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# PROFESSIONAL DEVELOPMENT OF CAREER DEVELOPMENT PRACTITIONERS IN SINGAPORE:

*2022 SURVEY STUDY*

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**Building Career Adaptability in the Workforce**

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# INTRODUCTION

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**Career Development Practitioners (CDPs)** are professionals working in the field of career guidance, career advisory and job placements. As defined by Canadian Education and Research Institute for Counselling (CERIC), CDPs or Career Practitioners facilitate the ability of clients to take charge of their own career development by assisting them in the process of identifying and accessing resources, planning, and managing their career-life development. CDPs is used as an umbrella term to refer to any direct service provider in the career development field. This includes - but is not limited to - career practitioners, career educators, career information specialists, career management consultants, work development officers, employment support workers, work experience coordinators, job developers, placement coordinators, career coaches and vocational rehabilitation workers. The roles of CDPs are also defined by the US National Career Development Association (NCDA), the oldest career development association globally, through their respective credentials namely, the Certified Career Service Provider (CCSP), the Certified School Career Development Adviser (CSCDA), the Certified Career Counsellor (CCC), the Certified Clinical Supervisor of Career Counselling (CCSCC), the Certified Master of Career Services (CMCS), and the Certified Career Counsellor Educator (CCCE).

In a post pandemic, global geopolitical tension-filled world, the economy and the individuals' employment have become areas of increasing concern across several levels and class of individuals in many countries. The increased cost of living due to inflation, precarious nature and fragility of employment due to corporate closures and retrenchments have made many people concerned about their jobs and livelihood.

Therefore, CDPs play an important role, to support the workforce in making informed lifelong career decisions, facilitating change and guiding them to adapt their career directions to new changes and move towards a personally preferred future. In order for CDPs to play this role well, the capabilities of the CDPs, the efficacy of their services and the ongoing development of CDPs need to be actively managed.

To better support the CDPs' professional development needs, **AVODAH People Solutions' Centre for Learning and Research (CLR)** conducted a survey study to understand the desired learning areas of CDPs.

The survey was established with these aims:

- Learn about the professional development needs of the CDPs.
- Understand the current professional development avenues.
- Understand the areas of differences between CDPs by different nations, years of experiences, client groups, roles and certifications.

The survey used learning areas referencing the 12 base competencies expected of certified career service providers<sup>1</sup>, as determined by the US NCDA. The learning areas also covered similar competencies expected of certified CDPs under the Workforce Singapore's (WSG) Career Development Framework<sup>2</sup>.

Respondents were asked to provide information relating to their years of experience, details of their roles, typical client profiles and practitioner credentials. They were also invited to share qualitative points around their thoughts, and emotions relating to professional development. Lastly, respondents were also asked to provide their names and emails to mitigate the risk of repeated responses and maintain the overall quality of responses for analysis.

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<sup>1</sup> [https://www.ncda.org/aws/NCDA/pt/sp/facilitator\\_overview](https://www.ncda.org/aws/NCDA/pt/sp/facilitator_overview)

<sup>2</sup> [https://www.wsg.gov.sg/content/dam/ssg-wsg/wsg/programmes/cdf-credential/25oct/cdf-\(updated-oct-2018\).pdf](https://www.wsg.gov.sg/content/dam/ssg-wsg/wsg/programmes/cdf-credential/25oct/cdf-(updated-oct-2018).pdf)



A group of experienced CDPs, researchers from private and public sectors were also invited to comment, share opinions on the findings. Their views helped to add additional insights towards the findings.

- **Dr Marilyn Maze**

Dr Maze is an experienced CDP serving in various appointments including state level and regional career development associations and private career services. Part of her experiences include developing resources, systems and training to help CDPs with professional development. She is a Fellow of the National Career Development Association (NCDA) and had been awarded the NCDA President's Award and Credentialing Commission Service Award in 2016 and more recently in 2022, the NCDA Eminent Career Award.

- **Dr Timothy Hsi**

Dr Hsi is well regarded by many as a CDP, as evidenced from his contributions through his CDP educator appointments, his psychotherapy, coaching and counselling practice and his experiences in managing career service systems. He has also contributed to the regional association and led the founding of a local association in Singapore to advocate for and professionalise the role and practices of CDPs. Dr Hsi was recognized by the Asia Pacific Career Development Association (APCDA) as an Emerging Leader in 2017 and received the Outstanding Career Educator Award in 2018.

- **Ms Wong Sing Chee**

Ms Wong is a recognized CDP pioneer to many in Singapore, through her experiences as a CDP educator who trained and equipped many public and private sector CDPs in Singapore, as well as her work in pioneering career services for tertiary organizations. She has also been in the pioneering team for APCDA since 2013 and served as its President in 2020. Ms Wong also led the founding of a local association in Singapore. Ms Wong was awarded the Lifetime Achievement Award by the APCDA in 2020.



# RESPONDENT PROFILE

To investigate the learning needs of CDPs, AVODAH People Solutions' Centre for Learning and Research (CLR) designed and conducted a survey for CDPs in Singapore and the Asia Pacific. The survey was opened from 26 September 2022 to 30 October 2022. The survey was publicized through AVODAH People Solutions Pte Ltd's social media, personal advocacy efforts and referrals to ensure we attain a healthy coverage and composition of CDPs from the public, private and the union sector. CDPs from mailing lists of Workforce Singapore (WSG) and the Asia Pacific Career Development Association (APCDA) were also invited to participate in the survey.

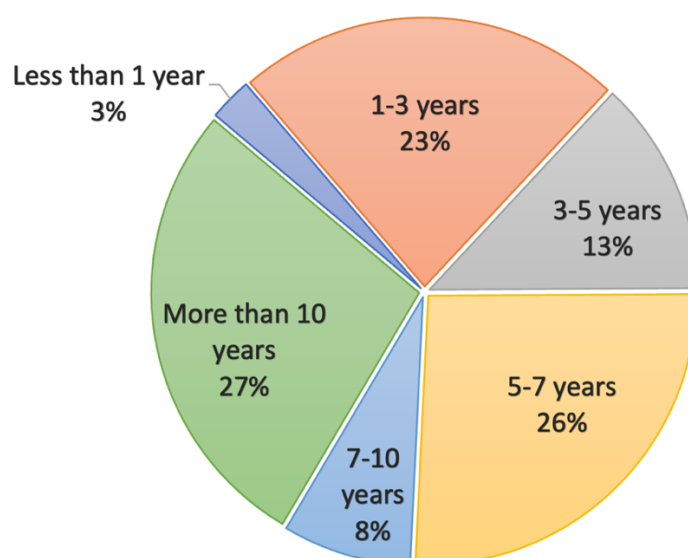
Overall, the survey captured a total of **116 respondents**, of which the majority of **93% (105 respondents) were from Singapore**. The remaining **7% (11 respondents) were from a wide range of countries** including Malaysia, Qatar, Kazakhstan, Australia, Hong Kong, Sri Lanka, Sweden, Vietnam, USA and Uganda. The survey response from Singapore is significant, given our estimate of about 430<sup>3</sup> CDPs performing career guidance and advisory as their primary job or as a secondary job function.

Given that majority of the CDP respondents (105) are from Singapore, with only 11 respondents from other countries, **this report will focus on the responses from CDPs in Singapore**.

Before understanding the CDPs' professional development needs, it is important to understand the background and context of the CDPs' experiences and depth of training as shown in the following Charts A through D.

With reference to Chart A, the majority of respondents had **5 years or more work experiences (61%)** in the field of career development. The remaining respondents had **1 to 5 years of work experiences (36%)**, and **less than 1 year of work experiences (3%)**.

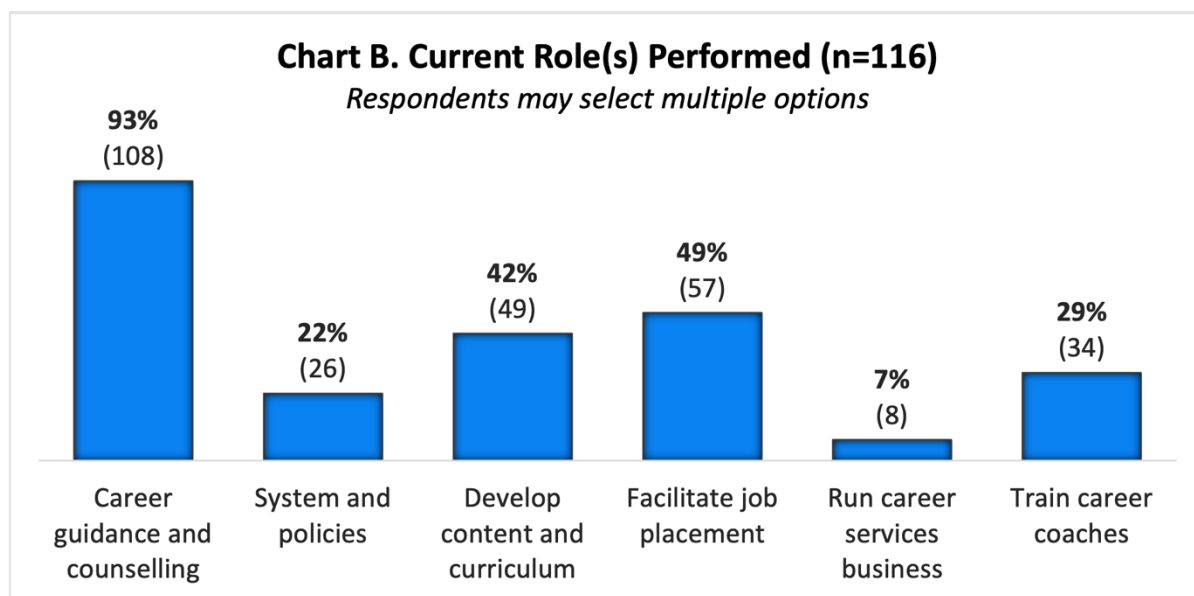
**Chart A. Years of Experience in the Field of Career Development (n=116)**



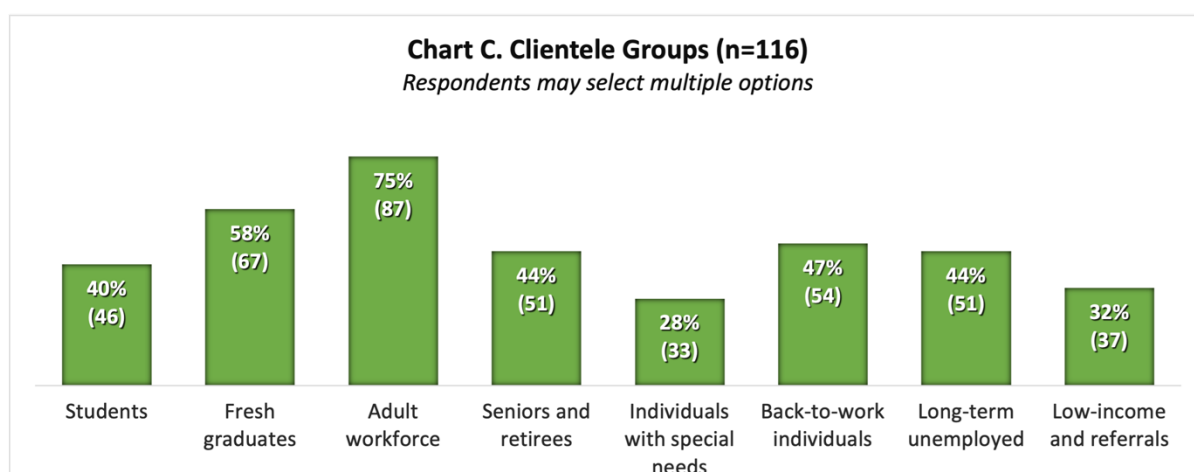
<sup>3</sup> Based on Workforce Singapore's list of about 290 Career Development Credential Holders as of 31 Mar 2022 with another estimated 140 providing education and career guidance for Singapore's national schools.



CDPs often play multiple roles in their work. From Chart B, the most common current roles performed by most CDPs, as selected by the respondents, include **career guidance, counselling, and coaching to others (93%)**. Coming in the category of second most common roles, as selected by the respondents are that of **job placement and employer partnerships (49%)**, and **developing career content and curriculum (42%)**. The roles played by fewer CDPs include **private career service provider owners and designers (7%)**, **managers of career service systems, policies (22%)**, and **training of CDPs (29%)**.



CDPs work with a wide range of clients with different needs. Among the survey results as shown in Chart C, a majority of the respondents selected groups such as **Adult Workforce (75%)**, and **Fresh Graduates (58%)**. Approximately half of all respondents (between 40% and 47%) work with the following 4 groups of clients - **Back to Work Individuals<sup>4</sup> (47%)**, **Long Term Unemployed<sup>5</sup> (44%)** and **Seniors, Retirees (44%)**, **students (40%)**. The least selected groups which CDPs work with include **social cases with lower income (32%)** and **Individuals with Special Needs (28%)**.

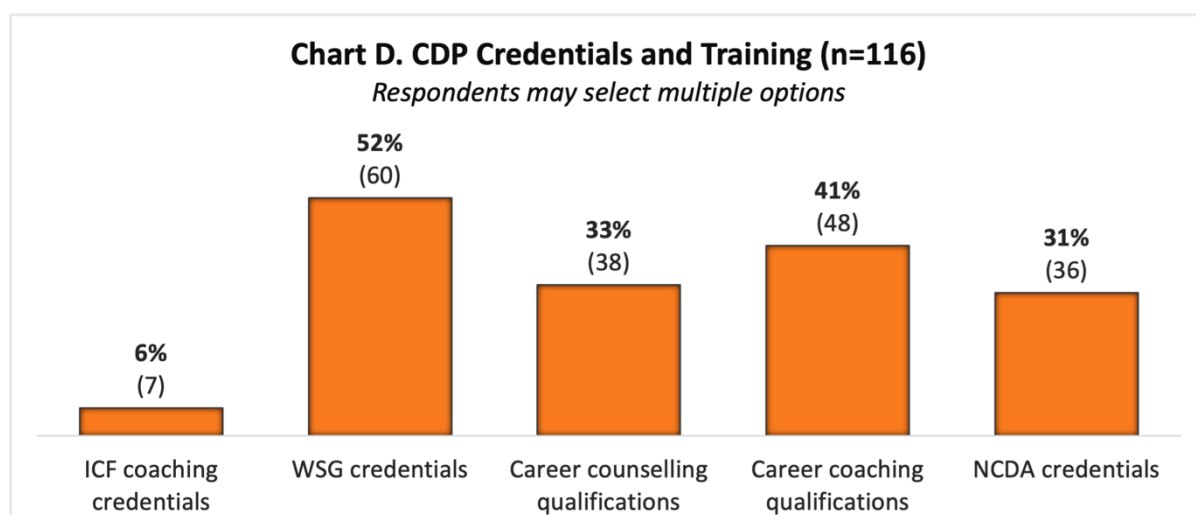


<sup>4</sup> Back to Work Individuals refers to individuals who are seeking to return to the workforce after not being actively working or in active job search in the past. [Definition based on Singapore's context]

<sup>5</sup> Long Term Unemployed refers to individuals who have been seeking to return to the work force after actively trying for 6 months or more. [Definition based on Singapore's context]



CDPs are often trained, certified in different national or international credentials and qualifications. As seen from the survey results as shown in Chart D, many CDPs have been certified by the **Workforce Singapore (WSG) credential (52%)** - a local credential set out by the Singapore Government under its Career Development Framework<sup>6</sup>. Other credentials received by the CDPs include those awarded by international bodies such as **career coaching related qualifications or courses (41%)**, **career counselling related qualifications or courses (33%)**, **US National Career Development Association (NCDA) credentials (31%)** and the **International Coaching Federation (ICF) coaching credential (6%)**.



<sup>6</sup> <https://www.wsg.gov.sg/programmes-and-initiatives/cdf-credential.html>



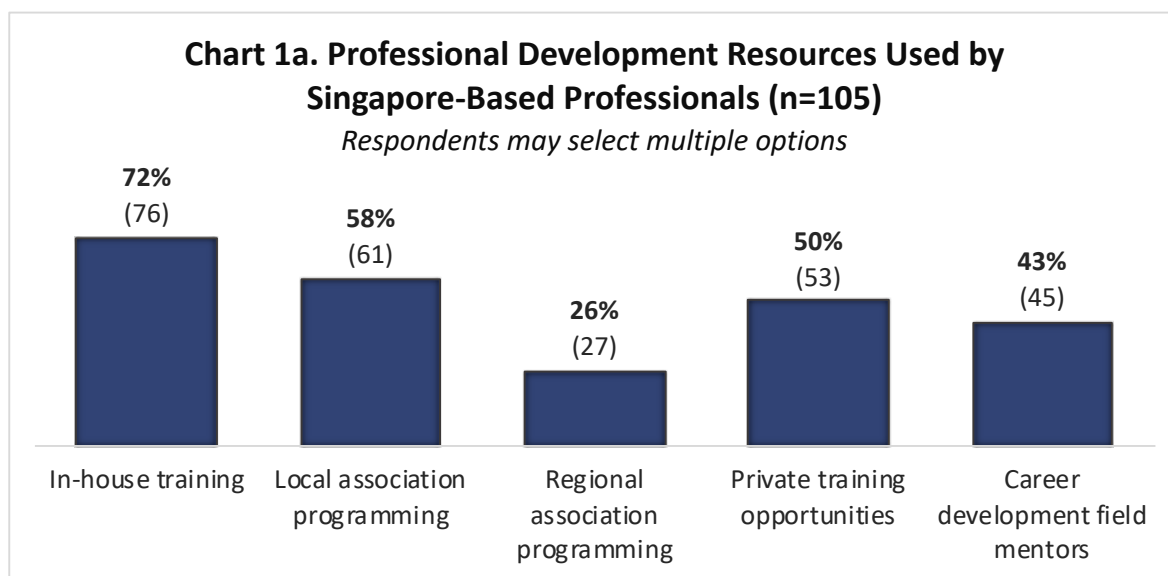
## FINDINGS

Given that a majority of the CDP respondents (105) are from Singapore, with 11 respondents from other countries, **this report will focus on the responses from CDPs in Singapore.** The responses from the 11 respondents from other countries may be found in the [Annex](#) to offer readers more insights.

### CURRENT OPTIONS FOR PROFESSIONAL DEVELOPMENT

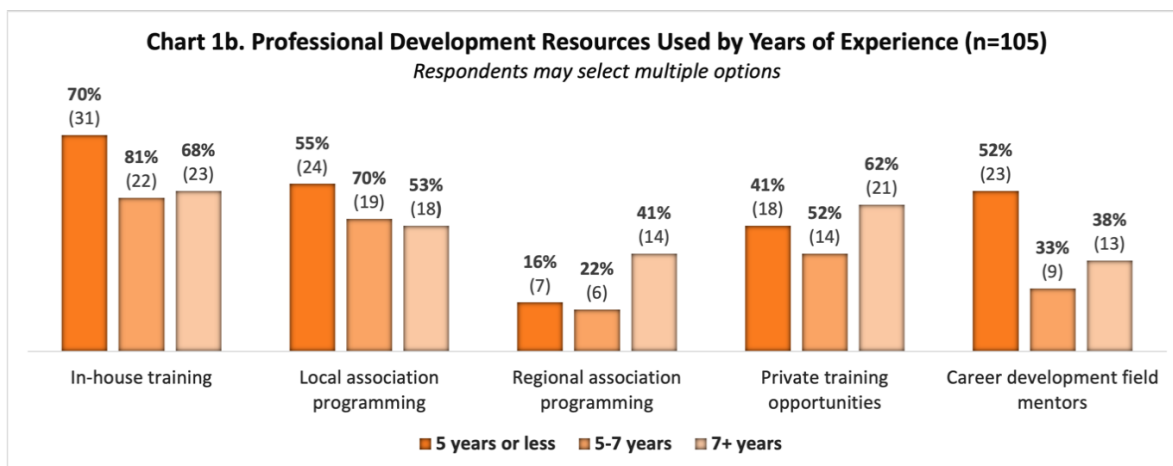
*Where do CDPs go to for their professional development needs?*

CDPs were asked to indicate the options that they had, or are currently accessing for their professional development needs. As the survey question allowed for multiple options, the percentage figures across all 5 options do not add up to 100%.



Based on [Chart 1a](#), CDPs from Singapore engaged in professional development mostly through **in-house training and learning activities (72%)**. **Local association organized courses, talks, conferences (58%)**, **private providers for training, certifications (50%)**, and **mentors from the career development field (43%)** were relatively common professional development options as well. **Regional association organized courses, talks, conferences (26%)** were the least common.

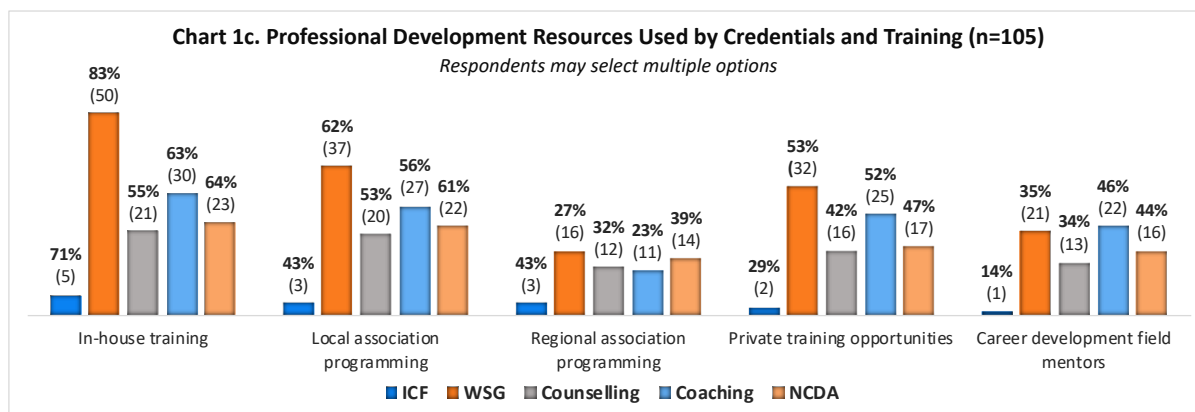
The next chart reflects a deeper look into the CDPs' professional development efforts based on their years of work experience and their background in career development training, offering additional perspectives.



Based on [Chart 1b](#), a significant majority of the CDPs, regardless of their years of work experience, chose **in-house training** as the most accessed form of professional development. In-house training could refer to on-the-job training, and refresher training courses along with organization-centric policy alignments within the organization to help CDPs maintain their practice.

Another observation of the survey results reflect that **CDPs with more than 7 years of work experience tend to pursue professional development organized by regional associations or private providers**. This could show a desire to acquire more specialized training from overseas academics and international practices.


Lastly, it has also been observed that **CDPs with 5 years or less work experience were more inclined to seek mentors in the field** to guide their professional development. This could signal a desire for more personalized guidance, on top of the usual lectures/masterclasses/seminars/classroom type of training.



Based on [Chart 1c](#), the credentials and training held by CDPs did not seem to influence their professional development choices. **Most CDPs -with the exception of those with ICF coaching credentials- accessed professional development via in-house training, local associations and private training opportunities.**

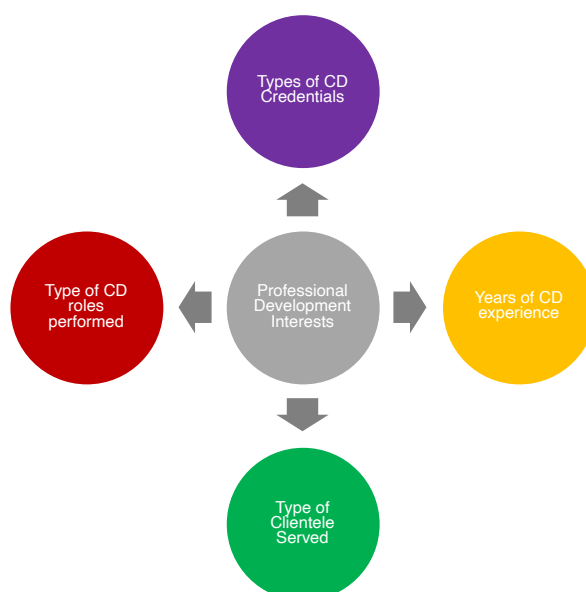
**CDPs with WSG credentials** also tend to engage more with in-house training as compared to CDPs without WSG credentials. A possible reason for this could be that in-house training opportunities are regularly provided within the government or union related organisations, where a majority of CDPs with WSG credentials work at.



<p><b>Key Points</b></p> 	<ul style="list-style-type: none"> <li>CDPs in Singapore engaged in professional development mostly through <u>in-house training</u> efforts and <u>local associations</u>.</li> <li>CDPs with longer work experiences tend to engage more with <u>regional associations</u> and <u>private training organisations</u> for their professional development.</li> <li>CDPs with shorter work experiences tend to <u>engage mentors</u> from their field for their professional development.</li> <li>The credentials and training of CDPs did not make a difference to their preferred mode of professional development.</li> </ul>
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To understand the professional development interests of CDPs, we sought to understand whether the CDPs' interest areas across 12 base competencies (as expected of the US National Career Development Association (NCDA)'s certified career service providers<sup>7</sup>), were influenced by different aspects of their experience and work, specifically in the following 4 areas:

- Years of Career Development Experience
- Types of Career Development Roles Performed
- Types of Clientele Served
- Types of Career Development Credentials



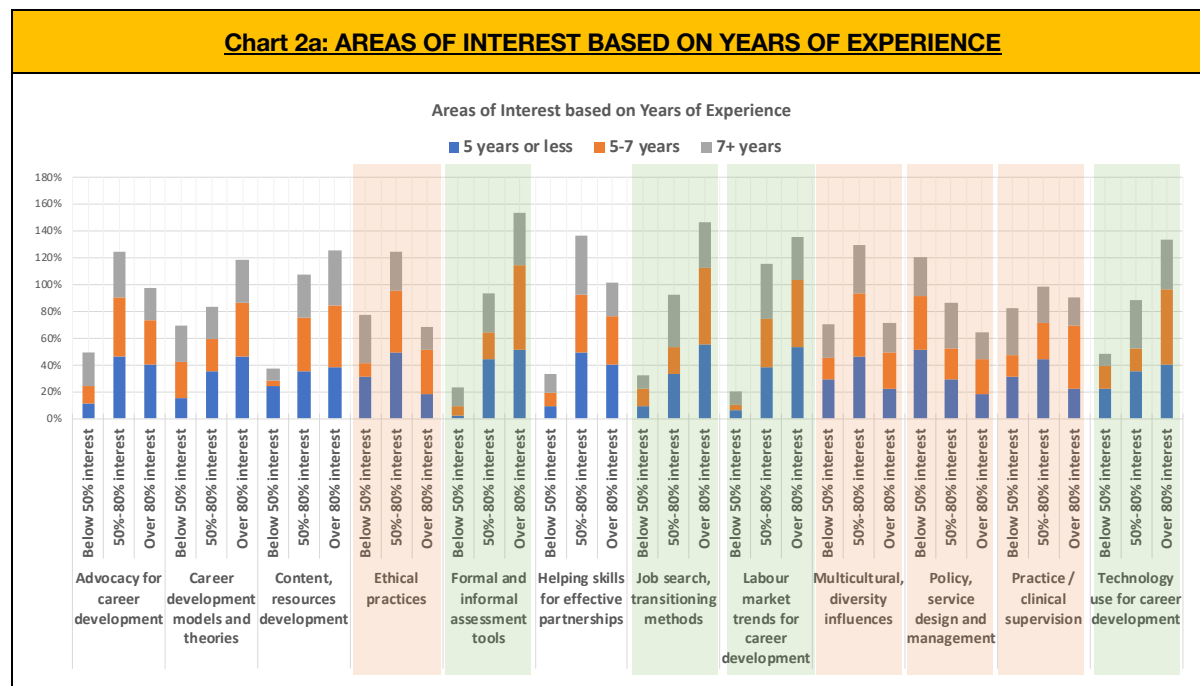
The intent of reviewing these 4 areas is to find out whether there are specific needs of learning interests influenced by all or some of these 4 areas, given that there is little localized research and studies about the professional development needs of CDPs in Singapore and the ASEAN countries. For example, a CDP who is relatively new to the profession should have different interest areas in professional development, as compared to a CDP with many years of work experience.

<sup>7</sup> [https://www.ncda.org/aws/NCDA/pt/sp/facilitator\\_overview](https://www.ncda.org/aws/NCDA/pt/sp/facilitator_overview)

## AREAS OF INTEREST BASED ON YEARS OF EXPERIENCE

*How does the CDPs' work experience influence their interest areas for professional development?*

Responses from CDPs relating to their interested areas for professional development were split into 3 groups based on their years of work experience (5 years or less, 5 – 7 years, 7 years and more). The areas of strong interest have been marked in green boxes; and the areas with lower or no interest have been marked in red boxes for easier reference.



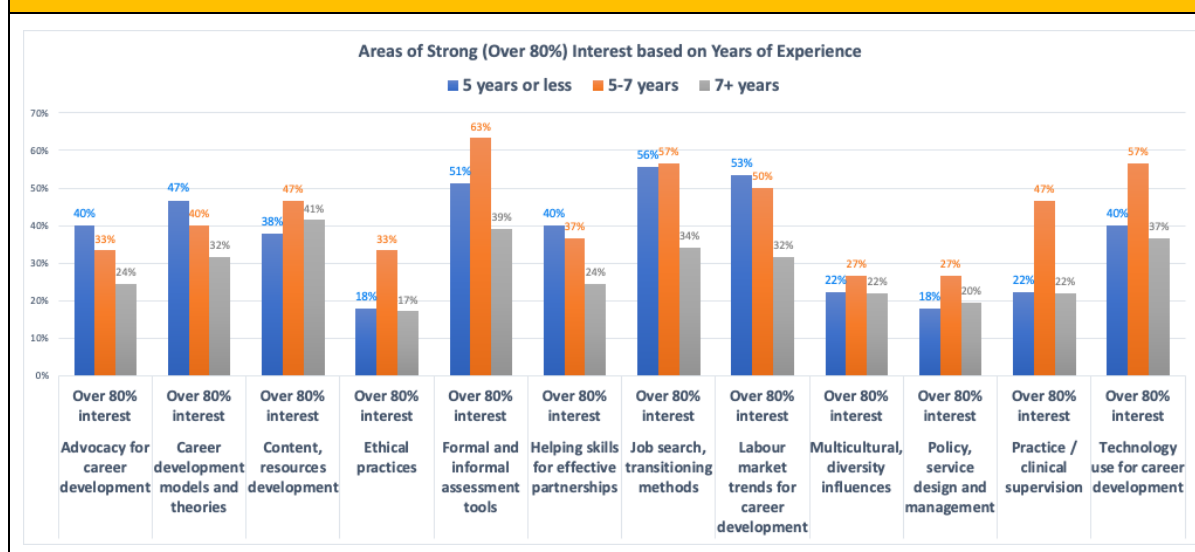
The general observations across all 3 groups of CDPs from Chart 2a show that there is strong interest (over 80%) in learning more about these 4 areas:

1. **Formal and informal assessment tools**
2. **Job search, transitioning methods**
3. **Labour market trends for career development**
4. **Technology for career development.**

In terms of disinterest, CDPs expressed lower interest in areas such as **Policy, Service Design and Management, Ethical Practice, Multicultural, Diversity Influences** and **Practice/Clinical Supervision**. This signals a possible preference for professional learning that creates outward, direct forms of transferability towards client outcomes rather than a more indirect, internal form of personal maintenance, reflective practice development.

Looking at the areas of strong interest based on the CDPs' years of experience in the field, there are some differences between each group as shown in Chart 2b.

**Chart 2b: AREAS OF STRONG (Over 80%) INTEREST BASED ON YEARS OF EXPERIENCE**

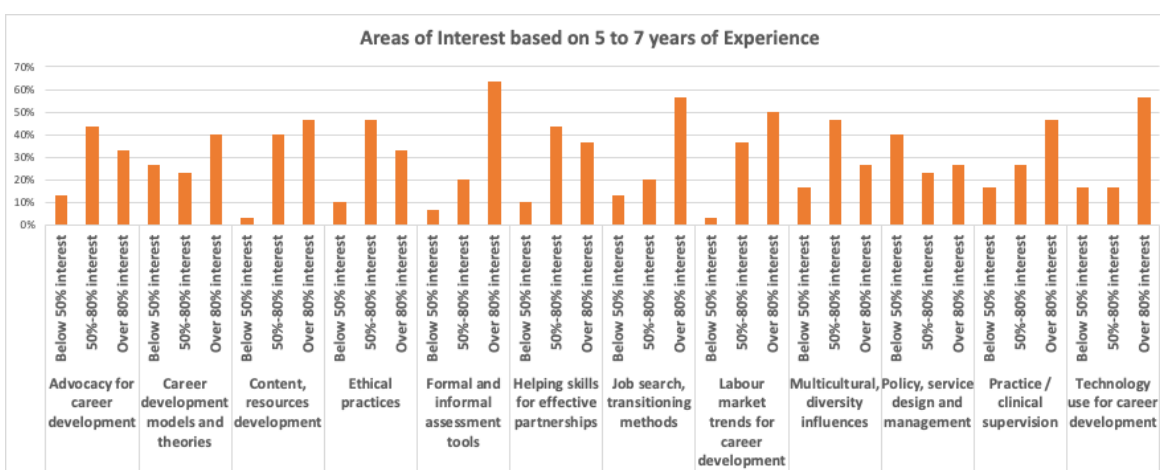
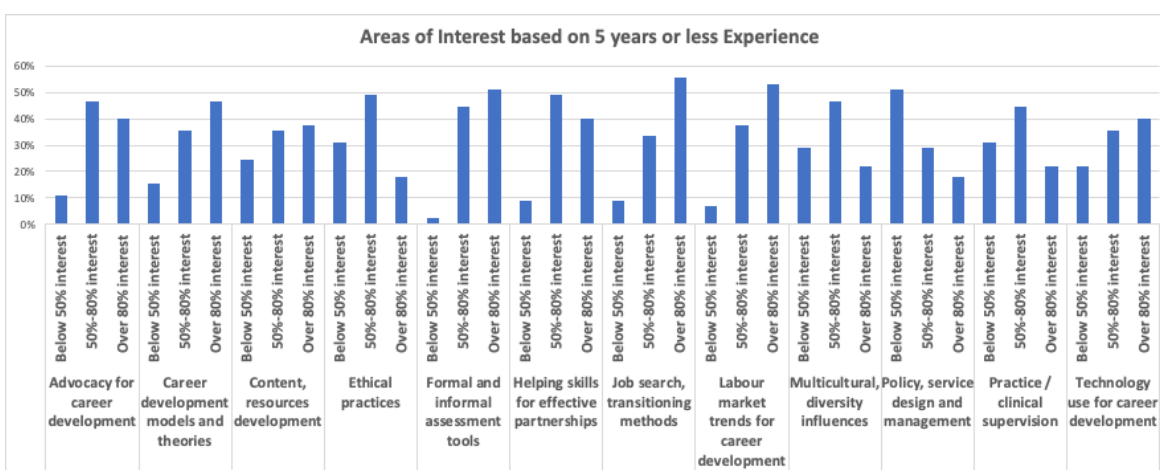
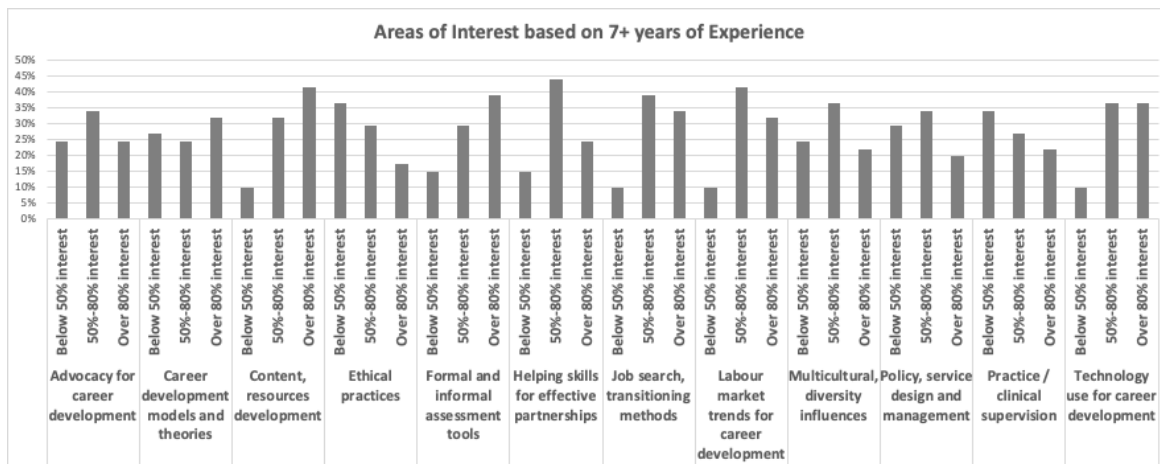


**CDPs with 5 years or less work experience** expressed interest in a larger variety of areas – **More than 40% of responses from this group chose strong interest in job search, transitioning methods, labour market trends for career development, formal and informal assessment tools, career development models and theories, helping skills, advocacy for career development and technology use for career development.** This may signal that this group of CDPs is likely still in the formative development of their practice - hence their focus on learning as much as possible, with emphasis on labour market trends, job search transitioning methods, and using formal and informal assessments to support their clients. This group of CDPs also expressed lesser interest in other competency areas such as ethical practice, and practice and clinical supervision, which are important areas to help CDPs build their practice.

**CDPs with 5 – 7 years of work experience** indicated high interest in areas relating to **formal and informal assessments, job search, transitioning methods,** and also **learning about technology for career development.** This group also has a healthy interest in **practice, clinical supervision, content and resource development** and **ethical practices** as compared to the other 2 groups. This may signal that this group of CDPs feel familiar with their practice and are thus looking for new ways to enhance their practice - by utilising assessment tools and technology, building more content and resources to support their clients, supporting larger client groups, and also focusing on reviewing and refining their practice via practice supervision and engaging in ethical practices

**CDPs with 7 or more years of work experience** had less obvious preferences across all the professional development areas. Only 40% of this group indicated strong interest in **developing own content, resources.** The rest of the group's choices spread widely across all the areas, with varying levels of interest as seen in Chart 2c. The wider spread of interests within this group may be due to several factors including increased self-awareness of the CDPs' own strengths and weaknesses in their own practice. This wider spread of interest areas could also be a signal of indifference, burnout or disengagement across CDPs in terms of professional development.

**Chart 2c: AREAS OF INTEREST BASED ON YEARS OF EXPERIENCE**



## Key Points



- There are observable differences between professional development interests based on the length of CDPs' work experience.
- CDPs in Singapore across all lengths of experience were interested in 4 areas: Formal and Informal Assessment Tools, Job search, transitioning methods, Labour market trends for career development, and Technology use for career development. This signals a preference for professional development in areas that allow CDPs to offer direct and outwards forms of support to their clients.
- CDPs' with shorter work experiences are interested in job search, transitioning methods, labour market trends for career development, formal and informal assessment tools, career development models and theories, helping skills, advocacy for career development and technology use for career development.
- CDPs with mid-term (5 to 7 years) of work experiences indicated more preferences for formal and informal assessments, job search, transitioning methods, learning about technology for career development, practice, clinical supervision, content and resource development and ethical practices.
- CDPs with long work experiences (7 years and more) had no obvious preferences for professional development, other than content and resource development and technology for career development.

## AREAS OF INTEREST BASED ON CURRENT ROLE(S) PERFORMED

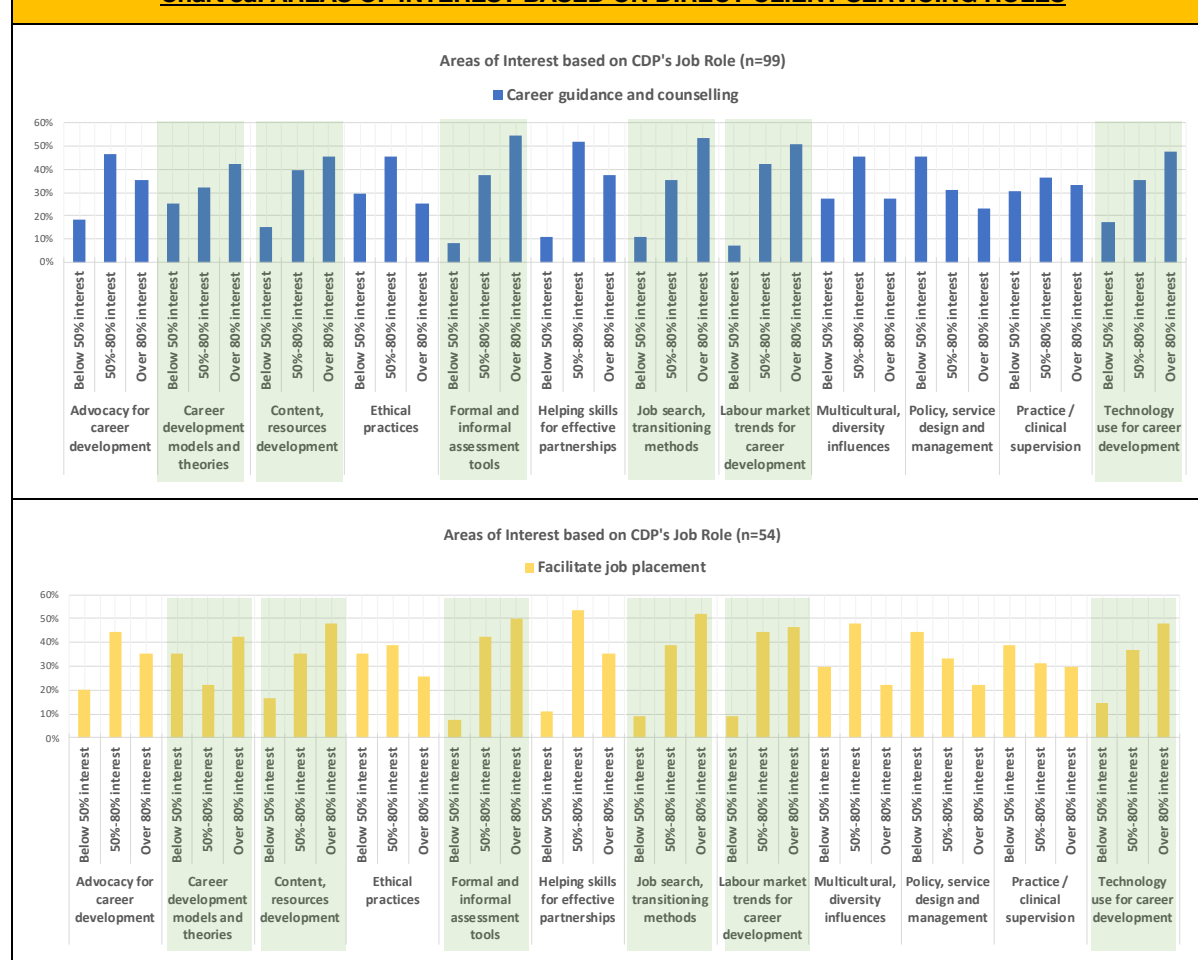
*How do the roles of CDPs influence their interest areas for professional development?*

The work we do influences the learning that we need to do. Respondents were asked to select the roles that they perform at work as CDPs (taking into account their job responsibilities and employment terms) from the following list of **6 typical job role categories in the field of career development**:

1. Career Guidance and Counselling
2. Facilitate Job Placement
3. System and Policies
4. Train Career Coaches
5. Develop Content and Curriculum
6. Run Career Services Business

The CDPs' professional development interests were then further analysed, this time taking into consideration the roles that they perform at work. We created **2 broad groups – direct client servicing and indirect client servicing roles to subsume the 6 typical job roles**. Based on our observation of the industry, CDPs who perform direct client facing roles typically provide career guidance and counselling, and facilitate job placements. The rest of the job roles are classified under indirect client servicing roles. The results are in Charts 3a and 3b.

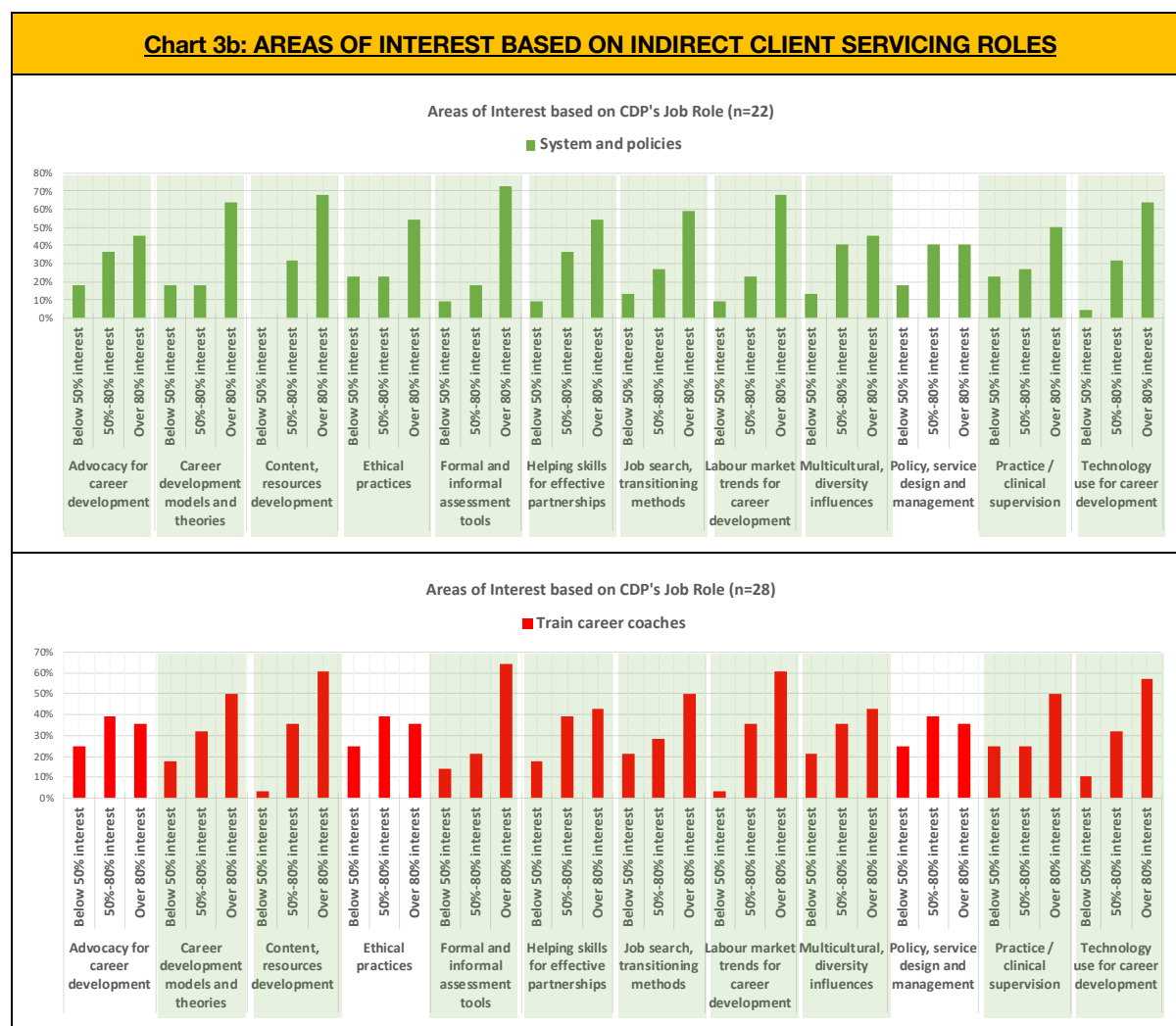
**Chart 3a: AREAS OF INTEREST BASED ON DIRECT CLIENT SERVICING ROLES**

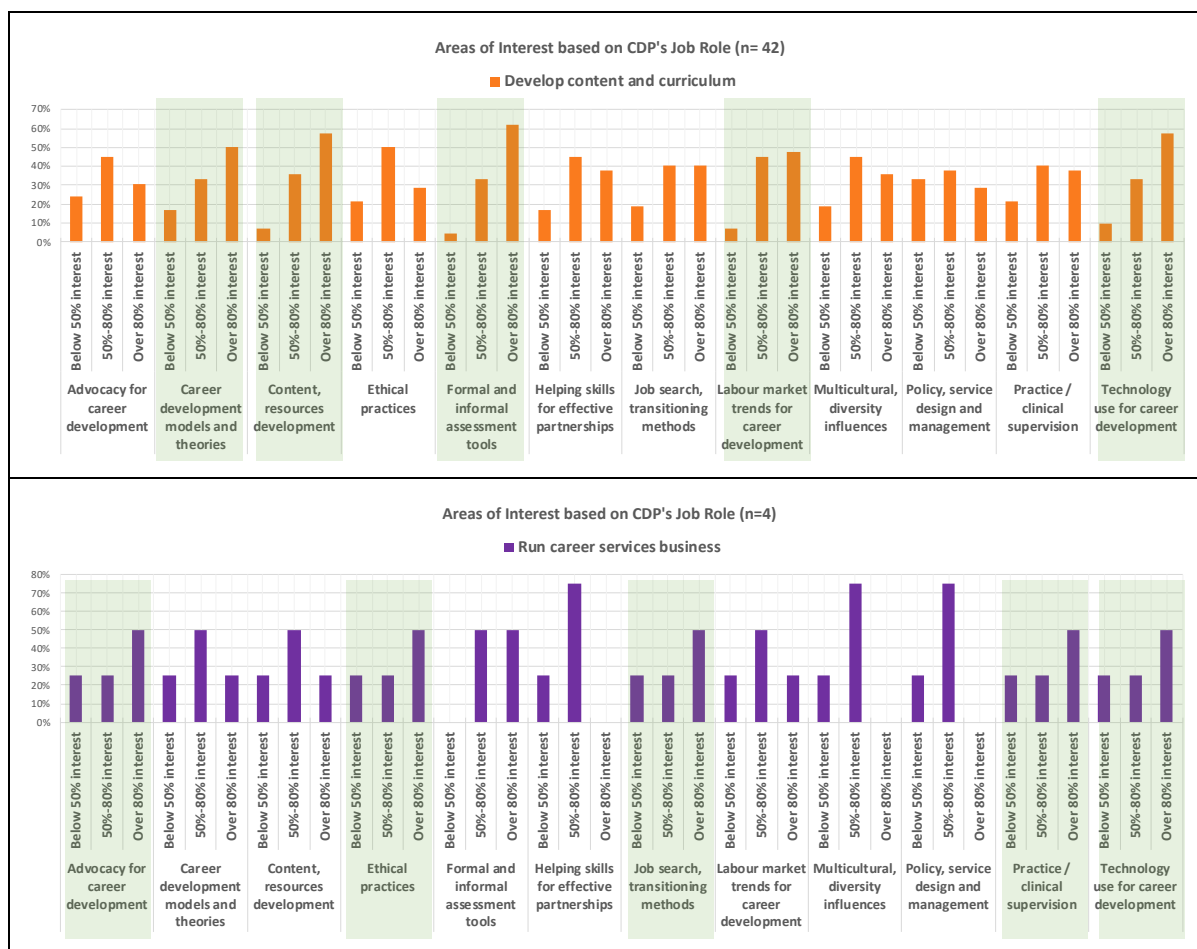


Based on [Chart 3a](#), **CDPs who perform direct client facing roles expressed the same areas of interest** for professional development in these 6 areas marked in the green boxes of [Chart 3a](#):

1. **Formal and informal assessment tools**
2. **Job search, transitioning methods**
3. **Labour market trends for career development**
4. **Technology for career development**
5. **Career development models and theories**
6. **Content, resource development**

The following [Chart 3b](#) shows the areas of interests based on **CDPs who perform indirect client facing roles**. Areas of strong interest have been marked in green boxes.





From [Chart 3b](#), it can be seen that **CDPs who are in more supportive, indirect roles such as content and curriculum development, career service system and policies design, and career practitioner training have a wider range of interests in professional development**. It may be possible that the CDPs in these supportive roles as employed by career service organisations need to possess the adequate knowledge, methods and techniques of many of the competency areas in order to meaningfully support the delivery via content and curriculum development, practitioner training and system and policies design of the organisations' career services.

**CDPs who are running their own career services business have more varied interests, across almost all areas of competencies**. This undifferentiation could be due to the lower number of responses (4 respondents) or a reflection of a genuine need, given that many of these CDPs may be running micro enterprises or "one-person companies", needing to do everything on their own, thus explaining the need to be sufficiently proficient in many, if not, all areas.

### Key Points



- The roles played by CDPs influenced - to a certain degree - their professional development interests.
- CDPs who provide direct career guidance to clients (either facilitating job placements or providing career guidance, counselling) have common professional development interests in formal and informal assessment tools, job search, transitioning methods, labour market trends for career development, technology for career development, career development models and theories, content and resource development.
- CDPs who are in supporting, indirect client facing roles had interests in a wider range of learning areas. Those who had roles in system and policies design and training of career coaches had the most learning areas of interest.



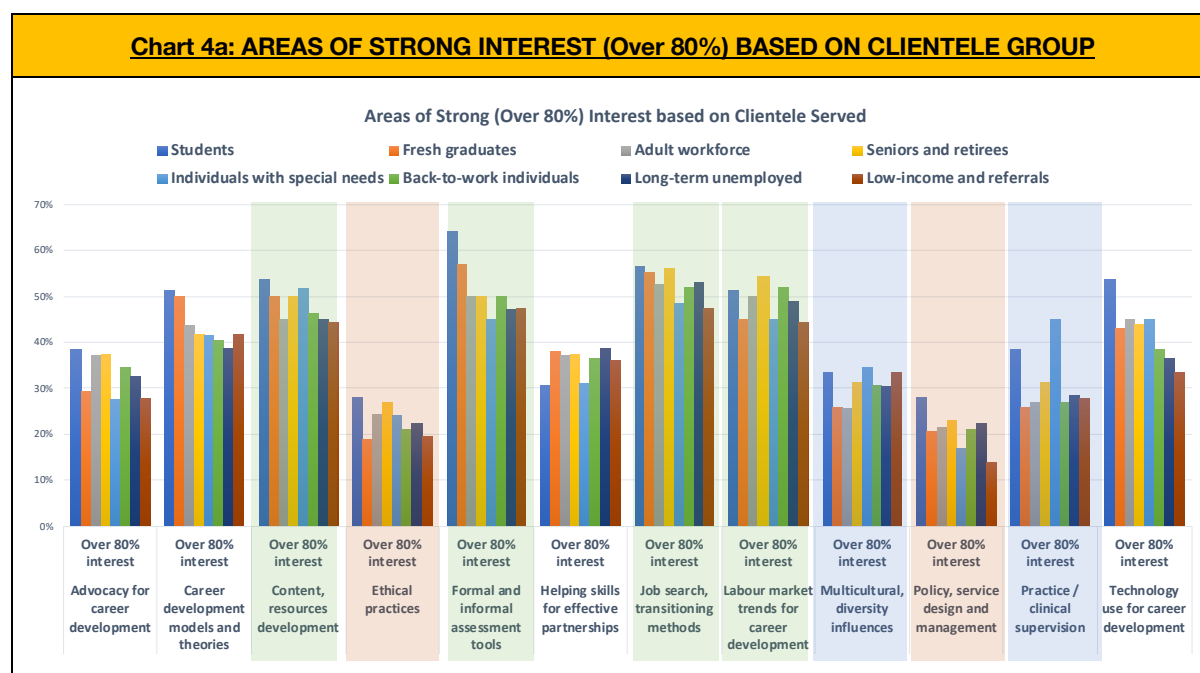
## AREAS OF INTEREST BASED ON CLIENTELE GROUPS

*How do the CDPs' clientele profiles influence their interests for professional development?*

The needs of the CDP's clients could pose different challenges and require different forms of support from the CDP. Respondents were asked to select the profiles of clientele they support in the course of their work, from a list of the following **8 typical profiles of clientele with career needs**:

1. Students
2. Adult Workforce
3. Fresh Graduates
4. Seniors and Retirees
5. Individuals with Special Needs
6. Back-to-Work Individuals
7. Long-term Unemployed
8. Low Income and Referrals

The CDPs' professional development interests were then further analysed, this time taking into consideration the profile of clientele they support in the course of their work, as shown in [Chart 4a](#). The areas of strong interest have been marked in green boxes, and the areas of lower or no interest marked in red boxes and the areas with some differentiation marked in blue boxes for easier reference.




The general observation across the responses show that CDPs indicated **stronger interests in job search and transitioning methods, formal and informal assessment tools and labour market trends for career development**, as marked in the green boxes.

The areas of **ethical practice, policy, service design and management** registered lower interest, as marked in the red boxes.

In terms of differentiated interests based on the clientele served, the areas of **practice / clinical supervision, multicultural, diversity influences** had stronger interests from CDPs who work with **individuals with special needs** and **students**, as marked in the blue boxes. This possibly signals CDPs' need for more support as they serve the unique and differentiated needs of students and individuals with special needs.

The clientele supported by CDPs should have a larger influence over their professional development interests. For example, from Chart 4a, we can see that CDPs who work with individuals with special needs and students have specific areas of interest differentiated from other clientele groups. When reviewing the other clientele group, there seemed to be a lack of differentiation for professional development interests. This may signal a possible lack of depth of career services in Singapore, meaning that career services are largely generic, catered to serve a wide range of clientele groups, with no specific interventions, approaches and services to support the different needs and requirements.

<p><b>Key Points</b></p> 	<ul style="list-style-type: none"> <li>• The clientele served by CDPs influenced - to a small degree - their professional development interests.</li> <li>• Regardless of the clientele supported, CDPs indicated similar professional development interests in <u>job search and transitioning methods</u>, <u>formal and informal assessment tools</u> and <u>labour market trends for career development</u>. They also indicated similar disinterest in <u>ethical practice, policy, service design and management</u>.</li> <li>• CDPs who support individuals with special needs and students had a differentiated response from other CDPs, in the professional development area of <u>practice / clinical supervision</u> and <u>multicultural, diversity influence</u>.</li> </ul>
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## AREAS OF INTEREST BASED ON CDP CREDENTIALS AND TRAINING

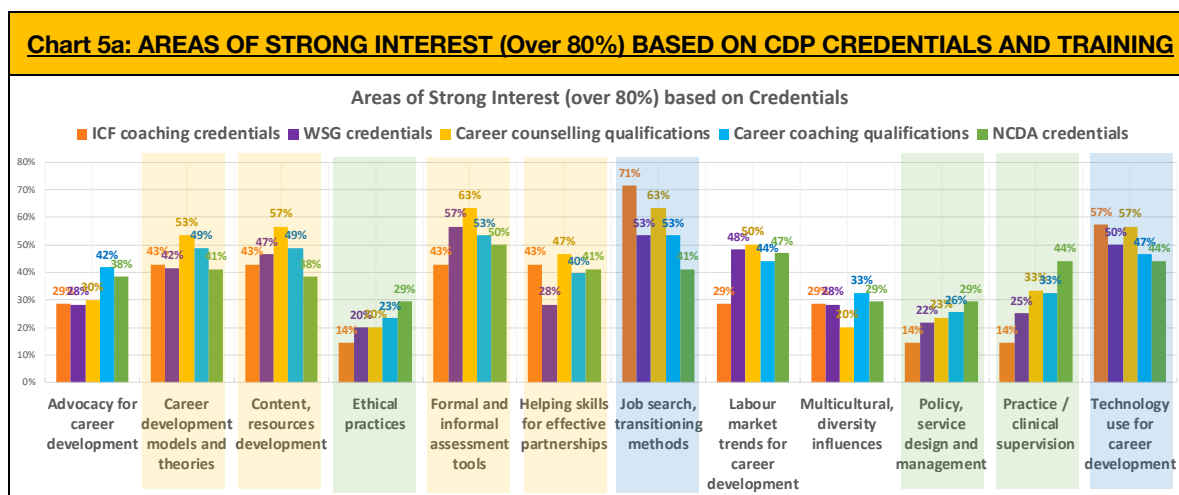
*How do the CDPs' training and credentials influence their interests for professional development?*

The credentials and training of CDPs could influence their professional development needs, with the assumption that areas of interests signal desires to learn new areas or refresh existing knowledge and skills. The respondents were asked to select credentials and training they had undertaken to support their practice, from a list of the following **5 typical forms of credential and training**:

1. NCD A Credentials
2. WSG Credentials
3. Career Counselling Qualifications
4. Career Coaching Qualifications
5. ICF Coaching Credentials

The CDPs' professional development interests were then further analysed, this time taking into consideration the credentials and training they had undertaken to support their practice, as shown in [Charts 5a and 5b](#).

Looking at the areas of strong interest (over 80%) based on the CDPs' credentials and training, we can see some differences between the credentials and training as shown in [Chart 5a](#).



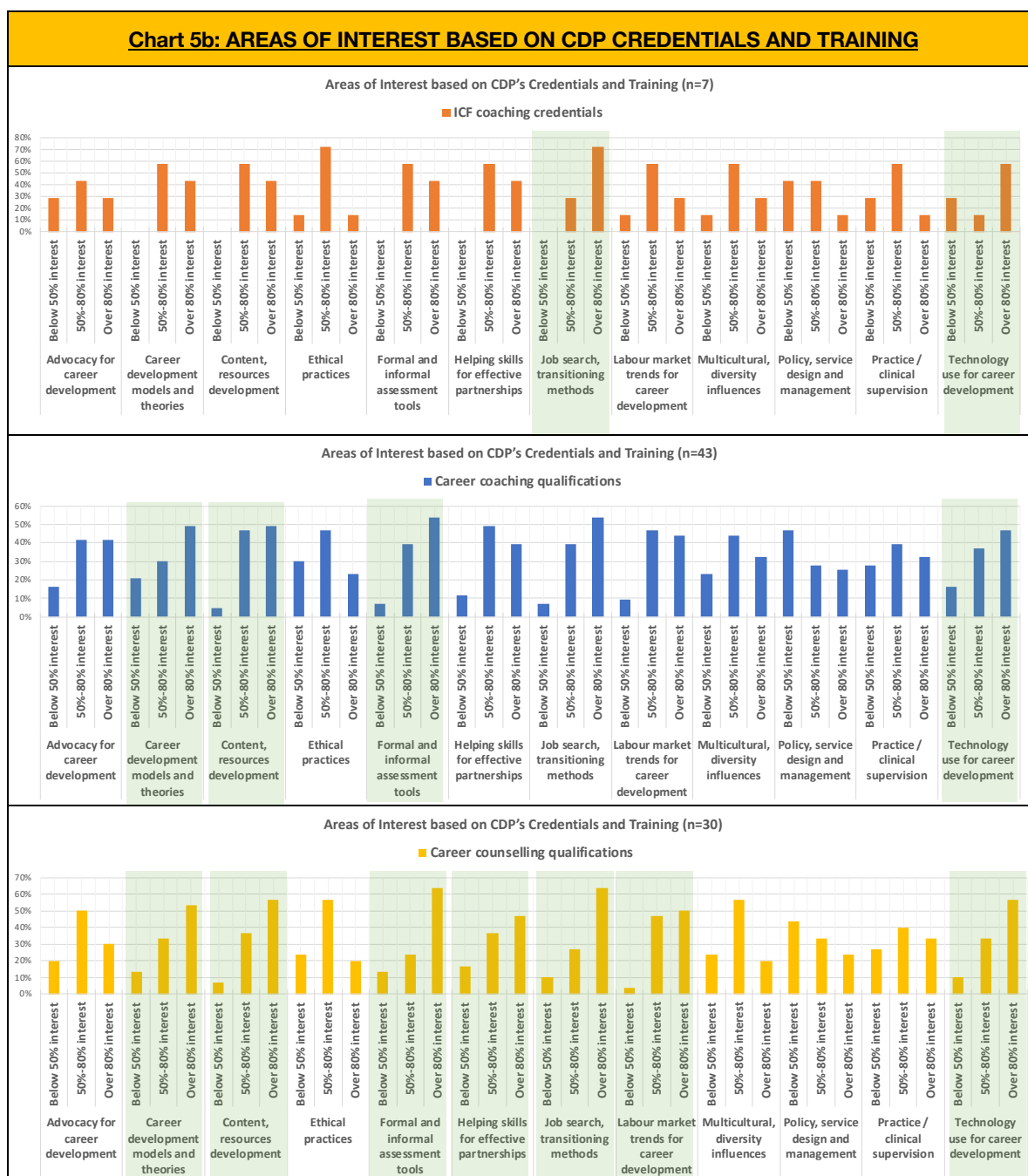
From Chart 5a, it can be observed that the CDPs with NCD A credentials tend to have more interests in areas such as **policy, service design and management, practice / clinical supervision** and **ethical practices** as marked in the green boxes. Interestingly, these same 3 areas of interest were not significant observations when analysed against previous factors. This stark contrast may signal either greater awareness and appreciation for these areas by NCD A credential holders, a greater emphasis by the credentialing body eg. NCD A's emphasis on clinical / practice supervision, through their credentialling of clinical counsellor supervisors or a greater need to equip or refresh this area of professional development amongst CDPs.

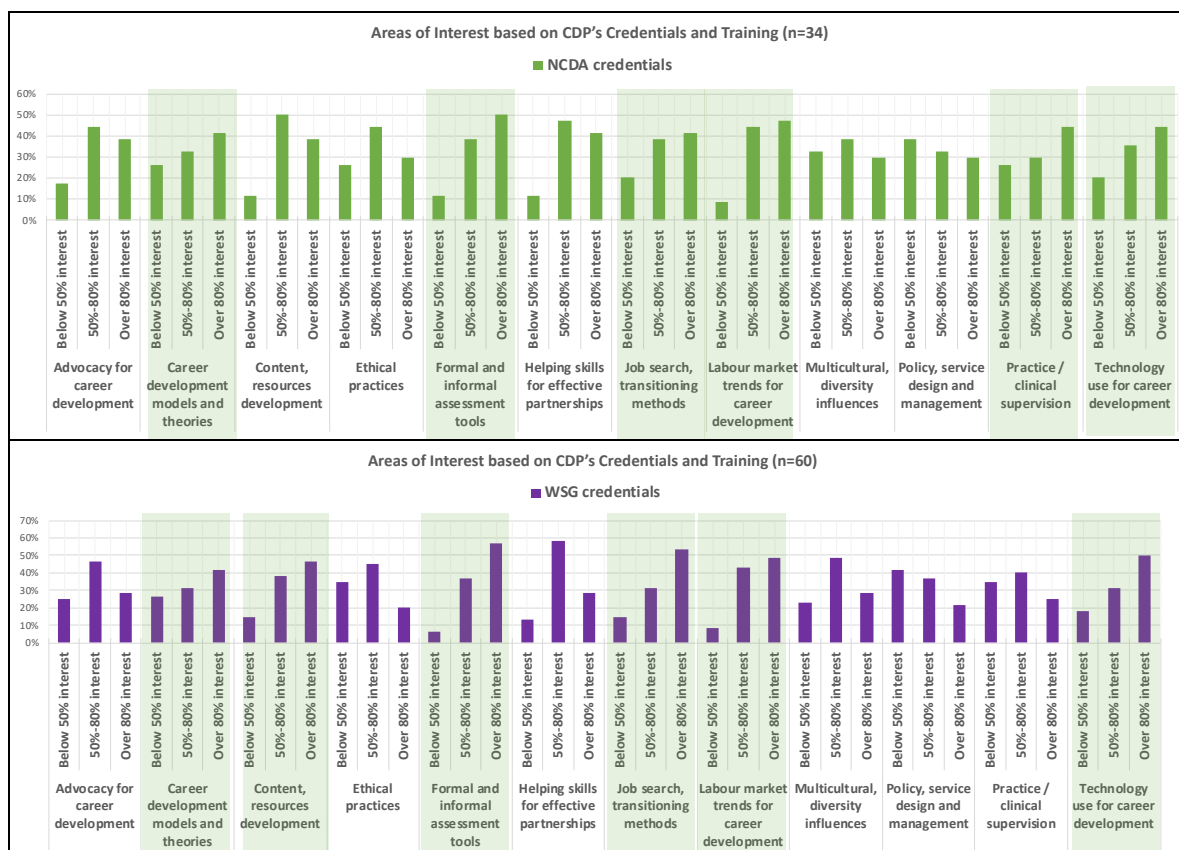
CDPs with Career Counselling qualifications indicated more interest in **helping skills for effective partnerships, career development theories, content, resource development and formal and informal assessment tools** as marked in the orange boxes. This may signal a need to refresh or reset the CDPs' foundational people helper skills. This is a realisation that can only occur as CDPs serve increasingly more clients – as they come to fully acknowledge the importance of using people helper skills when serving clients who require counselling support and intervention.

CDPs with ICF coaching credentials indicated more interest in **job search, transitioning methods** and **technology for career development** as marked in the blue boxes. This could reflect the emphasis of ICF related training to train and build coaching skills across a wide genre of topics, beyond career.

This observation will need to be ascertained further, due to the low number of responses (7 respondents).

Chart 5b presents the full responses of professional development interest across CDPs and the credentials and training they have. The areas of strong interests are marked in green for easy reference.





It is interesting to note that the **CDPs who hold Career Counselling qualifications, NCDAs and WSG credentials indicated more areas of professional development interests (as marked in the green boxes), as compared to the CDPs with ICF and Career Coaching qualifications.** This could signal a difference between the credentials and training and could be an interesting area for a deeper review or study into the coverage of the credentials and training, as well as factor in what CDPs regarded as more instrumental to their work, since CDPs may have more than one area of credential and training.

### Key Points

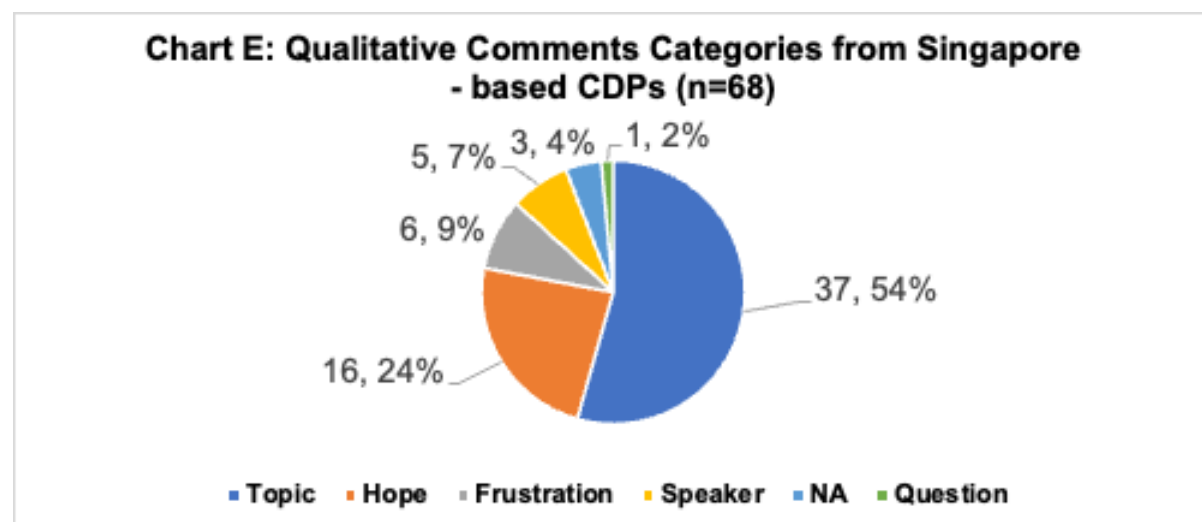


- The credentials and training received by CDPs influenced - to a certain degree - their professional development interests.
- CDPs with NCDAs credentials tend to have more interests in areas such as policy, service design and management, practice / clinical supervision and ethical practices
- CDPs with Career Counselling qualifications indicated more interest in helping skills for effective partnerships, career development theories, content, resource development and formal and informal assessment tools
- CDPs with ICF coaching credentials indicated more interest in job search, transitioning methods and technology for career development
- CDPs with NCDAs, WSG credentials and Career Counselling qualifications indicated interest in more professional development areas than CDPs with other credentials and training.

## QUALITATIVE COMMENTS

*How do CDPs feel towards professional development?*

In response to an open question - “PLEASE SHARE ABOUT ANY SPEAKER, TOPICS YOU ARE ESPECIALLY KEEN ON. YOU CAN ALSO USE THE SPACE TO EXPRESS YOUR HOPES OR FRUSTRATIONS WITH YOUR PROFESSIONAL DEVELOPMENT.”, CDPs responded with a wide range of qualitative responses.



About 70% of CDPs from Singapore provided a qualitative response. All the responses were compiled and categorised based on the nature of each response’s content. Based on the compilation, majority of the comments were suggestions for future professional development topics (54%) and speaker recommendations (7%). About 24% were expressed hope whilst 9% expressed frustration with the profession and professional development. The themes of the qualitative responses are summarised in Table 5.

Table 5: Summarised Themes of Qualitative Responses	
Topics	Speakers
<p><b><u>Topics to help Practitioners cope with their practice</u></b> Self-care, burnout</p> <p><b><u>Topics to help Practitioners build up their industry knowledge</u></b> career and job trends, labour market learning, employer perspective learning, jobs in demand, candidate shortlisting tools and practices</p> <p><b><u>Topics to help Practitioners improve their practice</u></b> post-modern career practices, Career Construction, StrengthsFinder, Workplace Big 5 Profile, advanced career counselling, job search methods, cognitive behaviours, supervision, case conceptualisation, career matching technology, career theories, job matching methods for groups, making education choices</p>	<p>Dr Haesun Moon</p> <p>Chriss Voss on Negotiation Skills</p> <p>Prof Ruth Bridgstock on fostering future capability</p> <p>Dr Pyle for group career counselling</p> <p>Adam Khoo</p>



<p><b>Topics to help specific needs</b> <i>Seniors and Retirement, Youth and Purpose, Special Needs, Mid-Career Transitioning, Dealing with underlying psychological topics</i></p> <p><b>Topics on Client Career Management –</b> <i>Mindsets, Burnout, Mental Wellness, Value Proposition, Mindfulness, Resilience, Adaptability</i></p>	
Hope	Frustration
<p>More sharing and learning from local CDPs</p> <p>Integration of CDPs into organisations, learning from organisations who already have career development practices</p> <p>Measuring effectiveness of career interventions beyond job placements</p> <p>More support in the form of professional supervision</p> <p>Clearer entry and certification paths, understanding of the career development fraternity, more practice opportunities for aspiring CDPs</p>	<p>No regulations for the profession, no standards for the practice</p> <p>Lack of support from organisation management for professional development</p> <p>Lack of time and resources to help weaker peers within the organisation</p> <p>Insufficient opportunities to practice and apply what was learnt</p>



## CONCLUSION AND RECOMMENDATIONS

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Based on the survey responses, **organization initiated or supported forms of professional development via in-house training and from the local associations** are the most common among CDPs in Singapore. Self-initiated efforts such as **engaging a mentor from the field** are more common for CDPs with less work experience while **participation in regional associations** are more common for CDPs with more work experience.

Across the CDPs, there is common interest in areas of **Job Search Transitioning Methods, and Formal and Informal Assessment Tools** and to some extent, **Technology for Career Development, Content and Resource Development** and **Labour Market Trends**. These areas revolve around **providing more help, information and resources to clients**, which could be a reflection of what CDPs in Singapore feel they need in order to support clients and organizational goals effectively.

It is also noteworthy that the other areas such as Multicultural, Diversity Influences, Ethics of Practice, Helping Skills for Effective Partnerships, Policy, Service Design and Management, and Practice / Clinical Supervision, which are important to maintain and enhance a CDP's professional practice, were often not amongst the top professional development interest areas for CDPs. These areas are important towards ensuring the professional well-being and efficacy of the CDP and their practice.

In terms of professional development interest areas, the CDP's **length of work experience, credential and training received** and the **role they play in their organisations** (whether it is a client facing role or a supportive operational role) does seem to have some effect on their decisions for professional development. It is important for organisations and policy makers to take note of these differences when designing professional development efforts. There are some useful areas to explore and review including:

1. Possible disengagement and indifferences towards professional development by CDPs who have more than 7 years of experience.
2. Possible differences in credentials and training received by CDPs, as it may signal stronger interests for specific professional development. Eg. CDPs with only ICF coaching credentials may lack vocational and occupational domain knowledge.
3. Possible lack of diversity and depth of interventions and design of career services to meet different client needs as current state of services are homogenous, serving generic needs.

The qualitative responses show that CDPs in Singapore have a wide range of professional development interests, ranging from **helping their clients in a holistic manner beyond job needs** and **helping themselves grow their own practice and wellness**. The hopes and frustrations indicated by CDPs in Singapore revealed a desire to professionalise the role of a CDP, perhaps through **regulation of standards and practices, and clear career pathways**.

This is the first survey done to understand interests of professional development learning areas for CDPs in Singapore; and while it has revealed some insights on the areas of learning that informs career service policy makers, a further study into the below mentioned areas, could help reveal more:

1. The availability and impact of subsidies for professional development in Singapore, which may influence learning interests.
2. The need to understand CDPs' intrinsic and extrinsic motivations for learning interests, and the influences that steer their choices, through qualitative focus groups.
3. The availability and access to resources and pathways pertaining to the CDP profession which could inform learning interests and influence decision making.





4. Comparative studies about the learning interests of CDPs from other countries eg. Canada, US, , Australia, China that could possibly reveal the maturity of the CDP profession and standards in Singapore, and identify similarities and differences based on cultural and societal constructs.



# CONTRIBUTIONS

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In this section, we invite 3 CDPs with local and regional experiences to share their personal opinions towards the survey findings. Their opinions are made in their own personal capacity and does not in any way represent endorsement or opinions from the organisations they currently represent or work in.



### Dr Marilyn Maze

*Dr Maze is an experienced CDP serving in various appointments including state level and regional career development associations and private career services. Part of her experiences include developing resources, systems and training to help CDPs with professional development. She is a Fellow of the National Career Development Association (NCDA) and had been awarded the NCDA President's Award and Credentialing Commission Service Award in 2016 and more recently in 2022, the NCDA Eminent Career Award.*

The topic of this study is very important and the study offers us some important insights. Before focusing on what I learned from this research, I want to explain what my own experience has taught me about this topic.

I spent 37 years developing career planning software. In those years, I fell in the category of content/curriculum development. To do my work, I needed to learn about everything new in our field, because I used new ideas to make my software more interesting and relevant to the audience. Of the 16 topics surveyed, I needed to know about all of them, if there was something new (and none of them if it was the same old thing). Currently, I guide the offerings of APCDA, and find myself using the same screening criteria. **In my experience, most CDPs with several years of experience are looking for new ideas or new ways of looking at familiar problems.**

Each year APCDA solicits proposals from other CDPs for our conference presentations. We divide our proposals by Work Setting, **because we find that Work Setting is the #1 most important factor in terms of relevance.** For example, a presentation about how to help high school students explore career options is unlikely to seem relevant to CDPs working with adults in transition. Mostly, CDPs will choose topics related to the age group/type of clients they serve. CDPs who serve a variety of clients will choose to attend the presentations that address the issues they are currently facing and know the least about.

When we select proposals, we seek at least 5 members to rate each group of proposals. We seek variety in our raters in terms of years of experience and country of residence (APCDA serves 22 member countries). In my experience, many proposals will receive very different ratings from the 5 raters. For example, in 2022, one proposal received a "0" from one rater (meaning reject it), a "10" from another rater (best proposal possible), and a 7 from a third rater. The average of 5.67 meant it fell in the middle. The rejected proposals tend to be written very badly (a confusing description probably means a confusing presentation), written by a person outside of our field (who does not understand how much CDPs already know), or too basic (we already know what it plans to teach us).

**How does this experience relate to the topic of this report?** We all know that we need to be knowledgeable about all 12 of these categories, and we all believe that we are. **If we had clinical supervisors to point out our weaknesses, we might focus on overcoming our weaknesses.** Lacking external feedback, we will continue to function as we have and seek out information that is new or provides a new perspective to us. For example, we all know that the labor market post-COVID has changed and we are eager for help in understanding how it has changed. We know that stunning new technology is dramatically changing some jobs/tasks, and we want help anticipating future labor market trends. **Most of us feel comfortable helping clients with the job search, but the changes in technology have revolutionized that process, and we have an urgent need to keep up. We would all appreciate assessments that provide new insights for us and our clients. But for other topics, like "Ethics," we know how important they are but don't recognize a need to improve in those areas.** Afterall, how can Ethics be new? We all have strong Ethics, don't we?

In my opinion, this report clearly shows that **we all look for new information and most of us agree on the categories where that new information is most likely to be found.** The results



of this research **remind us of these areas and highlight our desire to keep up with new trends.** This research also reminds us that professional development is used to improve skills we know we need to improve. **Without external feedback from a clinical supervisor, it is unlikely that CDPs will overcome their own weaknesses. The many areas of knowledge that we know we “should” study will continue to stay in the background and those training programs will continue to be poorly attended.** I am grateful for this research reminding us of this and highlighting the difference between “popular” topics and valuable topics.



### **Dr Timothy Hsi**

*Dr Hsi is well regarded by many as a CDP, as evidenced from his contributions through his CDP educator appointments, his psychotherapy, coaching and counselling practice and his experiences in managing career service systems. He has also contributed to the regional association and led the founding of a local association in Singapore to advocate and professionalise the role and practices of CDPs. Dr Hsi was recognized by the Asia Pacific Career Development Association as an Emerging Leader in 2017 and received the Outstanding Career Educator Award in 2018.*

Firstly, I would like to say thanks for initiating and commissioning this report. It provides a good view of the professional development needs and perspectives of CDPs in Singapore and to a limited extent, the region.

Secondly, it is good that this report makes it way to WSG because they have a stranglehold on training through the funding for PDs. Their success has inevitably caused the failure of Career Development Practice to grow in the private space in Singapore.

The information below are my responses to the report.

**The results clearly point to the need for career practitioners who are not employed in the government services (i.e. WSG, MOE) to be suitably supported.** The sway that WSG has on training, credentialing and funding for professional development on the one hand is good in terms of regulation, but on the other hand has the unintentional effect of hindering the growth of the profession in Singapore. Practitioners who leave generally find it difficult to gain employment in the private sector, or even to start a private practice because the ecosystem has not been catered for this.

**Career Development is more than job placement.** The results of the survey adds credence to the ground observation that members of the public and to a certain extent leaders of organisations both private and public, have erroneously equated career development to job placement. This is due to the great success achieved by agencies such as WSG and e2i but (in relation to my point above) its success has in turn significantly contributed to the limited growth of career development practice beyond this.

As such, it is useful for **career practitioners and the agencies that employ them to begin to shift attention towards the growth of other career development skills and knowledge** such as increasing knowledge on the use of technological tools for CD, understanding and knowing how to utilise labour market information as well as job search and transitioning methods and approaches.



### **Ms Wong Sing Chee**

*Ms Wong is a recognized CDP pioneer for many in Singapore, through her experiences as a CDP educator who trained and equipped many public and private sector CDPs in Singapore as well as her work in pioneering career services for tertiary organizations. She has also been in the pioneering team for the regional association since 2013 and served as President in 2020. Ms Wong also led the founding of a local association in Singapore. Ms Wong was awarded the Lifetime Achievement Award by the Asia Pacific Career Development Association in 2020.*

#### **Interest in formal and informal assessments should be accompanied with interest in career development theories and understanding of reliability, validity constructs of tools.**

According to the survey findings, there is a keen interest in the use/administration of formal and informal assessment tools (>80%). Yet interests in career development theories and models are relatively low (40% or less). It would be interesting to know if the responses for these 2 items have been correlated.

Reliable and valid career assessment tools, especially the formal ones, were developed based on certain career development theory(s). The CDP would need to understand the theory(s) which formed the basis for the development of the tool to administer/interpret the findings appropriately. Without proper understanding of the theory, there is the danger of misinterpreting the results with unfortunate consequences. Hopefully the CDPs who would like to make greater use of the career assessment tools are already familiar with the theories. Otherwise, it is important to draw to their attention the concepts of the theories especially with reference to the tool, and how they should/could be used to assist their clients.

One also wonders at the interests to use career assessment tools – to appear “more professional”? Individuals are also known to have used tools to “abdicate responsibilities/ownership” of the coaching process, by blaming it on the tool “that’s what the tool said”. Instead of taking the responsibility to help clients develop greater self-awareness/understanding for making career decisions, supported with application of knowledge of the theory concerned to the interpretation of the assessment results.

**Lack of interest in “Ethical Practices”.** It is quite disconcerting to note the lack of interest in ethical practice in the career development field. When ethical practices are not apparent, it is difficult for CDPs/career development to establish itself as a profession. How can it be differentiated from other practices? The issue may be perceived due to a lack of “policing” of career coaching practices, as well as to the lack of emphasis on “ethical standards” during training of CDPs. This matter requires attention if career development is to be developed as a profession in Singapore.

**High interest in “Job Search and Transitioning Methods”.** Related to the emphasis of some organisations’ mandates which measures the CDPs efficacy by the number of successful placements of candidates. This mandate seemed to sublime all other competencies the CDPs should have. This mandate may discourage CDPs from assisting clients on their career concerns more effectively.

**It is heartening to note that CDPs, especially the younger ones, are keen to be mentored.** It is important that the Career Development community could have more mentors to help mentees blossom into professionals to uphold the profession. Some organisations have mentors for their younger/new staff. How were these mentors appointed, and what training did they receive to become mentors? Are they eager to be mentors or do they see it as a chore? Negative attitude would invariably impact their mentees negatively. For the wider career development community, it would be helpful if more experienced CDPs could come forward and offer mentorships.



**Singapore's economy and employment market could benefit with good human capital and talent management practices in companies/organisations.** This is especially essential for Learning and Development of workers, eg. in identification of suitable skills and training resources for upskilling and upgrading purposes. CDPs could definitely contribute to this area of need. It would therefore be helpful if HR personnel are also trained in career development, both for the companies' benefit and for the development of the career development profession in Singapore. The Singapore government has alluded to possible contributions of career development for human capital and talent management in Singapore. It is up to the professionals in this field to live up to the calling and fly the flag for the career development profession!

- END -



# CREDITS

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Appreciation to the following organisations and individuals who contributed towards and made this report possible.

- Workforce Singapore (WSG)
- Asia Pacific Career Development Association (APCDA)
- Dr Marilyn Maze
- Dr Timothy Hsi
- Ms Wong Sing Chee

## About AVODAH People Solutions



Building Career Adaptability into the Workforce  
[www.avodahsolutions.com](http://www.avodahsolutions.com)

AVODAH People Solutions helps our clients build careers with adaptability, people with purpose.

Established in 2017, we help the workforce build career adaptability through group workshops and one to one guidance. We provide interventions to facilitate self awareness, clarity of career direction and technical job search skills such as resume writing, personal branding, interview skills and networking.

Our interventions are delivered by career development certified associates. They are equipped with local or regional career development credentials and are recognized as members of local career development associations.

Since 2017, we have impacted more than 1,000 people from organizations and schools. In 2022, we conducted 15 career guidance and discovery workshops for about 370 late, mid and early career individuals. We also supported more than 100 mid and early career individuals with over 400 hours of career counselling, coaching support. As part of our advocacy for career development, we started community career conversations in public spaces.

In 2022, the AVODAH Centre for Learning and Research (CLR) was formed to support the development and professionalization of the CDP workforce through training and professional development efforts. CLR partnered NCDA to offer the first externally conducted Career Practitioner Supervision programme outside of the US and partnered Workforce Singapore to reduce training fees for local CDPs in areas of professional development need.

**Contact Us:** [hello@avodahsolutions.com](mailto:hello@avodahsolutions.com)



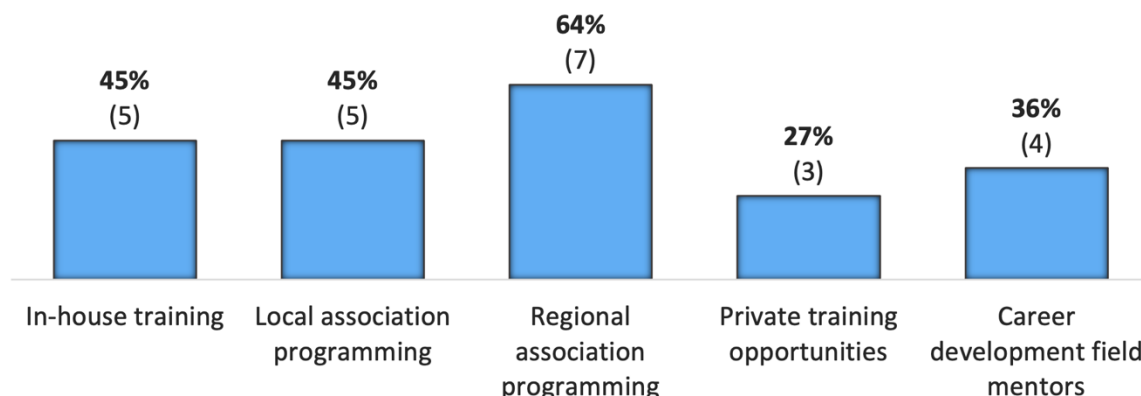


## ANNEX (INTERNATIONAL)

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**Chart 2. Professional Development Resources Used by Professionals Outside of Singapore (n=11)**

*Respondents may select multiple options*



For international respondents, CDPs engaged in professional development through **regional associations (64%)**, **local associations (45%)** and **in-house training learning activities (45%)**. As the data size was low, it was not possible to conduct further analysis.

**AREAS OF INTEREST BASED ON YEARS OF EXPERIENCE**

**Annex Data Table 1 – Int : For International (n=11)**

Professional Development Area	5 years or less (n=1)	5-7 years (n=3)	7+ years (n=7)
<b>Advocacy for career development</b>			
Below 50% interest	0%	67%	29%
50%-80% interest	100%	0%	43%
Over 80% interest	0%	33%	29%
<b>Career development models and theories</b>			
Below 50% interest	0%	33%	0%
50%-80% interest	100%	67%	43%
Over 80% interest	0%	0%	57%
<b>Content, resources development</b>			
Below 50% interest	0%	0%	0%
50%-80% interest	100%	33%	57%
Over 80% interest	0%	67%	43%
<b>Ethical practices</b>			
Below 50% interest	0%	67%	29%
50%-80% interest	100%	0%	43%
Over 80% interest	0%	33%	29%
<b>Formal and informal assessment tools</b>			
Below 50% interest	100%	0%	29%
50%-80% interest	0%	67%	14%
Over 80% interest	0%	33%	57%
<b>Helping skills for effective partnerships</b>			
Below 50% interest	0%	0%	14%
50%-80% interest	100%	67%	43%
Over 80% interest	0%	33%	43%

Professional Development Area	5 years or less (n=1)	5-7 years (n=3)	7+ years (n=7)
<b>Job search, transitioning methods</b>			
Below 50% interest	0%	0%	29%
50%-80% interest	100%	67%	14%
Over 80% interest	0%	33%	57%
<b>Labour market trends for career development</b>			
Below 50% interest	0%	33%	0%
50%-80% interest	100%	0%	29%
Over 80% interest	0%	67%	71%
<b>Multicultural, diversity influences</b>			
Below 50% interest	0%	0%	29%
50%-80% interest	100%	67%	43%
Over 80% interest	0%	33%	29%
<b>Policy, service design and management</b>			
Below 50% interest	100%	67%	14%
50%-80% interest	0%	33%	57%
Over 80% interest	0%	0%	29%
<b>Practice / clinical supervision</b>			
Below 50% interest	0%	33%	29%
50%-80% interest	100%	33%	43%
Over 80% interest	0%	33%	29%
<b>Technology use for career development</b>			
Below 50% interest	0%	0%	0%
50%-80% interest	100%	33%	29%
Over 80% interest	0%	67%	71%



## AREAS OF INTEREST BASED ON CURRENT ROLE(S) PERFORMED

**Annex Data Table 2 – Int : For International (n=11)**

*Numbers will not add up to 11, given that respondents may select multiple job roles*

Professional Development Area	Career guidance and counselling (n=9)	System and policies (n=4)	Develop content and curriculum (n=7)	Facilitate job placement (n=3)	Run career services business (n=4)	Train career coaches (n=6)
<b>Advocacy for career development</b>						
Below 50% interest	33%	25%	43%	33%	25%	17%
50%-80% interest	33%	50%	29%	33%	50%	50%
Over 80% interest	33%	25%	29%	33%	25%	33%
<b>Career development models and theories</b>						
Below 50% interest	11%	0%	0%	0%	0%	17%
50%-80% interest	56%	50%	57%	67%	75%	33%
Over 80% interest	33%	50%	43%	33%	25%	50%
<b>Content, resources development</b>						
Below 50% interest	0%	0%	0%	0%	0%	0%
50%-80% interest	44%	50%	43%	67%	50%	50%
Over 80% interest	56%	50%	57%	33%	50%	50%
<b>Ethical practices</b>						
Below 50% interest	33%	25%	29%	33%	50%	33%
50%-80% interest	33%	50%	43%	33%	25%	33%
Over 80% interest	33%	25%	29%	33%	25%	33%
<b>Formal and informal assessment tools</b>						
Below 50% interest	22%	25%	14%	33%	50%	33%
50%-80% interest	22%	0%	29%	0%	25%	17%
Over 80% interest	56%	75%	57%	67%	25%	50%
<b>Helping skills for effective partnerships</b>						
Below 50% interest	11%	25%	14%	33%	25%	17%
50%-80% interest	44%	25%	43%	33%	25%	33%
Over 80% interest	44%	50%	43%	33%	50%	50%
<b>Job search, transitioning methods</b>						
Below 50% interest	11%	25%	14%	33%	50%	33%
50%-80% interest	33%	0%	29%	0%	0%	17%
Over 80% interest	56%	75%	57%	67%	50%	50%
<b>Labour market trends for career development</b>						
Below 50% interest	11%	0%	0%	0%	0%	17%
50%-80% interest	67%	25%	14%	33%	50%	33%
Over 80% interest	22%	75%	86%	67%	50%	50%
<b>Multicultural, diversity influences</b>						
Below 50% interest	11%	25%	14%	33%	25%	17%
50%-80% interest	56%	50%	57%	33%	50%	50%
Over 80% interest	33%	25%	29%	33%	25%	33%
<b>Policy, service design and management</b>						
Below 50% interest	33%	0%	14%	0%	50%	33%
50%-80% interest	44%	75%	71%	67%	25%	33%
Over 80% interest	22%	25%	14%	33%	25%	33%
<b>Practice / clinical supervision</b>						
Below 50% interest	22%	25%	14%	33%	25%	33%
50%-80% interest	44%	50%	57%	33%	50%	33%
Over 80% interest	33%	25%	29%	33%	25%	33%
<b>Technology use for career development</b>						
Below 50% interest	0%	0%	0%	0%	0%	0%
50%-80% interest	33%	25%	14%	33%	50%	50%
Over 80% interest	67%	75%	86%	67%	50%	50%



## AREAS OF INTEREST BASED ON CLIENTELE GROUPS

### Annex Data Table 3 – Int : For International (n=11)

*Numbers will not add up to 11, given that respondents may select multiple job roles*

Professional Development Area	Students (n=7)	Fresh graduates (n=9)	Adult workforce (n=9)	Seniors and retirees (n=3)	Individuals with special needs (n=4)	Back-to-work individuals (n=2)	Long-term unemployed (n=2)	Low-income and referrals (n=1)
<b>Advocacy for career development</b>								
Below 50% interest	29%	44%	33%	33%	25%	50%	0%	0%
50%-80% interest	43%	22%	44%	0%	25%	0%	0%	0%
Over 80% interest	29%	33%	22%	67%	50%	50%	100%	100%
<b>Career development models and theories</b>								
Below 50% interest	0%	11%	11%	0%	0%	0%	0%	0%
50%-80% interest	57%	44%	56%	33%	50%	50%	50%	100%
Over 80% interest	43%	44%	33%	67%	50%	50%	50%	0%
<b>Content, resources development</b>								
Below 50% interest	0%	0%	0%	0%	0%	0%	0%	0%
50%-80% interest	29%	44%	56%	33%	50%	100%	0%	0%
Over 80% interest	71%	56%	44%	67%	50%	100%	100%	100%
<b>Ethical practices</b>								
Below 50% interest	29%	33%	33%	0%	0%	0%	0%	0%
50%-80% interest	29%	33%	44%	33%	50%	50%	0%	0%
Over 80% interest	43%	33%	22%	67%	50%	50%	100%	100%
<b>Formal and informal assessment tools</b>								
Below 50% interest	14%	11%	33%	0%	25%	0%	0%	0%
50%-80% interest	14%	33%	33%	33%	25%	50%	0%	0%
Over 80% interest	71%	56%	33%	67%	50%	50%	100%	100%
<b>Helping skills for effective partnerships</b>								
Below 50% interest	14%	11%	11%	0%	25%	0%	0%	0%
50%-80% interest	29%	44%	56%	67%	50%	100%	50%	100%
Over 80% interest	57%	44%	33%	33%	25%	0%	50%	0%
<b>Job search, transitioning methods</b>								
Below 50% interest	14%	11%	22%	0%	25%	0%	0%	0%
50%-80% interest	14%	33%	44%	67%	50%	100%	50%	100%
Over 80% interest	71%	56%	33%	33%	25%	0%	50%	0%
<b>Labour market trends for career development</b>								
Below 50% interest	0%	11%	11%	0%	0%	0%	0%	0%
50%-80% interest	14%	11%	33%	0%	25%	0%	0%	0%
Over 80% interest	86%	78%	56%	100%	75%	100%	100%	100%
<b>Multicultural, diversity influences</b>								
Below 50% interest	14%	11%	11%	0%	0%	0%	0%	0%
50%-80% interest	43%	56%	67%	33%	50%	50%	0%	0%
Over 80% interest	43%	33%	22%	67%	50%	50%	100%	100%
<b>Policy, service design and management</b>								
Below 50% interest	14%	22%	44%	0%	0%	0%	0%	0%
50%-80% interest	57%	56%	44%	67%	75%	100%	50%	100%
Over 80% interest	29%	22%	11%	33%	25%	0%	50%	0%
<b>Practice / clinical supervision</b>								
Below 50% interest	14%	22%	22%	0%	0%	0%	0%	0%
50%-80% interest	43%	44%	56%	33%	50%	50%	0%	0%
Over 80% interest	43%	33%	22%	67%	50%	50%	100%	100%
<b>Technology use for career development</b>								
Below 50% interest	0%	0%	0%	0%	0%	0%	0%	0%
50%-80% interest	14%	22%	44%	0%	25%	0%	0%	0%
Over 80% interest	86%	78%	56%	100%	75%	100%	100%	100%

## AREAS OF INTEREST BASED ON CDP CREDENTIALS AND TRAINING

### Annex Data Table 4 – Int : For International (n=11)

Numbers will not add up to 11, given that respondents may select multiple job roles

Professional Development Area	Career counselling qualifications (n=8)	Career coaching qualifications (n=5)	NCDAs credentials (n=1)
<b>Advocacy for career development</b>			
Below 50% interest	25%	40%	50%
50%-80% interest	38%	40%	50%
Over 80% interest	38%	20%	0%
<b>Career development models and theories</b>			
Below 50% interest	0%	0%	50%
50%-80% interest	63%	60%	50%
Over 80% interest	38%	40%	0%
<b>Content, resources development</b>			
Below 50% interest	0%	0%	0%
50%-80% interest	63%	40%	100%
Over 80% interest	38%	60%	0%
<b>Ethical practices</b>			
Below 50% interest	25%	40%	50%
50%-80% interest	38%	40%	50%
Over 80% interest	38%	20%	0%
<b>Formal and informal assessment tools</b>			
Below 50% interest	38%	20%	50%
50%-80% interest	13%	20%	50%
Over 80% interest	50%	60%	0%
<b>Helping skills for effective partnerships</b>			
Below 50% interest	13%	20%	50%
50%-80% interest	63%	20%	50%
Over 80% interest	25%	60%	0%
<b>Job search, transitioning methods</b>			
Below 50% interest	25%	20%	50%
50%-80% interest	38%	0%	50%
Over 80% interest	38%	80%	0%
<b>Labour market trends for career development</b>			
Below 50% interest	0%	0%	50%
50%-80% interest	38%	20%	50%
Over 80% interest	63%	80%	0%
<b>Multicultural, diversity influences</b>			
Below 50% interest	25%	20%	0%
50%-80% interest	38%	60%	100%
Over 80% interest	38%	20%	0%
<b>Policy, service design and management</b>			
Below 50% interest	25%	20%	50%
50%-80% interest	50%	60%	50%
Over 80% interest	25%	20%	0%
<b>Practice / clinical supervision</b>			
Below 50% interest	25%	20%	50%
50%-80% interest	38%	60%	50%
Over 80% interest	38%	20%	0%
<b>Technology use for career development</b>			
Below 50% interest	0%	0%	0%
50%-80% interest	38%	20%	100%
Over 80% interest	63%	80%	0%