

The

GCDF Connection[®]

The Global Career Development Facilitator Newsletter

Winter 2002/2003

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A Message from the Center for Credentialing and Education's National Office

On behalf of the Center for Credentialing and Education (CCE[®]), I would like to welcome you to the first edition of the Global Career Development Facilitator (GCDF[®]) newsletter. As many may well know, the GCDF credential is growing faster than ever!! The credential has expanded both nationally and internationally. Because the GCDF has become such a major success in the career development field, CCE felt that a newsletter would be beneficial to those who carry out the fundamental concepts of the GCDF on a regular basis.

This newsletter has been created to provide important, relevant information to certified GCDF's and those involved with this credential. This newsletter, which will be published twice a year, will provide information specifically geared towards the career development field.

Our hope is that this newsletter will serve as a sounding board not only for the organization that governs/manages this credential, but also for the individuals who are actively using the GCDF around the world in various work settings. We also hope that the GCDF newsletter will be the primary source of news and information for individuals who hold the CCE credential.

Here is a sample of what you can expect from the GCDF newsletter :

- Information about the career development field
- Updates on the different work settings in which the GCDF credential is used
- New CCE-approved curricula
- Updates on continuing education information to help certified GCDF's meet the recertification requirements
- Updates on worldwide GCDF expansions
- Reports from GCDF providers from around the world
- Information on newly-certified GCDF's and GCDF Instructors

As the contact person for the Global Career Development Facilitator, I am pleased to welcome you to the first of many editions of the GCDF newsletter!!!

Melanie Wrenn, B.A.
GCDF Applications Reviewer



Center for Credentialing & Education, Inc.

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Expansion of the Global Career Development Facilitator (GCDF) Credential in Japan

By Thomas Clawson, Ed.D., LPC, NCC and Susan P. Shafer, M.Ed., NCC

Over the past decade, there has been an increasing need for career development services all over the world. The changing economy has caused many to seek services in locating a job or changing careers. In the United States, the National Board for Certified Counselors, Inc. and Affiliates (NBCC®), the largest certifier of counselors in the world, recognizes the need for quality through certification and through its affiliate, the Center for Credentialing and Education (CCE®) began the benchmark of offering a training based credential for career development facilitators.

The staff of CCE and Recruit Company, LTD, one of the largest publication and placement firms in Japan, began working on an idea together in 1998. Not often in our professional careers have we been able to watch the birth of an idea develop into an actual reality. As a result of our partnership with Recruit, we have been able to not only witness, but experience this very process from start to finish. In our relationship with Recruit's fine staff we have created an effective partnership which is allowing a fresh view of careers in Japan. The Global Career Development Facilitator was enhanced by Recruit to tailor a well-researched curriculum to the unique, and changing job market in Japan. Changes in the very ways that the Japanese workers approach careers and the ways that employees treat workers has made it a necessity to rethink work. Recruit was up to the task of looking at a "cutting edge" way to explore decisions. In September 1999, The CCE Board of Directors unanimously approved the first and only Japanese GCDF curriculum presented by Recruit.

CCE has been asked to present the GCDF topic in several arenas around the world, and it is predicted that paramount growth will occur in this decade which will provide easy access to career counseling services to those in need around the globe. Some of the foundation of this growth is due to the developments and commitments made by Recruit for a quality training program and credentialing process in Japan. CCE looks forward to the continued partnership between two such premier organizations. CCE is also proud to recognize those that have taken the important professional step toward certification as a GCDF in Japan.

**VISIT THE GCDF
WEBSITE!!!**

**For information and
services,
log-on to:**

www.cdf-global.org

The Emerging Need For the Global Career Development Facilitator in Japan

By Yasushi Hosokawa, Executive Manager, Career Business Development Office, Recruit Co., Ltd.

As a member of the GCDF family, I would like to extend my warmest congratulations on the first publication of the GCDF newsletter. I sincerely admire the great effort of the fine staff at the Center for Credentialing and Education.

In this article, I would like to report the progress of GCDF-Japan's training program and the environment surrounding GCDF certificate holders in Japan. Compared to the US, career counseling is not widely recognized as a profession in Japan. A few master-level counselors such as school counselors and clinical psychotherapists have often played the role of career counselors. In addition, only a few master-level career counseling related courses are offered at colleges in Japan. In such an environment, we are expecting that GCDFs will fulfill the role of career counselors in Japan. (In Japan, GCDFs are trained as entry-level career counselors.)

Recently, rapid changes in the social environment in Japan are forcing the need of career counseling to grow. The lifetime employment system in Japanese corporations had maintained the growth of Japanese economy in the postwar era, but this system is coming to an end. Japanese corporations are beginning to adopt new systems such as the performance-based pay system and the merit system. As a result, more employees in Japanese corporations are forced to choose their own career path in the rapidly changing environment. In order to make an adjustment for these changes, Japanese corporations started to place career development facilitators or career counselors in their organizations. Some of the major corporations are actually sending their employees to our GCDF-Japan training program.

Meanwhile, the unemployment rate continues to rise in Japan because of the long economic recession. Japanese government believes that this rise in the unemployment rate is also caused by the mismatch of supply and demand of labor. Currently, both central and local governments in Japan are running a project to enhance the employment of unemployed workers. For example, the Health, Labor and Welfare Ministry released a plan for creating 50,000 GCDF-Japan level career counselors within 5 years. They will be stationed at public employment security offices and career support centers in each prefecture. There is a growing expectation for GCDFs to play a major role in this plan because of their excellent reputation.

In parallel with the government and corporations, the need for career counseling in colleges and secondary schools are also increasing because of the increase in the number of graduates who are not employed as full-time workers. Staffs in colleges and high schools are also taking our training program to improve their services and help students find jobs.

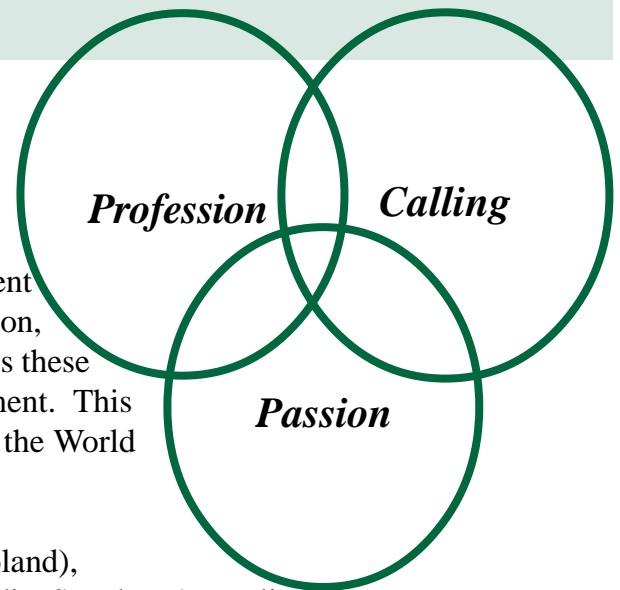
It has been two years since we launched the training program, and there are over two hundred trainees who have been certified as GCDF-Japan certificants. Within the next year, we are planning to increase the number of our courses in order to create one thousand certificate holders per year. However, the most important thing for us is to create qualified certificate holders of good quality. We believe that this leads to the creation of a society where everybody can enjoy his/her own job with enthusiasm.

I would like to conclude this article by wishing success to the GCDF certificate holders around the world - and again, congratulations.

The GCDF Across Cultures: Profession, Passion or Calling?

By: Stash (Stan) Maliszewski
Secretary, CCE Board of Directors

Perhaps to many career development facilitators, it is apparent that a GCDF is engaged in a profession, encouraged by passion, and motivated by a calling. The way in which a GCDF fulfills these components, however, may vary according to one's environment. This was one of the many lessons learned as a result of attending the World Congress of Vocational Counseling¹.



Discussing career development with professionals from (Poland), Greece, Belgium, Switzerland, Germany, Ireland, Finland, India, Sweden, Australia, and Canada, made one thing apparent: it is nearly impossible to disassociate a country's social and economic conditions, cultural values, and ideology from how the role of a career facilitator and counselor is perceived.

Although cultural values influence the teaching, and process of career-decision making, international social and economic conditions reaffirm the need for individual career development planning. The GCDF Project can provide standards, training specifications, and credentialing for international countries recognizing the need for enhanced efforts with career planning. In addition, it can define and differentiate two levels of career practice among paraprofessionals and professionals. After understanding and incorporating cultural values into the career planning process, the GCDF seems well-positioned for meeting individual career planning goals, while taking into consideration the unique circumstances and needs of international countries.

During the sessions and keynote presentations of the World Congress, accepted Western beliefs and attitudes about career planning had to be suspended in order to gain a more complete understanding and awareness of how economic conditions and cultural differences influence career development. Some of the impacts of social and economic conditions that can contribute to common international career development practices are listed below.

- **High unemployment** has caused school counselors to be a major contributor to economic development in Eastern Europe.
- **Unemployment** became a serious problem in Poland during the 1990s. Until recently, career planning was connected mostly to the educational system. Adults had limited access to career information.
- A **depressed economy and social conditions** have contributed to the increase in psychological support in relation to vocational guidance in Poland.

¹ The World Congress of Vocational Counseling was organized by the International Association for Educational and Vocational Guidance (IAEVG) and the Polish Association for School and Vocational Counselors and took place in Warsaw, Poland in May 2002. CCE was invited to conduct a presentation on the GCDF.

- **Social changes** in Sweden have resulted in career counselors using new models when working with clients (providing multiple resources to assist with career exploration). The counselor is now thought of as a process leader and coach.
- **Increase in job/career changes in Greece:** due to the anticipation of the increase in job/career turnover among workers, the importance of the career counselor's role in the adaptability and employability of the labor force is heightened. There are no requirements to practice career guidance in Greece, so the need for uniform career development standards is apparent.
- **Low-income workers and the economy:** The Czech Republic, Finland, Iceland, Spain and Sweden are seeking ways to teach career planning and encourage additional training and education for these workers. The hope is that employers and trade unions will support their career development efforts, and in effect, stimulate the economy.
- **Changing social patterns and the move toward a "global economy"** in Canada have resulted in unprecedented rates of change. Life-career planning services are in high demand; there has been a gradual shift from public to private funding for counseling.

Examples of cultural perspectives that impact career development internationally can be found in the following countries:

- **Great Britain** is seeking innovative approaches to training that will equip career guidance facilitators to better support clients who are disengaged from learning or work.
- Career development in **India** is a process that leaves room for little error, respecting the cultural significance of a decision that is binding throughout a person's working life.
- **Ireland** is experiencing a need for an indirect service model of career guidance for young people who leave school without graduating. Also, there is a need to examine how career guidance in elementary school can better show a relationship between attitudes toward self and career exploration and the use of job skills. Consideration is now being given to re-examining career development standards for students and workers.
- In **New Zealand**, most counseling services are to be found in private agencies. Counseling is now often "purchased" by the state from an expanding private sector.
- **Asian** values and Confucian ethics have strong influences in Asian society. Values such as "nation before community, and society above self," and "the family as the basic unit in society" result in a dependence on the family and other-centered behavior in interpersonal relationships.

Career development in the 21st century will be heavily influenced by global, social, and economic trends and events. The focus will be on career planning in a society that is increasingly connected, multicultural, technological, and work-oriented. Attending the World Congress offered an opportunity to experience the significance we all share: the desire to enhance the lives of individuals, and appreciate and celebrate different cultures, while learning to co-exist in a peaceful global community.

GCDF Recertification Guidelines

How to determine if your continuing education meets CCE requirements

The following checklist will assist in determining if an activity meets CCE continuing education guidelines and can be used for recertification. You should be able to answer yes to the following questions if you wish to use an activity for renewal credit.

- Does the content of the activity fall within a GCDF competency areas?
- Is the activity geared toward professionals in the field of career development?
- Does the activity enhance your role as a career development facilitator?
- If it was a teleconference, was there an opportunity to interact with an instructor or facilitator?
- Was the activity completed during the current five-year certification period?
- Does the provider of the training have formal education or credentialing in the content area addressed?

Additional Guidelines for Reporting Continuing Education

- In order to maintain and recertify the GCDF credential, the certificate-holders must complete **75 contact hours** of continuing education activities that match at least one of the 11 competencies areas within 5 years of your initial certification.
- A contact hour is defined as one hour of actual participation in a continuing education activity, exclusive of breaks, lunches and so forth.
- Teleconferences must feature an interactive format in order to be used for renewal credit. Interactive teleconferences are those that provide the opportunity for participants to communicate directly with the instructor or that have a facilitator present at the conference site.
- College or University courses – transcript, grade report or verification form required for documentation.
- Seminars, workshops or conferences – certificate, verification form, or letter verifying attendance required for documentation.
- Home study programs – must meet all continuing education guidelines as set forth here. A certificate from the home study company is the required documentation.

GCDF Numbers are Steadily Growing!!!

GCDF's Certified as of December 2002

United States Statistics

Total Applicants: 2917

Total Certified: 2564

Total Certifications By State:

Idaho	236	New Jersey	17
Georgia	215	Mississippi	15
North Carolina	199	North Dakota	11
Michigan	182	Oklahoma	11
Texas	135	Kentucky	8
Minnesota	132	Arizona	6
Florida	121	Missouri	6
New York	116	Wyoming	6
California	115	Indiana	6
Tennessee	105	Massachusetts	5
South Carolina	79	Hawaii	3
Alabama	75	Iowa	3
Oregon	66	Kansas	3
Maine	62	Montana	3
Wisconsin	60	South Dakota	3
Connecticut	56	American Forces Europe	2
Maryland	56	Puerto Rico	2
Pennsylvania	53	British Columbia	2
Washington	46	Utah	2
Vermont	46	West Virginia	2
Virginia	37	Nebraska	2
Alaska	34	Delaware	1
Ohio	33		
Ontario	28		
Colorado	28		
Illinois	24		
Nevada	24		
New Mexico	21		
Rhode Island	20		
Louisiana	19		
New Hampshire	18		
District of Columbia	17		

Japan Statistics

Total Applicants: 209

Total Certified: 209

Total Certifications By Providence:

Tokyo	103
Kanagawa	29
Chiba	25
Saitama	13
Hyogo	9
Osaka	5
Aichi	5
Shizuoka	3
Yamanashi	3
Tochigi	2
Gifu	2
Ibaragi	2
Hyougo	1
Ishikawa	1
Iwate	1
Kanagawaken	1
MA	1
Tokyo	1
Kagawa	1

New Zealand Statistics

Total Applicants: 3

Total Certified: 3

New Zealand 3

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Want to find out how you can advertise in the GCDF Connection? Contact CCE or check the Spring 2003 edition for more details

A Few Words from the GCDF Curriculum Review Committee

CCE enlisted the help of professional GCDFs to serve in an advisory capacity for the review of new GCDF curricula. CCE has approved approximately eight curricula after the first benchmark curriculum sponsored by the National Career Development Association (NCDA). The primary purpose of the committee is to assure that all curricula adequately cover, at a minimum, the twelve GCDF competency areas.

About the Committee

The most delicate part of the curriculum review process is nailing down a time when all members of the committee can meet. Our conversations go something like this: “Can we meet at 2:00 PM?” “Yeah that’s fine with me, but wait a minute-do you mean 2:00 PM Pacific time or 2:00 PM Mountain time?”. “Oops! I mean 2:00 PM Eastern time, 12 noon Mountain time and 11:00 AM Pacific time.” (Unison) “Yeah, that will work”!

The energy, dedication and professionalism that each member brings to the task is phenomenal. We are a volunteer committee and we take our work seriously. We are sticklers for content, and we stalwartly protect and uphold the integrity of the competency areas. To put this all in perspective we want to ensure that there is *confidence* in sufficient focus on the competency areas. It’s that clear, it’s that simple.

About the Process

Analysis provides the backbone for every review. We use a standardized CCE review form that allows the documentation of *time*, *content*, and *delivery* for every proposal submitted for review. From the beginning, each committee member weighs in with his/her perspective. Open discussion and the sharing of observations and findings add the texture that will later become the focus for further analysis. Once all is completed, we synthesize our feedback and send it to CCE for distribution. Since all submissions are unique it is of utmost importance that we approach each one with a fresh start. Ultimately our goal is to be able to answer the question, “Does this curriculum address the competency areas sufficiently in time, content and delivery?”

Respectfully,
GCDF Curriculum Review Committee

**THE CENTER FOR CREDENTIALING
AND EDUCATION, INC.**

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