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## THE KEY INNOVATIONS IN CAREER GUIDANCE ON LABOUR MARKET

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**Introduction.** In a modern dynamic society, new vocations and fields of activity are constantly emerging. The goal of the modern vocational education, information and counselling is to enable the individual to develop a career in the whole life course, full of changes and events. Former approaches have proved inadequate; therefore, new ways are being sought. Therefore, it is necessary to design approaches in managing careers, including those with special needs, and which counselling approaches for a career are best suited to an increasingly dynamic labour market.

**Aim and task.** The basic research goal is to find all those innovations in theories and practices that appear in newer career guidance and career counselling approaches. For that purpose,, an longitudinal analysis of articles, studies, guidelines has been carried out that are accessible on web portals. Thus, the most important innovations that are often found in recent theories and practices are revealed.

**Results.** System theories and constructivism in career guidance represent an urgent response to changes in a dynamic society, but still include some parts of previous theories and practices. Meaning, the present essentially implies the accumulating and merging of previous approaches that deal with individuals in a way that individuals become agents who manage their own careers. The most important innovations are: learning as the individual's own project, narrative approach with storytelling, reconstruction of self-esteem, self-determination, nonlinear career, empathy in counselling, decision-making autonomy, no directed counselling. So new constructivist perspective continues to influence career theory and practice.

**Conclusions.** The study shows that it is impossible to talk about the best universal theories or approaches in the field of career guidance and career counselling, but about the most usable ones, in the given circumstances. The development of practices in career guidance and counselling is most influenced by psychology, and recently also by social-cognitive psychology, but the influence of other disciplines, such as sociology, ethics, economics and others, is increasing. Innovations that have been identified show the integration of diverse concepts; in particular, the contextual view that appears also in other social sciences. In emphasizing the active nature of individuals as self-building, self-renewing and self-organizing system within constructivist approach, it is viewed as important underpinning for the practice which is responding to ever changing times.

**Keywords:** autonomy, career, constructivism, self-determination, labour market.

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## КЛЮЧОВІ ІННОВАЦІЇ В ПРОФЕСІЙНІЙ ОРІЄНТАЦІЇ НА РИНКУ ПРАЦІ

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**Вступ.** У сучасному динамічному суспільстві нові професії та сфери діяльності перманентно з'являються. Мета сучасної професійної освіти та консультування є дати можливість персоналу розвинути кар'єру протягом усього життя. Попередні підходи виявилися неадекватними; новим викликам. Тому необхідно розробити підходи до управління кар'єрою, в тому числі з особливими потребами, і які підходи до професійної орієнтації, що найкраще підходять для все більш динамічного ринку праці.

**Мета і завдання.** Основною метою дослідження є обґрунтувати інновації в теоріях і практиках, які з'являються в нових підходах до профорієнтації. Для цього автор провів поперечний аналіз статей, досліджень, посібників, доступних на веб-порталах. Таким чином, автор виявив найбільш важливі нововведення, які часто зустрічаються в останніх теоріях і практиках.

**Результати.** Системні теорії і конструктивізм в профорієнтації є невідкладною відповіддю на зміни в динамічному суспільстві, але все ж включають в себе деякі частини попередніх теорій і практик. Сенс в тому, що даний по суті має на увазі накопичення і об'єднання попередніх підходів, які мають справу з людьми таким чином, що люди стають агентами, які керують своєю власною кар'єрою. Найбільш важливими інноваціями є: навчання як індивідуальний проект, відновлення самооцінки, самовизначення, нелінійна кар'єра, емпатія в консультуванні, автономія в прийнятті рішень, відсутність спрямованого консультування. Таким чином, нова конструктивістська перспектива продовжує впливати на теорію і практику кар'єри.

**Висновок.** Дослідження показує, що неможливо говорити про кращі універсальні теорії або підходи в області профорієнтації. На розвиток практики профорієнтації та консультування найбільше впливає психологія, а останнім часом і соціально-когнітивна психологія, але збільшується вплив інших дисциплін, таких як соціологія, етика, економіка. Інновації, які були визначені, показують інтеграцію різних концепцій; зокрема, контекстуальний погляд, який з'являється і в інших соціальних науках. Підкреслюючи активну природу індивідуумів як тих, що саморозвиваються, самооновлюються і самоорганізуються в рамках конструктивістського підходу, вона розглядається як важлива основа для практики.

**Ключові слова:** автономія, кар'єра, конструктивізм, самовизначення, ринок праці.

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**Introduction.** In a modern dynamic society, new vocations and fields of activity are emerging every day, new companies arise and fall, and that is where individuals realize their career goals [1]. Savickas [2] talks about the fact that frequent changing of jobs and career instability force workers to constantly take vocational and career decisions. Getting into today's world requires more effort, deeper self-knowledge, and greater trust than ever before. Individuals need to cope with precarious forms of work and frequent job transitions, therefore they need significantly more help from career advisers and also a different approach in counselling.

Rousseau [3] emphasizes that the new labour market, in a rapidly changing economy, requires a change in the individual's career, which does not constitute as a commitment to a single employer, but rather as a repetitive sale of services and skills to a range of employers who need a more project approach. An overview of modern work practices shows that social reorganization of work has created a new psychological contract between organizations and their members. Today, workers have to be employed as lifelong learners who are capable of fast commitment to the organization for a limited time, express emotional attachment to work, demonstrate professionalism and the ability to adapt quickly.

The former solid loyalty between the employer and the employee was a guarantee of employment, which is now no longer evident, and the relationship is increasingly based on economic and financial elements in the context of temporary work [4]. By doing so, the worker becomes a kind of employer, and the employment has more and more substance of the contractual contract. In this sense, the jobs that workers create when they run their careers also change.

Due to these changes, it is necessary to redefine vocational guidance, career counselling, and the role of schools and other institutions that are participants in career development of individuals.

The dynamics of the labour market also affected the careers of people with special needs. The implementation of an inclusive paradigm in the field of education, which also allows people with special needs to attend

regular schools, opened up the opportunities for career in the open labour market: this means several new opportunities, and on the other hand more the risks competition with other workers.

Therefore, author is interested in how to design approaches in managing careers, including those with special needs, and which counselling approaches for a career are best suited to an increasingly dynamic labour market so that an individual can more easily manage the risks of precarious employment and the consequences that follow.

**Analysis recent research and publications.** Similar researches on the base of horizontal qualitative approach – longitudinal study – of the career development theory and counselling have not been carried out so far. Usually, analysis of individual theory that provide critical insights are carried out by: Reid, Bimrose and Brown [5]; Nagy, Froidevaux and Hirschi [6]; Arulmani [7]. The key purpose of this approach is not to evaluate an individual theory, but to determine the usefulness of individual parts of the set of theories in practice. In this way, the researcher does not refute individual theory, but tries to integrate existing theories into a new quality, which is more useful in the current situation.

**Aim and tasks.** Author basic research goal is to find all innovations in theories and practices that appear in newer career guidance and career counselling approaches. The main problem of the modern world is obsolescence of models which have been used for a long time, for their usability is not sufficient for a realistic dynamic labour market situation. New alternatives are needed [8], what implies some kind of integration of the previous concepts. Patton and McMahon [4] similarly discuss the need to integrate career development theories and practices and to form completely new ones.

**Results.** The key objective of this research is to find key innovations that arise in recent most common theories and practices of career development and counselling. For this purpose, a horizontal qualitative analysis of articles, studies, and guidelines, that are accessible on web portals, was carried out. The authors conducted analyses according to key psychological disciplines as outlined in the Table 1 below.

**Table1. Key innovations in a modern approach to career guidance/counselling and theoretical sources**

Basic psychological branch / discipline	Theories of career	Key innovations
Personality and career (Differential psychology)	Theory of personality Work adjustment theory	Dynamic person-environment fit, Qualitative career assessment
Personality development (Developmental psychology)	Development Theory Life span and life-space theory Social-cognitive career theory Theory of circumscription and compromise Social-learning career theory	Life-span development agent, self-concept, Learning from the experience Circumscription, planned happenstance
Individual and environment (Social cognitive psychology)	Social-cognitive career theory Cognitive information processing approach Contextual approach to career STF-system theory Career construction theory Chaos theory	Narrative approach, storytelling, self-construction, life design, individual creates learning, metaphors in career counselling, luck readiness, adaptability and resilience, constructivism, cocostruction, deconstruction, empathy and collaboration in counselling, career action planning, client personality and career assessment
Focus on specific groups (disability...)	Self-determination and transition to work Competitive model for person with disabilities	Self-determination, autonomy, self-concept, strengths instead of invalidity, independent living, supported transition

Source: The author's product.

The key innovations which has been detected are detailed described and contextually presented below.

*Career as a dynamic process.* Vocation decision-making has become a living constant due to the forced dynamics of employment, and is not applied only to the working period, but throughout life. The same skills, competences and knowledge do not suffice, so we are forced to constantly obtain new. The career of an individual is nowadays understood as a dynamic and lifelong process that the individual has to master. In particular, he has to master the transitions between jobs, education and other life roles with the aim to build his career development, which is becoming a key part of his self-concept. In particular, Savickas [2] who builds his model in the context of a constructivist approach, helps the client to construct and reconstruct the life stories/events and translates them into his professional field as such. Therefore, a classic approach to a one-time decision is not useful for career guidance, because work and employment have become vary changeable, and job security changes into a system of a more reliable and continuous employment [4].

*Instead of schooling - lifelong learning.* The substitution of schooling by learning should be seen primarily in the sense that learning as knowledge acquisition is a matter of individual's internal activation and organization, and not as a result of environment activation (school, institution ...), which is typical of an industrial way of thinking. Ellyard [10] points out that it is important for an individual to acquire a desire for continuous and lifelong learning, to nurture love for learning and to develop the ability to learn. This represents a key imperative for young people who need to be ready for future life and work, so their interest and joy to learn should not decrease over the years. Such way of thinking is completely different than it is seen by traditional schooling, traditional forms of employment and traditional career guidance.

While learning in an industrial society focuses primarily on content, learning in the post-industrial age is mainly a matter of the process; for Waltz and Feller [11], Law [12], key learning issues are increasingly emphasizing thinking, planning, problem solving, bargaining, team work, communication, monitoring, evaluation and how to use technologies.

Lifelong learning is therefore understood as a process managed on its own [10], which becomes the basis for the conduction of a successful career in the 21<sup>st</sup> century.

Regarding this, lifelong-learning is understood in a holistic sense: as the acquisition of professional knowledge and as the acquisition of career management skills. It is necessary to have appropriate knowledge and approaches to adopt these. This becomes an integrated lifelong learning in the sense of "personal self-actualization, active citizenship and social integration and employability." Such a broad understanding of lifelong learning can be set up with an appropriate lifelong career strategy.

*Learning as an interaction with the environment.* Lifelong learning appears as planned and as unplanned, and contains formal and informal forms [4]. As the use of the theory of social learning in acquiring competences is increasingly emphasized, learning becomes a daily matter that is integrated into an environmental framework and is set up and guided by an individual.

In essence, it is about the fact that every individual, as a system, is embedded in a social environment, from which he also receives the various influences he uses for his personality and career development [13]. Traditional schooling mainly depended on institutions such as schools, universities, inter-company centres and government agencies that fully controlled educational processes, with an emphasis on teaching and training young people, and not on learning people of all ages. These trainings were preconceived and did not take into account the individual's specific needs. Hence, they were not perceived from the perspective of the individual's needs and were also directed towards him. This is why logical thinking is followed by the need to change the learning process. It should include a learning process that considers the individual's needs, his self-activeness and involvement in the process. Such an approach calls for a change in education policies and mechanisms that encourage individuals to develop their learning strategies and implementations, inclusive practices, skills about ways and

methods of learning, and of course, the use of state of the art learning technology.

In such system, an individual represents an open learning system, influenced by the environment, where the individual accepts, processes and transforms through the learning process. This way, the individual actually becomes a learning location. In this self-organizational system, the individual assimilates new insights into his thinking scheme and concept. At the same time, this changes him and consequently he constantly rebuilds and reconstructs his identity and career [2] in relation to the environment. This acquisition of knowledge is differently understood: it is not only a cumulating of different contents provided by teaching providers, but a construction of knowledge of skills and competences that are filtered and adopted by an individual. This acquisition of knowledge has a different quality and each individual determines its reality and usability.

*When employment and career become an individual's creation.* Learning for a lifelong career could be illustrated by the Knowdell [14] transport metaphor, which illustrates the changes in professional decision making and career management since the middle of the last century:

"In the early 50's of the last century, we can understand a career as a train ride that is stable and durable across rails to a particular destination. After 1970, this journey turns into a bus trip, within which the bus visits many local intermediate destinations and adapts to the needs of small towns. Traveling in the 21<sup>st</sup> century is a journey with an off-road car out of the way. In this metaphor, emphasis is placed on the means of transport, and in addition to the fact that an individual is increasingly taking over the driver's seat in order to take full control of his career to success" (p. 184).

This metaphor is also reflected in the thinking of other theorists, for example Herr [15], who says that the career is not the same as employment, it is the creation of an individual. In this way, observation of the environment becomes a very important factor, which each individual must take into account.

In this manner, constructivism becomes a key way in career theories and practices. Therefore, it could be argued that a highly volatile environment, which forced an individual to constantly adapt to his professional career, also influenced the development of theories and instruments that would reliably and effectively enable the search for solutions in very varying situations.

Modern theories and approaches are based on the principle of involving several disciplines and on the importance of the autonomous role of an individual in career decisions, which are the key reasons for increasing influence of social learning and cognitive approaches in these theories. These are the key reasons for Cochran [16] and Peavy [17] why an individual has become an "agent in constructing his own career", or that an individual must perceive himself as self-employed [18], because he is expected to manage his own career [19]. This means that he takes responsibility for his own learning and lifelong career development [20]. Career has therefore become a process and no longer a structure [18]: it is then an inclusive concept that applies to every individual and not only to the top of the hierarchical organizational structure.

*Successful career - nonlinear and subjective performance assessment.* The former concept of career was recognized as an uphill path that has its own peak, and everyone should assess it with objective performance criteria. Current careers have very different directions and dynamics: they run vertically, horizontally, within and outside the organization; it involves one or more employers, and the individual is the one who sets it up as a living composition. Thus, the individual takes repeated decisions in his career, depending on the circumstances in which he works, thereby making the process complex, which also illustrates modern career approaches within the system theory of career development - Patton and McMahan [4]. Therefore, the career is understood to be constantly changing within the interaction of influences from environments. Chen [21] defines a career as a life process, which is autonomously guided on the basis of an individual's own considerations.

An individual does not create a personal career within a single company. Career is a continuous process that is formed by the chain of work, employment and activity - also parallel. This moves the way of communication and positioning between the employer and the employee. This new approach in employment has encouraged management and workers to reconceptualise their career's meaning: without borders, changing [22], adapted [23], and kaleidoscopic [24] or as a portfolio [25].

The choice of a career and its judgment is not an objective, but rather a subjective matter, which is embedded in the labour market environment, family, social systems and globalization flows and in which the individual works and manages his career development [4]. That is why every one is forced to revise his vocational decisions and career paths several times in his life. Since career management is a matter of an individual, simultaneously requiring his knowledge and autonomous position, he is consequently responsible for it. Meaning that judging on a successful career is his concern and responsibility. With this, the assessment of a successful career became distinctly individualistic. Therefore, considering this, the notions of a "dream job" and similar conceptual associations are valid only for one individual, and not necessarily for the other.

*Career counselling in the light of new autonomy concepts.* Calls for new approaches arise from both theoretical and practical needs in defining careers, which become more fully defined, as well as career counselling, which takes into account social circumstances and the cultural background of the individual, as well as the progress of technology that can be used. This is more closely linked to the concept of personal and career counselling, as well as the construction of a multi-faceted career as mentioned by the authors Collin, Watts, Savickas and Lent, where Savickas [2] focuses on the link between career theories and practice, career theory and psychological sciences and career counselling and therapy.

Savickas [2] suggests that it is necessary to move from the question of what is true to the issue of participation and communication,

from objectivity to perspective, so that career counselling is reformed into an interpretive discipline. Such a career counselling is a coherent developmental profession, which is very complex. Herr [15] states that career counselling must distance itself from professional counselling and career decision-making, because career counselling should be responsive to all social changes that are rapid, thorough and global. Lately, new forms of career counselling appear, in particular as constructivist approaches by Amundson [26], Bloch [27], Patton and McMahon [4], and Law [12]. Herr [15] points out that the process of counselling is not placed in an independent and unconnected space, but it also includes environmental conditions that are constantly changing.

Such an integrated concept of career counselling is necessarily linked to other counselling areas, in particular stress counselling and relationship counselling [18]. By defining the individual's career involving both professional and life roles, counselling has become complex, requiring a wide range of counselling interventions. Social change generates an increasing amount of uncertainty for an individual who gives rise to stress, which is what a career counsellor needs to take into account.

A traditional career approach sees an advisor as an expert whose task is to solve customer problems, interpret the results, test and evaluate clients, and give advice. The emphasis is on the communication dimension of dealing with the client [4]. Therefore, the client criticized the counsellor for not paying enough attention to him or giving him the wrong advice.

In the modern career approach of constructivism, however, the focus on the advisory process is considerably greater and has various dimensions. Amundson [26] states that the key attributes are acceptance, understanding, authenticity, unconditional positive affection, which are fundamental elements of the advisory process. In a classic positivist approach, where a career adviser relies on assessing the qualities of the clients, sets the diagnosis and gives advice, the counsellor is in the central position and has a dominant role as the provider of information

and advice. The constructive advisory is non-dominant, since it focuses on helping the client understand and reconstruct his "stories". This is the process of joint deconstruction and design of what is important for the client, through the process of informing, interpreting, supporting, encouraging, structuring and facing challenges [2].

Amundson [26] emphasizes the additional requirement in modern counselling, namely flexibility, which means that the consultant is original, imaginative, creative and eager to open new situations. New relationship between client and counsellor could be referred to as a working partnership in which the recipient and the counselling provider are actively engaged. This excludes the classical approach in which the consultant is ubiquitous, while the client is unable and needing advice, nevertheless this attitude has to be marked by participation and negotiations [17].

Pryor and Bright [29] quoted that careers are not constructed at one of decision points, experienced as turbulence before the calm, and counselling needs to reflect this. There is no end of career construction of individual. Recognising the complexity of individuals and their context, and recognising that both are continuously changing, demands a different conceptualisation of career construction. It means, everyone is on the way of adapting, influencing, reacting, and ultimately changing [29].

In contemporary counselling concepts, it is possible to recognize the dominance of constructivist approaches, but as Savickas [2] explains this does not disclose methods and techniques in career counselling developed by differential psychology or developmental psychology, and are of paramount importance for comprehensive career counselling; therefore, it is also necessary to take into account the concrete determination of the individual's psychological characteristics - e.g. Holland model [30] - as well as individual developmental potentials and characteristics which are significant for Super [31]. In this way, he stresses the importance of the cohesion and usefulness of all previous approaches and theories, while constructivism in counselling is an essential complement.

*Narrative approach in career counselling and storytelling.* Career construction theory is supported by the philosophy underpinning the narrative paradigm. The narrative approach in career counselling is central of constructivist approaches by Hartung [32], Savickas [2], Watson [28] Cochran [16], Reid [8] in McIlveen [33] and Maree [34]. To ensure narrative career counselling, the client should be viewed as an individual who has not before had adequate opportunity to apply his or her own abilities in making sense of his or her problems [16]. In essence, from childhood individuals make sense of their live experience by telling their stories which are socially and contextually constructed. The client is considered the protagonist in his or her own drama [4]. Storied career facilitation starts when the facilitator creates a safe atmosphere within which people, who are shown respect throughout, are invited (to share their stories. The career story interview [2] and anecdotes technique [34] is used from this theoretical perspective to gather information on and transform it into practice, that is, into a constructivist career counselling strategy and methods that encourage clients to re-author their lives and career stories. In doing so, they enhance their chance to experience work as a personally meaningful endeavour and context for further development and for making a social contribution.

*Persons with special needs and careers.* Career development of people with special needs/disabilities is being mentioned only recently, especially after the year 2000. The labour market is nowadays becoming more and more dynamic and uncertain also for these persons. Prior to this, the intervention in a form of a one-time rehabilitation process was sufficient for a permanent employment solution, but now the career of persons with special needs is becoming an important agenda in the political and professional sphere [1]. There is a gap in how to implement the processes of vocational decision making, career management and rehabilitation in the current dynamic labour market surroundings.

It should be noted that there is relatively little literature dealing with this issue. In this field, the main groups focus around Wehmeyer [6] with the approach of self-determination and the Drobnic's model [1] of the approach of competence advantages.

Drobnic [1] emphasizes that today's optimism in the career of people with special needs is realistic. In his competitive preferential career model for people with special needs, he states premises such as rapid differentiation of occupations and occupational areas, which, in some niches, offer a good perspective for the employment of disabled people, especially if they are linked to their strengths. By doing so, the former handicap becomes relative, since the disorder is primarily related to a particular job and is so no longer a disorder.

For that reason, it is essential to guide the careers of people with special needs by forsaking the medical paradigm [1], because it is based on dealing with disability and incapacity. In the context of vocational/career orientation, this is dysfunctional, since it focuses on what is unable and what will not provide the advantage, but at the same time will lead to a false individual's self-esteem on the basis of a malfunction, which often leads to being labelled by the environment.

Another matter to emphasize in career development and career decisions is the principle of individual's autonomy and self-determination. The concept of self-determination, introduced by Wehmeyer [9] in the field of education and the transition to the professional career of people with special needs, coincides with the starting points of modern career approaches, found in particular in the theories of constructivism e.g. Savickas [2] [2, Amundson [26], Chen [21], Cochran [16] and Peavy [17]. They stress the importance of the individual's autonomy in decision making about career and life paths, and interaction with the social environment. The concepts of self-determination and autonomy in the Wehmeyer's approach [9] are also a key element in deciding about supporting measures, in a way that they cannot be imposed on a person.



Thus, Wehmeyer [9] and his colleagues consider self-determination as a dispositional characteristic (characterizing the characteristics and tendencies of people), which is realized through action. Growth for autonomous decision-making is placed on four basic principles, such as behavioural autonomy, self-regulation, empowerment and self-regulation. By self-determination, an individual internalises the knowledge of oneself and his key competences, including the ability to evaluate his opportunities, expose his decisions, self-regulate, advice himself and set his attainable goals, solve interpersonal problems, competently communicate and effectively change his preferences. He is assisted in school and through career guidance services, and guided by the transition plan set up. This approach, however, is completely different from previous approaches that build the employment of people with special needs /disabilities in rehabilitation, thus dealing with an individual's problematic disability.

**Conclusions.** Our study shows that we cannot talk about the best universal theories or approaches in the field of career guidance and career counselling, but about the most usable ones, in the given circumstances. Another fact to emphasize is that the development of practices in career guidance and counselling is most influenced by psychology, but the influence of other disciplines, such as sociology of ethics, economics and others, is increasing. Innovations we have identified, show the integration of diverse concepts; in particular, the contextual view that appears in other social sciences.

These innovations are particularly evident in the constructivist career guidance and counselling (e.g. Savickas, Pryor, Bright, Collin, Young and others).

The constructivist approaches have the greatest amount of innovation, even though we have identified problems with the lack of practical methods in counselling and the necessary tools for implementation. We conclude that constructivist approaches integrate various parts of the previous theories into a complete system. Here we have identified the important role of the individual who hides his own personal profile created by himself, using online tools. Therefore, the consultant is only an interpreter of the client's "diagnosis" and the joint constructor of the solution. This way the diagnosis and counselling have become a parallel process.

Innovation has established an emphasis on the client's autonomy, even for those who, at a first glance, do not necessary possess the capabilities for judging vocational decisions e.g. people with mental disorders. The autonomous position of the client is necessarily followed by the non-authoritative role of the counsellor and by the subjective judgment of quality career decision-making and management, and other contextual innovations. Therefore, we need an independent and responsible individual, who in the complex and dynamic surrounding, is able to make the right decision, regarding numerous transitions in his career, for which he must acquire the necessary skills and competencies to take career decisions, suggesting that he becomes the manager of his own career.

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