

CHAPTER 4

Career Services and Professionals in Mainland China's Educational Settings

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A country needs all kinds of career services to help citizens to adapt to political, economic and cultural changes and challenges and to serve the specific needs of specific groups (Pope, 2000). China is no exception. In 1916, Mr. Zhou Yichun, the then president of Tsinghua School (the predecessor of Tsinghua University), organized career development lectures and surveyed students' preferences in choosing majors and universities overseas (Xie, 2009), marking the birth of China's career guidance practice. From scholars' reviews (Zhang, Hu, & Pope, 2002; Zhang, 2013; Zhou, Li, & Gao, 2016), it emerges that despite twists, turns and even interruptions (from 1966 to 1976), China's career guidance practice still experienced unprecedented development fueled by rapid social progress.

An orderly, efficient and sustained development of career guidance requires high-quality professional practitioners. To continuously improve the competence of practitioners, Chinese government agencies, institutions of higher education and commercial trainers have launched a variety of training and certification programs. This paper focuses on the current status of career services and practitioners in mainland China's educational institutions. The elaboration consists of four aspects: the groups targeted for career services in Chinese educational institutions, the features of service providers, the current status of trainings and certifications for career practitioners, and an outlook on the future demand for such training.

Groups Targeted for Career Services in Chinese Educational Institutions

In February 2017, the State Council issued the 13th Five-Year Plan (2016-2020) on Employment, an overarching guideline to promote employment. This plan requires strengthening the employment security of some specific groups, including college graduates, rural laborers, disadvantaged groups (older workers with employment difficulties, zero-employment families), re-employment workers due to overcapacity, demobilized army cadres, veterans, youth groups, disabled people, ethnic minority laborers, retired athletes and so on (State Council, 2017). The document attaches special importance to the employment of college graduates.

College students are large in number and constitute an important source of new labor in cities and towns in China. In 2014, the number of Chinese college graduates exceeded 7 million (National Bureau of Statistics of China, 2015). According to the Ministry of Education (MOE), the number is expected to total 7.95 million in 2017. College students identified such salient stressors as competition in the labor market, the gap between expectations and realities, time constraints, and individual limitations, and reported a medium to high level of pressure (Li, Li, & Jin, 2011). It has been continuously observed that there is a high level of fearfulness about making the wrong career decisions among graduates. Effectively implementing career guidance, helping college students to achieve full and high-quality employment and career success is important not only to China's economic development, but also to its social stability.

In addition, Mainland China has been reforming its college entrance examination (also known as *Gaokao*) system. Providing career counseling services to high school students, especially on how to choose academic majors in the universities, has become a hot spot in the field (Zhou, Li, & Gao, 2016). In the current *Gaokao* system, at the end of the first year in senior high school, a student needs to choose one from the two sets of exam subjects: the arts (including Chinese, mathematics, English, history, geography and politics) and the sciences (including Chinese, mathematics, English, physics, chemistry and biology). After the *Gaokao* examination, students will apply to colleges and majors based on their scores. For a university application, the score matters disproportionately and personal choice based on personal characteristics is limited. Therefore, Chinese senior high schools place much emphasis on exam-oriented education and, in many schools, there is little, if any, career counseling.

According to the State Council (2014), the new *Gaokao* system reform will be piloted in 2017 in two areas, Shanghai Municipality and Zhejiang Province, and then expanded by 2020 into other provinces and cities nationwide. The reform has two main points. First, the two-set examination system (the arts and sciences) will be terminated and the new exam set will include three compulsory subjects, namely, Chinese, mathematics and English, plus three other subjects, which will be decided according to the candidate's will and the university's admission requirements. For example, the candidates in Zhejiang Province will be able to choose any three subjects from history, geography, politics, physics, chemistry, biology and information

technology. Second, the score of *Gaokao* will no longer be the only criteria for admission. Other factors, including the candidate's usual academic performance, morality assessment, physical and mental health, hobbies and social practices will form a reference index of comprehensive quality assessment, which will be presented together with the score of *Gaokao* to the university for consideration. In terms of academic major choice, the new *Gaokao* system will be much more complicated, but will be an improvement over the current system. High school students will have more incentive to understand themselves, universities, majors and future careers. All of this will boost the development of career education and counseling in high schools.

Career Service Providers in Chinese Higher Educational Institutions

Career education and guidance in high schools are still in an embryonic period and do not have well-defined professional staffing. In view of this, this paper focuses on the personnel composition, duties and qualification requirements of career practitioners in higher education institutions.

The main body of career practitioners in colleges and universities consists of full-time staff working at career centers or entrepreneurship guidance centers. There are also morality and political guidance teachers on the team in charge of student affairs, which includes career guidance. According to the Ministry of Education (2012), the proportion of full-time career practitioners to fresh graduates should be at most 1:500. According to an estimated number of 7.95 million fresh graduates in 2017, at least 15,900 career practitioners will be needed (Ministry of Education, 2016). The demand would be even bigger if career services were extended to all students at universities.

Currently, typical career services in higher education include: constructing and maintaining employment information websites, issuing recruitment information, organizing campus job fairs, coordinating internship and practice activities, conducting career and entrepreneurship seminars, workshops, courses, and providing individual and group counseling (Beijing Career Guidance Center for Graduates, 2015). Among these services, career and entrepreneurship courses hold a prominent position. In 2007, the Ministry of Education issued *The Requirements on the Career Curriculum for College Students* to promote all colleges and universities to set up career-related compulsory courses as public courses from 2008, and later the *Requirements for Entrepreneurial Curriculum in Colleges and Universities* as reference requirements for teaching relevant courses. In 2010, MOE emphasized in a document that colleges and universities should provide graduates with individual counseling and "gradually

establish a career guidance service system based on the career courses and complemented with personalized career counseling” (Ministry of Education, 2010).

Despite the absence of a uniform and necessary requirement for the qualification of career practitioners in Chinese colleges and universities, there are two national standards for reference. One is the National Standard on Professions: Career Guidance Professionals, which was launched in 1999 and revised in 2005 by the Ministry of Labor and Social Security (MOLSS), the predecessor of the Ministry of Human Resources and Social Security (MOHRSS) of the People’s Republic of China. According to the new standard (Ministry of Labor and Social Security, 2005), career guidance professionals are the people who advise job applicants on job-seeking, employment and career development and employers on recruitment and hiring. There are four ranks, namely, career practitioner (level IV), assistant career counselor (level III), career counselor (level II) and senior career counselor (level I). The new standard sets requirements in terms of three domains: work ethics, basic knowledge and professional skills. Work ethic and basic knowledge requirements are the same for all practitioners but their professional skill requirements vary from level to level (see Appendix A).

The standard regards career planning and employment guidance as one of the nine professional competencies of college counselors. The standard grades college counselors into three levels. According to the standard, they shall know how to publish employment information, advise students on job-hunting skills, interpret employment policies, educate people on employment and career values, use and interpret professional career tests, provide individual and group counseling and guidance, analyze career development cases, guide start-ups, do career research and publish academic papers (Ministry of Education, 2014). The Certificate of Career Counselor (level II) is one of requirements to reach the highest level of professional evaluation (Ministry of Education, 2014).

Although the above-mentioned references have been proposed for a decade, the educational backgrounds and qualities of existing practitioners are quite diversified. Only a few of them have received degrees in counseling and guidance. This is because in Chinese universities, career-counseling-related majors mainly belong to the departments of education, psychology or human resource. There are a small number of students and most them are master or doctoral students who are mainly engaged in academic research. Shadowing and internship as career counselors is not required as a part of their training programs. Because of this, an insufficient number of career service providers with relevant formal educational background are available. Those without sufficient training must rely on on-the-job training to acquire skills.

Credentials for Career Service Providers

In China, there are numerous trainings and certifications related to career development, mainly covering career guidance and entrepreneurship guidance. According to different issuers, certificates can be divided into three categories: first, the occupational qualification certificate; second, professional training certificates issued by subordinate institutions of national ministries or commercial training entities; and third, professional competence certificates introduced from associations located abroad. Among the variety of certificates, this paper investigated 16 typical distinctive and popular programs whose information is available on the internet. Seven aspects of these certificates will be included: the certificate name, launch time, issuer, training provider, conditions of approval (application requirements, training hours, assessment and continuing education), training and skill acquisition, and the number of certificates issued.

The Occupational Qualification Certificate

This program is stipulated by national laws, decrees and administrative regulations, promoted by the government and carried out by government-accredited institutions to qualify laborers. The certificates are accepted nationwide.

The Occupational Qualification Certificate: Career Guidance Professionals. China Employment Training Technical Instruction Center (CETTIC) and the Occupational Skill Testing Authority (OSTA) of MOHRSS oversee related training and accreditation work and issue the certificates. To prepare qualified career guidance practitioners, the training and accreditation are planned according to the National Standards on Professions: Career Guidance Professionals (Ministry of Labor and Social Security, 2005) (e.g., Appendix B). The program was piloted in 1999 in Beijing and Dalian and extended nationwide in 2000 (Ministry of Labor and Social Security, 2005).

Professional Training Certificates Issued by Subordinate Institutions of National Ministries or Commercial Training Entities

The Certificate for National College Teachers in Vocational Guidance and the Certificate for National College Teachers in Entrepreneurial Guidance. As an institution directed by the Ministry of Education, the National College Student Information Consultation and Vocational Guidance Center (NCSICVGC) has organized special training and certification work in the national colleges and universities since 2009. The NCSICVGC offers not only basic training to all practitioners but also advanced courses to core college counselors who then can play a guiding role in designing and teaching career or entrepreneurship courses, providing individual counseling, conducting career research. Appendix C introduces these two certificates.

The Career Development Counselor Professional Competence Certificate. In 2013, the New Elite Development Program (NEDP) began to train career counselors and issue the vocational training certificate for career development counselor which was endorsed by CETTIC. In June 2016, the NEDP updated its training system, syllabus, and assessment standards, which have been reviewed and approved by the Institute of Labor Sciences of MOHRSS (e.g., Appendix D). The basic training focuses on the use of career theories and indigenous career tools. The intermediate and advanced trainings focus on career coaching and individual counseling skills. The NEDP now offers training and certification services and issues the career development counselor professional competence certificate nationwide (Li & Chen, 2016).

Beisen Certificates for Career. Beisen Career Institute (BCI) is one of the earliest career development training institutions in mainland China and has made a great contribution to the industry. BCI has always been committed to not only developing and promoting its own training programs based on China's conditions (e.g., Appendix E), but also introducing trainings and certifications from overseas professional institutions and associations (e.g., Appendix F). The majority of career service providers in China have benefited from BCI's training services.

Professional Competence Certificates Introduced from Associations Located Abroad

The GCDF Credential and the Board-Certified Coach for Career Credential. In 2005, BCI took the lead in collaborating with the Center for Credentialing and Education (CCE) of the United States to promote in China the certification of Global Career Development Facilitator (GCDF), which is based on The Career Development Facilitator (CDF) system of the National Career Development Association (NCDA) (see Appendix F). It was the first time for mainland China to introduce a professional training and certification system from the American Counseling Association, a big boost to the promotion of professional abilities of career counselors. In 2010, in order to promote the application of coaching-related techniques in career guidance, BCI further introduced *BCC for Career* (see Appendix F). Both projects were developed and localized under the leadership of foreign experts recommended by the CCE.

The Professional Career Development Counselor³ (PCDC³) Certificate. In 2015, BCI collaborated with Taiwan Career Development and Counseling Association (TCDCA) to introduce the PCDC³ Certificate System (see Appendix F). It was the first collaboration with BCI and a Taiwanese career counseling association, and shared the common rights to training and credentialing with TCDCA.

The Career Development Advisor Certificate. In 2011, the Psychological Assessment Company (PAC) in Taiwan contracted with NCDA to promote the CDF training programs of the

NCDA in greater China. Based on the training framework of the CDF, the PAC localized the course contents and evaluation approaches and developed a career education system for the Chinese market. According to the system, trained practitioners can be divided into four levels, namely, Career Development Practitioner (CDP), Career Development Advisor (CDA), Career Development Instructor (CDI) and Career Development Master (CDM), and includes a new category, Career Development Leader (CDL) (see Appendix G). As its principle, trainers do not assess and assessors do not train. Therefore, PAC commissioned the Asian Pacific Career Development Association (APCDA) as the third party to assess independently the training process and results. The qualified trainees will receive a certificate jointly issued by NCDA and PAC. To meet the continuous learning needs of career services providers to keep themselves competitive, PAC provides continuing education for the certificated learners, by carrying out monthly, quarterly and annual personal supervision and introducing them to new theories and tools.

KAB Facilitator Credential. In August 2005, the All China Youth Federation (ACYF) introduced the Know About Business (KAB) Entrepreneurship Education Program of the International Labor Organization (ILO). The program aims at improving college students' entrepreneurship and employability by teaching KAB entrepreneurship courses, founding KAB entrepreneurial clubs, and organizing entrepreneurship lectures. In 2006, the KAB (China) began to train the selected instructors and promoters of the entrepreneurship education program working in higher education. The KAB program (China) aimed to introduce the KAB as an elective or compulsory entrepreneurship course in over 2000 universities. Meanwhile, the program intended to train 80 key facilitators who can, in turn, prepare 5600 lecturer and assistant professors who will deliver the program to thousands of students every year. In 2008, the program commissioned China Youth Daily to establish the KAB National Promotion Office. The KAB certificates are issued by the ILO and the ACYF. Appendix H introduces this program.

A Projection of the Future Demand for Training Career Counselors in China

With the development of China's economy, the improvement of people's quality of life, and the increase of international exchanges, the Chinese people, especially senior human resource professionals represented by college graduates, are paying increasing attention to personal career planning and development. The demand for high quality and personalized career services is increasing, providing good opportunities for the development of the career counseling industry in China. Relevant departments of the central government have gradually standardized related competence requirements and professional qualifications. However, no certificates are currently

required when career service providers are employed, particularly in educational settings. To acquire and improve professional competency, career service providers mainly rely on on-the-job training. The market is huge but the numerous training and certification programs vary greatly in quality.

It is undeniable that for more than a decade many mainstream theories, tools and counseling models in the field of vocational psychology have been introduced into China from western countries represented by the United States and put into local practice. However, people in modern society are frequently updating their requirements for career development and career counselors are also demanding something new from career guidance training. The upgrades and changes consist in three aspects.

First, career counselors in mainland China are more eager than ever to know the latest and most advanced theories and research achievements in vocational psychology. Theory-driven and evidence-based interventions are valued topics. Throughout the training content mentioned above, classic career theories such as Holland's typology theory, developmental theory, the theory of work adjustment, cognitive information processing theory and social cognitive career theory are well known. However, the latest research progress of these theories, the development and revision of theory-based measurement tools, and the design and evaluation of relevant intervention programs are not widely taught. Post-modern career theories, tools and interventions, represented by career construction theory and career chaos theory, are seldom taught.

Second, how can they provide precise services which cater to specific groups? In addition to learning career theories and counseling skills, practitioners need to understand the career development patterns, tasks, and challenges of specific groups and figure out indigenous intervention methods based on the Chinese culture. For example, they would like to know how to provide academic and career counseling to high school students in the context of the new *Gaokao* system; how to provide career counseling for students with entrepreneurial intentions; how to cater to specific groups, such as female students, disabled people, impoverished population and sexual minorities; and how to provide career counseling for international students in Chinese universities. In short, career service practitioners should not only meet the individual needs of diverse groups, but also consider how to better balance cross-cultural applicability and localization.

Third, how can they use information technology and social media to provide career counseling? With the extensive use of information science and technology in daily life, career counselors also have begun to provide services through the Internet, mobile phones, social media. Big data collection and analysis plays an important role in career guidance. For example,

some practitioners have uploaded massive open online courses (MOOC) in career planning and entrepreneurship guidance on the Internet and provide counseling services on social networking platforms such as WeChat and QQ. Kinds of ethical rules which need to be followed in social media-based career counseling and ways to handle the big data generated by learners' behavior are among the very new topics.

The career counseling training industry is becoming increasingly mature. Career service providers are more and more recognizing the importance of trainers on the training quality and thus care much about who trains them rather than whether they can get a certificate. Those professional trainers who have academic degrees in occupational psychology, understand Chinese culture, and boast rich practical experience are welcomed and sought after. Regarding certification, the Ministry of Human Resources and Social Security should enhance its leadership and continue promoting and upgrading the qualification certificate for career counselors.

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Appendices

Appendix A

Table 4.1. *Domains and Dimensions of Requirements Described by the National Standards on Professions: Career Guidance Professionals*

Domains	Dimensions	Sub-dimensions	Career Practitioner	Assistant Career Counselor	Career Counselor	Senior Career Counselor
Work ethic						
Basic knowledge	Employment and career development	Employment and employment policy	The same requirements for all levels.			
		Labor market and employment services				
		Occupational guidance and providing career services for diverse populations				
		Occupations and career development				
		Job analysis and career competency				
Laws and regulations	Labor Law and the Law of Vocational Education					
		Related knowledge, including labor market regulations, career guidance, labor relations and equity protection regulations, social insurance regulations and employment regulations				

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

		for persons with disabilities			
	Career counseling	Knowledge and skills of psychological counseling			
		Knowledge and skills of career counseling			
	Career assessment	Principles, procedures and tools of career assessment			
	Career design	Meaning and methods of career design			
Professional skills	Counseling and Guidance	Identify the client's purpose, categorize the problem, introduce the service procedure, guide the client to do registration and establish an information archive	Be able to assist clients above certain volume and workload and be able to assist high-level professionals	Design in-take interview procedures for job seekers or employers, design career guidance work procedures and be able to solve problems and emergencies in reception tasks	Explain the attendance procedure and contents to junior career counselors and carry out business negotiations according to specific needs
		In-take Interview			
		Introduce services and contact information, job search and recruitment information and procedures to clients and provide them with labor and social security counseling	Provide clients with employment policy counseling and job descriptions, sort consultation records and establish archives	Provide clients with recruitment information and demonstrate the whole process of consultation to junior career counselors and provide information to groups	Design training courses for junior career counselors and organize those trainings; organize and improve information consulting tasks
		Information Counseling			

Diagnosis	Clarify the difficulties of job seekers (for example, undergraduates) and help them find solutions	Figure out how to approach the career counseling of different job seekers; set counseling stages and identify specific goals in each stage; provide group counseling; deal with counseling failures; study typical cases	Diagnose senior personnel's career development; design and organize training programs for junior career counselors; categorize special groups' problems and carry out diagnosis.
Career decision-making guidance	Guide job seekers' career values, job-seeking paths and methods		
Employment guidance		Provide career courses, conducting training and counseling for further studies and entrepreneurship	Mobilize teachers to do career guidance in school; do career guidance report for vocational college and vocational school graduates; analyze career development cases and organize trainings; write career guidance papers; guide entrepreneurs to develop business plans.
Recruiting guidance	Provide employers with daily recruitment and follow-up services; assist employers to choose the recruitment method; guide employers to finish procedures of recruitment registration, labor	Provide employers with recommendations on employment methods, regulations and labor relations; guide employers to carry out activities for employees.	Design employment and interview plans for employers; organize junior career counselors to carry out employment guidance training; survey employees'

		contracts preparation and social insurance payment; offer recommendations of remuneration.	career guidance needs and assist employees accordingly.
Information collection and processing	Contact employers to get employment information; Collecting career information	find channels and access to employment information and do screening tasks	
	Entering and sorting career information	Enter, review, categorize and sort employment information	
	Releasing career information and collecting feedbacks	Use Internet technology to provide employment information to employees and employers; collect feedbacks	
	Designing and implementing data collection	Be able to understand statistics statements and collection programs of employment information; and do interviews, surveys and field studies accordingly	Be able to design information reports, implement questionnaires, use Internet and public media to collect employment information, maintain a stable customer relationship and guide junior career counselors to carry out above tasks Design employment information index system; design and implement employment information collection plan; design and implement questionnaires and offer systematic training for other career counselors.

		Organizing and analyzing career information	Screen and sort employment information and make statistics chart	Design procedures to enter, review and sort employment information; analyze indicators of employment information and make qualitative analysis	Design overall plans to sort and analyze employment information; train junior career counselors in this regard
			Publish employment information in accordance with prescribed procedures; establish archives accordingly	Guide others to do advertising planning; establish information dissemination system	Review advertising planning, design media programs and offer systematic training for others; evaluate the results of information dissemination
Career Assessment		Conducting standardized career tests and assessment	Learn to use professional competence evaluation system; enter and sort evaluation data	Use specific evaluation systems to measure individual professional competence; analyze relevant results; establish archives	Explain the principle, structure and operation of standardized test to junior career counselors; interpret occupational evaluation data and make recommendations for diagnosis; explain evaluation techniques to junior career counselors
		Aiding in conducting interviews and other assessments	Do ancillary works including interview preparation, recording, file sorting		
		Conducting interviews and other assessments		Interview employees, sort interview results and create a report	Interview high-caliber employees; implement situational assessments; perform remote interviews

	Selecting career assessments		In accordance to job descriptions and evaluation goals, determine the dimensions, measures of career assessment; and design evaluation plans	Develop targeted evaluation methods and carry them out; design and implement interviews and situational assessment programs; compile evaluation manuals; evaluate and revise evaluation programs and monitor the implementation	
	Analyzing career preferences	Identify career expectations and development needs of clients and explain the content and role of career design	Clarify the needs of job-seekers and determine their rationality; clarify the main factors affecting their career development; do literature review accordingly	Analyze career orientation, write an analysis report; explain to junior career counselors how to do analysis; help clients to explore the possibility of career development; help clients to make wise career choices; write a report on career development	Introduce and teach the principles and methods of career preference analysis; evaluate the analytic approaches of career preference and provide suggestions and research
Career Design	Designing training programs	Provide information for training project design; recommend training programs for job seekers	Provide advice on designing short-term training courses; collect feedback on the effectiveness of training project design	Determine the overall objectives of the training program; set the content and methods of training programs; conduct training project design evaluation; teach junior counselors how to design training projects; collect and analyze the sources of intermediate and high-level	Introduce and teach the principles and methods of training project design and provide suggestions and supervise the training project design process

				professionals and the results of training certification and employment and make recommendations on the optimization of training projects
	Designing employment plans		Identify employment needs and collect feedback on the professional qualification design for a certain position	Analyze posted requirements, determine employment standards and do an employment plan; evaluate the whole process Analyze job posts, design employment plans and train junior career counselors; provide advice for improvement and supervise the employment design process
Implementation Assistance	Coordinating career fairs	Arrange interviews between job seekers and employers and do preparation work	Organize small-scale recruitment and negotiation activities; collect cross-regional labor mobility information to seek cooperation opportunities; collect and analyze the results of exchange of opinions between job seekers and employers.	Organize or help organize intermediate and high-level recruitment activities; manage and arrange large-scale recruitment fairs; plan and implement online recruitment; organize follow-up services and return visits. Organize cross-regional labor exchange and cooperation; collect and analyze supply and demand information and evaluate supply and demand exchange services; plan and carry out employer membership services; design plans to discover potential jobs.
	Conducting training	Find and recommend vocational training for job seekers; collect training feedbacks		

One-Stop Services	Assist the unemployed to apply for the Re-employment Preferential Certificate and provide annual review service; assist laid-off workers and their enterprises to apply for subsidies; assist them to apply for re-employment small loans.
Follow-up Services	Provide clients with follow-up services and sort related results.
Policy Advice	Provide policy advice on labor dispatch, public welfare organization, targeted training, vocational skills certification and start-up training small loans; assist informal employment organizations to do registration
Employment Assistance	In accordance with relevant policies, guide employers to employ vulnerable groups; guide employers and communities to provide protective settlement to employees with

	special difficulties; deal with common labor disputes; promote schools and communities to carry out career guidance activities.
Career Guidance Promotion	Develop plans for employment assistance programs; develop plans to promote career guidance; organize community and school career guidance evaluation; carry out career research and write papers

Appendix B

Table 4.2. *Overview of the Occupational Qualification Certificate: Career Guidance Professionals*

Qualification level	Level IV: Career Practitioner	Level III: Assistant Career Counselor	Level II: Career Counselor	Level I: Senior Career Counselor	
Launch time	1999				
Certificate issuers	China Employment Training Technical Instruction Center (CETTIC) and the Occupational Skill Testing Authority (OSTA) of the Ministry of Human Resources and Social Security (MOHRSS)				
Training organizers	The CETTIC, the OSTA of the MOHRSS and their subordinate occupational skill testing centers at provincial, municipal and regional levels.				
Conditions of approval	Application requirements	Having continuously engaged in related work for more than 1 year ; OR holding a junior college degree (or an equivalent education level)	Having continuously engaged in related work for more than 3 years; OR holding a bachelor's degree (or an equivalent education level); OR one year after qualifying as a practitioner	Having continuously engaged in related work for more than 5 years and having at least one paper published; OR having continuously engaged in related work for more than 3 years, holding a bachelor's degree (or an equivalent education level) and having at least one paper published; OR having continuously engaged in related work for more than 3 years, holding a master's degree (or an equivalent education level) and having at least two papers published; OR two years after qualifying as an assistant counselor and having at least one paper published	Having continuously engaged in related work for more than 7 years and having at least two papers published in national journals; OR having continuously engaged in related work for more than 2 years, holding a doctoral degree (or an equivalent education level) and having at least two papers published in national journals; OR three years after qualifying as a counselor and having at least two papers published in national journals; OR making special contributions (provincial and ministerial level) to the field of career guidance
	Training	200 hours Teaching methods: in-person learning and work practice		300 hours Teaching methods: in-person learning and work practice	300 hours Teaching methods: in-person learning and work practice
	Examination	a. professional ethics and theoretical assessment b. case study		a. professional ethics and theoretical assessment b. case study (plus thesis writing and defense for senior counselor candidates) c. comprehensive evaluation of usually work performance	
Training Contents	According to the National Standard on Professions: Career Guidance Professionals (MOLSS, 2005), the training includes the following three aspects: professional ethics, basic knowledge and professional skills.				
Certificates issued (by 2012)	43330 (Zhang, 2013)				

Appendix C

Table 4.3. *Overview of Certificates of NCSICVGC*

Qualification level	Certificate for National College Teachers in Vocational Guidance				Certificate for National College Teachers in Entrepreneurial Guidance	
	Basic level	Intermediate level	Advanced level			
			the specialty of career courses	the specialty of career counseling		
Launch time	2009		2013		2012	
Training organizer and certificate issuer	The National College Student Information Consultation and Vocational Guidance Center (NCSICVGC)					
Conditions of approval	Applicants	Holding a junior college degree and having engaged in related work for more than 1 year; OR holding a bachelor's degree or above and being ready to engage in related work.	Holding a bachelor's degree and having engaged in related work for more than 3 years; OR holding a master's degree or above and having engaged in related work for more than 2 years.	Holding a bachelor's degree or above; AND having participated in the National College Teachers in Vocational Guidance Training Programs (or equivalents) and qualified at the intermediate level; AND having engaged in related work for more than 7 years, holding key positions in career development and employment guidance, having taught career guidance courses more than one semester; AND having at least one paper published in last three years.	Holding a bachelor's degree or above; AND having participated in the National College Teachers in Vocational Guidance Training Programs (or equivalents) and qualified at the intermediate level; AND having engaged in related work for more than 7 years, holding key positions in career development and employment guidance, having taught career guidance courses more than one semester or offered career counseling more than 30 hours; AND having at least one paper published in last three years.	Career and entrepreneurship counselors, core teachers of entrepreneurship courses
Training	14 hours in-person learning	28 hours in-person learning	32 hours in-person learning		28 hours in-person learning	
Examination	Closed-book	a. Two quizzes b. Choose one from case study report, course design and research paper	Training feedback report Course design report	Training feedback report Case study report	Open Q&A Group business plan defense	

Training Contents	Basic theory on career development, career development case study and guidance activity design.	Career guidance system development, career development theory, career counseling, career assessment application, employment guidance, and career course teaching.	Career guidance curriculum design, development and evaluation; curriculum design based on Social Cognitive Career Theory and Cognitive Information Processing Theory, and decision-making theory; teaching simulation exercises, and career research.	Relationship, structure and ethics in career counseling, basic individual counseling skills, information collection and career assessment, career problem solving, complete counseling case simulation exercises, and career research.	Study of entrepreneurship education, entrepreneurial guidance activity design, entrepreneurial project selection, entrepreneurial team establishment and management, market positioning and promotion, entrepreneurial resources integration and utilization, and venture project planning and defense.
Certificates issued (September 2016)	9000				6000

Appendix D

Table 4.4. Overview of the Professional Certificates of NEDP

Certificate level		Career Development Counselors Professional Competence Certificate (the formerly Vocational training certificate of Career Development Counselor)		
		Basic	Intermediate	Advanced
Launch time		Launched in 2013, updated in June 2016		
Training organizer and certificate issuer		The New Elite Development Program (NEDP)		
Conditions of approval	Application requirements	Holding a bachelor’s degree, having worked for more than 1 year; OR holding a junior college degree, having worked for more than 2 years; OR having worked for more than 4 years	Holding a bachelor’s degree, having worked for more than 3 years and practiced career counseling over 200 hours; OR holding a junior college degree, having worked for more than 4 years and practiced career counseling over 200 hours; OR having worked for more than 7 years and practiced career counseling over 200 hours.	Holding a bachelor’s degree, having worked for more than 6 years and practiced career counseling over 200 hours; OR holding a junior college degree, having worked for more than 8 years and practiced career counseling over 200 hours; OR having worked for more than 10 years and practiced career counseling over 500 hours
	Training	100 hours in total 1. In-person learning: 18 hours 2. Practice exercises: 82 hours	200 hours in total 1. In-person learning: 18 hours 2. Practice exercises: 182 hours	400 hours in total 1. In-person learning: 30 hours 2. Online learning: 18 hours 3. Practice exercises: 252 hours
	Examination	Peer review or expert review: 1. theoretical knowledge examination 2. introducing the concept of career to five people and introducing the utility of career tools 3. having a small sharing session about career development and career tools 4. submitting a counseling report	Peer review or expert review: 1. theoretical knowledge examination 2. forming a group with another learner, coaching each other, submitting a counseling report, participating in online supervision 3. coaching a customer for 300 RMB, submitting a counseling report, and participating in online supervision	Peer review or expert review: 1. theoretical knowledge examination 2. sharing career related topics three times 3. completing 6-15 individual counseling sessions, submitting reports, and participating in online supervision 4. submitting a research report on career development and passing the defense

Training Contents	<ol style="list-style-type: none"> 1. basic career-related concepts and theories 2. formal and informal assessment 3. career information collection and analysis 4. diagnosis and identification of common career problems, intervention 	<ol style="list-style-type: none"> 1. core coaching techniques 2. providing one-on-one coaching and coaching training for corporate clients 	<ol style="list-style-type: none"> 1. processes and ethics of one-on-one career coaching in corporations 2. core techniques and skills of individual career counseling 3. identifying problems of career decision making, career development and role balance, and using tools to conduct in-depth intervention 4. forming one's own counseling style
Certificates issued (by June, 2016)	8271 (for VTCCDC)		

Appendix E

Table 4.5. *Overview of the Certificates of Beisen Career Institute*

Certificate name	Career Assessment Training	Training the Trainer to Train: Career Planning Instruction in Higher Education	Training the Trainer to Train: Job Searching Instruction in Higher Education	Group Counseling Training	Entrepreneurship-Innovation Education Training	Beisen Career Facilitator	
Launch time	2004	2007	2014	2011	2012	2015	
Training organizer and certificate issuer	Beisen Career Institute (BCI)						
Conditions of approval	Application requirements	Experienced in or prepared for career counseling in colleges and universities			Experienced in or prepared for entrepreneurial education in colleges and universities	Experienced in or prepared for career counseling in colleges, universities or high schools.	
	Training	21 hours in-person leaning			18 hours in-person leaning	21 hours in-person leaning	30 hours in-person leaning
	Examination	Class evaluation report	Class evaluation Career planning course design	Class evaluation Employment guidance course design	Class evaluation Group counseling activities	Class evaluation Entrepreneurship course design	Class evaluation Theoretical examination Case report
Training contents	Basic knowledge of career planning and career assessment, case study based on the application of career assessment	Basic knowledge of career planning, knowing yourself, exploring the world of word, decision-making and planning, job search, career development.	Employers' requirements, core competitiveness, job-hunting skills	Career development theory, group counseling techniques and skills, design and implementation of group counseling.	Entrepreneurship and life development, entrepreneur and start-up team, entrepreneurial process, entrepreneurial planning, entrepreneurship course design	Career development theory; intake interview, communication and helping skills, career environment exploration, decision-making and action, legal and moral norms, case study	
Certificates issued (October 2016)	2382	22001	6627	1738	3024	429 people trained, 40 certificates issued	

Appendix F

Table 4.6. Overview of the Certificates Introduced by Beisen Career Institute

Certificate name and level		Global Career Development Facilitator Credential	Board Certified Coach for Career (BCC for Career) Credential	Professional Career Development Counselor ³ Certificate		
				Level I	Level II	Level III
Launch time		2005	2010	2015		
Certificate issuer		The Center for Credentialing and Education of the USA		Taiwan Career Development & Counseling Association (TCDCA)		
Trainer organizer		Beisen Career Institute		Beisen Career Institute		
Conditions of approval	Application requirements	No special requirements	Hold a bachelor's degree or above and have 1-2 years of experience in related fields	Have initial career guidance experience	Level-I certificate holders or practitioners with similar qualifications	Level-II certificate holders or practitioners with similar qualifications
	Training	120 hours in-person learning	40 hours in-person learning	49 hours in-person learning	35 hours in-person learning	For a period of one year 100 hours of individual counseling about 73 hours of individual and group supervision
	Examinations	class reviews, written examinations and individual case reports	class reviews, written examinations and individual case reports	Class evaluation, learning reports, case reports and interviews	Class evaluation, learning reports, supervision reports, case reports and interviews	To complete a supervised individual counseling To complete a supervised group counseling

<p>Training contents</p>	<p>12 core skills: helping skills, labor market information and resources, assessment, diverse populations, ethical and legal issues, career development models, employability skills, training clients and peers, program management and implementation, promotion and public relations, technology, consultation 10 training modules: using your helping skill with diverse populations, the ethics of career development facilitators, career development theory and its application, developing helping relationships, the role of assessment in career planning, the role of information in career planning, computers and career planning, job-seeking and employability skills, working with groups, designing and implementing career guidance services, case study.</p>	<p>6 core competence modules: introduction of coaching, beliefs and guidelines of coaching, coaching relationships, coaching skills, goal setting and action techniques as well as ethics</p>	<p>Helping relationships and techniques, career theory and practical applications, application of psychological assessment in career guidance (qualitative and quantitative), local occupational environment, career counseling ethics, career decision-making process and daily practice of career counseling in campus and business.</p>	<p>Basic and frontier career theories Career interventions</p>	<p>Individual and group counseling skills</p>
<p>Certificated issued (October 2016)</p>	<p>3854</p>	<p>1006</p>	<p>267 people trained, 29 certificates issued.</p>		

Appendix G

Table 4.7. Introduction of the Career Development Advisor Certificate (China)

Certificate Name	Career Development Practitioner, CDP	Career Development Advisor, CDA	Career Development Instructor, CDI	Career Development Master, CDM	Career Development Leadership, CDP	
Launch time	2012					
Certificate issuer	National Career Development Association of the USA and Psychological Assessment Company (PAC)					
Training organizer	PAC					
Supervisor	Asia-Pacific Career Development Association					
Conditions of approval	Application requirements	Hold a bachelor's degree or above (or an equivalent education level) and be interested in career education.	Hold a bachelor's degree or above (or an equivalent education level), have experience or knowledge in career education	1. Hold CDA certificate 2. A written review a. Career development expertise: ✓ hold a master's or doctoral degree in counseling, have studies career development theory and career assessment, have related internship; OR ✓ hold a master's or doctoral degree in psychology, education or human resources, have studied career development theory, have related internship; b. Training expertise: ✓ At least 5 years of experience in	1. Hold CDA and CDI certificates 2. A written review a. Career development expertise: ✓ hold a master or doctoral degree in counseling, have studied career development theory and career assessment, have related internship; OR ✓ hold a master's or doctoral degree in psychology, education or human resources, have studied career development theory, have related internship; b. Training expertise: ✓ At least 7 years of experience in	Hold a bachelor's degree or above and a management position, being ready to do career counseling, education or research related work in colleges or high schools

	providing career services (guiding individuals or teams in career planning and job application), OR	providing career services (guiding individuals or teams in career planning and job application), OR
✓	At least 3 years of experience in teaching career counseling, career development or other related courses; OR	✓ At least 5 years of experience in teaching career counseling, career development or other related courses; OR
✓	At least 1 year of experience in providing teacher training services for schools, enterprises or governments	✓ At least 3 years of experience in providing teacher training services for schools, enterprises or governments
c.	Expert review, group interview (one-on-five)	c. One-on-one interview (interviewees shall be able to list counselor's 12 functions and do a 30-minute trial training)

Training	18 hours In-person learning	120 hours in total in-person learning: 60- 80 hours; Counseling and supervision practice with written records, 30- 40 hours: 1. coach other learners and one group supervision 2. two real counseling and two individual supervision cases 3. one group supervision case	54 hours In-person learning	18 hours In-person learning	18 hours In-person learning
Examination	1. An assessment interpretation report (interest, ability and values); OR 2. A teaching video; OR 3. A training experience report	1. A complete counseling case and supervision record 2. A real counseling case report and reflection (6000 characters)	1. A training course design 2. A 40-minute teaching video 3. An expert review	1. Two records of supervising individual counselors and 1 record of coaching CDI to improve teaching quality 2. Three expert reviews	An overall plan of implementing the career education program

Training Contents	1. to understand the concept and importance of career planning; 2. to explore oneself based on the narrative paradigm; 3. to learn Holland’s theory, to understand and use career interest inventories; 4. to design and teach courses or activities on career interest exploration	1. to learn related knowledge, such as helping relationship establishment and techniques, professional ethics, career theory, career evaluation, career information, computer - aided system and career planning, job and employment skill development, career group counseling and career design; 2. to carry out career activities; 3. to teach career courses; 4. to use and interpret career tests; 5. to do one-on-one counseling	1. to review the CDA-related knowledge, such as the career theory, helping relationship, multiculturalism, ethical principles, assessment tools, group dynamics design and supervision; 2. to learn how to design career courses and counseling activities in universities or high schools; 3. to learn and master the CDA training standards; 4. to practice public speech and to make sure consistent quality in future training	1. to learn individual or group supervision practice; 2. to learn the CDI training standards and skills; 3. to learn how to prepare and review career development teaching materials	1. to understand career planning under the new <i>Gaokao</i> system; 2. to build a team of career service professionals; 3. to learn experiences and lessons of benchmarking schools in career guidance
Certificates issued (October 2016)	371	217	75	4	

Appendix H

Table 4.8. Introduction of the KAB Facilitator Credentials

Certificate name and level		KAB Facilitator Credentials			
		Facilitator	Key Facilitator	National Key Facilitator	Regional Key Facilitator
Launch time		Introduced in 2005, began in 2006.			
Certificate issuer		The Beijing Office of the International Labor Organization, the All-China Youth Federation, the National Federation of Students			The International Labor Organization
Training organizer		The KAB National Promotion Office under China Youth Daily			The International Labor Organization
Conditions of approval	Application requirements	Teach KAB Entrepreneurship Education Courses	1. Hold the certificate of facilitator 2. Have practiced two times as internship for facilitator training	1. Hold the certificate of key facilitator 2. Offer over 4 trainings to facilitators in one year	The founder of KAB Entrepreneurship Courses in a region
	Training	35 hours, 5 days in-person learning	42 hours, 7 days in-person learning	70 hours, 10 days in-person learning	98 hours, 14 days in-person learning
	Examination	Trial assessment	Trial assessment	Trial assessment	
Training Content		1. to know the background and development of the KAB program (China) 2. to learn the seven modules of KAB courses (how to become an entrepreneur, identify opportunities, set up new businesses, run new businesses, do mobile Internet business, start a social undertaking and make a business plan) 3. to learn principles and skills about training, such as adult learning principles, participatory teaching methods and sand play.	In addition to the requirements for facilitators, the candidates will be required to further improve their teaching skills in order to do demonstration courses for KAB College Students' Entrepreneurship	To learn how to train KAB facilitators and key facilitators nationwide	To learn how to train KAB facilitators, key facilitators and national key facilitators
Certificates issued (by 2016)		About 9000	About 20	About 20	3