



IAEVG-NCDA-SVP Symposium
Bridging International Perspectives of
Career Development
28-29 June, 2010

A collaborative pre-conference symposium for the 2010 NCDA Conference in San Francisco organized by the National Career Development Association (NCDA-US), the International Association for Educational and Vocational Guidance (IAEVG), and the Society for Vocational Psychology (SVP) is planned for June 28 – 29, 2010 in San Francisco. This event will be a pre-conference activity prior to the 2010 NCDA Conference. The symposium will focus on educational and vocational guidance and career development in an international perspective.

The goal of this symposium is to bring together a select group of international specialists in the field of career development. Scholars and professional practitioners who are among the leaders in academia, professional organisations and public authorities are the prime target group. This group, though limited in number, should represent as many regions, countries and continents as possible. Since the symposium is being held in the USA, a strong presence of US participants is sought.

Symposium participants will explore:

- to what extent career counselling and related interventions are now worldwide phenomena,
- the indigenous national approaches to the rationale and delivery of career development practices,
- the roles of career counsellors under different public policy initiatives and systems of accountability,
- the emerging views of the preparation of career counsellors in relation to international qualification standards.

The symposium is organised around discussion groups on the following themes:

1. Public Policy and Career Development
2. Techniques and Assessments
3. Interventions during Economy Hardship
4. Career Development and the Underserved Populations
5. International Collaborations for Research
6. New International Constructs for 21st Century
7. Techniques and Technologies

The discussion groups are at the heart of the activities in the symposium. The descriptions for the discussion groups are included in Annex 1. A keynote speech, together with the presentation from invited experts in the discussion groups, and intense small group discussions, guarantee a comprehensive exposure to issues such as international and comparative approaches to the policies, theoretical perspectives, resource commitments, deployment of practitioners in educational and vocational guidance, and issues and outcomes that differentiate career development practices in different nations. In order to grow towards an in-depth understanding of a particular theme, the participants should choose a specific discussion group and they should remain within the same discussion group throughout the conference. All remaining presentations will be done in a roundtable format on Tuesday, so that the general conferees will have an opportunity to attend as well.

The symposium will have limited enrollment and interested persons are encouraged to submit their application for registration as early as possible.

Program

Monday, June 28, 2010

8:00 am	Registration and Morning Beverages
8:30 am	Welcome and Introductions by Symposium Chairs (Spencer Niles, NCDA, Raoul Van Esbroeck, IAEVG, Donna Schultheiss, SVP)
8:50 am	Keynote Presentation
9:45 am	Discussion Groups
12:00 noon	Symposium Luncheon
1:30 pm	Discussion Groups Continue
4:00 pm	Discussion Groups Conclude
4:00 pm	Closing General Session
5:30 pm	Symposium Reception

Tuesday, June 29, 2010

8:30 am	Morning Beverages/Morning Debrief
9:30 am	International Symposium Roundtables
11:30 am	Symposium Concludes

Call for contribution to the symposium

There are two ways to contribute to the symposium as a participant and/or as a presenter of a paper in a roundtable format on Tuesday for the general group to attend.

- Proposal for participation on Monday in a discussion group
All persons who want to participate in the activities of a discussion group must submit electronically the completed Participation Form (see Annex 2) by January 29, 2010. In case there are too many registrations the organisers will be required to make a selection to guarantee a good and balanced international and US mixture of the participants representing practitioners, academics and policy makers.
- Proposal for presentation on Tuesday at the roundtables
Proposed papers for presentation must be strongly connected to the theme and fit within the goals of the Symposium. A roundtable presentation proposal description includes (a) Title, (B) presentation goals, (C) a 150 word annotation of the contribution, and (D) relevance to the chosen symposium theme (see Annex 3). The proposal must be submitted electronically by January 29, 2010 to Deneen Pennington (NCDA) (e-mail: dpennington@ncda.org).

Information and contact in relation to the Symposium

- Dr. Spencer Niles, The Pennsylvania State University, sgn3@psu.edu
- Dr. Raoul Van Esbroeck, Vrije Universiteit Brussel, rvesbroe@vub.ac.be
- Dr. Donna Schultheiss, Cleveland State University, d.schultheiss@csuohio.edu

Information about the IAEVG-NCDA Symposium and the 2010 NCDA Conference

- about the symposium:
the NCDA website: www.ncda.org , the IAEVG website: www.iaevg.org, or the SVP website: www.div17.org/vocpsych
- about main conference:
the NCDA website: www.ncda.org

Annex 1: Discussion Groups Descriptions

1. Public Policy and Career Development
2. Techniques and Assessments
3. Interventions during Economy Hardship
4. Career Development and the Underserved Populations
5. International Collaborations for Research
6. New International Constructs for 21st Century
7. Techniques and Technologies

Group 1: Public Policy and Career Development

In recent years the attention paid to policy issues has been growing. Career guidance practitioners and researchers are becoming more aware of the influence of international, national or regional policy makers on their roles and activities. At the same time policy makers are recognising career development services as important instruments to achieve their goals in relation to education, work and employment issues. Major review projects supported by the OECD, EU and World Bank resulted from this growing awareness. Have the results from these analyses an impact on further developments in career guidance?

Group 2: Techniques and Assessment

A large number of tests and questionnaires, measuring interests, maturity, personality, decisiveness, etc., are used in career counselling and guidance. Some of these tests have been translated to different languages and adapted for use in other cultures. Some are even used worldwide. The question remains, as in relation to theories, what can be used and what not? What are the pitfalls and hurdles in making these materials ready for use outside the environment for which they were designed? What about lesser-known instruments, which are only locally used? What cross-cultural and cross-national research may be needed to answer some of these questions?

Group 3: Interventions during Economic Hardship

The present worldwide financial and economic crisis effected large groups in our society. Many people are facing financial problems, under and unemployment with a loss of personal and family stability. This instability will lead to higher demands and perhaps different on the career counselling services and other support systems. A major issue becomes the extent to which they are prepared for these demands. Hold counsellors and guidance workers the needed competencies to deal with these demands? Are the available organisations, methods and instruments adequate?

Group 4: Career Development for Underserved Populations

Career guidance theory and practice have been built upon the experience of working with some general groups as adolescents and young adults in educational settings, or young adults in work situations or in search of a job/career. In the present post-modern society the distinction between these groups is less strict and persons move often in out from one situation into the other. Also the globalization and the life-long learning process create difficulty in classifying a person in one of the groups for which career support has been developed. Some new groups are receiving more attention in the guidance practice. Global workers, immigrants, older workers, etc. are some examples of these groups. Are the present methods and services adapted for giving an adequate support? Are there still some other groups, which have not yet been identified?

Group 5: International Collaborations for Research

In a climate of accelerating global change and mobility, the need to conduct research around the globe is great. Yet, the means for scholars and practitioners to share perspectives across nations has been a challenge. This discussion group will engage in a collaborative international dialogue to add to our knowledge of the factors that support the development of facilitative career development interventions and new research methods. A diverse group of international scholars and practitioners will engage in discussion to create a network with the capacity to develop long-term mechanisms for engaging resources across institutions to form borderless models of international research.

Group 6: New International Constructs for the 21st Century

Most of the theories and practice derived from it were developed in the modern era. Many of the constructs and paradigms used at the present do not always fit the actual societal reality. The post-modern society puts new demands on career development approaches. Are these modern paradigms still adequate or is there a need for new ideas? Several groups are working around ideas of contextualism and constructionism. Some argue that career issues cannot be separated from the culture context in which they are embedded and that a cultural paradigm is needed. Do we need new constructs and why?

Group 7: Techniques and Technologies for Career Development

The importance of ICT in educational and vocational guidance is beyond any doubt. Although there are still questions on the quality of ICT services and on the outcomes, the advantages of such processes are obvious. A major question, however, becomes to what extent ICT is creating new difficulties and inequalities? Is ICT suitable for use with all clients, or only selected clients? Does ICT create yet another division between the haves and have-nots? This division is not necessarily related to being underprivileged, but can be related to cultural, philosophical and psychological issues.

Annex 2: Proposal for Participation

Send the following information in MS Word or similar via e-mail attachment to dpennington@ncda.org by December 1, 2009 for consideration. All approvals will be communicated by February 28, 2010.

State whether you seek participation as (choose one):

- ✓ **Participant (only send information from Annex 2)**
- ✓ **Presenter during the International Roundtable (send information from Annex 3)**

State your top two preferences in discussion group topics

Also Provide

- Full Name and title
- Employing Institution
- Professional position
- Complete Address
- Country
- Phone and Fax Numbers
- E-mail (most correspondence will be done via e-mail)
- CV or Resume including Professional Experience (last 10 years) and Education and Professional Training (most relevant only)

State organizations/associations in which you hold membership including:

- IAEVG
- NCDA
- SVP
- Other professional organisations (please list)

Annex 3: Proposal for Roundtable Presentation

(Duration 20 minutes)

Include:

- A. Title of presentation
- B. Presentation goals
- C. Relevance to the Symposium Theme (specific to the chosen discussion group)
- D. Abstract (150 words)