

APCDA Glossary of Career Development Terms

This glossary began in 2014, but this version was compiled by a team from several English-speaking countries (Australia, India, Singapore, and USA). It is intended to be dynamic and to change and grow as people suggest improvements or additions. It is also intended to serve as a starting point for translation to the languages of our member countries. We believe that the translation process will cause further improvements and refinements to this English glossary.

Our goal is to offer versions in all languages spoken by our members. We believe these glossaries will allow us to communicate more accurately and understand each other better. We hope to add a few more languages each year. All verified translations will be made publicly available on our website.

Bios of Authors:

Agnes Banyasz is a career strategist and intercultural communications coach with 30 years' experience that spans industries and continents. For 10 years she managed the first faculty-based careers centre at the University of Melbourne that offered customised career services to business students and alumni. She is a CICA accredited Certified Leading Professional, maintains memberships to key professional associations and has participated in conferences all over the world. This connectedness to local and international best practice allows her to build strong and rewarding relationships with clients. Outside work, Agnes likes to swim, walk, be with family, watch movies and listen to jazz.

Vandana Ghambhir Chopra, PhD, Assistant Professor in the Department of Psychology, University of Delhi and Country Director, India for APCDA, is an alumnus of Nehru Homoeopathic Medical College and Hospital, one of the premier and reputed homoeopathic colleges of India. A gold medalist of University of Delhi, she started her professional career as a physician and later excelled and received her doctorate in the discipline of psychology. Her fields of involvement in psychology research work span across psychometric testing, organizational behavior, career competencies, personality psychology, social psychology, competency mapping, positive psychology, consumer behavior and geriatrics mental health. In her spare time, she likes to read books on spirituality, exploring dimensions of human mind.

Serene Lin-Stephens is a careers researcher and consultant for over 20 university courses across disciplines. Her postgraduate qualifications span across Higher Education E-learning and Career Development. She is intrigued by ways to embed career development in higher education, including develop appropriate resources and technologies to support it. Her days are filled furthering her research interests through working closely with course conveners and industry stakeholders in a collaborative effort to enhance student outcomes and meet workforce needs.

Marilyn Maze, Ph.D., Executive Director of the Asia Pacific Career Development Association, has organized the annual APCDA Conference since its inception, conducted numerous research projects on hot labor market and career counseling issues, and presented at international conferences. Marilyn received the President's Award from NCDCA in 2016, the NCDCA Credentialing Commission Service Award in 2016, and the Lifetime Achievement Award from the Maryland Career Development Association in 2010, and she became an NCDCA Fellow in 2019. Dr. Maze formerly developed the ACT Profile (previously called DISCOVER).

Danita Redd, M.A., has been a counseling and career development faculty at Moorpark College, California, USA, for 23 years. She was awarded the 2016-2017 Moorpark College Distinguished Faculty Chair and was recognized as the 2014 - 2015 Academic Senate's Outstanding Faculty of the Year. She is a published writer; a graduate of the Foundation of Human Enrichment for providing therapeutic assistance to people with Post Traumatic Stress Disorder; and is an international volunteer serving in Egypt, Peru, and Mexico.

Carla S. Siojo has been the Director of the Office of Placement and Career Services at the Ateneo de Manila University for the past 6 years. She finished Bachelor of Arts Major in Psychology and Master of Arts Major in Pastoral Ministry: Family Ministry and Counseling both at the Ateneo de Manila University. She has been serving as the Country Director of the Asia Pacific Career Development Association (APCDA) since 2014. She is involved with other professional organizations such the National Career Development Association (NCDCA), Association of Placement Practitioners of Colleges and Universities (APPCU) in the Philippines, and the Career Development Association of the Philippines (CDAP).

Sing Chee Wong is a Career Consultant and Trainer with many years of experience in career coaching, counselling and training. She is accredited by the National Career Development Association (USA) and Institution for Adult Learning (Singapore) to be Career Development Facilitator Instructor (CDFI), and Master Trainer for the Advanced Certificate in Career Development Facilitation (ACCDF) respectively. She is President of Singapore's "People and Career Development Association", which aims to develop career practitioners and those interested in career development.

APCDA Glossary of Career Development Terms

As of May 17, 2018

| Term | Definition |
|-------------------------------|---|
| Advising | <p>Advising is a process of identifying the needs of an individual, then providing advice or referral to information sources to answer the questions of the individual.</p> <p>Comment: Advising requires training and knowledge of a specific subject area, such as Educational Advising or Career Advising. It does not require a college degree and the training is often completed in a number of days or months.</p> |
| Career | <p>Definition #1: Career refers to the path an individual takes through life and includes all productive, goal-directed activities in which the individual engages.</p> <p>Definition #2: The intellectual, physical, skill and identity development manifested through a person's occupational or vocational experiences over a life time.</p> <p>Comment: In some English-speaking countries, the meaning of "career" has evolved to be different from "vocation" or "occupation" and is represented by Definition #1. In other countries, there are no words which can be used for this new concept, so the understanding remains rooted in tradition (Definition #2).</p> |
| Career Counselor | <p>Career counselor is a professional counselor who assists individuals or groups of individuals to make career or vocational decisions.</p> <p>Comment: The process could include learning career decision-making skills, vocational assessment, career exploration activities, education/training decisions, and job search skills.</p> |
| Career Center | <p>A place or virtual site that provides current career information and other resources useful for making informed career decisions.</p> <p>Comment: It may provide a range of services such as career guidance, advising and/or coaching.</p> |
| Career Choice | <p>Career choice is an individual's decision in choosing a path which the individual believes to be most suitable for him/her.</p> <p>Comment: It is usually chosen based on his/her career interests, work values, work skills, personal aptitudes, aspirations and circumstances. It is also influenced by the social norms, culture and the local labor market situation.</p> |
| Career Decision-Making | <p>Career decision-making is the process of selecting a particular option with regards to one's career.</p> <p>Comment: Career decision-making is a deliberate process that involves identifying one's skills and preferences, exploring occupations and labor market needs, identifying and selecting occupations that match one's skills and preferences, identifying education/training needed for entry, and developing an action plan.</p> |
| Career Development | <p>Career development is the process of growing, changing, or evolving in one's career throughout one's life span.</p> |

| | |
|--|--|
| Career Education | Courses, programs, or learning activities designed to teach skills needed for researching career information, career decision-making, goal setting, career management, employability, and job search. |
| Career Guidance | Career Guidance refers to services and activities intended to assist individuals to make educational, training and occupational choices and to manage their career. |
| Career Information/ Guidance System | <p>Career information and/or guidance systems are computer software or online systems that provide career assessments, career information, educational information, and other types of career or educational advice or information along with searching capabilities and decision-making tools.</p> <p>Comment: The objective of these systems is to help individuals make informed career choices for purposeful employment. Many examples exist, from simple career-related inventories to large systems that integrate both assessments and information into a single program. Often, the system is localized for a specific country or region. May also be called a Computer-Assisted Career Guidance System (CACGS).</p> |
| Career Management | <p>Career management is the process of selecting goals, acquiring skills, identifying strategies, and monitoring plans to progress in the career path chosen by the individual.</p> <p>Comment: Career management is frequently used to describe people already in the workforce.</p> |
| Coaching | <p>Coaching is the process of working with clients in a thought-provoking and insightful process that inspires them to maximize their personal and professional potential by providing information and asking questions that are life/career oriented.</p> <p>Comment: In Indian settings the word is commonly used to refer to private training provided for preparation for any exams. Internationally, there are many training programs offered for coaching. These programs often last from several days to several months. Normally, a degree is not required.</p> |
| Counseling | <p>Counseling is the process in which a professional counselor facilitates the resolution of specific problems or issues which individuals or groups of individuals are experiencing.</p> <p>Comment: It involves actively listening to the individual's story, and communicating understanding, respect and empathy; clarifying goals and assisting the individual with the decision-making process. International best practices recommend that only professionals with a master's level degree in counseling use the term "Counselor."</p> |
| Distance Counseling/Guidance | Distance counseling/guidance is the provision of services through remote means such as email, social media, and telephone or video conference calling. |
| Drop-Out | A drop-out is an individual who has withdrawn from an education or training program without completing it. |
| Early School-Leaver | <p>An early school-leaver is a student who withdraws from an education program without completing it or below the compulsory school leaving age.</p> <p>Comment: Some countries have compulsory school attendance until a specific age while others do not.</p> |

| | |
|---|--|
| Educational Counseling/Guidance | <p>Educational counseling/guidance is a process in which an individual reflects on his/her personal educational issues and experiences and makes appropriate educational choices.</p> <p>Comment: Career opportunities and planning are also often discussed during the educational counseling/guidance process.</p> |
| Employability | <p>Employability refers to a combination of personal traits which enable individuals to enter employment, remain in employment, and progress in their careers.</p> <p>Comment: These traits include:</p> <ul style="list-style-type: none"> a. Personal attributes, including knowledge and skills that are required for employment in an occupation or industry b. Ability to use the personal attributes beneficially in the job/labor market c. Engagement in lifelong learning to acquire knowledge and skills required for an evolving economy <p>Prevailing positive social and economic conditions of the country that support economic growth and development also impact the achievement of employment.</p> |
| Employment Counseling/Guidance | <p>Employment counseling/guidance is a process in which individuals improve their employability and self-sufficiency in the labor market.</p> <p>Comment: Employment counseling/guidance includes career counseling/guidance, facilitation of skills upgrading and training, job search strategies, and resilience to maintain and stay in employment.</p> |
| Empowerment | <p>The process of encouraging and enabling individuals to take greater responsibility to control their own lives and careers, by developing greater confidence in their own capabilities.</p> |
| Entrepreneur | <p>An entrepreneur is a person who is engaged in the process of designing, launching, or running a business.</p> <p>Comment: The willingness to take risks is an important personality trait usually considered necessary for an entrepreneur because new businesses have a high rate of failure.</p> |
| Evidence-Based Policy & Practice | <p>Evidence-based policy and practice relates to the need for professionals to quantitatively document the effectiveness of their work to provide solid research for influencing advocacy and public policy.</p> |
| Guidance | <p>Guidance is a process of giving advice or information to individuals or groups. It may be used interchangeably with “advising.”</p> |
| Guidance/School Counselor | <p>A guidance/school counselor is a person who assists students to make decisions and resolve problems related to school, educational plans, career plans, or personal concerns.</p> <p>Comment: In some countries the term School Counselor is preferred and in others Guidance Counselor is preferred.</p> |
| Guidance Outcomes | <p>Guidance outcomes result from the choices made by an individual or a group with the help of external assistance.</p> |

| | |
|----------------------------|---|
| | <p>Comment: Guidance outcomes can be immediate and individual-based, immediate and related to the institution that an individual is related to, (school, family or university), or long term and based on the society as a whole. An example of a Guidance Outcome would be that youth are able to make informed decisions.</p> |
| Guidance Services | <p>Guidance services refer to the systematic and organized procedures that a professional guidance counselor can offer.</p> <p>Comment: It may include counseling services, individual inventory services, psychological testing services, follow-up services, and research and evaluation services.</p> |
| Guidance System | <p>Guidance system refers to the entire program that provides guidance.</p> <p>Comment: The guidance services may differ in the target group i.e. the population it is targeting, the kind of service i.e., individual or group counseling and qualifications of the practitioner.</p> |
| Impact | <p>Impact refers to the marked effect or influence, which may or may not be measurable.</p> <p>Comment: The impact may be of an investment or a collectivistic impact which may result from a social change or a research impact.</p> |
| Indicator | <p>Indicator is a sign or a symbol which may or may not be represented in numbers used to show the presence of a situation or a state.</p> <p>Comment: An “indicator” may be used to evaluate the effectiveness of a particular psychotherapy or a particular intervention.</p> |
| Internship | <p>An internship is a short-term experience where an individual works under supervision in a workplace to gain practical skills and experience in a selected occupation and to experience a chosen work environment.</p> |
| Intrapreneur | <p>An intrapreneur is a person who works within an established business and encourages the business to take risks in an effort to solve a given problem or create innovative practices or services.</p> <p>Comment: Intrapreneurship is a relatively recent concept.</p> |
| Job-Search Training | <p>Training designed to teach people to purposefully search for jobs/employment.</p> <p>Comment: It includes accurate and current information on resources for employment opportunities, developing skills in writing resumes/Curriculum Vitae (CVs), learning interview skills, and effective use of technology for job applications. The training could be virtual, on-site or blended, in groups or on one-to-one basis</p> |
| Key Competencies | <p>Key competencies are qualities employees, across industries, need to be successful in the workplace.</p> <p>Comment: A cluster of related abilities, knowledge, skills and commitments that enable a person (or an organization) to perform effectively in a job or situation. Competencies effectively fall in three groups:</p> <ul style="list-style-type: none"> • Behavioral Competencies (life skills) |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Functional Competencies (technical) • Professional Competencies |
| Labor Market Information | <p>Labor market information (LMI) includes quantitative and qualitative data, analysis or interpretation about the past, present or future structure and workings of the labor market and the factors that influence it.</p> <p>Comment: LMI is needed to inform users about:</p> <ul style="list-style-type: none"> • economic and labor market conditions; • education, qualifications, training and skills; • current and future demand and supply of labor and jobs; and • vacancies and recruitment. |
| Learning Outcomes of Guidance | <p>Learning outcomes of guidance refers to the skills or knowledge that an individual has acquired as a result of assistance provided by a trained individual.</p> <p>Comment: Learned skills and competencies should be demonstrated throughout the individual's life as the individual strives to achieve goals and desires.</p> |
| Lifelong Guidance | <p>Lifelong guidance refers to providing assistance throughout the lifespan specifically related to career decision-making.</p> <p>Comment: Aspirationally, we believe career-related services should be available throughout the lifespan, regardless of gender or economic status or attending school or university.</p> |
| Lifelong Learning | <p>All learning opportunities undertaken throughout one's life for continuous improvement of one's personal, social and/or professional growth and development.</p> |
| Mentoring (Mentorship) | <p>Mentoring is a professional relationship in which an experienced person (the <u>mentor</u>) assists another (the <u>mentee</u>) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.</p> <p>Comment: Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained.</p> |
| Outcome | <p>An outcome is the end result of individuals' or groups' career planning process and actions towards a defined goal or objective.</p> |
| Output (Quality) | <p>See Outcome</p> |
| Performance Measures/Indicators | <p>A list or description of objectives or desired outcomes which is used to judge the success of the services provided.</p> <p>Comment: In career guidance, performance measures often relate to the number and outcome of interventions, client satisfaction level, and successful job placements achieved by the service provider.</p> |
| Personal Action Planning | <p>The process of setting goals and identifying steps one needs to take to achieve a desired outcome.</p> |

| | |
|--|--|
| <p>Portfolio</p> | <p>A portfolio is a collection of materials showcasing the talents, strengths, competences (skills, knowledge and abilities) and experiences of an individual.</p> <p>Comment: It may include formal qualifications attained, training courses attended, work experiences, and non-work/voluntary activities undertaken by the individual. Awards acknowledging successful work accomplishments and certificates of participation/appreciation may also be included</p> |
| <p>Profiling</p> | <p>The process of collecting information and analyzing the characteristics of a person. In the context of career development, it may include information about the person’s work values, personality traits, career interests, and skills/competencies.</p> <p>Jobs or occupations may also be profiled in a career information system to facilitate self- understanding and awareness of the world of work.</p> |
| <p>Qualitative Evidence</p> | <p>The subjective data that is obtained from interviews or focus group discussions is qualitative evidence. This type of evidence is based on the rich and in-depth analysis of the data.</p> |
| <p>Quantitative Evidence</p> | <p>The outcome of surveys, records, or research studies that can be expressed in terms of numerical digits is known as quantitative evidence. It provides an overall picture of the data and is easily comprehensible.</p> |
| <p>Recognition of Current Competency</p> | <p>The process in which the competency/ies possessed by an individual can be assessed against a relevant unit of competency and may be given recognition through the issuance of an appropriate certificate.</p> |
| <p>Recognition of Prior Learning (RPL)</p> | <p>The process of assessing learning from prior experiences outside the formal educational system against the relevant unit of competency and may be given recognition through the issuance of an appropriate certificate.</p> |
| <p>School-to-Work Transition</p> | <p>School-to-work transition is the process of moving from education or training to employment, covering the period in which the change takes place.</p> <p>Comment: It can refer to <u>on-the-job training</u>, <u>apprenticeships</u>, <u>cooperative education</u> and other modes of practical placement programs designed to prepare students to obtain and maintain employment.</p> |
| <p>Self-Awareness/ Self-Knowledge</p> | <p>Self-awareness is one’s recognition and understanding of one’s own personality including feelings, thoughts, and motivation.</p> <p>Comment: Reflection, introspection and personality assessments can aid one in self-awareness. Self-awareness includes interests, strengths, weaknesses, likes, dislikes, values and skills. and the ability to know oneself as an entity separate from the world at large.</p> |
| <p>Self-Efficacy</p> | <p>An individual’s perception about his/her ability to successfully perform tasks in specific situations.</p> |
| <p>Self-Management of Career Competencies</p> | <p>Taking personal responsibility for acquiring/developing/enhancing one’s knowledge, skills and attitudes that enable one to successfully perform tasks in a career field.</p> |

| | |
|--|--|
| <p>Transferable Skills</p> | <p>Transferable skills are a broad set of knowledge and competencies acquired from a variety of life situations such as education, work, and civic engagement that can be used in other settings.</p> <p>Comment: In some countries the term transversal skill is used as an alternative term.</p> |
| <p>Transition</p> | <p>Transition is a period of time when a person is going through the process of changing their role or focus of their career.</p> <p>Comment: This process could occur during times of education and training, work place promotion, job search, and retirement. The term transition suggests both a process of change and the period during which the change is taking place.</p> |
| <p>Validation of Non-Formal and Informal Learning</p> | <p>See Recognition of Prior Learning</p> |
| <p>Vocational Guidance</p> | <p>See Career Guidance</p> |
| <p>Work Experience</p> | <p>Definition #1: Work experience is made up of knowledge, skills and competencies a person gains while working in various fields or occupations during their working life.</p> <p>Definition #2: Work experience is a shorter-term work period intended for familiarization with work environments for educational and training purposes.</p> <p>Comment: The short-term experience can be paid or unpaid and often falls in the context of an internship. (See Internship)</p> |
| <p>Work-Based Learning</p> | <p>Work-based learning is directly applicable to an occupation and focuses on the application of theoretical knowledge and technical skills.</p> <p>Comment: It provides exposure to the challenges and real-life setting of a job to increase and develop employability. It can be in the form of an internship/externship, on-the-job-training or apprenticeship.</p> |