CHAPTER 1

Introduction

Marilyn Maze

Asia Pacific Career Development Association

Hyung Joon Yoon

The Pennsylvania State University

Brian Hutchison

New Jersey City University

This book, funded by the Second Century Fund of the National Career Development Association (NCDA), intends to help readers understand career development practices, the training of career professionals, and professional credentialing of them around the world. This project was initially started by NCDA to inform the NCDA Credentialing Commission for the development of new credentials in an effort to create competency-based identification of professional career services practitioners. This book and the companion credentialing initiative serves career practitioners, policy makers, and clients throughout the world.

Policy researchers and policymakers addressing career issues, educators who support students' career development, and career development practitioners including career counselors, career coaches, and career consultants are the intended audiences. This book can be used to generate ideas for nation-wide or regional career development policy, learn specific aspects in career development from other countries, and understand the status of practice, professional development training, and credentials around the world.

This book entails status reports from 11 countries and European Union (EU). Contributing countries include Australia, Canada, China, Columbia, India, Japan, South Korea, Taiwan, Uganda, United Arab Emirates (UAE), and United States of America (USA). These countries were chosen carefully through the network of the National Career Development Association (NCDA) and Asia Pacific Career Development Association (APCDA). Authors were invited to contribute by the editors of this book.

A general outline of each chapter includes (1) career development practices in K-12, higher education, community, business/industry settings, (2) competencies that are required for career development practitioners, (3) professional training programs for career practitioners, and (4) credentials available in each country. Depending on the context of the respective country, information for these areas may be missing, marginalized, or amply addressed. Also, the sophistication of information provided depends on the level of maturity of career planning services within each country.

Similarities and Differences

As you read the chapters from each country/region, you will notice a large number of similarities among practices and career planning goals. You will also notice some important differences. The following categories may help you to identify these similarities and differences:

- Principles & goals: Each country/ region builds its training and credentialing system upon a stated set of principles and goals for career planning. Comparing services and target populations across cultures reveals similarities and differences that illuminate common trends in career development for the human species and culturally unique aspects of this development respectively.

- Factors driving career services: In each country, the motivating factors may differ. Some typical factors that drive career services include labor market changes (sudden employment shifts, imbalance in demand for workers), population changes (such as an aging population, or a very young population), government regulations, and cultural factors and/or traditions.

- Funding/economic sectors: Which sector is primarily providing the funding for career services and are the funds sufficient? The investment by federal, regional, or local systems matter as to whether investment is being made by government or business sectors. In some countries, funds are extremely limited.

- Experts and expertise: Initially, career planning in a country is usually provided by professionals trained in other countries. As it becomes more prevalent, programs to train additional professionals are developed locally by private companies, universities, or government agencies. How prevalent are career planning professionals? How much have career development practices been localized? What types of training are being provided within the country?

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

Providing Career Services is a Developmental Process

All human endeavors persist on a developmental spectrum; professional career services are no different. Reading the chapters in this book, you will find countries at all stages of development. It is important to recognize that one country is not "behind" another except that the beginning of their developmental journey has simply happened at a different point in chronological time due to various sociopolitical factors. In practice, a country or region that is relatively new to the field is likely at a similar developmental stage as a more advanced country was at that same time in its development.

In general, the first stage is for the private sector to recognize the need for career services and to provide them for a fee, which makes these services available to the wealthy elite. In some countries, awareness of the need for career planning services begins in institutions of higher education which recognize that students need this assistance and initiate a career center where designated staff provide career advice. Whichever sector initiates the awareness of the need for career planning services, the awareness grows and spreads over time. Services become more sophisticated and often grow in size and variety of offerings. Initial efforts must address *bootstrap* issues (i.e., threats to the survival of the program or service during initial stages of development). A common bootstrap problem is public awareness of the existence and effectiveness of career service. The service providers must build awareness and educate the public to attract target audiences. In so doing, they often begin by attracting the attention of the wealthy elite, then the general public, and finally government agencies who respond to the increased desire among the public for these services.

When government agencies become involved, changes may occur more rapidly. While many countries in the world struggle to meet the basic infrastructure needs of their citizens (i.e. water and roads), others are acutely aware of the need for career planning services and strive to fund these services. When countries first make a commitment to provide career planning services, they typically either start with unemployed adults or in-school youth. Reading the chapters that follow, you will see examples of countries which started by focusing on one of these areas, then broadened their attentions.

From a governmental perspective, providing career planning services includes:
- Collecting data about the labor market in order to help the workforce focus on jobs that are or will become available
- Training service providers throughout the country and setting training standards for service providers
- Funding career planning services in locations throughout the country

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

- Perhaps funding technology, such as computerized information or job matching systems, in order to simultaneous meet the needs of large numbers of people
- Defining policies for developing and providing these services

Clearly, this is an ever-expanding process. As soon as each of these needs is met at some level, those providing the services identify potential improvements and begin to lobby for more and better services.

After some years of government engagement in career planning services, the need for trained professionals in this field intensifies. Government or professional associations begin to define standards for training. Universities and private training companies develop programs to train career practitioners. Often, the situation in the field is diverse, with larger cities having more and better trained professionals providing career services, and rural areas trying to make do with the personnel available.

As programs for training career services providers become established, leaders in the field began to develop theories that guide practice locally. Research into the effectiveness of various practices begins to provide evidence supporting model practices and concepts. This institutional knowledge is an important indicator of whether a country has developed career planning practices to a high level. Usually, this level of engagement in the field is accompanied by a widespread knowledge among the population of what career planning is and the need to engage in it. However, services offered in various parts of the country may continue to be uneven due to financial limitations and social values.

Factors that Affect the Level and Quality of Services

The following factors seem to affect the level and quality of career education and services that are being offered in different countries:

- **Per capita income.** Higher-income countries are usually better able to set aside funding for career planning services
- **Historical factors.** Some countries, such as Europe and the USA, have been providing career planning services for a century or more, while other countries are just starting now. The longer career planning services have been offered in a country, the more service providers know about what is most effective in that country.
- **Cultural expectations of government.** The culturally perceived role of government makes a difference. The expectations citizens have for the role of government to provide services like career planning varies greatly. For example, Singapore long had stable, centralized leadership invested in taking care of the people's needs. Therefore, Singaporeans expect the government to keep tuning the economic engine which is bringing prosperity to Singapore. The government recently adopted an exciting new

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training.* Broken Arrow, OK: National Career Development Association.

"framework" for career services which includes funding for training/retraining and availability of career services for all citizens. The world can watch with excitement, or perhaps envy, as a country develops all new and improved career development services based on this recent commitment by their national government.

- **Government structure.** In more centralized countries, citizens look to the national government for human services. In countries that prefer local control of human services, the types and levels of service may vary widely throughout the country.

- **Cultural differences.** Some countries are clearly focused on prosperity. Career planning is viewed as a tool to enhance productivity, because happy workers are productive workers. Other countries are focused on Decent Work and expect all citizens to have access to career planning to help them find Decent Work. Other countries expect people to find their own way, or families to guide youth to the right fields, and view career planning as a service for special needs populations. Cultural differences are subtle. Watch for them as you read these chapters.

Reasons to Learn about Other Countries

If you live in a country where career services are well established and widely available, why should you take an interest in the development of career services in other countries? As countries face career planning for the first time or expand their level of awareness and service goals to a new level, they look with fresh eyes at the problems in our field. Human problems tend to be universal, but solutions are often new and surprising. While our grandparents' career services may have been adequate in their young adult years, the world today faces different problems and offers different options for solving them. Career theories developed a half-century ago often have a slightly dated feel, and we look for leaders who can explain today's problems with fresh eyes. Some of these leaders may be found in countries with less history or a different history than those of developed nations.

Societal values also have a big impact on career development practices. Some of the most fascinating career development ideas today come from blending Eastern and Western thinking in this field. Career services practices that seem perfectly normal in one country may feel strange in another country due to differences in values and cultural goals. As the populations of our countries become increasingly diverse, learning about the adaptations in other countries may help us to better serve certain populations within our own country.

Countries that are rapidly expanding their thirst for career services can provide exciting opportunities for those who enjoy travel. Opportunities exist both for people interested in relocating, and for those interested in providing training and assistance on a temporary basis. The global career services community is vibrant and growing.

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

For some of us, learning about differences among the peoples of the world is a reward of its own. Expanding our own awareness by learning about various cultural differences and experiences is exciting. When we see others using skills that we practice often, but using these skills in a different way, this can be fascinating.

Summary Chart

It is very difficult to classify an entire country into a simple taxonomy. The list below condenses a great deal of information and an amazing variety of perspectives into four factors that are relatively easily identified in these chapters. This list is in approximate order based on the length of time career services have been offered in the country (shortest to longest). However, the order of this list and the factors selected represent subjective judgments and each reader may wish to reorder this list and/or name other factors that are more relevant. This list is intended to help the reader make sense of the information in this book, as well as encourage the reader to think deeply about how to use this information.

Table 1.1. *Summary Chart*

Country	Populations served	Driving factors	Funding sources	Availability of services
Columbia	School & university students	Academic success	Government	Urban schools and universities
Uganda	University students	Selecting a major in a changing world	Private universities	One university
UAE	University students	Selecting a major in a changing world	Universities	Some universities
China	High school through adult	Rapid economic growth and labor market changes	Private initiatives	High demand in urban areas and educated populations
India	High school through adult	Rapid economic growth and labor market changes	Public policy and private initiatives	Varied

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

Korea	Government supported services for school through adult	Intensely competitive labor market for highly educated population and growth of aging population	Government	High demand throughout the country
Taiwan	School through adult	Intensely competitive labor market for highly educated population	Private initiatives with government cooperation	High demand throughout the country
Japan	School through adult	Extreme aging issues and the shortage of young workers	Private initiatives with government cooperation	High demand throughout the country
Australia	School through adult	Finding productive employment in a changing labor market.	Government and industry standards drive funding	Widespread, but effected by economic conditions
Canada	School through retirement	Serving the needs of a diverse population	Local government with private involvement	Widespread and widely valued, but locally controlled
USA	School through retirement	Youth unemployment and adapting to labor market changes	Private initiative pushing governments to get involved	Widespread, but locally controlled
European Union	Lifelong services	Youth unemployment, lifelong planning, and need for communication among countries	Government initiatives to support public needs	Widespread, but effected by local economic conditions

After reviewing select chapters of your interest, we highly encourage you to review Chapter 14. Synthesis and Future Directions for Career Services, Credentials, and Training. Chapter 14 provides a synthesis of the chapters including best practices and a master list of competencies for career practitioners and recommends future directions.

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.