Chapter 5: The interplay between career support and career pathways

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Abstract

Much has been written about the impacts of labor market volatility on societies, organizations and individuals. One example relates to career transitions. Multiple career transitions into, and through, labor markets are now experienced by citizens all over the world, across lifetimes, with the shape of these career transitions transformed from the stereotypically one off, to those that are various and complex. Here, the focus is on the nature of support required by individuals to navigate increasingly volatile labor markets by examining the interplay between career practice and career pathways in the 21st century. In particular, how career practice is adapting to new challenges is considered and how social justice is being accommodated. The chapter also examines the pivotal role of labor market information (LMI) and finally explores the impact of occupational identity transformation on career development, where individuals are confronted with unavoidable change to their work processes within organizations.

Introduction

Labor market volatility has impacts on societies, organizations and individuals with career transitions typically becoming more complex, with many individuals experiencing multiple career transitions across their lifetimes. Triggers for labor market change like globalization, aging populations, developments in information communications technology (ICT) and environmental pressures mean that in order to succeed, people need to be increasingly proactive in developing their careers. Turbulence in international labor markets has resulted in country boundaries offering less protection to employees than ever before with changes in economic policies in one country (or even a political statement of intention to change) ricocheting across many others, sometimes bringing profound structural shifts in their wake. This interconnectivity increases the exposure to individuals and organizations, as well as countries. Successful navigation of volatile labor markets has become increasingly challenging for individuals, since predictions of their changes are precarious and unreliable. In an era when the deteriorating quality of jobs is becoming a major concern (Warhurst, Carré, Findlay, & Tilly, 2012), how can individuals traverse multiple career pathways in ways that offer some prospect of jobs and/or employment that are rewarding, not only financially, but psychologically and socially? The   potentially positive impact of career support is highlighted first of all in this chapter, together with ways in which career practice is adapting to change, with a greater emphasis on multi-disciplinarily approaches and social justice. Some of the newer career theories informing methods of delivery that foreground context are highlighted, together with the pivotal importance of labor market information in career support.

Career support

Rapidly evolving labor markets have expanded career opportunities making choices more complex, with career support becoming both more important and more demanding. As clients

navigate increasingly complex career pathways, evidence is growing of how high quality career counseling support can have a positive impact on client outcomes (Whiston, Li, Goodrich Mitts, & Wright, 2017) and make positive contributions to the economic policy importance of well-functioning labor markets as well as a reduction in the extent of social exclusion (Yates, Harris, Sabates, & Staff, 2011). Moreover, the potential of career interventions, including mid-life reviews, for supporting longer and more satisfying careers in ageing societies internationally has been recognized (Cedefop, 2011). Indeed, much has been written to inform government policies on the evidence-base for career development services in schools, further education, higher education, vocational education and training and public employment services settings (ELGPN, 2014). There is also growing evidence for greater attention to be given to the economic and social benefits of career support (Plant & Thomsen, 2012). The demand for career support is likely to increase, not only because of the positive evidence of its impact, but because personal and professional networks are unable to deliver what individuals in career transition in volatile labor markets need: 'So clients will seek independent authoritative advice with which to be agentic, setting themselves realisable goals' (Roberts, 2015, p.251).

The broad community of practitioners supporting career change includes a whole range of occupational roles, including career counseling, vocational counseling, work and career coaching and career consulting, to mention but a few. Throughout this chapter, career practitioner will be used as a generic term encompassing all of these occupational roles. Irrespective of the particular nomenclature used, career practice originated over a century ago (Savickas, 2018) to support mainly the transition of mainly young people and migrants into the labor market. At that time, the target group for this type of support was predominantly young men, as the participation of women in the labor market at that time was relatively

marginal (Bimrose, in press). The labor market conditions in which these individuals were making their transitions reflected the socio-economic and cultural contexts of the time with career decisions framed by those structures. Career support, in turn, reflected those conditions, with matching skills to jobs adopted as the central concept. Generally, it is agreed that Frank Parsons was the founder of the vocational guidance movement. Parsons (1909) proposed a talent matching approach in which occupational choice occurred when people had achieved first, an accurate understanding of their individual traits (e.g. personal abilities, aptitudes, interests, etc.); second, a knowledge of jobs and the labor market; and third, made a rational and objective judgment about the relationship between their talents and labor market opportunities. Only when individuals were in jobs that were best suited to their talents was it assumed they performed best, with productivity at its highest.

Working within this tradition, Holland (1966) developed an occupational classification system that categorises personalities and environments into six types: realistic, investigative, artistic, social, enterprising and conventional. In this extension of the talent matching approach, Holland proposed first, that everyone can be categorised into one or more of six personality types; second, that work environments can also be categorised in this way; third, that vocational choice involves individuals searching for work environments that are congruent with their personality type. Subsequent developments of this trait and factor theory placed more emphasis on the interaction of the individual with their environment and the influence of heredity (Holland, 1992). Despite fundamental weaknesses, such as matching assuming a degree of stability in the structure of jobs and occupations in the labor market (Mitchel & Krumboltz, 1996), this approach has remained a popular framework for career practice, perhaps because it continues to dominate economic policy around skill deficits in many countries. It remained largely unchallenged for the first half of the last century and

4

Holland's (1966) continued research further systematized the approach. However, in the 1950's and 1960's theories originating from different branches of psychology began to emerge, like developmental, behavioural and psychodynamic, together with other contributions from other academic disciplines such as sociology (Bimrose, in press) meant that career practitioners had different options to inform their practice. These theories, and those that have evolved even more recently, began to highlight the importance of the maturation process of individuals, the key role played by the environment and/or context in facilitating the career progression of individuals, the influence of parents/carers/significant others and the need to respond to the complex needs of disadvantaged individuals in the process of career support. They have also embraced a more multidisciplinary approach to practice. It is to these we now turn.

Some new approaches: responding to social justice

The aim of career support is ultimately about helping clients to realize their full potential by meeting their particular needs. This can only be achieved if their real, rather than imagined needs are understood, using theories to guide practice that meet quality criteria such as comprehensiveness, clarity, predictive value and guiding practice. For decades, career practice has been influenced by psychological theories that assumed generalizability across populations. Now we know better. To be effective across the full range of clients, career theory must take account of diversity in all its forms, including socio-economic status, ethnicity, gender, age and sexual orientation, acknowledging the influence of the contexts in which clients live their lives and accommodating a social justice dimension. Newer career theories reject scientific, positivist approaches to career, replacing them with paradigms embracing more holistic, fluid models of human behaviour. These approaches tend to be holistic and interpretative, contextualizing the client and defining a collaborative role for the

practitioner: "The contextualist world hypothesis challenges the view held in some quarters that 'experts' with their professional and technical knowledge, can make valid interpretations of others' words and behaviours and identify appropriate actions for them" (Collin, 1997, p. 357). The process of working out (and working through) the implications of new approaches for practice is underway, with a key challenge being the reconciliation of new approaches and thinking to policy directives for career support that are often embedded in traditional matching theory.

Well-known, influential newer theories include: career construction and life design (Savickas, 2013); the psychology of working (Blustein, 2006); work and relationships (Richardson, 2012); and the Systems Theory Framework of career development (Patton & McMahon, 2014). Summarizing each in turn, career construction theory combines a theory of vocational behavior (Savickas, 2013) and a system of career counseling (Savickas, 2011). Unlike any other career theory, it uses innovations in practice to guide theory development. Derived from Adlerian psychology, a central focus is on helping clients to identify life themes and make meaning, enabling social contributions to be made through work (Hartung & Vess, 2018). In contrast, the psychology of working offers 'a uniquely informative lens that is well suited for addressing the challenges that confront people as they seek to find their way to a life of survival, social connection, and self-determination' (Blustein, Duffy, Kenny, Gutowski & Diamonti, 2018, p. 153). In this approach, contextual and psychological variables predict an individual's ability to secure decent work, providing a framework within which the practitioner and client can work to combat marginalisation. Continuing in this vein, Richardson (2018) proposes a theoretical model for psychotherapy, counseling and psychotherapy that provides a vocational perspective on psychotherapy practice. Similar in approach to Savickas, this approach is practice driven, combining counseling for work and

relationship. It conceptualises three major contexts relevant to most adults: paid work, unpaid care work and relationships, emphasising the of context and the use of narrative methods. The final example of a newer theory, Systems Theory Framework is based on the constructivist worldview and represents a map that can be used by practitioners to guide their work with clients. The framework combines various systems: the intrapersonal system of the individual, the social system and the environmental-societal system, including the dimension of time (McMahon & Patton, 2018, p.107).

These approaches share some characteristics. In particular, they are contextual in orientation; more fluid/less rigid; providing a greater understanding of multiple work roles (paid and unpaid); and recognizing the impact of context on career progression. To summarize, these theories are more holistic (Patton & McMahon, 2013), consequently, better able to reflect the needs of particular populations with distinctive career support needs, for example, women (Bimrose, McMahon & Watson, 2014). They are also more likely to be able to respond to cross cutting disadvantage, indicated by the concept of intersectionality (Bimrose, McMahon & Watson, 2015, p. 2) where biological, social and cultural categories, like gender, race/ethnicity, age, socio-economic status, cross-cut, or interact, compounding social injustice and inequality. Irrespective of which theory is used to inform career practice, labor market information remains crucial to the process.

Labor market information

Labour Market Information (LMI) based career interventions can increase the probability of finding employment (Baudouin et al., 2007). Indeed, most people wanting career support ultimately need help preparing for and/or finding paid employment. Not unreasonably, they

assume that the career practitioner will be able to provide access to high quality, reliable LMI. The LMI necessary for career support comes from a wide range of sources and includes information on general employment trends (historical trends, future demand); data on the structure of the labour market (what jobs exist, how many, which sectors, which occupations); information about the way the labour market functions (how people get into jobs and move between employers); the interaction between labor demand and supply (mismatches, reflected in unemployment rates, skills gaps, skills shortages, etc., data on national, regional and local labor markets (size of workforce, prominent sectors, etc.); data focusing on equality and diversity (which individuals are employed in different sectors and at what levels); and information on progression routes (career structures, earnings, transferability of skills) (Bimrose & Barnes, 2010). In the context of career support, a further distinction has been made between LMI (raw data and statistics) and intelligence (the interpretation of data and statistics). (Cambridge Training & Development Ltd., 2004).

Career practitioners and their clients require access to a wide range of LMI that is relevant to the particular needs of different target audiences at different stages of their career development. Developments in ICT are making this easier, though increasingly easy access to an overwhelming volume of LMI data represents a challenge in itself. Understanding how to choose between sources is critical not only for career practitioners, but also for their clients. High quality, reliable and up-to-date LMI represents specialist knowledge derived from research at a high level, with the impartiality of the LMI provided in career support distinguishing it from other forms of interventions. Indeed, impartiality is the cornerstone of ethical career practice and this has particular resonance for LMI provided as part of career support, because facts do not speak for themselves. The same factual information can be used to support different versions of events. For example, statistical data in the UK on the

percentage of women employed in the construction industry could be used to illustrate how the representation of women in the workforce is increasing, over time. The same data could equally be used to illustrate the continued marginalization of women's participation in this particular occupational sector. The use of LMI as part of career support raises some interesting questions for ethical career practice since LMI is collected by various stakeholders for a wide range of purposes. Making selections of data to share with clients requires decisions to be made by practitioners about what is most relevant for the client at that particular moment of their career development. Such selections are likely to include an ethical dimension relating to what the practitioner wishes to emphasize to the client. So, for example, presenting LMI data on STEM (Science, Technology, Engineering and Mathematics) careers to girls and women could be used to encourage engagement with this sector, without disclosing information about, for example, levels of sexual harassment and bullying that are known to occur within particular sectors or companies.

Despite difficulties with the use of LMI in practice, it is consistently identified by careers practitioners as centrally important. Equally, they report their frustration regarding its absence, in particular, sub-regional, or local labor market information (LLMI) gaps. Provision of these data would create more comprehensive LMI coverage to support further the work of career practitioners. However, the potential to combine all existing local labour market information (LLMI) sources in an online facility is limited, because of their dynamism, number and range. Whilst Canadian research has been carried out into sources of LMI for career support, whether it was useful to clients, how easy it was to access and whether there is enough, little information exists on its actual impact on career decision making processes in the longer term (Hiebert, 2011). However, in an employment and career service delivery context, the same Canadian research study indicates that LMI had a positive

impact on intermediate outcomes such as, skills and knowledge in the acquisition and use of LMI, together with the level of self-efficacy and confidence in undertaking job search and career decision-making activities.

Occupational identity transformation

Given the turbulence of contemporary labor markets, one of the challenges career practice faces is responding to how occupational identity transformation affects career progression, where individuals are confronted with changes to their work processes within or outside organizations. The nature of this challenge is two-fold. First, career practitioners have to support clients in preparing for changes in their work-related roles, careers and identities, whether they are working for an employer or building a career in other ways. Second, they themselves have to deal with such challenges due to changes in how their own employing organization delivers career support. In some cases, the practitioners have had to switch from organizational employees to operating as self-employed career professionals. Like their clients, career practitioners are increasingly operating in dynamic and pressurized work environments, with many now required to work differently in ways that require shifts, sometimes dramatic, in their professional or occupational identities, for example, by integrating technology into their core practice. Practitioners have to construct new meanings for their work as their own career pathways become more uncertain.

However, career practitioners also need support to adapt their own practice and to shape their evolving identities as their own career pathways evolve. One way to broaden thinking about the inter-relationship between career practice and career pathways is to focus upon the support needs of career practitioners, by drawing upon ideas from career construction theory and professional identity transformation. Processes of dialogue centred

around changing careers and identities can underpin the ability of career practitioners to shape their identities and to influence how their own career pathways evolve (Bimrose et al., 2018).

Savickas (2013) argues that the focus of career practice is the development of clients' life themes as career narratives and how they are constructed, deconstructed, reconstructed and/or co-constructed. Traditionally, career interventions would then be offered or requested at times of transition when an individual is reconsidering their life themes and career narratives. However, as career pathways shift and change, career development opportunities should be offered to encompass instances of identity transformation within an existing role, where an individual's life themes and career narratives are not necessarily substantively changed. In such cases increased attention could be focused upon supporting individuals' career adaptability and their ability to shape how their career pathways evolve. By this means, career pathways linked to individuals and/or organizations could be influenced both by formal career interventions and a range of other forms of support for individuals' career learning and development. These processes would apply equally to clients and career practitioners. So, for example, it is possible to have a pedagogic framework to support career practitioners in their processes of sense-making of changes in the world of work, their own careers and identities (Bimrose et al., 2018). The challenge in such circumstances for career interventions is not only to help accomplish client-practitioner co-construction of client career narratives, but also to prepare clients for the need for them to shape collaboratively work-related roles, career pathways and identities, especially if they work in organizational settings. That is, clients (as well as practitioners) should be encouraged to engage in processes whereby their career pathways and identities could be co-constructed with the support, for example, of peers, tutors, parents, carers or significant others by giving them the

opportunity to engage in dialogues about changes in their context, the stories they tell about themselves and the types of skill development which could underpin their identity change work (Brown & Bimrose, 2015, 2018).

For career practitioners, as with other professionals, their identities comprise the meanings attached to an individual by the self and others, displayed in attitudes, behaviors and the stories they tell about themselves to themselves and others. These meanings and stories are based on social identities, associated with the profession, and personal identities (Ibarra & Barbulescu, 2010). Professional identities are discursively produced, as individuals draw on social norms and discourses of how they present and represent themselves to others. Individual agency and social norms, therefore, interact in a dynamic and iterative way in the discursive production of professional identities (Brown, 1997). Hence career practitioners, when considering future career pathways, should acknowledge that both they and their clients need to try to shape these pathways through career interventions and other forms of career development in individual and collective ways.

Alongside career practice interventions, other forms of learning can drive identity development at work which develops and changes over time (Brown, 1997). Developing a professional identity takes place within particular communities where socialization, interaction and learning are key elements, with individuals taking on aspects of existing identities and roles, while actively reshaping other aspects in a dynamic way. The formation, maintenance and change of professional identities are always influenced by the nature of the relationships around which they are constructed. Over time these interactions may lead to modifications and reshaping of these same structures, the communities of practice and the individuals' work identities (Brown, 1997).

Identity development at work can be enhanced if learning for helping individuals shape their future individual and collective career pathways is represented in three complementary ways (Brown & Bimrose, 2015; 2018). First, career development can itself be seen as a process of identity development. Second, it can be viewed as a shaping process requiring skill development in four inter-related domains. Third, learning to shape future career pathways always takes place from an existing (and historical) context of particular organizational and occupational opportunity structures. That is, future approaches to career support and attempts to shape future career pathways are always grounded in particular contexts which have a range of understandings about how current work-related roles, careers and identities should be performed.

Career practitioners wishing to help individuals shape their future individual and collective career pathways should therefore help their clients to generate narratives about how they would like their careers and identities to develop, be aware of and respond to the (changing) organizational and occupational contexts within which they will operate, and to develop ways of thinking and practising which will develop their skills to help shape their future career pathways.

The learning and development underpinning shaping skills can be represented as occurring across four domains: relational development; cognitive development; practical development; and emotional development (Brown & Bimrose, 2018). Learning to shape future career pathways clearly requires the development of relational skills. Individuals working in particular organizations and occupations are working within complex and changing sets of expectations about attitudes and behaviours which are reflected in the stories

they tell about themselves and to each other. Just as it is empowering if individuals can change their individual career stories, so it is important for individuals to have the appropriate skills so they are able to try to shape how their collective career stories and future career pathways are imagined. Learning to shape future career pathways also involves cognitive development in the sense of being able to adopt new ways of thinking as the context shifts. Practical development is also required of individuals as new ways of practising evolve. Finally, coping with change, uncertainty and complexity in career development requires emotional development as the pressures mount on individuals' conceptions of self and self-efficacy.

Career practice could focus primarily on supporting clients develop their own individual career narratives. In some cases, and for some populations in the past, the possible career pathways could be treated almost as a given, as they were relatively stable. Now even if an individual works in the same occupation or for the same organization for an extended period it is likely that the expectations, attitudes and behaviours associated with particular roles will change and/or they are asked to perform quite different roles. In such circumstances, the career pathways could change even more rapidly than individuals' career narratives. Savickas (2013, p.148) argued that through career practice, career narratives could be co-constructed as the self is developed from the "outside in" when the individual responds to changing societal "offers". Career support from the "outside in" pays particular attention to the pathways open to individuals. Such a view acknowledges the importance of interpersonal processes and the dynamic interaction between self and society, alongside the importance of individual learning and development. However, where the societal offers are changing to a significant degree, it is perhaps time to try and help equip individuals with the skills necessary to try to help shape career pathways from the "inside out". That is, career support

could encourage clients and practitioners to be proactive individually and collectively in trying to shape career pathways. Paying attention to the professional identity transformation of career practitioners, with their own career construction, deconstruction, reconstruction and co-construction, could enhance the type of career interactions practitioners promote with their clients and with which they engage in support of their own development. By this dual engagement of how career pathways are developing, career practitioners and clients would both become more adept at attempting to shape such processes.

Like their clients, career practitioners need to adapt to dynamic labor markets and changing career pathways, accommodating work to their lives. As professionals, they can shape elements of how they work and for those facilitating clients' career construction from within an organizational context, they can also engage in collective attempts to shape changes in their own roles, identities and career pathways. One way they could individually and collectively shape their own career stories is by supporting clients to develop the necessary skills and ways of thinking and practising which help them shape their future career pathways collaboratively as well as individually. Career practitioners and their clients can engage with changing career pathways by supporting processes of learning, facilitation and reflection to support conversations about skill development (and skill sets), opportunity structures (context) and identity (as becoming and as narratives). By this means processes of career practice, career co-construction and shaping the development of career pathways would be in alignment.

Future directions

The nature of career support inevitably reflects, at least in part, the political philosophies of the labor markets in which it is delivered, for example, whether this support is entirely state

or privately funded, eligibility criteria for access to services (a focus on young people or adults, for example), etc. Its future direction will, therefore, be strongly influenced by those labor markets. This makes predictions of future directions for career support somewhat challenging, because of the geopolitical shifts occurring internationally along deeply embedded flaws in the international system of financial regulation that caused the 2008 financial crisis, referred to as fault lines (Rajan, 2010). This particular financial crisis brought in its wake climates of austerity in countries across the world, together with a more-for-less philosophy. In contemporary societies, the shape of many career support services has consequently been re-structured, with neo-liberal agendas increasingly framing the provision of education, social, and labor market policies - including careers. These policy agendas have often resulted in the closure, or dramatic reduction of services, like in the UK (Hughes, 2013). Rapid privatization of services has been one response, with user pays service models implemented where the state had funded career support services.

The neoliberal ideology foregrounds competition as the defining feature of human interactions. Consumers are sovereign, with the processes of buying and selling maintaining the free market, which delivers benefits that could never be achieved by planning. In the context of social equity, efforts to create a more equal society are regarded as irrelevant. The market ensures that everyone gets what they deserve (Monbiot, 2016). This preoccupation with the free market is thought to have resulted in the 'feminisation' of labor, characterized by a deterioration of working conditions — casualisation, flexibilization, violation of international labor standards and low wages (Moghadam, 2005). Consequently, 'good' and 'bad' jobs, determined by pay levels, have emerged rapidly (Warhurst, 2016). Zero hours contracts, for example, are becoming more common. These contracts: 'offer no guaranteed working hours and, as a consequence, no income stability for workers, thereby undermining

any possibility of a planned life around a solid wage floor' (Warhurst, 2016, p.823) have become more common. Aligned with such developments is the rise of the gig economy, referring to a free market system in which temporary positions are common and organizations contract with independent workers for short-term engagements or 'gigs'. These employment practices have clear implications for social policy, since workers are more exposed to risk because benefits like unemployment and retirement pensions are withheld (Friedman, 2014). Of course, this restructuring of employment practices has, in itself, profound implications for future directions of career support. What kind of labor market are career practitioners preparing clients for, when theories for practice have traditionally focused on self-actualization in work and 'best fit' between employee and employer?

With the World Economic Forum (2017) highlighting the reform of market capitalism as one of the key challenges that the world faces, speculation on future directions becomes somewhat fraught. Nevertheless, career support will probably continue to take different forms and shapes in different countries, reflecting shifting political priorities and ideologies. For some members of the broad community of career practice, future directions currently look bleak, with closures and redundancies of career services their reality. For others, there is optimism and resilience, with the will and ability to transform into new occupational identities and implement novel delivery mechanisms. Such innovations are, indeed, on the horizon. Adoption of newer theories, like those highlighted above, will transform practice, making it more relevant to wider audiences. In addition, harnessing the potential of information and communications technology (ICT) undoubtedly will be a strong feature of the future landscape of provision, with the practical implications of this still being worked through (Bimrose, Kettunen, & Goddard, 2015). Not only does ICT have the potential to

increase efficiency, but also to widen access to disadvantaged groups. Additionally, ICT provides unprecedented opportunities to deliver reliable, up-to-date LMI both to those in transition and those supporting these transitions. One highly successful UK initiative, funded by government, has demonstrated how it is possible to pull all relevant national datasets into a single application programming interface (API), from which developers can access the highest quality and up-to-fate data for tailored applications to support individuals making labor market transitions (for full account of development and implementation, go to: [www.lmiforall.org.uk)](www.lmiforall.org.uk). In this scenario, career practitioners need to develop their own skill set so that they can work with developers to design applications for specific target groups.

Volatility and uncertainty stimulates demand for effective career support. For example, employing organizations undergoing various types of re-structuring and rationalization, increasingly recognize the value of career support for workforces required to confront the need to adapt and change. This particular sector has seen a rise in career coaches and consultants working within and alongside Human Resource departments or independently within companies Similarly, Public Employment Services are increasingly aware of the power of career support to help unemployed people transition back into employment. The education sector, including compulsory, tertiary and higher education, also generally understand the value and need to educate young people for transition into, and through, labor markets. All these examples sit alongside the policy rhetoric of lifelong learning, with longer working lives and delayed retirement fueling demand for support for those navigating their so-called third age. However, it needs to be remembered thatthose most in need of career support, for example, migrants, will usually be least able to pay. This presents a particular challenge for a profession set up with a primary focus being to support

labor market transitions of disadvantaged groups in society.

Conclusion

Career support plays an important role in supporting transitions in the current volatile labor markets in which individuals are trying to make their way. Career pathways are complex, sometimes convoluted, and usually risky. Individuals are required to work for longer, so the need for support for the navigation of career pathways across the entire lifetime becomes more essential. No longer required at a single point of transition from compulsory education into employment, career support is needed throughout working lives, across employers, occupational sectors and occupational roles, into and through periods of unemployment and non-standard forms of employment (like temporary employment; temporary agency work and other contractual arrangements involving multiple parties; and part-time employment), up to and including the period of life when jobs, employment and career are no longer primary activities. The more traditional, prescriptive approaches to career support are being replaced by fluid and flexible frameworks that enable the complexity of contemporary career pathways to be accommodated. Here, the case has been made for evidence-based, career support based on contemporary theory, which is grounded in reliable labor market information, with an understanding of the process of occupational identity transformation, a framework for which provides a clear indication of how individuals can emerge from processes of radical change more career resilient and adaptable.

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