

# THE GCDF Connection

GLOBAL CAREER DEVELOPMENT FACILITATOR

Spring 2009

## Increasing Marketability in Today's Economy

How does the GCDF certification play into your personal brand? You've worked hard and now you have some new letters after your name. But when someone asks you what those letters mean, simply defining the acronym doesn't begin to tell the whole story.

In *Marketing Brand You* by Marshall Brown, former Ameritech controller Robert Schaeen offers the following sage advice: "The days of the mammoth corporations are coming to an end. People are going to have to create their own lives, their own careers, and their own successes. Some people may go kicking and screaming into this new world, but there is only one message here. You're now in business for yourself."

In her article, "Give career a leg up, brand a professional image," Cindy Krischer Goodman expands on this idea: "Today, in the new world of work, our community service and superb skills are not enough. We all need to treat ourselves like a brand that needs to be marketed. One of the best ways to succeed is to craft a compelling image that lets the world know just how good you are at what you do."

The value of a credential can be difficult to express. What it means for the credential-holder is that you've accomplished something of value. You've mastered a specified set of knowledge, demonstrated skills and abilities related to that knowledge, and proven that you have the authority to address certain issues. A credential also implies that the holder will provide competent service in the specified area with integrity and professionalism. This assurance of quality is immeasurably valuable to the client or consumer.

For employers, credentials differentiate. Employers see credential holders as more promising and better prepared prospective employees. When an employer has two otherwise equally qualified candidates for a position, one of whom holds a credential related to the field, the employer is more likely to select the credential holder. Having credentialed employees on staff often elevates the reputation of an organization. In short, credential holders often fare better in the employment arena.

Credentials are developed to support and encourage quality standards of practice. Only the most motivated and dedicated are willing to invest the time, thought and hard work required to meet the credentialing standards and processes for their profession. Why? Because they excel in their work, and they see great potential in professionalizing in the field. Colleagues consult with them. Customers and clients who have had bad experiences in the past from less competent and less scrupulous service providers gravitate to them. Their passion, combined with formal training and their vision for holding the profession to high standards, fuels their professional endeavors.

Below is a short list of the organizations that recognize the value of the GCDF credential:

- The South Carolina Department of Education – GCDF training/certification is mandatory for all career specialists hired through the South Carolina Department of Education's Personal Pathways to Success program, the statewide implementation of the Education and Economic Development Act (EEDA). Passed by the state legislature in 2005, the EEDA connects academic studies with preparation for entering the workforce.

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# GCDF INTERNATIONAL UPDATE

## Asia

- Beisen Career Development Counseling Service Company has renewed its GCDF agreement with CCE. Since Beisen introduced the program to China in 2006, more than 800 trainees have received the GCDF-China certification. While continuing to develop the program throughout China, Beisen has also sponsored two GCDF conferences and is currently focusing on the development of continuing education programs for GCDFs.
- CCE and Recruit Management Systems (RMS) are in the final stages of a long-term renewal of the GCDF-Japan program. Since becoming CCE's first international GCDF partner in 1998, RMS has managed the training of nearly 3,000 GCDFs in Japan.

## Europe

- NBCC Bulgaria is in the middle of the process of certifying all the school counselors in Bulgaria. The certification process falls under the umbrella of the Ministry of Education and, the Business Foundation for Education, Sofia.
- GCDF certification training is available for students in Romania at two state universities (University of Bucharest, which introduced the program in 2005, and Petroleum Gas University, where it's been offered since 2008) and one private university (Titu Maiorescu, Bucharest). The course is available at the graduate level (master's programs in school counseling and career counseling) and, for the first time, at the undergraduate level (at Petroleum Gas University, Faculty of Sciences of Education).
- In early April, NBCC Romania was a partner in a human resources conference which was open to all GCDFs in the country and featured Dr. Scott Hinkle – [www.interviucucriza.ro](http://www.interviucucriza.ro)

# GCDF Updates

As the GCDF credential grows, CCE continuously adapts policies to improve services. The certification has expanded to 11 countries, with more than 13,000 certifications granted worldwide. We value our credential holders' feedback and would like to hear how you have put your GCDF certification to use. Please share your experiences, insights and information with us via e-mail at [cce@cce-global.org](mailto:cce@cce-global.org).

## 2009 GCDF Application Updates

Some of you may have downloaded the 2009 GCDF application and noticed that it didn't look quite the same. CCE is making changes to all of its applications in order to promote consistency and improve quality. With the exception of the new Ethics Certification and Attestation disclosure, there are no additional requirements for certification approval.

You will notice that the number of certification application forms has increased from two to four pages. Specific item numbers added to these forms are 11, 13 and 14. We have found that GCDF applicants often confuse the training hours with the on-the-job work experience hours. As a result, we've added item 11 as a way for applicants to total their experience hours to ensure that they have met the minimum number of hours required. Items 13 and 14 reflect usual and customary information collected on certification applications. GCDF applicants are not required to hold any other professional credential or to hold membership in a professional membership organization. Items 15, 16 and 17 were revised from the previous Ethics Certification and Attestation. We are in the process of creating a Question and Answer document to address the changes made, so please contact us with any questions.

## GCDF Recertification Guidelines

GCDFs are required to obtain a minimum of 75 hours of career development-related continuing education during each five-year period of certification. This requirement helps ensure that GCDFs have the most up-to-date skill set available to them as they serve their clients.

Due to multiple requests from credential holders, we've added the following options for recertification:

- Publication of an article directly related to career development in a referred journal can qualify for six contact hours of continuing education for the author.
- GCDF instructors can earn a maximum of 18 contact hours of continuing education per five-year recertification cycle for teaching a GCDF training course.
- GCDF curriculum authors can earn a maximum of 18 contact hours of continuing education per five-year recertification cycle for developing a new CCE-approved GCDF curriculum.

Please visit the GCDF Web site for information on recertification requirements, continuing education listings and to download continuing education forms.

## GCDFs

Keep your contact information up-to-date. E-mail us at [cce@cce-global.org](mailto:cce@cce-global.org) if your address, phone number, or E-mail address changes!

# Youth with Disabilities – Moving from Disabilities to Possibilities

By Dr. Sally Gelardin

Society may think challenges, such as physical, learning and health-hidden disabilities (i.e., diabetes or dyslexia), limit young people as they transition from high school to full-time employment or into the world of higher education; however, this is a perception and not necessarily reality. In fact, most young people with challenges see endless “possibilities” instead of “disabilities” and like other youth, they deserve the assistance of career advisors to help them find jobs or further educational and training opportunities to fit their strengths and meet their needs. Society can benefit from learning ways to support the career development of students with various disabilities. School administrators, teachers, career technicians, counselors, employers and parents must play a key role in the process of shifting the focus from “disabilities” to “possibilities.”

Exciting work is happening in the United States and around the world to give voice to the underrepresented population of disabled teenagers and recognize their true potential. One example is the California Youth Leadership Forum (YLF), a week-long program designed to showcase the emerging awareness of the strengths of young people with disabilities.

The California YLF program motivates youths with disabilities to overcome personal obstacles and address the barriers faced by other disabled youth in their communities. Participants are chosen based on their leadership potential, academic success, involvement in extra-curricular activities, community involvement and the ability to interact effectively with other students. These students are encouraged to take an active role in planning and pursuing career goals so that they can become positive, contributing members of society.

The forum is comprised of small and large group discussions, a talent/variety show, a dance, a formal luncheon with community leaders and a meeting in the Governor’s office. Informational topics include “Choosing a Career,” “Understanding the History of Disability as a Culture” and “Assistive Technology for Independence.” Community leaders, legislators, celebrities and other adult role models who have disabilities make up the list of presenters. The students identify existing barriers to personal and professional success and develop plans to eliminate those barriers. They also learn to manage their independence, including their health care issues, and develop public policy recommendations that are eventually presented to Governor Schwarzenegger and the State Legislature.

By the end of the week, participants develop personal leadership plans that include specific action items relevant to their communities. Many of the students who graduate from the program go on to become leaders in the disability movement and a number of other areas, as well as doctors, lawyers and politicians. YLF graduates returning to their communities often set up Web sites, participate in Web logs and bring disability awareness to their schools.

According to the California Employment Development Department, teenagers with disabilities traditionally “have the highest unemployment rates, the lowest participation in post-secondary training and education programs, and the highest likelihood of remaining dependent on public assistance programs following high school.” Through the efforts of YLF and other youth groups across the country, this statistic is changing.

Individuals with disabilities comprise the largest minority group in the country. Employers, many of whom are afraid that accommodating people with disabilities can be too expensive, need to be educated on services provided by the Department of Rehabilitation (i.e., adaptive computers for the blind). They also may not be aware that many individuals with intellectual disabilities have job coaches who provide free on-the-job training, saving the employer time and expenses.

“People with disabilities are the emerging population of our modern society,” says Gary Karp, a disability educator and advocate. “Our economy is no longer based on physical labor. In an information society, people with disabilities have all kinds of possibilities.

## New Credential Offered Through CCE

The Thinking for a Change Certified Facilitator (T<sup>4</sup>CCF) credential, recently announced by CCE, was created for those who have completed the T<sup>4</sup>C group facilitator training program approved by the National Institute of Corrections (NIC).

The T<sup>4</sup>CCF credential, a result of a collaboration between T<sup>4</sup>C curriculum authors, NIC, and CCE, was designed to promote quality assurance for the thousands of correctional staffers who have been trained in this evidence-based, cognitive behavior program since its development in 1997.

In addition to completing the T<sup>4</sup>C group facilitator training program, candidates for certification must pass a knowledge-based assessment, co-facilitate two full cycles of T<sup>4</sup>C program with appropriate groups, and pass a second, skill-based assessment.

Those interested in obtaining this credential should contact CCE at [cce@cce-global.org](mailto:cce@cce-global.org) or (336) 482-2856.

### Active GCDF Certifications listed by country as of 4/20/09

Bulgaria	400
Canada	6
China	833
Germany	234
Greece	0
Japan	2970
Korea	12
New Zealand	5
Romania	137
Turkey	60
International Total	4657
United States	5535
TOTAL	10192

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# Professionalization of Counseling in Europe - NBCC Greece

The organization that introduced the GCDF program to Greece is expanding its collaborative activities with the National Board for Certified Counselors, Inc., and Affiliates by agreeing to host NBCC Greece.

Maria Koutsafti and Angela Chougia from V.G.& E.C.-Career Associates, a vocational guidance and educational consulting center in Athens, Greece, visited



*Chougia, Koutsafti, and Clawson at NBCC headquarters*

NBCC headquarters in Greensboro, NC, in March. During meetings with NBCC President and CEO Dr. Thomas Clawson, they signed an agreement formalizing their center's role in creating and managing NBCC Greece.

The center was founded in 1991 by Ms. Koutsafti. Over its 18 year history, it has served the career and educational needs of adolescents and adults through career counseling and development, continuing education, training, and support. Its services also include outreach and consultative professional development programs for educational institutes, public organizations and private companies and institutions.

NBCC Greece's main goal is to support, enhance and further develop counseling as a profession in Greece. By taking into consideration the universally accepted terms and concepts of counseling, as well as the national and cultural factors, NBCC Greece acts in an educational and consultative role and contributes to the development of well-qualified counselors with high standards for effective counseling practice. NBCC Greece is also open to new developments within the European and international framework in the relevant areas of counseling, including certification.

NBCC Greece collaborates with academic institutions, professional organizations, government agencies and nongovernmental organizations in order to enhance the profession. It also organizes events, workshops, day seminars and conferences to promote the latest trends in counseling.

Another of NBCC Greece's goals is to create a Web site and use the tools of the Internet to develop a multicultural network of counselors and counseling services available in Greece. The network will act as a reference tool and provide an opportunity for the exchange of ideas and resources.

NBCC Greece already manages and promotes the GCDF training program in a variety of settings (businesses, educational facilities, ministries, public and private organizations, etc.) by taking into consideration the local, the European and the global labor market needs. A new aim will be to assist clients of different ages in the career guidance process by facilitating access to the information resources and by supporting each client's personal and professional development in accordance with the demands of the dynamic contemporary world of work.

NBCC Greece intends to adapt the Mental Health Facilitator training program to the specific needs of the country and to promote its use in business, education and community settings. Other goals are to promote coaching trainings, create and implement a supervision strategy, provide specialized training programs for the human resources sector and participate in European projects, possibly with other NBCC offices in Europe.

NBCC Greece represents an important step for the professionalization of the counseling profession in southeastern Europe – together with NBCC Bulgaria and NBCC Romania, both of which also offer GCDF training and certification tailored to those economies in the new European and global labor market.

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- The United States Navy – The Navy's Credentials Program Office pays for the GCDF application and maintenance fee of Navy service members. The GCDF certification is typically attained by Navy Career Counselors and Navy Counselor Recruiters.
- The Idaho Department of Labor– Idaho's DOL pays for application and maintenance fees for GCDF training for its work force consultants. After implementing the program, the department won a "Building a Quality Workforce Award" from the National Association of State Workforce Agencies.
- Goodwill Industries – State and federal probation officers work with Goodwill to provide the re-entering individual with access to testing and employability skills training. Goodwill's GCDFs conduct the training at local Job Connection Centers as well as at jail sites and state probation offices.

In sum, the letters behind your name are important. They mean that you've met established standards for knowledge, skills and practice; that consumers are protected; and that you can meet the needs of employers. Holding a credential communicates both professional pride and professional confidence. Take care not to underestimate its value. Advertise your GCDF credential by doing the following:

- Frame and display your GCDF certificate in a visible area on your office wall or desk;
- Add the GCDF designation behind your name on your business cards, stationary, e-mail signature line, etc.;
- Distribute GCDF brochures to employers, co-workers and clients to increase credential awareness.

To enhance your personal brand, you may want to add the Distance Credentialed Facilitator (DCF) credential. With completion of the online training course, GCDFs automatically qualify to apply for the DCF. The DCF credential sets the standard in the evolving practice of distance facilitation by designating individuals who have completed the ReadyMinds Training Program and have met the requirements set forth by CCE.

To view requirements for the DCF and other CCE certifications, visit the CCE Web site at [www.cce-global.org](http://www.cce-global.org).

## Youth with Disabilities

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It is much more possible for them to contribute than ever before. Anyone can run a computer even with no use of hands...I'm not confined to my wheelchair. I'm liberated by it."

Up-to-date information for youth with disabilities is available on the Internet. The National Collaborative on Workforce and Disability assists state and local workforce development systems to better serve all youth, including youth with disabilities and other vulnerable youth. It provides statistics on the employment and education of individuals with disabilities, outlines what is needed to implement effective transition programs and refers viewers to effective practices of workforce development programs that target youth with disabilities. The Job Accommodation Network (JAN), a service of the U.S. Department of Labor's Office of Disability Employment Policy, is a free and confidential consulting service for employers designed to expand opportunities for disabled individuals by providing individualized work site accommodation solutions and technical assistance with the Americans with Disabilities Act as well as other disability-related legislation. In addition, JAN provides information about self-employment and small business-ownership opportunities for individuals with disabilities.

People with disabilities can get an education, be career-oriented, travel, have families and contribute to their community. Youth forums across the country, such as the California YLF program, motivate youth with disabilities to overcome their barriers and expand opportunities for other disabled youth in their communities. Additionally, career service offices in colleges and universities can work with disability services to improve the prospects of students with disabilities.

An increased awareness on the part of educational administrators combined with the willingness of employers to provide reasonable accommodations will give young people with disabilities the opportunity to succeed in work and life.

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## GCDF Experiences: Practicing Career Counseling in Romanian University Centers

By Nicoleta Litoiu, Ph.D., Head of Career Guidance and Counseling Center at University "Politehnica" in Bucharest, Romania



*Nicoleta Litoiu is a career consultant (GCDF) who has a background in education, a doctorate in educational assessment and work experience with the Ministry of Education in Romania. She is also an academic and GCDF trainer for the University of Bucharest and has practical experience as the head of a counseling center within University "Politehnica". Her unique vision and expertise enabled Nicoleta to offer a working model for the counseling center, founded on roles adjusted in accordance with Romanian law, academic regulations and GCDF principles.*

It's now been a while that my introduction in specific workshops or conferences in the field of education counseling started with: "Hello, my name is Nicoleta Litoiu and I'm a GCDF student/graduate." What does it mean for me? What kind of changes occurred in my behavior and expertise in terms of knowledge, attitude, skills and expectations? Difficult to say, especially because months ago I began this learning process with great expectations and lesser doubts, and today I find myself more reflective, more tolerant and flexible, convinced that I need more enthusiasm than knowledge for going on and keeping myself and my actions on the right track. I hope that you agree with me by the end of this article.

The lines below are aimed to present my experience as a GCDF student and graduate and the way in which I utilize this experience in my current professional duties. As lecturer at the Teacher Training Department in the University "Politehnica" of Bucharest, I have responsibilities for pre-service education of students and for in-service education of teachers in the vocational and technical education field. Moreover, the recent Ministry of Education's decision to include the "Professional Counseling and Career Guidance/Career Management" as a subject to be taught to the students and teachers within the psycho-pedagogical training has played an important role for raising people's awareness about the specificity of the counseling process and its benefits for all those interested in knowing more about the workplace development field. From this perspective, my personal decision to attend the GCDF program delivered by NBCC Romania, and by Dr. Andreea Szilagyi (my mentor and inspirational model in her constant efforts to promote the power of counseling in improving our lives) personally, has given me the opportunity to improve the competence in the field.

Taking into consideration my background in educational sciences, the preoccupations in the counseling field and its increasing growth in terms of public awareness concerning the need for counseling (no matter what type of counseling we refer to - school, psychological, career, etc.) have found good seeds turning into powerful roots that lead me in the position of coordinating one of the university career counseling centers, namely the center of University "Politehnica" of Bucharest. When the Ministry of Education made the decision to establish career counseling centers in universities three years ago, I had no idea how much this decision would influence my own professional career. Having no tradition of counseling in the Romanian education system, the main advantage is that everything you try to do, any action you take according to the ethical principles of this profession, is more and better than doing nothing. It is a small step in building the whole system, but is a huge responsibility in terms of the person(s) who need your professional services.

The Career Guidance and Counseling Center of University "Politehnica" of Bucharest provides specialized counseling services to students and graduates, initiating career-guidance programs in institutions of higher education focused on a decision-making approach and work-experience models. The mission statement of the Career Guidance and Counseling Center of University "Politehnica" of Bucharest is to provide consultancy and counseling services to the university's candidates,

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# GCDF Experiences: Practicing Career Counseling in Romanian University Centers

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students and graduates, in order to help them to choose the appropriate educational stream according to the individual psychological profile, interests, abilities, and labor market's requirements.

The Center performs two main activities: psychological counseling, and career guidance and counseling. The main tasks of the center refer to:

- (i) organizing meetings with candidates and students, in order to inform them about academic offers and routes in specialized areas;
- (ii) the promotion of educational curricula and specific counseling activities/events related to labor market trends, jobs opportunities, potential employers etc.;
- (iii) the development of specific counseling guides, posters, brochures for students and graduates;
- (iv) setting up a database with students' job requests and labor market offers in technical domains;
- (v) updating the specific site with appropriate information related to career counseling services;
- (vi) design and implementation of educational projects, in order to give the student the opportunity to practice different activities connected closely to the specialized area of pre-service training;
- (vii) cooperation with similar institutions (national and international), departments, and professional associations of students and experts, for developing specific projects and educational actions in vocational training and career counseling;
- (viii) facilitating the communication between students and employers, in order to support the career choice which best fits the interests of both the employee and employer.

For me, as a GCDF student/graduate, to carry out these activities requires a comprehensive program and commitment on the part of the university, as well as dedication on the part of staff involved. The lack of specialized people in the career counseling field specifically, is one of the critical issues we must confront. Because of the GCDF program, I have realized how complex, different and demanding the counseling process is and how enthusiastic the people must be, taking into account the lack of any previous experience in doing this. Another critical issue is represented by the students themselves. They have no initiative and desire to discuss with a counselor; they don't yet realize the benefits of counseling for their career development, like searching for their first job, for instance. Consequently, we invest more and more time and energy in order to promote the counseling services and benefits, trying to convince/educate people that they need us even they don't know it yet. So, another major goal of counseling services is to educate our public so that they become more and more confident in asking for professional help. Understanding the relationship between career choice and educational requirements is essential. The students must learn to relate their personal characteristics to occupational requirements. Career planning and decision-making skills play an important role, and students need assistance in choosing between career opportunities. This is, mainly, what I try to do every day in the counseling center. The GCDF program helped me to understand and gave me the skills necessary to help other people. As a professional, I became more involved and open to alternatives in any approach, more aware of everything around, and this turned me into a better person.

The GCDF training experience meant a lot to me. It changed my world perspective! If you think that is a small thing, I only say, as Marie Curie wrote years ago: *I was taught that the way of progress is neither swift nor easy!*

## CCE on the Move

CCE is committed to staying current with advancing professional standards and annually attends, exhibits, and/or presents at industry conferences. An additional bonus to attending these conferences is the opportunity to meet and share with our certificants, business partners, other credentialing organizations and associations. Please visit with us at an upcoming event:

### **International Association for Educational and Vocational Guidance International Conference 2009:**

“Coherence, Co-operation and Quality in Guidance and Counselling”  
Jyväskylä, Finland  
June 3-5, 2009  
Conference Web site:  
<http://ktl.jyu.fi/ktl/iaevg2009fin>

### **National Career Development Association Global Conference:**

“Inspiring Career Development Practitioners”  
St. Louis, Missouri  
July 1-3, 2009  
Conference Web site:  
<http://associationdatabase.com/aws/NCDA/pt/sp/conference>

### **Department of Defense Worldwide Education Symposium 2009:**

“Educating America's Patriots”  
Atlanta, Georgia  
July 27-31, 2009  
Conference Web site:  
<http://www.wv09atlanta.com/>

### **National Organization for Human Services:**

“People in Contexts: Families, Schools, Communities, and Cultures”  
Portland, Oregon  
October 21-24, 2009.  
Conference Web site:  
<http://www.nationalhumanservices.org/%5Btitle%5D-19>

### **National Organization for Competency Assurance 2009 Annual Educational Conference:**

“Shine On: Exploring the Spectrum of Credentialing”  
Phoenix, Arizona  
November 18-21, 2009  
Conference Web site:  
<http://www.noca.org/ProfessionalDevelopment/AnnualEducationalConference/tabid/70/Default.aspx>

# CONTINUING EDUCATION SPOTLIGHT

The following is a listing of continuing education opportunities that contains items which are pre-approved by CCE and qualify for GCDF recertification.

## Live Programs:

### **Certified Federal Job Search Trainer (CFJST) for Military, Federal, and Private Career Counselors**

Lemoore, CA  
June 22 to 24, 2009 and  
September 14 to 16, 2009  
E-mail: bonny@resume-place.com

### **The National Career Development Association (NCDA) Global Conference**

St. Louis, MO  
July 1 to 3, 2009  
Web: [www.associationdatabase.com/aws/NCDA/pt/sp/conference\\_info](http://www.associationdatabase.com/aws/NCDA/pt/sp/conference_info)

### **Certified Federal Career Counselor (CFCC) for University Career Counselors**

Lemoore, CA  
July 20 to 22, 2009  
E-mail: bonny@resume-place.com

### **Summer Institute on Education and Work**

Madison, WI  
July 27 to 28, 2009  
Web: [www.cew.wisc.edu/summer/](http://www.cew.wisc.edu/summer/)

### **GCDF Instructor Training**

Newport, RI  
September 22 to 24, 2009  
E-mail:  
ellen@careerconsultingconcepts.com

## Distance Programs:

### **ReadyMinds, Inc. Distance Credentialed Facilitator (DCF) Training**

E-mail: [lisa@readyminds.com](mailto:lisa@readyminds.com)  
Web: [www.readyminds.com/DCF](http://www.readyminds.com/DCF)

### **Rokicki and Associates, Inc. GCDF Continuing Education Study Guides**

E-mail: [rokickiassociate@bellsouth.net](mailto:rokickiassociate@bellsouth.net)  
Web: [www.rokicki-associates.com](http://www.rokicki-associates.com)

Sage Solutions  
**Hidden Gems- Interactive Webtools for the Job Seeker, Student and Career Development Professional**  
E-mail: [sagesolutions@earthlink.net](mailto:sagesolutions@earthlink.net)  
Web: [www.careerfacilitator.pbwiki.com](http://www.careerfacilitator.pbwiki.com)

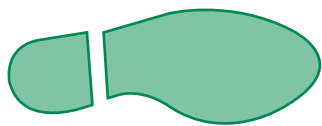
Dr. Sally Gelardin  
**Job Search Practitioner Program**  
E-mail: [sal@jobjuggler.net](mailto:sal@jobjuggler.net)  
Web: [http://campus.digication.com/sallygelardin/Family\\_Caregiver\\_Wellness\\_Programs](http://campus.digication.com/sallygelardin/Family_Caregiver_Wellness_Programs)

Do you know of a career development related continuing education opportunity that should be listed here? Contact us at [cce@cce-global.org](mailto:cce@cce-global.org) with the details.

## Distance Credentialed Facilitator (DCF) Training

GCDFs earn 40 continuing education hours towards recertification and get a \$50 discount on the training fee. Register for the DCF Course **before October 30th, 2009** and receive \$50 off the online training fee of \$395.00.

Enter 'DCF50' in the special code box when registering ([www.readyminds.com/DCFregistration](http://www.readyminds.com/DCFregistration))



## GREAT NEWS FOR GCDFs

You can be a **Distance Credentialed Facilitator** in just two steps!



### Distance Facilitation Training

This training is an online course that can be successfully completed at times that are convenient for the participant. Facilitation is an interactive process to help clients in many areas, including business, career, finance, health and relationships. The client and facilitator are active collaborators for the purpose of meeting the client's needs. Facilitation practice is recognized as a valid and valuable approach to helping clients and staff. ReadyMinds offers the required training course. Visit [www.readyminds.com](http://www.readyminds.com) for details about the online Distance Credentialed Facilitator training program or call 888-225-8248.

### DCFs

- Follow best practices in distance facilitation
- Build strong working relationships via distance methods
- Understand ethical issues in distance facilitation
- Are aware of legal issues relevant to distance facilitation
- Know about technology in distance facilitation

The Distance Credentialed Facilitator (DCF) certification is offered by the Center for Credentialing and Education, Inc. (CCE). Visit [www.cce-global.org](http://www.cce-global.org) for more information and to obtain your application.

**As an added bonus, GCDFs receive 40 hours of Continuing Education for completing the ReadyMinds DCF training program.**

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## **GCDFs Approved to Use the Personal Career Development Profile (PCDP)**

The Personal Career Development Profile (PCDP) is a new computer-generated test report designed especially for Global Career Development Facilitators (GCDFs) and professional counselors. Administration, scoring, and report generation for the assessment takes place via the user-friendly NetAssess Web-based service created by the Institute for Personality and Ability Testing (IPAT). This assessment is easily administered and scored on a secure and confidential online site, and the GCDF receives a narrative report, generally within five minutes.

This career exploration tool is the result of a collaborative project between the National Board for Certified Counselors (NBCC) and IPAT, developer and publisher of both the assessments and interpretive reports. The PCDP, a computer-generated career narrative report, is approved for GCDF use by IPAT. An asset to any career practice, the PCDP report is derived from the 16PF, which is based on a universal personality theory that can assist GCDFs who are helping clients with their career goals.

The 16PF includes 185 items in a multiple choice format which takes most people about 30-45 minutes to complete. Simple scores ranging from one to 10 make career-related interpretations easy and understandable. For GCDFs working internationally, a partial listing of translations for the 16PF includes Afrikaans, Chinese (multiple versions), Czech, Danish, Dutch, Filipino, French, German, Greek, Italian, Japanese, Norwegian, Portuguese, Slovak, Spanish (multiple versions), Swedish, and Turkish. Multiple translations reflect the enthusiastic use of the 16PF across cultures and its users' sensitivity to cross-cultural assessment issues.

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The 16PF identifies 16 fundamental building blocks of personality. GCDFs focusing on talent management can utilize the PCDP report to identify individual and team growth areas as well as career development opportunities. Person-matching promotes career exploration and choice by linking individuals to persons in occupations based on similarity of personality profiles like those depicted on the 16PF. For example, students selecting online college curricula tend to be less socially bold and higher in apprehension, but also higher in abstract reasoning than traditional college.

Since GCDFs depend on researchers to validate career instruments, it is beneficial to find that investigators have found general dimensions of personality to be related to job performance in a variety of domains. Moreover, specific personality differences also have been found across occupations such as those reflected on the 16PF.

GCDFs will find that the PCDP narrative report provides detailed information related to problem-solving resources, patterns for coping with stressful conditions, interpersonal interaction styles, organizational role and work-setting preferences, career activity interests, specific career field and occupational interests, as well as areas for self-improvement. Overall, the PCDP is a useful instrument for incorporation into a comprehensive battery of assessments for obtaining a reasonably accurate career picture of any client.

The PCDP career report for GCDFs was designed to provide an objective and meaningful reality check that expands on knowledge of personal strengths and limitations. The report also was built to assist GCDFs with the routine and time-consuming aspects of interpreting assessment results and writing subsequent reports. Over the past 15 years, career information from the 16PF has been helpful to professionals involved with personnel development, selection, and placement as well as on-the-job performance planning, outplacement, and other important career development activities.

For more information, visit: <http://www.cce-global.org/ipat>



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