

CHAPTER 14

Syntheses and Future Directions for Career Services, Credentials, and Training

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The purpose of this chapter is to provide syntheses and future directions for career services, credentials, and training based on the review of the contributed chapters from different parts of the world. We hope that career practitioners, policymakers at professional organizations in the field of career development, national/regional governments, and training providers around the world will use this resource to enhance career practice, policy, and legislation in their respective settings. We kept in mind the following questions while completing this chapter:

1. *How could career services and career education be provided effectively in different settings?*
2. *How could competencies for career practitioners be identified and regulated for effective service provision in the form of credentials?*
3. *How could training and educational opportunities be offered to career development practitioners?*

Career Practices in Different Settings

In this section, we review career practices in primary and secondary education, higher education, public employment services, and the private sector.

Primary and Secondary Education

In primary and secondary education settings, the main agent for career service and education provisions differs from one country to another. We adopted Chadha, Gambhir, and 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.

Mahavidyalya’s (2018) classification – *counselor*, *career teacher*, and *teacher-counselor*, which is aligned with Zelloth’s (2009) observation of “a psychological model, pedagogical model, and a hybrid model.” (Vuorinen & Kettunen, 2018, p. XX). We added one more category, *career practitioner*, for this classification system to identify those providing career services within school systems who do not have a graduate degree in counseling, psychology, or a closely related field. Our definitions are:

- Counselor: a person holding a graduate degree in counseling, psychology, or closely related field specializing in career, school, or guidance counseling.
- Career teacher: a teacher in a school who provides career education through instructions and various experiential activities.
- Teacher-counselor: a teacher who is trained to offer educational activities as well as career counseling sessions.
- Career practitioner: a person providing career services who does not hold a graduate degree in counseling, psychology, or a closely related field.

The following table identifies the countries described in this book that use each type of career services provider.

Table 14.1. *Career Service Providers in Primary and Secondary Schools*

| Provider Type | Country |
|---------------------|---|
| Counselor | <ul style="list-style-type: none"> • Canada • Columbia • European Union • India • Taiwan • United States |
| Career Teacher | <ul style="list-style-type: none"> • Australia • Canada • Columbia • European Union • India • Japan • Taiwan • Uganda |
| Teacher-counselor | <ul style="list-style-type: none"> • European Union • India • South Korea (transitioning from the <i>career teacher</i> model) |
| Career Practitioner | <ul style="list-style-type: none"> • European Union • India • United States (only in some states, e.g., South Carolina) |

Recognition of best practices serves a two-fold purpose. One, it identifies optimal interventions that may inform career practices in other countries. Second, recognition for work done well motivates career practitioners and leaders to continue to strive for excellence in their work. The table below identifies best practice(s) from each country included in this book.

Table 14.2. *Best Career Services Practices in Primary and Secondary Schools*

| Country | Best Practices Identified by the Authors |
|----------------|--|
| Australia | <ul style="list-style-type: none"> • <i>Work studies</i> course is an option for ninth and tenth-grade students. The course includes topics such as managing change and transition, selecting learning strategies, and entrepreneurial skills. |
| Canada | <ul style="list-style-type: none"> • National <i>Take our Kids to Work Day</i> for ninth grade students in which more than 200,000 participate. • “ChatterHigh” online resource designed to engage high school students in career planning. |
| China | <ul style="list-style-type: none"> • Beginning implementation of career education and guidance in high schools. |
| Columbia | <ul style="list-style-type: none"> • In 2010, the National Civil Service Commission increased the number of school counselors nationwide from 877 to 1892. • Career development is integrated within a larger bio-psycho-social framework as monitored by highly trained school counselors. |
| European Union | <ul style="list-style-type: none"> • Cedefop Competence Framework for Career Practitioners provides an empirically based set of practitioner competencies that assure high training standards across diverse nations. |
| India | <ul style="list-style-type: none"> • The integration of trained counselors, career teachers, and teacher-counselors to provide a comprehensive approach to service provision at a large scale. • Use of role plays, drama, and career sensitization perspectives in interventions. |
| Japan | <ul style="list-style-type: none"> • An emphasis in high school is placed on developing student independence by using experiential and service learning activities. • Building human relationships and autonomy are key foci in career services interventions throughout school years. |
| South Korea | <ul style="list-style-type: none"> • Career teacher-counselors are required to complete a 570-hour program to be qualified as a Dedicated Guidance Counseling Teacher. • Ministry of Education has selected 10 graduate schools to offer graduate programs in career guidance and counseling for primary and secondary teachers. |
| Taiwan | <ul style="list-style-type: none"> • Student Guidance and Counseling Act requiring guidance counselor staffing levels for elementary and junior high schools. • Career Navigator Dashboard digital career counseling system to integrate school performance with daily life. |

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| United Arab Emirates | <ul style="list-style-type: none"> The recent Ministry of Education <i>Strategy for 2010-2020</i> introduces a formal school-based career counseling program and a call to develop training requirements. |
| Uganda | <ul style="list-style-type: none"> Ministry of Education guidelines address contextual concerns such as HIV/AIDS mitigation, psychosocial concerns, and support services as necessary elements of guidance. Informal community networks utilized to provide career talks in schools until more formal programs and processes can be developed. |
| United States of America | <ul style="list-style-type: none"> American School Counseling Association National Model provides a national standard for school counseling interventions and student developmental expectations. |

Note. Citations are omitted as the content of the table is found in the contributed chapters. Readers are encouraged to review chapters of interest to learn more.

Future directions of professional career services in primary and secondary school settings become clear as one reads each chapter. While different countries/ regions may be at different stages, there is a common developmental thread exposed by reviewing the entirety of this book. We see the following stages unfolding across all chapters:

1. Awareness of the need for systematic career education and counseling interventions in school systems.
2. Legislative action to define standards for the provision of services and qualifications of service providers.
3. Establishment of programs that fit within the political system of influence (e.g., federal guidelines and systems, state/ prominence level guidelines and systems, or local level guidelines and systems).
4. The scientific study of intervention effectiveness and delivery.
5. Continual refinement of policies, standards, requirements, interventions, and systems.

Future trends, therefore, are contextual in that they must adhere to the culture of the country and the developmental stage in which career work is being done. Globalization and technology have overlaid this developmental process with the knowledge that career development in primary and secondary schools must expand to prepare students for a more chaotic world-of-work and the autonomous ability to engage with career development over the entire life-course.

Higher Education

Higher education settings, when compared to the other three settings summarized in this chapter, is the environment with the most uniform system of career services practices across the countries and regions in this book. The general uniformity of these services is grounded in two societal concerns: 1) filling gaps between education and employment needs; 2) being responsive to the growing demands of the 21st Century global economy. In the following paragraph, we will “paint

a picture” of career services in higher education using aggregated information gleaned from the chapters of this book.

Colleges and universities have a centralized or decentralized career services unit with the mandate to serve students in their career exploration, choices, preparation, and first job selection. Professional career services providers are required to have some level of training, qualification, and certification to perform this role. The career services unit provides an array of services most often including: 1) assessment (exploration); 2) employment information (exploration); 3) coaching/ counseling (exploration and choices); 4) career fairs (career exploration, choices, preparation, and first job selection); 5) career workshops/trainings (preparation); 6) internships (preparation); 7) employer engagement (first job selection); and 8) application assistance including resume, cover letter, job interview, and selection training (first job selection).

Please review Table 14.3 below to identify the professional titles found in higher education settings in each country as well as specific points of focus highlighted by each country author team.

Table 14.3. *Unique Career Services Attributes in High Education*

| Country | Career Services Professional Titles | Specific Foci Mentioned |
|----------------|--|---|
| Australia | Various but are most often members of the National Association of Graduate Careers Advisory Services (NAGCAS) | Work studies curriculum in K-12 is the foundation of career exploration in higher education settings. |
| Canada | Career counselors (many whom hold various professional identities) | Alumni career services programs. Career services for special population needs (e.g., students with disabilities, immigrant students). Co-op programs. |
| China | Assistant Career Counselor (Level IV) Career Counselor (Level II) Career Practitioner (Level III) Morality and political guidance teachers Senior Career Counselor (Level I) | Entrepreneurship centers in addition to career centers. |
| Columbia | Psychologists (not necessary focused on career guidance) | Recruitment and retention of students through university graduation. |
| European Union | Career assessment and information expert Career counselor Career educator | Competency-based model for supporting professional development and standards. |

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| | Career service manager Social systems intervener | |
| India | Quality trainers Specialized business trainers | Scalability of career development services sponsored by the government designed to train 350 million people by 2022. |
| Japan | Career consultant | Highly integrated career education and vocational guidance system required by law. |
| South Korea | Job consultant | Career Development Center for the Creative Economy (CDCCE), a government sponsored integrative model between universities and the world-of-work. |
| Taiwan | Career consultant Career counselor Consulting psychologist Employment Service Class B Technician | Counseling Act requires one counselor for every 1200 students. Mentor programs with industry. |
| United Arab Emirates | Academic faculty Career services staff | Very focused internship experiences. |
| Uganda | None currently | Makerere University is the only one that has formal career services at this time. |
| United States of America | Career counselor Career services provider Global Career Development Facilitator | Accountability for measurable outcomes. Personal branding and marketing. |

Public Employment Service

Public employment services are public *goods* and therefore are sponsored and managed by governmental entities. Nowhere does one see the importance of public policy (and thus public advocacy) in the delivery of consistent, quality career services to all citizens than in this sector. We think it is most useful to summarize this information by noting primary government policies and agencies as well as the specific public services sponsored by each.

Table 14.4. *Best Career Services Practices in Public Employment Service*

| Country | Sponsoring Institution or Law | Specific Services |
|-----------|---|--|
| | Commonwealth Employment Services (CES) | Disestablished causing services to be outsourced to non-government entities. |
| Australia | Jobactive | Privately funded, government sponsored program that funds more than 1700 job active providers to connect workers to employers. |
| | National Disability Insurance Scheme (NDIS; 2017) | Provides economic safety net for persons with disabilities. |

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| Canada | Devolution of services from federal to regional and local municipalities. | E.g., Alberta Learning Information Service |
| | Forum of Labour Market Ministers (FLMM) | Renewing emphasis on improving labor market information. |
| China | Ministry of Human Resources and Social Security | Oversees training and accreditation to issue certificates for many areas of occupation including career guidance practitioners (i.e., <i>National Standard on Professions: Career Guidance Professions</i> ; 2005). |
| Columbia | Law 1636 (2013) | Created the Public Employment Service to protect the unemployed and reintegrate into the labor market. |
| | Ministry of Labor (2016) | Created COLABORA which are six job counseling centers. |
| European Union | European Lifelong Guidance Policy Network (2015) | ELGPN Quality Assurance Framework provides criteria and indicators that can be used to evaluate the quality of practice and policy. A case example in Ireland is provided in the chapter. |
| India | National Career Service <i>Recruiting Agencies</i> | Nation-wide online platform for job matching. |
| | <ul style="list-style-type: none"> • Union Public Service Commissions • Staff Selection Commissions • Institute of Banking Personnel Selection • State Public Services Commissions • Public Sector Units • Directorates of Education | Nation-wide recruiting agencies. |
| Japan | Prefecture sponsorships (46 in total) | Job Café', a free, one-stop support station for people ages 15-39 who are unemployed. |
| | Federal government | Job Café' Mothers to support women with small children. Job coaches through employment and life support centers for persons with disabilities. |
| South Korea | Employment Security Act of 2015 through 8 federal Ministries coordinating for specific needs/populations. | 1,378 public job security centers established through local governments. |
| | Employment and Welfare + (EW+) | Aiming for a true one-stop shop services instead of needing to visit multiple facilities. |

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| Taiwan | Workforce Development Agency (2013) | Promotes personal training on the <i>iCAP Competence-Oriented Course Quality Certification</i> |
| United Arab Emirates | Ministerial Orders No. 41, 42, and 43 (2005) | Imposes a quota system to ensure that UAE nationals are proportionately represented in private sector companies. |
| Uganda | President Yoweri Museveni | Speaks to the ongoing need for career services in a country that believes these services are needed only for youth and college students despite high unemployment rates. |
| United States of America | Department of Labor's Employment and Training Administration | Supports more than 2500 regionally located career one-stop centers called American Job Centers. |
| | American with Disabilities Act (1990) | Guarantees equal access to employment and forbids employment discrimination. Also funds accommodations for disabilities so that persons have full access to employment. |

Private Sector

Global capitalism, and its speedy proliferation in the recent decade, suggests that the private sector will continue to grow in opportunity and relevance for professional career services. A review of the chapter submissions for this book suggests that we are seeing a complete continuum of the presence of private sector career services within. Below, we note a compelling unique aspect of each chapter as presented within this work. This review reveals countries (e.g., Columbia, Uganda, European Union, and Taiwan) where the private sector is either absent or did not merit reporting through countries (e.g., China and South Korea) where the private sector is driving paradigm shifts in the delivery of services to scales never before seen in history.

Table 14.5. *Best Career Services Practices in the Private Sector*

| Country | Unique Aspect of Private Sector Services |
|-----------|---|
| Australia | It is illegal for private sector professionals to charge a fee to client-jobseekers; therefore, most private sector work is in recruitment for client-employers whom are seeking employees. |
| Canada | While community groups such as YMCA and Goodwill provide much of the non-governmental career services support, private sector specialists, counselors, and psychologists have found a niche in areas such as outplacement counseling and executive coaching and counseling. |
| China | Private sector companies and organizations are leading the charge in training China's first generation of career services professionals. The New Elite Development Program (NEDP), Beisen Career Institute (BCI), and All China Youth Federation (ACYF) among many others are training and credentialing Chinese career services professionals every day. |

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| Columbia | “It is also true that, given that there is no entity that leads training and certification of career counselors in this country, this situation will change.” Such a definitive statement of need portends a cultural shift around career development services in Columbia. |
| European Union | More so than other country reports, the European Union treats career services as a public good that needs to be centralized in administration and collaborative in delivery. As the authors stated, “No service provider or organization can alone meet the needs of diverse client groups, and new forms of dynamics and relationships...” emerging in the complex European environment. An interesting observation from this book is the difference in content and focus between this single regional contribution versus the national contributions of all other chapters. |
| India | The level of collaboration between government entities, training institutions, and business/ industry is reported to be exceptionally high. One might think that it is this integration that might cause a lack of private sector reporting in this chapter. |
| Japan | Private job search agencies are reported to be proliferating since 1991 and largely providing services on-line. |
| South Korea | South Korea has a large population (27,600) and proportion (85.1%) of vocational counselors and employment services workers in the private sector (KRIVET, 2011). This population is spread over 12,071 registered agencies. |
| Taiwan | Taiwan has a well-developed, collaborative system of career education and services in place that was not reported to rely upon private sector services. |
| United Arab Emirates | An emerging, and therefore unregulated, sector of career services, the private sector is growing by providing services such as document reviews, career coaching/ counseling, and placement services. |
| Uganda | The chapter author wrote a 2011 article in <i>The Daily Monitor</i> , the nation’s leading newspaper, questioning the current approach to career services in Uganda. Nsubuga reminds us all of the difficulty in making cultural change occur in the name of career development, something each of our countries has done or attempted to do. |
| United States of America | Compared to most other country reports in this book, the United States of America seems to have a proliferation of career credentials and a lot of portability of credentials across settings and sectors of career services. |

Credentials and Competencies for Career Professionals

Mechanisms Affect Standards for Career Professionals

The current status. Reviewing contributed chapters revealed different types of quality control mechanisms for establishing and controlling standards related to qualifications of career educators and practitioners, thus in turn, controlling the quality of career education and career services. According to Vuorinen and Kettunen (2018), those mechanisms are *legislation, licensing, quality standards, accreditation, and professional registers of career practitioners*. Borrowing from their framework with slight modifications, we classified the practices reported in the chapters in Table 14.6 leaving their original contents in quotes.

The impact of legislation is powerful. Some countries such as South Korea made bold progress requiring all primary and secondary schools to have at least one full-time career dedicated teacher (Yoon and Pyun, 2018). National credentialing in the forms of licensing and certifications is occurring as well. As these are defined and sometimes mandated by the law, the implementation is almost guaranteed, although the quality of training and the level of competencies of career practitioners are still uncertain.

Qualifications standards, developed either by the government or a professional organization well respected in the field, can be effective because they set the level of achievement for all wishing to participate in providing professional career services. Qualifications standards vary including national competency standards, national qualifications framework, occupational standards, and competency models.

It is remarkable that different Australian career development associations voluntarily formed the Career Industry Council of Australia (CICA) in 2006 to establish and implement the professional standards for career practitioners. While NCDA has been assuming the similar role in setting United States standards for the last century, it is not common to see the formation of such an organization at the national level involving all relevant organizations. These are certainly good precedents for other countries striving for ensuring the quality of career services and professionalization of the field.

Similarly, in case of the United States, CACREP was founded in 1981 to promote the professional competence practitioners in the counseling and related fields through the development of standards and accreditation of master's and doctoral programs (CACREP, 2017a). As noted by Pope and Hutchison (2018), one of the specialty areas of CACREP is career counseling. As of November 2017, there are eight CACREP currently accredited graduate programs in the United States, with the first ones— California State University-Northridge (still active) and the University of Maryland (expired)—being accredited in 1994 (CACREP, 2017b).

When national qualifications or credentialing is not available or in conjunction with existing credentials, the government can empanel career practitioners for specific purposes. For example, India empanels career counselors and vocational guidance experts for the National Career Service (Chadha, Gambhir, & Mahavidyalya, 2018), as an alternative to credentialing career practitioners. The empanelment criteria include degree and experience requirements. In the case of South Korea, empanelment criteria for job consultants included government licenses such as *Vocational Counselor License* and *Youth Counselor License* in addition to work experiences (Yoon & Pyun, 2018).

Table 14.6. *Approaches in Promoting Professionalism of Career Practitioners*

| Approaches in promoting professionalism | Examples |
|--|---|
| Legislation | <ul style="list-style-type: none"> • Technical and Vocational Education Act (2015) requires senior high schools or below to offer vocational guidance courses (Taiwan) • The Career Education Act (2015) mandates schools to have at least one teacher dedicated to career education and counseling (South Korea) • Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Australia) • “Qualification requirements for school guidance counselors and vocational psychologists (Finland)” • “Certifications for career practitioner titles (Iceland)” • “Qualification requirements of career practitioners in PES (Slovakia)” • “Detailed minimum teacher-vocational counselor qualifications (Poland)” |
| National credentialing by the government | <ul style="list-style-type: none"> • Vocational Counselor License with two levels (South Korea) • Career Guidance Professionals with four levels (China) • Career Consultant certification with two levels (Japan) • “Licenses for vocational counselors in PES (Poland)” |
| Qualification standards | <ul style="list-style-type: none"> • Professional standards for career professionals through a formation of the Career Industry Council of Australia (CICA) (Australia) • The Australian Qualification Framework (AQF) (Australia) • National Competency Standards for four types of career-related practitioners (South Korea) • National Standards on Professions for career guidance practitioners (China) • “Occupational standards for professionals (Latvia)” • “Standards and professional requirements for diagnostic evaluation and guidance (Portugal)” |
| Accreditation | <ul style="list-style-type: none"> • Many EU countries adopted national competence framework • National Accreditation Council* (Columbia) • Accreditation of degree programs governed by the TEQSA Act* (Australia) • The Commission for Academic Accreditation* (UAE) • The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) (USA) • Accreditation of private employment service agencies (South Korea) • “Use of international accreditation frameworks (such as in Bulgaria, Greece, Romania)” |

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| Professional registry of practitioners | <ul style="list-style-type: none"> • Empaneling career counselors and vocational guidance experts with the National Career Service (India) • Using a pool of job consultants that meet certain qualifications for Youth Employment Centers and universities (South Korea) • “Regulation by professional bodies linked to quality standards and license or professional register developments (in Germany, the Netherlands, and the United Kingdom)” |
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Note. The table format with elements in quotes and descriptions concerning EU countries in quotes are obtained from Vuorinen & Kettunen (2018, pp. 98-99). *Applies broadly, not specific to career development practice.

Directions. Researchers in the field of career development and legislators are urged to understand international practices and devise ways to apply best practices with modifications by considering the unique context of their countries. Developing legislation in the area of career develop is not a simple task; settings range from K-12 education to higher education to public and private employment settings and beyond. Understanding each setting is crucial and often requires the inter-functional collaboration between, for example, an education-related ministry and a labor-related ministry in a given nation.

Career practitioners should think about forming, protecting, and upholding their own profession. While governments may act on behalf of career professionals, it is sometimes risky to wait until the government will protect the profession. As seen in the case of Australia, it seems to be crucial for career practitioners in different organizations and associations to get together and form universal professional standards to protect and advance the profession for the country. With a collective exercise of influence, a nationwide coalition of career development organizations may affect legislative efforts in the way to benefit students, clients and the career development profession.

In the United States, while CACREP has been the main driving force as for academic standards for graduate programs in counselor education specializing in career counseling, the number of accredited career counseling programs ($n = 8$) is marginal, compared to accredited school counseling programs ($n = 259$) (CACREP, 2017c). Taking one course in career development and counseling is a requirement for all CACREP accredited master’s programs (Pope & Hutchison, 2018). However, one course in career counseling may not prepare a counselor who did not specialize in career counseling to address career development needs of students and clients adequately. Although CACREP’s approach helps ensure quality in career counseling, providing supplemental training seems to be imperative considering the disparity between the supply—the number of graduates from CACREP accredited career counseling programs—and demand for career counseling in K-12, higher education, and employment settings. NCDA’s new initiative in credentialing career services providers and counselors could

fill the gap at least in the United States. Another idea is for NCDA to develop an accreditation program, nationally and internationally, for undergraduate and graduate level degree programs that emphasize on career development.

Different Titles of Career Practitioners and Credentialing Requirements

Different countries use different titles indicating certified or licensed career professionals, such as career counselor (USA), vocational counselor (South Korea), career consultant (Japan), vocational guidance expert (India), counselor (India), and career dedicated teacher (South Korea). Some other countries do not have specific professionals who exclusively provide career services or education. For example, In Columbia, school (or guidance) counselors provide career guidance while addressing other student-related issues (Brunal, 2018). Other countries such as the United States generally are in the same situation as Columbia, but some regions have dedicated career practitioners at schools.

The *2015 NCDA Code of Ethics* defines career counselor and career professionals as follows:

Career Counselor – a professional (or a student who is a career counselor-in-training) *with an advanced degree (master’s or doctoral level) in counselor education, counseling psychology or closely related counseling degree* [italics added], engaged in a career counseling practice or other career counseling-related services. Career counselors fulfill many roles and responsibilities such as career counselor educators, researchers, supervisors, practitioners, and consultants.

Career Professionals – as this term includes career counselors, career coaches, career consultants, career development facilitators, and anyone else who is a member of NCDA and provides career counseling, career advice/advising, career coaching, career planning, job search assistance, and/or related services. (NCDA, 2015, p. 26)

The terms indicating career professionals, however, vary across different countries including the term, *career counselor*. For example, the Japanese government unified all existing career-practitioner-related credentials to the *career consultant* license issued by the government (Mizuno, Ozawa, & Matsumoto, 2018), however the Japanese words for “career counselor” are commonly used interchangeably with “career consultant.” In the case of South Korea, the governmental license—*vocational counselor*—is awarded to those ones who pass written and practice exams (Yoon & Pyun, 2018). The term, however, might be confusing or seen as misleading to those who are accustomed to the North American model of career counseling because there are no degree or training requirements for the *vocational counselor* license in Korea. India is more aligned with NCDA’s categorization as *counselors* need to have a (post)

graduate degree in psychology, (*guidance*) *counseling*, child development, or special education, whereas vocational guidance experts are required to have a (post) graduate degree *in any field* but with a minimum of 5 to 10 years of experience in vocational guidance and counseling (Chadha, Gambhir, & Mahavidyalya, 2018).

Understanding Desired Competencies for Career Practitioners

Syntheses. Competencies are the basis for superior performance in a given job (Spencer & Spencer, 1993). In other words, if it is confirmed that one possesses a desired level of competencies identified, it is highly likely that he/she will perform effectively in the given job. A set of competencies is used to serve as criteria for licensure and certification and guide training and development activities based on the need using a competency assessment. Thus, establishing the right set of competencies is critical for the quality of services that career practitioners offer.

As seen above, respective governments and professional organizations are main players that develop and apply competency standards. In some contexts, such as Finland, Japan, South Korea, the government takes an active role in setting the competency standards and factor them into licensing and certification. In other contexts, professional organizations such as Council for Career Development (CCCD), Career Industry Council of Australia (CICA), Canadian Career Development Association (CCDA), and National Career Development Association (NCDA) of the United States take an active role in developing competency models with a list of competencies for professionals.

In Table 14.7, we have summarized a list of competencies that appear in the chapters. We did not list task-related items, as they are not competencies. Additionally, to offer a more comprehensive comparison of the competencies, we used original sources when necessary to acquire additional information. For example, we identified an additional six areas of specialized competencies from the Canadian Standards & Guidelines for Career Development Practitioners (CSGCDP, n.d.). On a special note, we included competencies defined by the International Association for Educational and Vocational Guidance (IAEVG, 2003), which were not included in the chapters contributed, as it is a valuable resource validated with a pool of 700 practitioners in 38 countries (IAEVG, n.d.).

It appears that competencies that were represented in different countries and sources could be grouped into three different categories—core, special, and professional practice. To help review the summary more effectively, we have provided potential categories in the table. Core competencies may be relevant to all career practitioners, special competencies may be required to certain practitioners in certain settings, and professional practice competencies may be applied to other professional but are also critical to career partitions to be effective. For example, the *labor market information* competency is relevant to all career practitioners

including career coaches, job developers, and career counselors. However, the *career counseling* competency would be only relevant to practitioners with a counseling degree in most contexts.

Table 14.7. *List of Competencies for Career Practitioners*

| Potential Category | Competency | Appears in |
|---------------------|--|---|
| Core | Helping skills | CDF/GCDF/CCSP* (USA), CSGCDP (Canada), Cedefop (EU) |
| Core | Labor market, learning, and career related information and resources | CDF/GCDF/CCSP* (USA), CICA (Australia) – Core, CSGCDP (Canada), CG-L5 (Korea), VC-L5 (Korea), IAEVG – Core, PRFGC (Ireland), NSP (China) – Basic, Japan |
| Core | (Career) Assessment | CDF/GCDF/CCSP* (USA), CICA (Australia) – Specialist, CSGCDP (Canada) – Specialized, CG-L5 (Korea), VC-L5 (Korea), IAEVG – Specialized, Cedefop (EU), PRFGC (Ireland), NSP (China) – Basic & Professional, Japan |
| Core | Diverse populations | CDF/GCDF/CCSP* (USA), CICA (Australia) – Core, CSGCDP (Canada), IAEVG – Core, NSP (China) – Basic |
| Core | Ethical and legal issues | CDF/GCDF/CCSP* (USA), CICA (Australia) – Core, CSGCDP (Canada), IAEVG – Core, Cedefop (EU), Japan |
| Core | Career development models and theories | CDF/GCDF/CCSP* (USA), CICA (Australia) – Core, CSGCDP (Canada), IAEVG – Core, Cedefop (EU), PRFGC (Ireland), NSP (China) – Basic, Japan |
| Core | Employability skills | CDF/GCDF/CCSP* (USA), CSGCDP (Canada) – Specialist, VC-L5 (Korea), JP-L5 (Korea), Japan |
| Core or Specialized | Training clients and peers | CDF/GCDF/CCSP* (USA), CSGCDP (Canada) – Specialized, Cedefop (EU), PRFGC (Ireland), NSP (China) – Professional, Japan |
| Core or Specialized | Program (and service) management | CDF/GCDF/CCSP* (USA), CICA (Australia) – Specialist, CSGCDP (Canada), CG-L5 (Korea), IAEVG – Core, IAEVG – Specialized, PRFGC (Ireland), NSP (China) – Professional |
| Core or Specialized | Promotion and public relations | CDF/GCDF/CCSP* (USA), |

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| Core | Technology | CDF/GCDF/CCSP* (USA), CSGCDP (Canada), Cedefop (EU) |
| Core | Consultation (and coordination) | CDF/GCDF/CCSP* (USA), IAEVG – Specialized, Japan |
| Core | Make referrals (and provide advocacy) | CSGCDP (Canada), Cedefop (EU), Japan |
| Core | Facilitate entry into learning and work | Cedefop (EU) |
| Core | Laws and regulations** | NSP (China) – Basic |
| Core | School education system and career education | Japan |
| Core | Mental health knowledge | Japan |
| Specialized | (Career) Counseling | CICA (Australia) – Specialist, CG-L5 (Korea), CSGCDP (Canada) – Specialized, IAEVG – Specialized, PRFGC (Ireland), NSP (China) – Basic & Professional, Japan |
| Specialized | Re-entry counseling | VC-L5 (Korea) |
| Specialized | Group counseling | VC-L5 (Korea) |
| Specialized | Career transition support | VC-L5 (Korea), CTS-L5 (Korea), Japan |
| Specialized | Career coaching | CG-L5 (Korea) |
| Specialized | Leadership development | CG-L5 (Korea) |
| Specialized | Educational guidance | IAEVG – Specialized |
| Specialized | Competency development consulting (for clients) | CTS-L5 (Korea), Japan |
| Specialized | Placement | IAEVG – Specialized |
| Specialized | Employer liaison | CICA (Australia) – Specialist, JP-L5 (Korea) |
| Specialized | Working with people with disabilities | CICA (Australia) – Specialist |
| Specialized | Implementing career development policy | CG-L5 (Korea) |
| Specialized | Conducting job analysis | CG-L5 (Korea), NSP (China) – Basic |
| Specialized | Community capacity building | CSGCDP (Canada) – Specialized, IAEVG – Specialized |
| Specialized | Policy advice | NSP (China) – Professional |
| Professional Practice | Professional practice | CICA (Australia) – Core, CSGCDP (Canada), IAEVG – Core |
| Professional Practice | Information (and resource) management | CICA (Australia) – Core, CSGCDP (Canada) – Specialized, VC-L5 (Korea), IAEVG – Specialized, Cedefop (EU), NSP (China) – Professional |
| Professional Practice | Effective communication | CICA (Australia) – Core, CSGCDP (Canada), IAEVG – Core, Cedefop (EU), PRFGC (Ireland) |

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| Professional Practice | Self-awareness, capacity and limitations | IAEVG – Core, Cedefop (EU) |
| Professional Practice | Social and cultural sensitiveness | IAEVG – Core |
| Professional Practice | Effective collaboration | IAEVG – Core |
| Professional Practice | Professional development | CSGCDP (Canada) , Cedefop (EU), Japan |
| Professional Practice | Project management | CICA (Australia) – Specialist, CSGCDP (Canada), Japan |
| Professional Practice | Research and evaluation | IAEVG – Specialized, PRFGC (Ireland) |
| Professional Practice | Operate within networks and build partnerships | Cedefop (EU), Japan |
| Professional Practice | Engage with stakeholders | Cedefop (EU) |

Note. Cedefop: European Centre for the Development of Vocational Training; CICA: Career Industry Council of Australia; CSGCDP: Canadian Standards & Guidelines for Career Development Practitioners; IAEVG: International Association for Educational and Vocational Guidance; NSP: National Standards for Professionals; PRFGC: Program Recognition Framework for Guidance and Counseling; VC: Vocational Counselor; CG: Career Guidance; *Certified Career Service Provider (CCSP) is NCDA’s one of the five new certifications for career practitioners. See <https://goo.gl/HghHtz> to learn more about CCSP. ***Laws and regulations* is addressed within the *labor market, learning, and career related information and resources* in some countries.

Directions. This list of competencies should be used with caution, as some of these competencies are country and context specific. For example, *implementing career development policy* would be only relevant to practitioners working in a setting where mandates are imposed by governmental policies and laws related to career development. In addition, some competencies are not mutually exclusive. In other words, they overlap with other competencies. For example, *employer liaison* could be understood within the umbrella of *placement*. However, this list could be useful to identify relevant competencies in one’s setting when developing a competency model for the respective country, region, and/or setting.

The competency title, *(career) counseling*, is in accordance with the respective country’s understanding of it. To apply the Western standards about counseling, countries including China, Japan, and Korea may need to be placed in the *helping skills* competency. It is important to know, however, that helping skills in the NCDA’s *facilitating career development* (FCD) curriculum is based on basic counseling skills but with a significantly less, incomparable amount of time allocation compared to a counseling master’s program.

The categories of a set of competencies—*core, specialized, and professional practice*—should be carefully chosen considering the needs in the context. For example, Cedefop (2009) uses these three categories: *foundational, client interaction, and supportive*. South Korea classifies competencies into *core* and *optional*, whereas Canada, Australia, and IAEVG use core 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.

and *specialized* or *specialist*. In the case of China, the national standards classify the skills sets into *work ethics*, *basic knowledge*, and *professional skills*.

It is worthwhile to note that China mapped the competencies according to different levels of proficiency indicated by ranks, such as *career practitioner*, *assistant career counselor*, *career counselor*, and *senior career counselor*. China also identified behavioral indicators for each level in a given competency. It is not clear whether and how they actually implement the framework. It, however, would be meaningful to understand how the training is offered and certification is administered as this type of practice provides a career path for professionals.

Training and Education Providers for Career Professionals

Training and educational opportunities for current and future career professionals are provided by different entities such as colleges and universities, professional organizations, private companies, and governments. The target participant differs according to the purpose of the program. Degree and certification-related training programs are, in general, for future or entry-level career practitioners. Exceptions are doctoral-level career counseling programs and programs for clinical supervisors and instructors. Other training programs, which include workshops and conference sessions, are geared toward the current practitioners for their continuing education, in many cases, to fulfill continuing education unit (CEU) hours. Countries with a long tradition of professionalizing the career development field tend to have all types of training providers stated above with varying degrees of maturity, while some other countries rely on one type of provider if exists.

Training programs offered by private entities are often aligned with qualifications set by certifying organizations. Jin (2018) highlighted different certificate and certification programs available in China along with training contents and the number of hours required. The reviewed programs are mostly offered by private companies. In the United States, school counseling and career counseling master's programs are main players in the formal education realm. For practitioners who are non-counselors, the Facilitating Career Development (FCD) curriculum provided by NCDA's trained instructors—not by NCDA directly—has been the most widely popular one. The FCD curriculum feeds into the Global Career Development Facilitator (GCDF) of the Center for Credentialing and Education (CCE) and the Certified Career Services Provider (CCSP) certification of NCDA. These certifications have CEU requirements for the maintenance of the certification status.

In offering degree programs for career practitioners, there are mainly two types of regulating bodies—the government and a non-governmental organization. Norway and South

Korea are good examples of government-led degree programs. In the European Union, the European Lifelong Guidance Policy Network (ELGPN) plays a critical role in guiding policies and lifelong guidance activities in their member countries. Norway adopted the ELGPN's Quality Assurance and Evidence-base (QAE) framework when developing a new master's degree program in guidance and counseling (ELGPN, 2015). In South Korea, the role of the government is evident. The South Korean government is in the process of starting master's level career counseling degree programs in 10 different universities to secure skilled career practitioners (Yoon & Pyun, 2018).

In the cases of Australia and the United States, the influence of a non-governmental regulating body is evident while it is not required for universities to follow the directions of professional organizations. In Australia, universities make efforts to follow the CICA's criteria (McIlveen & Alchin, 2018). In the United States, many career-related counseling programs follow CACREP's requirements (Pope & Hutchison, 2018).

Directions

It appears to be important to understand the local context before planning to offer training and education programs. One must consider the role of the government, the existence of a professional organization or certifying body in the field of career development, and training and education providers. Points to consider for each country include, but are not limited to:

- What is the role of the government in setting and controlling the professional standards in the career development field in the country/region?
- What are well-respected credentials among career professionals in the country/region?
- Who are the main training and education provider in the country/region and what are the contents of the programs?
- What competencies does each of the training programs address and how are they aligned with the local and international standards (e.g., Jin, 2018)?
- How can a potential program comply with the professional standards in the country/region (e.g., Jin, 2018)?
- What are the ways to introduce new career development professional certifications in the country/region and what program(s) can be offered (if there is little to no standards)?

Answering to the above questions is desired before developing a concrete plan to provide training or educational programs in a certain country and region.

Conclusion

It is our hope that this book provides ideas that will enhance the professionalization of the career development field across the globe. Each country and region has its own unique culture, history, norms, regulations, and practices. While certifications targeting a global market exist (e.g., GCDF), authors in this book maintained the importance of establishing and following country- or region-specific guidelines (Brunal, 2018; Vuorinen & Kettunen, 2018). In East Asian countries such as China, Japan, South Korea, and Taiwan, the government takes an active role. While there are government-led certifications and training programs for career practitioners, many decide to take advantage of the “global” standards. When a certification or training provider attempts to penetrate a specific market, again, it is imperative to consider how the competencies align or complement with the local standards. Consistent with ELGPN (2015), an evidence-based practice must follow at different levels—training provider, certification provider, policy maker, organizations that hire career practitioners—in order to make an informed decision regarding whether the chosen approach works in the context.

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