

Ewa Solarczyk-Ambrozik

Adam Mickiewicz University

Transformations in the area of work and new competence challenges against the paradigmatic changes in career counselling

The article addresses the problem of changes taking place in career counselling. The axis of the narrative is the “paradigmatic changes” category, with reference to the idea of the paradigm, as the basis for conceptual and dominant practices, characterizing a specific period of the career counselling development. The presented analyses show the temporal dimension of practices in this area, embedded in a specific, also variable theoretical perspective. Therefore, the problem of the development of career theory and their adequacy for counselling practice is shown. The background of these analyses and at the same time an attempt to explain the changes taking place are considerations concerning transformations of the world of work, but also socio-economic and technological transformations, as determinants of the need for new competences, important for individual success and career, both in education and in the workplace or in social life.

Keywords: career guidance, competences of the 21st century, modern technologies and transformations of work, career theories, paradigmatic change

Reflection on paradigmatic changes in career counselling is situated in the broader context of analyses concerning the increasing complexity of the world in which the individual lives. In the world of global economics, everyone experiences problems that have their source at work, some of them are reserved to specific cultural areas, while others – such as, for example, the search for meanings, the life journey to update oneself by performing various everyday roles including those related to work, or the effort to solve problems derived from unemployment – appear on a global level (Leung, 2008).

The basic category of analyses presented in this article and referred to in its topic – paradigmatic changes in career counselling – fits into the problems of both career patterns and their theoretical explications, as well as changes in social practices aimed at solving the challenges emerging in this area in the career counselling issue, shown in the background of broader transformations, mainly transformation

in the sphere of work and the postmodern vision of the world (Solarczyk-Ambrozik, 2018a).

Technological, economic, and social aspects of the transformation of human work

The main area of transformation is the changes in the very nature of work, which is increasingly dematerialized by focussing on the use of abstracts and ideas rather than production of objects. This phenomenon emerged from the transition to a knowledge-based economy. The dematerialized economy transforms the nature of work and its location in time and space. The increasing use of abstracts and ideas in the work process causes shifts in the structure of employment, which means shrinking of the working class and an increase in the number of employees in the service sector. Dematerialization of work also results in changes of expectations towards employees in terms of replacing routinized activities with flexibility in responding to dynamically alternating reality, regardless of whether the essence of the work is the production of objects or the processing of information (Marody, Lewicki, 2010, 100).

Miroslava Marody points out that by transforming the nature of work, the modern economy is also changing the way it is organized, which consists in moving towards the post-Ford model. He emphasizes that next to dematerialization and post-Fordism, the third term describing contemporary changes in work is the category of flexibility. At the height of organized capitalism, work, as the basic area of activity, characterized by specific properties, determined above all the circle of social identification of the individual, and the profession performed determined his place in society (Marody, 2014).

A broad description of changes in the analysed aspect of work transformations is presented by Manuel Castells, who shows the culture of the global information economy. As he emphasizes, each period of organizational transformation has its own archetypal symbol – and just as the Ford Motor Company has become a sign inspiring the concept of “Fordism”, reflecting the industrial era of standardized production and mass consumption, the organizational form of the informational, global economy is reflected in the category of the network enterprise, which “makes material the culture of informational global economy: it transforms signals into commodities by processing of knowledge” (Castells, 2013, 203). The author hypothesizes that “as the process of globalization progresses, the organizational forms evolve from multinational enterprises to international networks” (Castells, 2013, 220). Critically referring to the classical theory of post-industrialism, he shows the transformations of work and employment, and as a source of it, the globalization and computerization are associated with networking and flexibility, which promotes mobility and planning of specific career patterns. A network enterprise is an

organizational form of an informational, global economy (Castells, 2013), and the standard employment model disappears in favour of flexibility and some untypical kind of service.

Another category of description of the changes triggered by technological, economic, and social progress is the concept of “digital economy”. In his 1973 work, *The Coming of Post-Industrial Society*, Daniel Bell was one of the first to predict that the post-industrial economy would be dominated by intangible production and consumption, based on the elaboration and dissemination of information, later defined as “the storage, transmission and processing of data as a basis for all economic and social exchanges” (Bell, 1973, quoted after: Valenduc, Vendramin, 2016, 8). Today we can say that we are entering the era of the digital economy, which is distinguished by four basic features, such as: independence from geographical location, the key role of (digital) platforms, the importance of network effects and the possibility of using large databases (e.g., Big Data) (Valenduc, Vendramin, 2016). As Valenduc and Vendramin point out, the analysis of literature, despite different theoretical approaches, allows us to identify some of its most important features, characterized by the fact that digital information has become a strategic resource, and the network the main principle governing the economy and society (Valenduc, Vendramin, 2016).

We enter the new economy and the new world of work. Progress in robotics, collecting data (Big Data) and virtual digital platforms call into question the value and sustainability of the social model of wage-based employment.

It is worth highlighting that the phenomenon observed as connected with new forms of employment is the tilt of the self-employed towards co-working spaces in search of social ties and common experiences. Employees performing micro tasking using digital platforms have created virtual communities to recreate social bonds and share information. As it is emphasized, digitization, despite changes involving the emergence of a wide range of diverse flexible and non-standard forms of work, will not change its main role in the construction of individual and collective identities, but will only make obsolete “some of its fundamental tenets, in particular the bonds of social contact which are forged and the landmarks in space and time which provide it with a unique position in social life” (Valenduc, Vendramin, 2016, 45).

Global connectivity, intelligent machines and new media are the factors shaping the reality of work and our ideas about it, determining the need for professional key skills (not professions) needed in a changing market regardless of specific jobs or variants of the professional environment. Analysis of reports on this problem allows us to identify key factors determining changes in expectations in the area of competence, called competences of the future. These factors include increasing life expectancy, the development of intelligent machines, the massive growth of sensors and computing power, new multimedia technologies, the emergence of new forms of production and value creation, a globally connected world (Davies, Fidler,

Gorbis, 2011). A broad discussion of these issues is presented in the report of the Institute for the Future.

Increasing life expectancy is linked to the shape and nature of one's professional career and to the learning process. It can be predicted that the career model will change as societies age, not only because working hours will increase, and it will become more common to pursue various professions over the course of this extended career. Therefore, the role of lifelong learning as a permanent preparation for changing professional challenges will also increase. For organizations, this will mean that they too will be forced to reform traditional career paths by focusing on diversity and flexibility (Davies, Fidler, Gorbis, 2011, 3). Relations of linear careers were permanent, currently the main transformations concern changes in psychological contracts based on labour relations. In contemporary interpretations of careers, emphasis is placed on shifting from long-term social relationships towards transactional, short-term relationships between the employees and the organizations employing them. This change from the perspective of the organization is a movement from securing work for employees towards providing them with opportunities for development, and from the perspective of the individual, it consists in transforming the way of involvement in the life of the organization – strong individualism is accompanied by activity in many other areas that builds identity and promotes career development, in addition to conditional involvement correlated with the possibility of achieving individual goals (Solarczyk-Ambrozik, 2016, 2018b).

When describing the changes in the nature of work and the transformations taking place on the labour market, in the context of the challenges they pose to career guidance, the special role of the use of modern technologies should be emphasized. As the Gumtree report indicates, in the coming years a digital tsunami will roll through the labour market – digital technologies, both those that already exist and those that will appear in the future, will revolutionize the economy, and change the way enterprises and public institutions operate. Modern technologies, such as Cloud, Big Data, the Internet of Things, mobile applications, and robots, are transforming the nature of work, which is increasingly computerized, digitized, and automated (Raport Gumtree 2017, 6). New competences will be important – the demand of the economy and the labour market for several types of employee competences changes along with socio-economic and technological transformations, which is accompanied by polarisation of wages and educational requirements. The results of numerous studies (Pellegrino, Hilton, 2012) confirm that employers prefer employees who are distinguished by a kind of conglomerate of cognitive, interpersonal, and intrapersonal competences. Particular emphasis is placed on competence mastery, which was previously not so important for individual success and career in both education and the workplace. The determinant of these expectations is to a significant extent the spread of digital technologies that improves communication and sharing of information. Although the basic competences in this area have not changed fundamentally, the pace and scope of their use in various

contexts – in the area of work, education, social networks, or personal life – have changed significantly. Katz and Kearney's (2008) analysis of data on wages and education between 1962 and 2005 confirms previous research findings that computers complement workers in performing abstract tasks and replace workers in performing routine tasks, while it is worth emphasizing that there is also a steady increase in employment in low-wage services, which can be explained by the inability of computers to influence unrepeatable manual tasks.

Challenges of the labour market

Skills described as essential for success in the labour market are defined through the analysis of change factors. In the Future Work Skills 2020 IFTF (2011), such skills were identified. The basic ones include the ability to discover a deeper meaning, thanks to which a person has a fuller insight into things, problems, phenomena, which is necessary for making decisions. Such special mental skills cannot be codified and constitute the capital of an employee of ever-increasing importance.

The cited report also emphasizes the importance of social intelligence, understood as the ability to establish relationships with other people in a deep and direct way. The emotionality and social intelligence (which is a factor that will allow a person to face the digital future) are constantly recognized as the most important advantages of people over machines (Davies, Fidler, Gorbis, 2011).

The next skill that is difficult to replace by intelligent machines is undoubtedly an unconventional and adaptive way of thinking that goes beyond routines and clichés. In the face of changes brought about by the automation of routine tasks and global outsourcing that transform the nature of work, the demand for the medium-skilled white-collar workers and medium-skilled manual workers is decreasing, while the demand for employees able to think unconventionally is increasing. In the case of high-skilled workers, it means jobs that require abstract thinking, and in the case of low-skilled, low-skilled paid – efficiency in performing manual tasks, also involving situational adaptability. Both groups share the need to conform to unexpected conditions of the task performance (Davies, Fidler, Gorbis, 2011, 8).

Multicultural competences are an important skill for all employees, because in a globally connected world, one can be employed or delegated to various places in different geographical environments. These competences are also important for employees not delegated to other spatial locations, because the acceptance of diversity has become one of the key competences for contemporary organizations.

It is also emphasized that along with the dynamic growth of data, the demand for computational competences increases too, in order to be able to use the information contained in this data. In this regard, the use of simulations is crucial, especially when making strategic decisions as well as when assessing job candidates. In addition to knowledge of basic applications, the skills of statistical analysis and

justification based on quantitative data are gaining in importance (Davies, Fidler, Gorbis, 2011, 9–10).

The twenty-first century is also the need for new media literacy – the ability to critically evaluate and apply new media in communication processes, the growing importance of virtual cooperation, engagement, and participation in a virtual team. The virtual work environment is a consequence of the development of communication technology that make it possible for people to work together, share the work and increase productivity despite spatial distances.

All the mentioned technological, economic, and social changes, which, *inter alia*, have led to the need for greater mobility, both of employers and workers, are resulting, as has already been shown, in the emergence of new forms of employment. It is worth emphasizing – bearing in mind the requirements of the digital economy regarding new skills – that one of the key aspects of virtual work is the freedom of choice and the level of autonomy of self-employed workers using digital platforms. Virtual work also challenges established communication models in human resources management, identifying specialists, understanding group membership and opportunities for collective employee organizations (Valenduc, Vendramin, 2016, 36).

From the perspective of an individual, the transformations of the world of work mean that to achieve success on the career path, everyone will be forced to demonstrate the skills of forecasting dynamically occurring changes and navigating the landscape of various organizational forms and skills required of employees, as well as their continuous improvement in the context of new challenges. The world of work in the digital economy means new jobs, in new sectors offering new products and services and the simultaneous disappearance of specific jobs, including professions, as a result of automation, computerization and robotization. In the area of changes in the nature of work in the new digital economy, the importance of new forms of employment and the interaction between worker and machine should be highlighted, which heralds radical changes in the working environment and the way in which it is performed.

The changes taking place nowadays demand new career patterns – better adapted to transformation in the organization as well as the wider environment. Changes in career patterns reflect concepts of “Protean career” introduced by D.T. Hall and “post-corporate career” presented by M. Peiperl and Y. Baruch (Solarczyk-Ambrozik, 2016). The issue of the workplace in human life took on a special significance in the history of the development of career theory in the 1970s, when the concept of career was redefined and new research areas emerged (Solarczyk-Ambrozik, 2018a). In recent years, however, the dynamics of the world of work and globalization processes covering many areas of human life caused that career competences have emerged as a new area of investigation within the framework of career studies (Solarczyk-Ambrozik, 2020). The question, which irresistibly arises, is how to prepare, also in this dimension, for new challenges. The literature on this subject presents four different perspectives: the perspective of careers without

borders, the perspective of a Protean career, the perspective of independent career management and the perspective of human capital (Akkermans, Brenninkmeijer, Huibers, Blonk, 2012). Characteristics of these perspectives allow us to understand the relationship between changes in the area of work and in career patterns and expectations of the labour market regarding the competences of employees as well as their own needs in this area. Akkermans, Brenninkmeijer, Huibers and Blonk, considering the diverse perspectives presented by other researchers, have developed a framework integrating these approaches, which is built by reflective, communicative, and behavioural competences. In each of these areas, they distinguished two specific competences.

Reflective competences concern the creation of consciousness in the perspective of a long-term career and include a personal reflection on it. Important in this approach is a motivation of the individual, his interests in relation to the career as well as a review on the strengths and weaknesses that the individual presents.

Communication competencies concern the effectiveness in strengthening chances of career success of a person. The two basic communication competences are: networking (the ability to establish social contacts for the purpose of career formation) and self-profiling, defined as presenting and communicating the knowledge that an individual has about the internal and external labour market.

Behavioural competences are proactive activities aimed at shaping a career. The two basic dimensions in this area of competence are work exploration (exploration and search for career-related opportunities and opportunities, both in the internal and external markets) and the ability to control a career, which refers to the planning and implementation of the learning and other work-related processes (Akkermans et al., 2012, 251).

Therefore, bearing in mind the transformations of work, including the need for complementary cooperation with artificial intelligence and changes taking place in career patterns as well as new competence challenges, it is necessary to emphasize the growing demand for career counselling, adequate to the new situation both in its theoretical assumptions and practical instruments. As A. Kargulowa points out, the era of satellite communication, creating a global network society, did not contribute to the construction of a “global village” of happy inhabitants. Despite the increase in the possibility of creating relief communities and, importantly, the exchange scientific ideas devoted to the study of counselling, the need for professional guidance is not decreasing because the helplessness of individuals has not been reduced, nor have social tensions vanished yet (Kargulowa, 2012, 32–33).

Challenges for counselling

Career counselling in the Western world has developed a broad system of intervention theories and strategies over the past one hundred years of its existence.

Conventional forms of counselling, such as cognitive-behavioural, psychodynamic, and humanistic approaches, although they have a value confirmed by research, developed in the industrial era under the influence of positivist social sciences. To paraphrase R.V. Peavy, the mentality of the industrial era is no longer sufficient to understand contemporary reality, and positivist language is replaced by terms characteristic of constructivism, feminism, narrative, systems theory, chaos theory, ethnography, or symbolic interactionism (Peavy, 2014 6). Therefore, to maintain its relevance and respond to the needs of those seeking help in modern society, counselling must also change – both in terms of concepts and practical methods. The creator of the sociodynamic approach in counselling assumes that concepts such as narrative, symbolic coordination of social activities, self-creation, living space, perspective, attitudes, ethical assumptions, mental constructions and meaning-giving are likely to be more useful for understanding human actions and the dynamics of social life than concepts such as personality variables, traits, classifications, behaviour (Peavy, 2014, 14).

In the literature on the subject, among others, the Chaos Theory of Careers (CTC) is perceived as important for career counselling in a world of dynamic change, opportunities and increasing complexity, paying attention to the practical usefulness of it in counselling and to its special application values (Mc Ilveen, 2014).

Creators of CTC, R.G.L. Pryor, and J.E. Bright, also point out that most modern career theories are characterized by limitations caused by their positivist orientation and hypothetical-deductive reasoning. Among the limitations, they mention the focus on the perspective of Western individualism and the lack of collectivism and cultural references as well (Pryor, Bright, 2003). Meanwhile, both individuals and the environment are seen by chaos theory as complex, open and adaptive systems that are extremely sensitive to change. As a result, these systems are orderly but unpredictable and adaptive. This theory provides insight into complexity, adaptability, change, opportunity, nonlinearity, creativity, and history, as systemic characteristics of individuals and environments (Pryor, Bright, 2011, 16).

In career counselling, Chaos Theory is relevant as the basis of practice focused on helping the client cope with complexity, change, but also opportunities. A key concept for Pryor and Bright's theory is "complexity" – the complexity of the processes and factors that shape the life of everyone. This complexity makes it a challenge to accurately predict career progression. This theory leaves space for different, unpredictable, larger, or smaller changes. Instead of predicting results, it assumes the possibility of a variety of influences. Dealing with uncertainty is a fundamental challenge related to career development, which creates great difficulties for counselling in the modern world. It becomes necessary not to teach the client how to develop a "good" plan related to the course of his career, but to equip him, as its creators put it, with the competences necessary for planning, such as: the ability to create and develop a plan, correct it, the ability to compromise, delay, accelerate, change,

restore, implement, which means a change in a specific philosophy of action. Careful planning that assumes predictability is replaced by the concept of emergence of opportunities and difficulties that gives meaning to past and potential experiences in the adopted model of “complexity” (Pryor, Bright, 2011).

In this approach, the consulting process makes the client aware that reality manifests itself in constant changes and is based on self-organization and opportunities, and life is both order and lack of models and unpredictability. Order and variability can occur at the same time.

The Happenstance Learning Theory (HLT) by J.D. Krumboltz also fits within the same broad approach to career in a changing and unpredictable world, its development and changes. Broadly speaking, this concept assumes that human behaviour is the product of countless learning experiences, available in both planned and unplanned situations. The result of these experiences are skills, interests, knowledge, beliefs, preferences, emotions, and future actions. The situations in which an individual finds himself are partly the result of the interactions of factors over which he has no control, and in part the result of actions that the individual initiates himself (Krumboltz, 2009, 135).

The assumptions of HLT determine the counselling practice. Consulting activities, in this approach, are showing the client the opportunities that arise during unexpected events, which allows him to understand the uncertain and unstable nature of careers and take advantage of emerging opportunities, even if they were to take the form of a radical change in career direction. Career advisors facilitate the learning process by helping the client design engaging activities that can be capitalized, and teach them to be sensitive to alternative solutions and exploratory activities.

Proactivity and decision-making are considered to be new measures of creative adaptation to the contemporary, fuzzy reality of the labour market, which is strongly emphasized by the editors in the introduction to the volume entitled *Zawód czy kompetencje. Wymagania rynku pracy a wspieranie rozwoju kariery* (Profession or competence? Labour market requirements and supporting career development) (Drabik-Podgórna, Podgórný, 2016). This topic is discussed in the volume by A. Bańka, who conceives of proactivity in terms of designing identity and career to adapt the personality to new pressures of the labour market (Bańka, 2016, 39). As already mentioned in this article, the problem of the competence dimension of career planning can be viewed in various perspectives. The proactive nature of career competences is particularly highlighted from the perspective of independent career management (Akkermans et al., 2012, 248).

In the above-mentioned approaches, the purpose of career guidance is not to help the clients to make individual career decisions, but to empower them to take action to live a more fulfilling life, including the non-career areas (Krumboltz, 2009).

Paradigmatic changes and the new practice of career counselling

The brief description of career theories presented here, deliberately selected due to their adequacy to the changes in the contemporary world, emphasized in the literature, is to show their relevance to the problem of paradigmatic changes in career counselling. Traditional career theories were formulated in a world of relatively high level of homogeneity, while the contextual and cultural heterogeneity of the population, to whose needs modern theories respond, causes that the explanations of these theories feature such concepts as “opportunities”; an example of that is Systems Theory Framework of Career Development, which includes the “chance” among the factors forming the career development process (McMahon, 2014). The conceptualization of the career complexity is facilitated by systems thinking, evident in the counselling approaches that perceive the clients holistically, in all the complexity of the context of their life, as exemplified by the Amundson’s concept of active involvement, Cohran, McMahon and Watson’s narrative career counselling as life storytelling, and Peavy’s sociodynamic approach or Savickas’ construction of life (Solarczyk-Ambrozik, 2015).

In the literature on the subject, it is highlighted that in the counselling of the industrial era the emphasis was on the techniques of personality change and behavioural adaptation. Contemporary orientations in counselling are perfectly illustrated by the sociodynamic approach, which assumes the influence of social relations on the dynamic processes of constructing one’s own “I”. This approach draws attention to the relational aspect of human experience. Due to the focus on the social context, which is important for the topic discussed in the article, the sociodynamic perspective is situated alongside other relational approaches, such as Michael Mahoney’s social constructivism, Ken and Mary Bergen’s social constructionism, and certain narrative ways of thinking (Hoskins, 2014, X–XI).

The creator of the sociodynamic approach, Vance Peavy, draws attention to being sensitive to differences, to the cultural intelligence needed in counselling, and to the “cultural attunement” (Hoskins, 2014, XII). He marks the importance of attentive listening to the meanings created by people in relation to their ethnic identity, assuming that there is a set of cultural tools that can be used to understand how the ethnic or socio-economic status has shaped a person’s life history.

This approach assumes the value of dialogical references (dialogue, along with words, symbols, and metaphors, has no meaning outside its context), criticizing Western psychology and deconstructing the legacy of behaviourism as a useless perspective in a world of multiplicity and complexity (Hoskins, 2014, XIV). Peavy defined counselling as the process of learning, co-constructing a new reality, and planning life as a means of broadening perspectives, enabling choices, giving new opportunities, and thus increasing the space for personal freedom (Peavy, 2014, 2).

The dynamics of changes in career theory, as a result of broader conditions, has a clear impact on practice. The presented analyses illustrate the fact that both

theoretical concepts and practical orientations arising from their premises reflect and respond to the changing challenges of modern times, setting new paradigms in career counselling.

The ongoing cultural changes mean that the basic constructs of counselling understood as a response to the needs of the industrial economy are reconceptualized. The perception of career in the context of the modern world is based on innovative ideas, understanding careers more personally and treating the individual as a change agent. Such an approach – inspired and supported by the constructivist theory – emphasizes self-management and the individual's role in meaning-making, while career counselling is conceived as strengthening of the clients' self-reflection and helping them to explore various paths of activity and professional behaviour. Biographical, hermeneutical, and narrative models allow us to meet the needs of the client, who must make career decisions and plan his life in the world of dynamic changes.

The postmodern turn in career counselling involves a fundamental change of direction, which reflects the history of its development as a response to changing social, economic, cultural, and technological conditions. It is based on psychological constructivism and social constructionism and meets the challenges to career theory and intervention in this area. It offers an innovative paradigm of the diversity in career paths and professional behaviours. Postmodern career guidance meets the need to prepare for the new world of work shaped by the global economy and the digital revolution. At the same time, as Mark Savickas writes, postmodern models and methods of career counselling reinforce traditional approaches by offering a fresh perspective. Clients and career counsellors no longer focus on career decisions in a world of uncertainty and multiplied choices from multiple options, fluid social relationships, working in flexible organizations and socialized in multicultural contexts, but instead they are oriented toward meaning making in intentional life design processes. Using postmodern models advisors give voice to individual stories, individual experience, local history. In this view, counselling becomes not a procedure but a philosophical frame for advisory work, both for advisors and clients (Savickas, 2011). Authors of the handbook *Postmodern Career Counselling* (Busacca, Rehfuss, ed., 2017) share the presented opinion.

Mark Savickas, referring to the conceptual category of the paradigm as a pattern of conceptual models and dominant practices, characterizing a specific historical period, compares three main paradigms of career interventions: the actor-oriented paradigm of modernist career counselling (the subject playing its social role), the functional paradigm of late modernity in agent-oriented career education (an autonomously acting subject) and the contextual paradigm of postmodernity – the author's design of his own life (own lifelong career). As he points out, each of these paradigms is characterized by a separate discourse involving the client in a specific rhetoric and a specific repertoire of skills (Savickas 2012).

Career counselling, according to Savickas, from an objective perspective of individual differences, perceives clients as actors who can be specifically characterized and thus tailored to specific professions. Career education from the subjective perspective of individual development, perceives clients as autonomous entities (as agents), characterized by varying degrees of readiness to engage in development tasks, assigned to specific life cycles, which can help to shape new attitudes, beliefs, and competences conducive to their professional adaptation. On the other hand, the concept of designing life from the perspective of social constructivism perceives clients as authors who can be characterized by autobiographical stories, helping in self-reflection on their life. This self-reflection is considered as a crucial factor in constructing and reconstructing individual careers.

As Mark Savickas points out, depending on the client's personal needs and social context, counsellors can use career interventions using different paradigms: professional adjustment, career education for professional adaptation, or life design, or, in other words, building individual life projects (Savickas, 2012, 1–2).

The first paradigm includes career counselling based on tests, diagnosing professional interests, life values. As the cited author writes, this paradigm of counselling was based on constructing similarity. Describing his path of professional development as a counsellor, he states that Holland taught him to objectively perceive individuals as actors at various stages of professional development, while Super and Crites taught him to subjectively perceive individuals as agents managing their own careers, undertaking specific development tasks, and making professional transitions. However, with social changes and the individualization of the course of life, careful planning of a stable career has become ineffective, as it is replaced by the need for flexible adaptation.

Development is the central construction of the second paradigm – individuals as agents focus on development to manage their careers. Although Super refers to it as career counselling, according to Savickas, it is rather career development education or shorter – career education, and practitioners, as he writes, can call it career coaching, which helps individuals develop the attitudes, beliefs, and competencies they need to make realistic choices and realistic adjustment to work (Savickas, 2012).

The third paradigm is career counselling with the author. Important for its understanding, in Savickas' interpretation, are concepts concerning language games. As he states – we shape language and language shapes us. This formative power of language reflects the transition from career counselling to career guidance. In this approach, career guidance takes the form of life design. It moves away from the scientific concept of the object and subject to the social construction of projects. This perspective defines life as a series of projects. Career is the story that people tell about the projects that occupy them, they talk about themselves as actors and agents in the theatre of life (Savickas, 2012).

Complementing his reflection on paradigmatic changes in career counselling Savickas describes the “field of career development”, created in the process of

implementing a research project undertaken on the hundredth anniversary of the National Career Development Association (NCDA)¹, as a result of which twenty concepts illustrating the dynamics of career development were selected. According to the ranking presented by Savickas, they are focused on highlighted issues and specific fields:

1. Career counselling. 2. Matching. 3. Career adaptability. 4. Vocational guidance. 5. Career education. 6. Social justice. 7. Congruence. 8. Career construction. 9. Career stage. 10. Happenstance. 11. Social Learning Theory. 12. Work values. 13. Types. 14. Interest inventories. 15. Opportunity structure. 16. Transitions. 17. Career self-efficacy. 18. Occupational classifications. 19. Vocational development. 20. Work Volition (Savickas, 2013, 2).

Savickas identifies ten ideas of career development, derived from the concepts recognized as key to intervention in career development since 1909, which, in the opinion of the surveyed specialists, changed the face of this discipline; the description of the “field of career development”, in which he locates them, reads as follows:

The field of career development privileges the idea of *social justice* as it helps people *construct* their work lives through the practices of *vocational guidance*, *career education*, and *career counseling*. Career development practitioners pursue the fundamental goal of helping individuals *match* themselves to *congruent* occupations as they traverse *career stages*, with each new era in life requiring that they *adapt* to new vocational development tasks, occupational transitions, and work traumas. Practitioners encourage their students and clients to remain open to possibilities created when new *circumstances happen* (Savickas, 2013, 3).

From the other ten basic concepts for the discipline, Savickas built a theorem describing the area of ideas (concepts) necessary:

As career development practitioners engage in these core discourses and activities, they are sensitive to contextual affordances and constraints in the *opportunity structure* that, through *social learning*, shape their clients' *self efficacy* and *work volition*. Practitioners foster human *development*, particularly during periods of *transition* in individuals' lives. To serve individuals well, they use interventions – including *interest inventories* and *occupational classification systems* – that are sensitive to differences in vocational personality *types* and their *work values* (Savickas, 2013, 3).

The justifications of NCDA members – people participating in this study, regarding the ranked concepts, also allow to trace the changes taking place in career

¹ The discipline has been developing since its inception in 1908, and the NCDA since 1913. M.L. Savickas noticed early milestones in the formation of the discipline, among others: the term “career counselling” introduced by Frank Parsons in 1908; the first national convention in Boston in 1910; the first university training program at Harvard University in 1911; a periodical founded in 1911; The National Vocational Guidance Association, established in 1913; the first two academic textbooks published in 1915 (Savickas, 2013, 1).

counselling. As S.G. Niles, one of the respondents, points out (quoted after: Savickas, 2013, 4), counselling becomes a “cornerstone” of the career guidance process, which is related to a key change in shifting the emphasis from the objective to the subjective in career counselling. Such changes create expectations that the clients should seek their own solutions to matters concerning their career and aim at self-determination, defined within the framework of their specific cultural context.

The analyses presented above show the temporal dimension of practices in career counselling, embedded in a specific, also variable theoretical perspective. The commonly accepted definition of a career, understood as an individual's experience gained at work, places it in a social space and at a specific time. Contextual and individual references provide an insight into the interconnectedness of individual agency and limit or stimulate aspects of the social context. In earlier career studies, it is emphasized that the concept of career should be related to the category of work, understood as employment, although new career theories go beyond this area of reference (Solarczyk-Ambrozik, 2018a). Career can be identified from this perspective with the history of an individual's life, based on positional passages in its course, not only during his professional work (Young, Collin, 2000, 4). When analysing paradigmatic changes in career guidance, the importance of the cultural context for understanding the issues undertaken should also be strongly emphasized. Although historically speaking, the concept of career was born in a Western, individualistic, industrialized context and is based on an ethic that promotes freedom of choice, as reflected in Savickas' highlighted key events for the development of the discipline in the American context, global forces have also transposed them into other culturally and economically different locations (Leung, 2008, 115). Changes taking place in work affect the transformation of career patterns, which is also reflected in the dynamics of career studies. Revisionist approaches to dominant career theories suggest placing greater emphasis on the diverse determinants of career development, or the formulation of new ones occurring in connection with socio-environmental, local, global, or cultural changes, changes in career phases or learning cycles and their incorporation into developmental theories (Hall, Mirvis, 1996).

Summary

The changing context of understanding career transformations, planning the future of an individual's career and shaping their identity allows us to understand career as a contemporary personal trajectory reflecting the complexity, diversity, and fragmentation of life in the postmodern world. Contemporary interpretations of careers recognize their dualistic character, encompassing theory and practice, and provide a basis for further development that considers the social context, recognizes the role of experience and language in the construction of meanings, and illuminates the importance of cultural diversity. This orientation towards the future in

career development theories presents a departure from monoculturality and objectivity, implicitly assumed in most careers and, importantly in practice, since their appearance as an essential phenomenon in modernist Western culture (Young, Collin, 2000, 150). The new concepts provide the ground for understanding the role of experience and achieving emancipatory practice expressed by new paradigms in career counselling.

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