colleges should provide career education to their students according to this law. I hope this career education movement expands to all citizens so that parents and Korean society can allow our youth to have the time needed to explore selves and environments, including jobs, careers and futures. I look forward to our college students saying "I chose this major for [my dream]." No more "Dae-e-Byung"!

References

1. SBS Documentary "College Sophomores ask the school" can be found at this streaming site: http://www.ondemandkorea.com/sbs-special-e485.html (only in Korean language)

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**The Martian and Strategic Jobs Skills**

*by Danita Redd*

Around the world our students, whenever they can find time or a little extra money, engage in extracurricular activities such as dance, sports, video games, and going to the cinema. I often use my students' sense of fun and play inspired by cinema to help them come to an understanding of any number of career and life planning topics.

Good cinema brings joy, wonderment, connectedness, and most importantly, inspiration. Documentary and fiction film teach us about concerns such as sex trafficking for example, and a need for social workers, psychologist, nurses, and human rights workers. Career possibilities are discovered and job success lessons are illustrated in many movies. Movies such as Up, The Intern, Hidden Figures, Joy, In the Air, and Apollo 13 have excellent examples. A fine movie for teaching strategic skills, also known as soft skills, is The Martian.

In The Martian, the entire population of planet Earth and an astronaut/scientist (stranded on the planet Mars) work together to help his survival and ability to get rescued. I use the film to teach the set of professional strategies referred to as The Soft Skills of the Future as identified by the Institute for the Future (IFTF), which provides research on career trends. I also selected The Martian for the assignment because it emphasizes positive psychology and hope. The Martian assignment has three parts:
1. Read or listen to my lecture on the Institute for the Future: Ten Soft Skills of the Future (Strategic skills, popularly known as soft skills, are defined as attributes that allow one to work effectively and harmoniously with others in the workplace.)

2. Read the assignment instructions and watch the film

3. Write up the answers. Then provide examples from the film that match each strategy.

The strategies, the soft skills, are:

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<td>2. Social Intelligence</td>
<td>7. New-media Literacy</td>
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<td>3. Novel and Adaptive Thinking</td>
<td>8. Transdisciplinarity</td>
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<td>5. Computational Thinking</td>
<td>10. Virtual Collaboration</td>
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I consistently receive deep intellectual responses from my students. The acting in the film portrays competent usage of the professional strategies and inspires my students, as expressed in their writings, to improve their own abilities. Here are excerpts from my students' assignments over the last 18 months:

"Another soft skill ... was computational thinking. He was able to calculate the accurate amount of food that was brought for his crew in a certain amount of sols. He was then able to convert the amount of sols into years of food that he had to grow in order to survive. He was also able to calculate the amount of food he needed to ration before his rescue. At the final scene when there is too much distance between his pod and Hermes, he is able to compute the velocity he needs to essentially blast toward Hermes."

"Social intelligence was a part of this movie. ... When the crew finally communicated with Mark they used humor to lighten the situation of him being stranded on another planet. Another example of social intelligence in the movie was when scientist[s] didn’t use terms that would scare Mark about how fast he would be going when intercepting the space craft. They just said he would be the fastest man in space to make it sound better."

As you can discern in the additional, following excerpt, a better understanding of the need for improvement in soft skills is shared:

"Soft skills are important to have in the work force. If you have soft skills, you can work well with others and work through obstacles. It is important to work on your soft skills because as you see in the movie [The Martian] they can really be useful. Although I’m sure I’ll never be in space, soft skills can be used in everyday life too. I think they are especially handy during obstacles and challenges. Soft skills make you more capable."

For more information, go to:

- IFTF: http://www.iftf.org/home/
- My website for my campus and students: http://dredd1.wixsite.com/profredd-stem-medsci

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Professional Development Offer available through CEUonestop.com

CEUonestop.com is a private, for-profit company that provides distance learning opportunities for career professionals. They believe their offerings could be valuable to career professionals in any country. Many of their offerings are available whenever you wish to use them. CEUonestop.com is approved by the National Board for Certified Counselors (NBCC) to provide continuing education. Many international organizations recognize NBCC approval and honor the CEUs offered. CEUonestop.com offers online, self-paced courses (www.CEUonestop.com/wp/courses), live webinars (www.CEUonestop.com/wp/webinars), and recorded webinars (www.CEUonestop.com/wp/webinar/recordings).
To introduce APCDA members to their offerings, CEUonestop.com has established a discount coupon for use only by members of the Asia Pacific Career Development Association. After you select your professional development from CEUonestop.com, use the coupon code apcda17 to receive 15% off the cost of the course or webinar. Upon completion of the requirements, you will receive a certificate. This certificate can be sent to your certifying agency for documentation of your continuing education.

Please address any questions you may have to Dr. Janet Wall, at careerfacilitator@janetwall.net.

Advocating for Career Counseling, Career Education and Career Guidance
by Raza Abbas


Career Counseling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and life decisions. The Organisation for Economic Co-operation and Development (OECD), http://www.oecd.org/about/, definition for Career Guidance clearly links it to individual and group activities, online and onsite activities and education, counseling, world of work experiences and system development. "Career Guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services)". Career Education helps a person develop the knowledge and skills they need to choose and pursue a career path. Career Education often refers to vocational training for a specific job field. Instead of focusing on academic subjects, a student learns the tools of an occupation through hands-on training.

Merriam-Webster defines Advocacy as "the act or process of supporting a cause or proposal." As professionals of the service industry, we are collectively executing amazing and meaningful social development career projects in our respective regions and countries so that humanity blossoms and leads to peace and harmony in our societies. Pause for a moment and think about how frequently we advocate for career counseling, career guidance and career education work within our local, regional, national, and global institutions. We should consider pro-actively amplifying our advocacy efforts. Some valuable advocacy strategies follow that should strengthen and enhance your efforts.

Initially select the advocacy strategy from the list mentioned below that you with your institution currently pursue as part of the institution's career counseling, career education and career guidance advocacy strategies. Then decide what else you can do to enhance your advocacy efforts.

Communicate
Does your institution implement career counseling, career education and career guidance media campaigns: Social Media, TV, and/or Radio to raise general awareness in the society?

Publish
Does your institution publish career counseling, career education and career guidance research relevant to the institution"s mission?

Advise
As career professionals at your institution, do you all collectively advise communities, government, and other NGO"s on career counseling, career education and career guidance?

Organize
As an institution leader or practicing career professional, do you develop capacity for career educator
communities to advocate for themselves?

**Demonstrate**
As an institution, do you participate in and/or organize public awareness sessions for parents, youth, teachers and/or community stakeholders on career guidance, career counseling and career education? How frequently does your institution facilitate career guidance, career counseling and career education awareness workshops, seminars, and conferences?

**Lobby**
If career counseling, career guidance and career education is relatively new in your country, has your institution lobbied effectively with policy making institutions in your country and law makers in order to influence career education, career counseling and career guidance legislation in your region?

**Legislate**
Does your institution work to help draft and propose new legislation on career guidance, career counseling and career education? As an institution, have you developed a holistic youth or career policy in your country and advocated career counseling, career education and career guidance as a civic right for youth in your respective country?

**Technology**
As an institution have you developed career counseling, career guidance, career education websites and career resources for the society at large in the local language? Does your organization have customized career guidance software for students and teachers? Does your institution promote career guidance through innovative means i.e. mobile phones and providing career guidance through telephone help lines?

**Speak**
Do institutional representatives pursue speaking engagements to raise awareness and share knowledge of career counseling, career guidance, career education at schools, NGO's and vocational institutes? If so, are the engagements local, national and/or global? How frequently does your institution organize and plan national and international conferences in career counseling, career guidance and career education? Are the engagements virtual like video webinars or YouTube offerings?

**Capacity Building**
As an institution, how regularly does your team train teachers, practitioners and the society at large to become Career Counselors/ Career Practitioners, Career guidance counselors/Career guidance Practitioners and Career Educators/ Career Educator Practitioners during the semester and holidays?

I hope that this article enabled you to strategically identify additional techniques to strengthen and enhance your advocacy efforts. If you would like to further discuss one or more advocacy strategies kindly email at ra@pathwayglobal.org.