



## Global Society Impact on Students' Career Development

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### Abstrak

Dampak masyarakat global terhadap perkembangan karir individu adalah nyata tak terhindarkan. Ekonomi global pun menuntut individu untuk secara berkelanjutan menyesuaikan dirinya dengan tuntutan perubahan, mempelajari keterampilan-keterampilan abad 21, dan pengembangan karir berbasis belajar sepanjang hayat. Sebagai respon terhadap tantangan tersebut, artikel ini bertujuan mengelaborasi konseling karir untuk ekonomi global dan masalah karir yang dihadapi tenaga kerja yang beragam. Bimbingan dan konseling karir harus mengusung visi belajar sepanjang hayat untuk menyepadankan dengan perubahan persyaratan dunia kerja yang dihadapi siswa. Asesmen karir tidak sebatas mengungkap potensi dan kekuatan siswa, lebih jauh membantu siswa meningkatkan pemahaman kehidupan karir dan membuat keputusan-keputusan. Dalam dunia kerja abad 21 yang didasari pada ekonomi pengetahuan, berbagai isu tentang tenaga kerja yang beragam serta potensi terjadinya marginalisasi dan diskriminasi di dunia kerja juga menjadi fokus dan perhatian dari layanan bimbingan dan konseling karir.

### Abstract

*The impact of global society on individual career development is unavoidable. The global economy also requires individuals to sustainably adapt themselves to changing demands, learn 21st-century skills, and develop career life based on lifelong learning. As a response, this article aims to elaborate career counseling for the global economy and career issues for a diverse workforce. Various concepts lead to the recommendation that career guidance and counseling should promote the vision of lifelong learning to match the changing requirements of the world of work faced by students. Career assessment is not limited to revealing the students' potential and strengths, it also helps students increase their understanding of career life and make decisions. The world of work in the 21st century which is based on the knowledge economy, various issues regarding a diverse workforce and the potential for marginalization and discrimination are also the focus and attention of career guidance and counseling services.*

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## INTRODUCTION

The concept of career development faces significant challenges in global society since society is in the lens of dynamic ecological, economic, and political changes (Guichard, 2022; Young & Mundy, 2023), which is wider and borderless characterized by the rapid development and changes of various sectors in the 21st century (Kilburg, 2012; O'Connell, 2014; Robertson, 2021). The global economy as part of globalization has an impact not only on business, trade, and finance. It is venturing on the education sector. Changes in development and education policy direction are widely adjusted to the relevance of global economic developments (Hoque et al., 2022; Underdahl et al., 2023; Zhao et al., 2022).

Education as a learning activity as well as a process of career exploration is directed to be relevant to the demands of the global economy by pursuing international standards (Abeuova & Muratbekova-Touron, 2019). For this reason, career guidance and counseling services in schools must also make rapid adjustments so that the services provided can facilitate students with information and skills that meet the qualifications of 21st-century students and at the same time prepare for career choices which remain and will be needed in the global economic (Succi & Canovi, 2020).

Career guidance and counseling services provided to learners need to be aligned with key catalysts of global economic standards, including international communication capabilities, the information technology revolution, strong global information networks, the influence of political tensions in changing the direction of education and employment, changes in economic development strategies, competition and regulation of institutions, and utility functions of service receivers that extend to a more global space (Baruch & Reis, 2016; OECD, 2019; Peters et al., 2014; Siebert, 2007; Simpson & Dervin, 2019).

Catalysts in the global economic movement give strong indications that counselors must also improve knowledge and skills relevant to today's learners who often get a lot of information faster in a short period of time via the internet (Maree, 2022). Career counselors should be aware that millennial learners can update their knowledge at any time and can develop their skills through various tutorials and online training (van Scha). Indeed, career counselors should not be satisfied with just mastering old theories with old-fashioned applications, but they need to update new perspectives and interpretations of theories (J. Hill et al., 2021; Maggiori & Zimmerman, 2015; Savickas et al., 2009; Young & Mundy, 2023); thus, the application of theory and the use of technology in career guidance and counseling services can answer students' needs to make career choices in line with global economic conditions (Pignault et al., 2022).

Talking about career guidance and counseling services in the era of the global economy, obviously, it is necessary to understand the context of the global economy itself with the main characteristics of lifelong learning and technology which is always racing to be the latest and fastest. And among the many new opportunities that continue to emerge, many sectors and job positions have fallen as a result of being obsolete. Among the many career sector developments accessible to a wide range of workers there are still conflicts in the workspace that are not easily resolved as quickly as globalization disruptions. Thus, this paper specifically discusses career counseling for the global economy and career issues for a diverse workforce.

## DISCUSSION

### A. Career Counseling for The Global Economy

#### 1. What does globalization mean?

Since 1970, developing and new industrialized countries successfully integrate themselves into the international workforce. The process of globalization brings relations between countries closer as if there were no territorial boundaries between countries. Globalization has shifted countries and entire regions of the world establishing closeness together in the interests of various mutually beneficial sectors. Currently, countries are open and interlinked to cooperate through economic and non-economic mechanisms (Araya, 2014; Siebert, 2007).

Export and import activities, and global economic policies affect GDP, investment, and employment so that various countries are not only interconnected but also affect each other's economic growth and cycle. In the global realm, markets, capital, technology, and labor are allocated and exchanged. Increasing global economic integration revamps the conditions and flows of trade in raw goods and trade in services. With the main differences of service categories between local and border-crossing services.

The world economy is undergoing permanent changes in recruiting and assessing the skill standards of workers. Highly skilled workers are valued more than low-skilled workers, person-disembodied services are increasingly needed while person-embodied services are reduced, maximum qualified workers take precedence over minimum qualified workers (Peters et al., 2014; Siebert, 2007; Wingard & LaPointe, 2015).

In other domains, organizations and institutions run for world-class ranking, compete globally to be recognized as an international standard institution. To achieve this, various institutions, inevitably educational

institutions also encourage their employees to equip themselves with new knowledge and skills, as well as compete on the world level stage. As more and more jobs bring the population together between countries and as more and more people get used to getting jobs from other parts of the world, then a worldview of the opportunities provided by the processes and structures of the world economy appears to be imperative.

The world is interpreted as a single entity. Citizens of a country are not bound within their own country because since they can reach other countries easily, obtain complete information about the culture of other countries, master the languages of other countries, learn and gain broad insight from international educational institutions, interact with citizens from different parts of the world, and be able to work for other countries without being constrained by distance and time constraints. This is referred to as global citizenship as a progressive impact of a global economy that disrupts the barriers of the eye.

Schools facilitate students to develop global competencies. Some prepare students to study abroad and others are domestic but equipped with global insight (Araya, 2014; Peters et al., 2014; Wingard & LaPointe, 2015). More and more international and national schools are emerging with international curricula. As a validation of the current fact that, if not all, at least various fields require considerable education. Additionally, the shift from an industrial economy to a knowledge economy has implications for the readiness and availability of a workforce with global insights and skills.

## 2. Lifelong learning and career

The global economy has not only rested on real capital since human capital was withdrawn as a production factor. Human capital, therefore, must comprising the skills, the capabilities and the knowledge of workers. The combination of those characteristics affects formal education and learning on the job (D. Brown, 2014; Siebert, 2007).

The difference in financial income can then be understood because there are differences in the quality of human capital, especially how the education system (years of schooling and universities) prepares what is called quality skills as capital enters and develops rapidly in the world of work.

Even with years of schooling beyond high school and preparatory training for entry into a field, workers in all occupations are now expected to take on increasingly more skilled positions throughout the trajectory of their careers. So, whether to maintain a job or reenter the workforce, continuous

retraining for new skills is critical for occupational readiness and success. Lifelong learning is an essential component of the new economy (Wingard & LaPointe, 2015).

Majority of OECD (Organization for Economic Cooperation and Development) countries' policymakers agree that there is an urgent need to develop new approaches of education in support of workforce development and lifelong learning. Increasingly focused on "human capital" development, OECD countries have become heavily invested in education and educational reform. Contemporary economic theory explicitly connects investments in education to human capital development and economic growth. Meanwhile, educational reform is currently seen as a principal way of advancing post-industrializing economies (Araya, 2014; OECD, 2019; Wingard & LaPointe, 2015).

Under global economy, educational reform (especially the reform of higher education and its potential for innovation through research) has become a primary concern. The geopolitical ascendancy of developing regions has begun reordering the organization and distribution of global economic power. As Robert Zoellick, former president of the World Bank, puts it, "it is now the developing world that is becoming the driver of the world economy (Araya, 2014).

Lifelong learning has become increasingly important as society is changing and evolving. Lifelong learning guidance empowers individuals to identify their abilities, interests, and competence over the different stages of their life. Lifelong learning guidance facilitates students to make choices independently on their education and career as life path management. Guidance and counseling services is adjusted to pupils' development and school level (pre-primary education, basic education, upper secondary education, and university).

Through the vision of lifelong learning, career counseling is directed to facilitate students to not only have a persistent passion for lifelong learning, but also what is learned throughout life must be relevant to global competencies, sustainable knowledge and skills that can be utilized for the goals of future economic development. New era of education aims to respect individual talents, supports divergent thinking, appreciate deviation as uniqueness, and supports creativity; a system in which government trusts students constructing meaningful ways of learning and how teachers engage them in the learning process; and culture that does not judge the success of a

school, a teacher, or a child by rank, merely based on test scores in a few subjects determined by the general standard.

The principle of lifelong learning also aims to break old standards from a low-skilled, labor-intensive economy into an innovation-driven knowledge economy. Consequently, models of final exams and school assessments that have been used so far are simply insufficient in an era of accelerating change. The interconnected forces of globalization, cultural change, and digital technologies are together moving authority away and democratizing educational institutions. Beyond iterative cultural innovation, national education systems must explore modes of education that catalyze creativity and radical innovation (Pink, 2005; Robinson, 2011).

Reliance on classic models of education and training endanger the struggling economies to expand. Public policy should integrate education and workforce development to establish a strong pathway for the school-training system to a successful career and students' full participation in society. Across sectors and types of organizations, educators must work together to prepare every student for life and work in the knowledge economy.

Despite trying to innovate radically, schools today cannot accelerate the quality of their education without partnering with similar institutions and/or others relevant to share innovative ideas and programs. Organizational/institutional partnerships are essential for developing and enhancing educational and career successful programs and initiatives which support lifelong learning. Effective systems of lifelong learning engage three distinct types of organizations: education providers, employers, and agencies to coordinate the education-career initiative. Regardless of which type of them takes the lead in lifelong learning support, it is crucial each has a responsibility in the lifelong-learning successful system.

Establishing a school and education system with a cooperation model between 3 types of organizations that complement each other will have a strong role to play in providing systematic supports for pupils to continue up-scaling their skills and knowledge to dwell abreast changes in society and the economy. The foundation of a schooling system must foster the engagement and life skills necessary from childhood to adulthood who are motivated to pursue learning throughout their lives. Schools must embed learning in authentic tasks or projects that simulate real-world experience to develop active and self-motivated learners.

Career interests and abilities crystallize at various times during career development (D. Brown, 2014; Gysbers et al., 2014) thus, students need to be



involved in the process of exploratory learning and careers that are congruent with the requirements of certain work activities and develop appropriate skills. Pupils who learn new skills, however, have a greater opportunity to change career direction, and creating meaning of initial career choice in a longtime commitment for pupil. Skill development therefore is a persistent lifelong learning commitment that can significantly influence individuals' career transitions over life stages, roles, and new challenges.

### 3. The race of technology development

Technology is one of the commodities exchanged between countries. A technological product of one country can be used by other countries (Siebert, 2007). Technology is one of the most important linkages in the era of globalization. None of economic activities misses technology utilization. Similarly, one of the main indicators of the education advancement is the technology application both for the school system and management, and for improving the skills of pupils.

One of the characteristics of the global economy is the transfer of technology both for the adaptation of economic progress and education. Apart from the business advantages of the technology developer, the recipient can also develop a system that is able to bring the preferred profit. But on the other hand, the same technology may be used for the purposes of the same sector, but when the technology is in different hands, there is no guarantee that the success rate will also be identical. For example, the use of computers in schools. Although several countries use a similar computer brand, how and for what purposes the computer is used depends largely on the management and curriculum of the school.

The Internet, which first came into commercial use in the United States in the 1990s, later become a commercial force that has created a digital divide between rich and poor countries, and the rise of outsourcing and off-shoring has become a flattening force (D. Brown, 2014; S. D. Brown & Lent, 2005). Inevitably, education must realize that the race of technological development is not always predictable. There are always new technologies from time to time so career counseling services are expected to be adaptive as well as innovative in line with the pace of the world's technology development.

The key is performing adaptation and innovation at once. For example, how counselors can help students to access big data on further education information, various job opportunity opportunities, steps to prepare

qualifications to apply to higher education, how strategies to be successfully netted by the institution they dream of, and etc.

Some of the risks that can be posed by the adaptation of the use of technology in the world of work need to be conveyed to pupils as workforce to be. Technology has reduced employment opportunities in some areas while increasing opportunities in others. Not surprisingly, given the use of computers in all phases of education, health care, business, and elsewhere. The demand for software creators and innovators who educate, monitor, and entertain is at an all-time high (D. Brown, 2014; S. D. Brown & Lent, 2005). This is why the emphasis on the development of 21st century soft skills has always been promoted in various educational institutions.

In the contemporary knowledge economy, individuals and companies alike are constantly adapting to all-new tools, strategies and norms. Regardless of the field, one cannot escape the need to adapt and apply new skills at an ever-increasing rate of change. Today, even assembly lines are complex, high-tech operations and essential employees continuously train to keep up with computer-driven systems.

First, the computerized systems allow pupils to develop interactive capabilities and be actively involved in the career guidance and counseling process. Active involvement will support students as a career guidance service user to gain more experience in considering career options. Second, students can develop sustained motivation because they can receive unique feedback immediately.

Third, students acquire their rights in the process of individuation of career processes that provide an opportunity to prepare for career strategies. Fourth, the computer-assisted career guidance system offers a systematic career exploration path so that career decision steps can be accessed more easily without being tied to time. Fifth, students get access to a database of updated information both locally, nationally, and internationally that is available at any time. The availability of service to remote locations, cost-effectiveness, and rapid turnaround for assessment results has tangible-distinct advantages (Zunker, 2006).

#### 4. New skills for a new economy

The global economic crisis that in 2008 was a hardest blow for workers, especially those with the least education. Afterwards, approximately half of them can no longer afford the world of work only with basic skills. At that time



all became aware that the previous society did not provide support to improve competence and mastery of skills for workers (Araya, 2014; Siebert, 2007).

The economic crisis underscores decades of discussion about the so-called skills gap. The skills gap is a problem not only for youth entering the workforce, but also afflicts workers dislocated by the recession. The recession provides a stark reminder that current job education and training programs in any region of the country does not foster the required skills for employment and citizenship in the 21st century.

The skills gap between the working classes is the obvious fact of the global economy which always appears as a career issue and a discussion topic after the economic crisis. The skills gap is not only a dilemma for young people who are just entering the labor force, but also a serious problem for workers affected by the recession. This is a loud alarm guidance and counseling professionals. Career counseling that does not see the importance of mastering new skills for students is a career counseling service that doesn't need to exist, that should never have been provided at all. What students need today is access to develop the skills necessary for employment in the 21st century.

In the past, the formulation of 3 R's (reading, writing, and arithmetic)—combined with on-the-job training—were adequate for a stable, lifelong career. Ironically today, the knowledge economy requires the 4 C's as the success foundation: communication, collaboration, critical thinking, and creativity (Nota & Rossier, 2015; Robinson, 2011; Wingard & LaPointe, 2015). A recent survey of employers indicated that a lack of technical skills is not the hugest matter when recruiting younger workers. The skills gap is not primarily about traditional technical and academic skills, but rather about productive and responsible habits and dispositions toward work. Hence, pupils, in particular, have to be prepared for the collaborative and dynamic nature of work in the knowledge economy.

Unlike earlier economic era, even today basic literacy and numeracy are no longer enough as skills in the world of work. In the new economic era, content about knowledge can also be easily accessed through digital references, therefore currently what is more needed is a workforce critical thinking ability towards the various information available on digital platforms, applying it in new and creative ways in team collaboration so that everyone has the skills to solve challenges. Ultimately, the experience of working in a creative and innovative team can be shared as inspiration and ideas for other work teams.

The lifelong learning system not only facilitates students to master the 4C's but how to apply it in a fluid global economic situation. Sustainable learning skills will cultivate the habits of self-motivated learners, that is, a generation of learners who always have a desire to expand their insights into their world to participate better in society and the economy.

#### 5. Career assessment

Information on career options and working methods for all pupils and their parents must have significance to each students' learning and future. In addition to preventive efforts, guidance at school also provide support for students with studies inconvenient, the exclusion risk from education, vocational training or working life after finishing their basic education. Various alternatives of career assessment models can be used as long suitable for students' need and can provide more insightful informations for them about their career potential, direction, and choices.

Familiarization with diverse industries, working life, and professional practice in job seeking enhance the students' knowledge of career life. Pupils outright learn about entrepreneurship, industries and professions which they find interesting. Thus, career assessment and guidance should be organized to help pupils make their own career choices during the highest grades of comprehensive school because it is the periods of work experience. It is also possible to familiarize them with learning and training on the job (D. Brown, 2014; S. D. Brown & Lent, 2005; Cohen-Scali et al., 2018; Gysbers et al., 2014).

At upper secondary school, career assessment and guidance are more integrated entirety, which aims to support students' capabilities to make educational choices, initiatives and solutions, training and future career. The guidance and counseling teacher's role is to promote equality and students' well-being, and to prevent social demurrer. The main responsibility for practical arrangements of guidance and counseling belongs to the counselors. However, all other teachers have similar task to guide students in studying the subjects they teach and to help them developing skills of learning-to-learn and learning competence.

#### 6. How career counseling should be

Career guidance and counseling today views careers as meaningful activities over the human's life span life (Maggiori & Zimmerman, 2015). Career is not only speak of choosing a job that suits human potential, but one of the fundamental things that cannot be separated between learning and

working, learning to work and working while learning. Two unification processes to choose and develop a career for counselee.

Career involves learning and work activities that are interconnected, influencing, and a unified process. The goal is to move beyond disconnected programs to integrate a seamless system to support the education and training of all. The career guidance and counseling should support students in their studies during secondary education and ascertain that they acquire the demanded knowledge and skills to move onward the further studies and the world of work.

The form of integrated guidance for students can identify their interests and strengths in resolving problems, career planning, and in making choices. In individual guidance and counseling, students should have opportunities to discuss information regarding their general studies, career planning, further education options, current life and future situations. In small groups, students have the opportunity to discuss issues they can share with their peers and find meaningful topics for group discussion.

#### *Creating partnership*

Career guidance and counseling service programs should create a partnership service program which provide students to get adequate career information, have the opportunity to explore careers from a wide variety of sources, and are facilitated to choose the career that best suits themselves after enough experience in learning that combines career exploration and real-life learning activities.

Multi-sectoral collaboration is urgently needed to provide dynamic education and career preparation in line with the pace of work and life in the 21st century (Wingard & LaPointe, 2015). Engage students in real-time experiential learning such as on-the-job training to help them master the skills and be able to adapt to the new environment.

Students much rely on a strong formal education system which provide communication skills, problem-solving skills, and content knowledge for the success foundation of career. Education institutions must deliver authentic, hands-on experiences where students can apply knowledge and skills. Educational organizations through career guidance and counseling programs need to cooperate with participation of business and community organizations that is able to offer real-world settings for applied learning opportunities. Organizational collaborations nourish the context for dynamic-adaptive learning at all life and career stages.

*Focus on soft skills*

Hard skill remains important, the content of knowledge is needed as an object of study of critical thinking. However, hard skill is limited to raw material, it is meaningless knowledge and do not have any impact without soft skills. Both in the process of learning and career exploration at the educational level and in the work environment, soft skills such as collaboration, communication, and leadership are profoundly necessary.

Self-awareness is emphasized in the career theories. It covers one's aptitudes, interests, values, beliefs, and career awareness (having insight into specific occupational training and skill requirements) so that meaningful career goals can be identified and pursued. Knowledge of the skills required for success in college and career in general is important in helping students identify strengths and weaknesses and in providing counselors and other educators identify areas for method and intervention.

As discussed previously, 21st-century students need multiple skills to be successful in college and careers. The multiple skills comprise academic, employability, technical skills, as well as relevant intrapersonal factors and dispositions. Meanwhile, all students need to equip themselves with a few specific skills, no matter what their career path. These skills are divided into 6 major categories: career exploration, social interaction and communication, higher order thinking, financial literacy, self-regulation, and employability.

*Helping counselees understand to changes in the workplace*

The worlds of work and family are changing at a rapid pace, and the changes are likely to accelerate in the 21st century. Changing workplaces, increasing diversity in society and in the workplace, extended life expectancy, life-long learning, and changing family structures with the challenges, tensions, stress, and anxiety they bring about in individuals and society are not abstractions. They are real. They are challenging and changing the traditional rules that have governed life in the workplace and in the family. As a result, they impact substantially the life roles of individuals, the settings where they live and work, and the events that occur in their lives. Many of the problems clients bring to career counseling are manifested in their life roles, settings, and events and are caused directly or indirectly by one or more of these changes (Bianchi & Milkie, 2010) They are also manifested in clients trying to maintain balance between work and family in their lives (Hernandez & Mahoney, 2012).

Focuses on how to help your clients respond to the challenges and consequences of these changes through career counseling. First, we focus on changes that are occurring in the workplace and in family life, followed by a discussion of the problems your clients may be facing as a result of the challenges and consequences of these changes.

The workplace of today continues to undergo significant restructuring. It is being reinvented and reengineered so that it can compete successfully both nationally and internationally. Terms such as globalization, downsizing (rightsizing), upsizing, outsourcing, deregulation, and technology describe various forces at work that are causing this ongoing restructuring (Saphiro, 2010). The ongoing restructuring of the workplace is increasing at a rapid pace (Lent, 2013).

In addition to these forces reshaping the workplace, another powerful force is at work. This force is the dramatic demographic changes occurring in our society that are producing an increasingly diverse labor force. So not only are forces at work changing the very nature and structure of the workplace, but the people who do the work are changing as well, mirroring the diverse demographics of our society.

## **A. Career Evolution in The Evolution of Society**

### **1. A developmental perspective**

The career theory and development, and the career counseling development and practice has evolved and changed as the 21st century has continued to unfold. Holland's vocational personality theory that characterizes normative modernity is a science-based theory that is still used as a basis for career counseling practice (Lent, 2013). Simultaneously, postmodern and constructivist philosophy underpin the progressive approaches in career counseling such as career construction theory and life design counseling theory (McMahon et al., 2012).

The combination of modern and postmodern theories is stimulating a re-examination of the nature and structure of career development and the career counseling practices used to facilitate it. This re-examination also provokes new ways of collecting counselee information when career counseling unfolds. Just as advantage, it is giving us new alternatives to think about and develop hypotheses concerning counselee information and behavior. It is opening new ways to apply these hypotheses to the selection of interventions used to encourage counselees fulfilling their needs, assist them in resolving their problems, and achieving their career goals.

## 2. The parallel evolution

The field of guidance and career counseling is benefited from the contributions of developmental and social psychology (D. E. Super, 1957). Through this approach, the individual can involve himself in different meaningful activities during phases of his life and can experience success in his different environments including work, at home, during leisure time.

Careers during the span of life and in various settings describe the existence of career transitions in phases of life and in society that are constantly changing and make it possible to manage psychoeducational career programs for various workers of different ages, for example, to help school students prepare for entry into the workforce, or help workers who retire immediately to develop other meaningful activities after no longer having working hours in the office (Cohen-Scali et al., 2018).

The psychosocial approach enhances the benefits of career guidance and counseling, especially the meaningful changes in various life contexts. The meaning of work becomes very important for the personal life of the individuals associated with their professional life (Kahn, 1990). This development has driven the field of career guidance and counseling services to facilitate individuals to design their lives. Along with the proponent of work adjustment and the ideal person-job (Dawis & Lofquist, 1984). New developments in the field of career guidance and counseling in the era of the global economy then concern the issue of individual adaptation in a professional context. The adaptation denotes the ability of the individual to be dynamic (D. Super & Knasel, 1981).

The characteristic of current world is the acceleration of social, economic, and political changes. This dynamic leads to more diffusion, instability of social structures, and norms. Although individuals are given greater freedom to choose and regulate their lives, the government is increasingly retreating of security and socio-economic welfare assurance. Various changes in norms and demands in the global economy have made a number of people feel anxious about the future. Social disparities are also increasing and more people have to face social difficulties, especially for those who are not in work, education, or training (Yates et al., 2011).

Social and professional integration is a complex effort that involves personal and social attributes, as well as the work environment. This complexity highlights the definition of such dimensional constructs as employability (Guilbert et al., 2016). The application of guidance and career counseling needs to take into account various fields; as a consequent,



counseling services provide a multidisciplinary, interdisciplinary, and transdisciplinary-based model, with the aim of understanding individuals better in new social, political, and economic contexts.

The life design paradigm is a new approach that offers radical innovative design to facilitate individuals to construct their careers independently with a better understanding of identity and adaptability (Savickas, 2013). On one hand, more than ever before, today's individuals need to adjust to a highly changeable and at-risk society, while being responsible for the conception of life as a whole.

Life design-oriented career guidance and counseling aims to help individuals maintain life balance while integrating themselves with the changing society harmoniously and satisfactorily. This new paradigm in the global economics can be enriched with social constructivism-based career guidance that emphasizes dialogue-based or narrative approaches such as career construction theory (Savickas, 2005) and the self-constructing model (Guichard, 2009; Nota & Rossier, 2015).

## **B. Career Issues for Diverse Workforce**

### **1. Career Issues in School Setting**

#### *Disadvantaged youth*

An elevated number of disadvantaged youth, who face dropouts and unemployed becomes extended concern of career challenges in school-to-work transitions (Janeiro, 2010; Stead & Nqweni, 2006). Such career barriers as confined access to career education services and a rarity of knowledge have been addressed in the career development of disadvantaged youth (Stead & Nqweni, 2006). Barriers experienced by youth have been believed to be a condition that hinders career progress (Crites, 1969), encompasses: intrapersonal issues, lack of interest (personal issue), poverty environmental variables, self-concept (internal conflict), and lack of access to education (external frustration) (Creed et al., 2004). Most noteworthy, weak self-awareness of abilities and skills is a big stumbling block because it affects early career development through the choice of lessons in schools (Maree, 2010a).

Many adolescents face multiple discrimination experiences in the regard of socioeconomic status, ethnicity, and gender, which can potentially result experiences of being excluded from educational, economic, social, and cultural opportunities. The supporting and inhibiting factors that shape the career development of youth need to be studied to provide career guidance and counseling with the aim of reducing the gap between career theory and

practice (Maree, 2010b). The appropriate career approach for youth enables the development of realistic career aspirations and positive self-concepts in resolving youth's career barriers (Alexander et al., 2010; Janeiro, 2010; Skorikov, 2007).

#### *People with different ability*

The career development of youth and young adults with different abilities (*difabel*) requires knowledge of individual and social factors. The impact of special abilities on career development is the enormous heterogeneity among them. Trying to conceptualize between different ability and work environment is a challenge because almost no theory can be fully applicable or nonapplicable to this group (Brown & Lent; Fabian). As a result, *difabel* is best viewed as a dynamic construct with a similar effect on individual level, also a risk factor in the career achievement and participation on social level (Pledger, 2003). The career development of *difabel* individuals may be the same and influenced by the same factors as the general population. However, having a special ability exposes individuals to unique experiences that affect their career development.

Various policies regulate *difabel* individuals with equal rights in the world of work and career development. Still, employment and educational data associated with this group suggest that they fared unlucky than any other group. Therefore, the purpose career guidance and counseling is to empower the youth and young adults with *difabel* to manage their careers and work lives.

For differently abled people, employment has long represented a significant challenge to full participation in society (Hountenville, 2001). Data from *Badan Pusat Statistik* (BPS) denoted that the number of the labor force from the *difabel* group is still low, BPS in 2021 reported there were 17.74 million people of working age (15 years and more) from the differently abled group. But ironically of that number, only 7.8 million went into the labor force. Thus, the Disability Workforce Participation Rate (TPAK) is only 44 percent. Lower than the national TPAK which is 69 percent (Direktorat Statistik Kependudukan dan Ketenagakerjaan, 2021).

It is an interesting issue that the discrepancies in employment participation tend to persist in the face of more positive economic indicators and higher levels of income from work in the general population, as well as positive changes in both the social climate and legislative policies for populations of different abilities over the last decade. Positive changes in the social and legislative climate for people with different abilities over the last decade. The persistent lack of employment among individuals with disabilities

points to a complex set of factors, both intrinsic and extrinsic, that contribute to this generally bleak picture.

Despite the media's more positive portrayal of individuals with disabilities and the legislative advances as the American with Disabilities Act (ADA), there have been few notable improvements in employers' attitudes and practices (Unger, 2002). This is a particularly prominent barrier for individuals with certain highly stigmatized conditions—such as emotional and mental disabilities. Other misfortunes are lack of work preparation, lack of post-secondary education and vocational training, and lack of available community employment services.

Some of the barriers arise from disability include social stigma, job discrimination, inadequate training and vocational preparation, and social security disincentives (Ochs & Roessler, 2001). Generally, these external barriers interact with individual attributes, such as poor self-efficacy and low career aspirations. Disability barriers are exacerbated by external barriers hindering the career development process. Thus, study on disability should be viewed from a similar perspective as the viewpoint of other statuses, such as age and race, in understanding career-related behaviors and developing interventions to promote it.

A final implication of the career counseling practice for individuals with different abilities is the growing research on applying career construct theory for other diverse groups. Traditional practices in vocational rehabilitation that focus on individual disorders and deficits should be abandoned and shift to the development of individual career-related attributes or the environment. The focus change as a shift from a deficit model to an empowerment career model is expected that more attention will be directed to understanding career behavior, and career practice for the differently abled community.

## 2. Career Issues in Community Setting

### *The gap between working classes*

The workers are placed in various positions at work. The position of the workers is certainly adjusted to their skill level. Certain positions can only be achieved by certain people in relation to the high skills required and recognized by the work institution.

The issue of the working-class gap is low-skilled labor and high-skilled labor. The first group, in addition to getting less salary, is also more difficult to develop a more promising career unless the institution provides opportunities for self-development through education and training in order to reach a higher career path.

This means that low-skilled labor still can become a high-skilled labor if the workplace culture supports it. But the problem is, the workplace still requires low skilled labor in certain types of work, such as operators and transportation of goods/ warehouse parts. This group usually also has vulnerable positions due to the contract work system and it is difficult to become a permanent employee due to the nature of the work that is easily replaced by others. Even so, at least the institution still pays attention to the welfare of low-skilled workers according to the workload for which they are responsible.

#### *Vulnerable individuals*

Meaningful jobs can reflect the goal of social justice. Unfortunately, the legislation and discrimination obstruction in the workplace has no significant result when the opportunity to prepare for and enter the targeted jobs is missing. Wage differentials especially between men and women and – in different countries – between social classes, people with privilege and discriminated people in the worlds of work is tangible irony that economic equity is an unrealized dream (D. Brown, 2014).

Labor exchanges between countries are becoming increasingly prevalent in the era of the global economy with wider networks between people and organizations due to sophisticated communication technologies efficient transport. It implies the movement of working homogenization and living environment. More than ever, a major of world's population steadily dedicate most of their resources to work and live in their immediate environment.

Some of research related the effects of the globalization process on the most deprived, vulnerable, or discriminated-against individuals aims to identify living and working effects towards empowerment and disempowerment of individuals in the context of the career guidance and counseling role over health protection a work and promote decent work (Blustein et al., 2016; Duffy et al., 2016; Guichard et al., 2012). Another lane of research examined the influence on career paths of relationships at work, the quality of living and working circumstance, and of learning opportunities (Mitchell et al., 2015).

Vulnerable community such as poverty, disability, long-term unemployment, adverse experiences of immigration, discrimination or psychological distress is predictably related to lack of knowledge, lower skill of coping strategies, and lower propensity to personal decision making. The premises of vulnerability conditions can complicate the career construction and inhibit work inclusion. Career counselors should delineate the students'

weaknesses and strengths, their unique characteristics, and the risk factors, to promote specific interventions and enhance preventive guidance through a new awareness in the educational and career context. Some research has been initiated groups of people who are vulnerable to changing working conditions/ environments belonging to cultural minorities, immigrant workers, low-skilled workers, and people under social and economic disadvantage (Blustein, 2011; Blustein et al., 2016; Leong & Flores, 2015).

#### *Retirement transition*

The integration between life and work has been considered as a serious challenge in the 21st century (Shultz & Adams, 2007). While the younger generation faces the challenge of work-life balance, the older generation is preparing for retirement. The basic issue of a person getting out of the work routine is accompanied by a decrease in psychological commitment and withdrawing from the work environment (Wang & Shi, 2014). Retirement is known as a normative third age in the lifespan.

The transition from service to retirement is acknowledged as a central topic in lifespan and organizational psychology research (Wang, 2013). In the past, retirement decisions were only linked to job characteristics, but today it is more highlighted from the point of view of career choices and the context of a liquid modernity (Guichard et al., 2012), characteristics of a global economy where minimum skills do not guarantee the certainty of career paths and work welfare (Blustein, 2011; Duffy et al., 2016). In this issue, it is argued that career guidance and counseling can provide specific insight into the retirement process by considering the work-retirement transition as a source of new opportunities for the next level of growth and achievement in both the personal and professional domains.

Individuals, before entering the work world, are less guided by institutions and thus need to develop their own identities (Savickas, 2005). In particular, the role of career counselors has evolved to attain students' current focus of becoming fully aware of how to articulate their prominent roles and domain of life (including the previous one) in relation to some major future expectations in various roles (Savickas et al., 2009).

Insists on how individuals construct personal meanings on past, present, and future events. In particular, paying attention to self-fulfillment, career guidance and counseling services need to help students find answers about the factors that really make an individual's life worth living. Personally meaningful answers for each individual have been identified as important sources of career meaning (Guichard, 2015). Common things have also been identified as sources of meaning, namely the perception that everyone can

make a difference in the world (Blustein, 2011), and the slightest contribution implies a sense of personal social contribution (Jung, 2015).

## CONCLUSION

Student career development professionals face tremendous challenges as they simultaneously provide services to students and workers in the twenty-first century. Their biggest challenge is also helping marginalized and disenfranchised workers to gain economic benefits and thrive in meaningful work in modern work environments. Efforts to help individuals' career development in the global economy era begin from the educational process. However, all workers must also be aware that they are an inevitable part of the global workforce, they must understand well whether their work can enrich or jeopardize their competence among global workers.

Various changes experienced by anyone and anywhere are currently occurring and will continue to evolve rapidly, it is undeniable that it can complicate or hinder students' awareness and career development. Accordingly, these changes greatly affect the rhythm of existence and the role of education, work, and other aspects of life. Such changes have occurred in industrial and post-industrial societies over the last decade which have had severe consequences for many individuals and parties. These changes, once again, always expose individuals to market internationalization, global competition, digitalization, and policy reforms that require individuals to reorganize their lives and continue to improve the pursued skills while always being prepared for an uncertain future.

From these various descriptions, career stories and career construction of everyone is formed and evolved in context, including family, school, community, and work environment. It is crucial to have a specific knowledge of context because people may share a common culture. At the same time, the diversity of events being experienced and participating in the community has been increasing. This explains external resources which interact with the individual such as thoughts, attitudes, and actions of parents, educators, and colleagues characterize individuals' career development, professional trajectories, coping strategies, opportunities and experiences to form a specific and unique career construction in the life of everyone. The influence of religious and political ideology as well as the influence of cultural diversity and sub-cultural values, norms, and beliefs should be considered.



## RECOMMENDATION

The nature and structure of the socio-economic system is undergoing vast and far-reaching changes. These significant changes affect the structure of the workplace. As such, career guidance and counseling counselors and student services as a whole need to understand individuals' values and beliefs, and their views on a changing world. Guidance and counseling teachers need to facilitate students to find and construct meaning and coherence in their lives. Changes in beliefs about positions and roles between male and female workers, and various career skills that can be mastered by anyone regardless of gender must be understood in line with a multiracial, multilingual, and multicultural global society.

The student service system needs to be organized in schools, synergies between guidance and counseling teachers, principals, other educators, and other assistance professions because outdated work and service standards are not sufficient to be used in response to social and economic changes. What students need as part of a global citizen is a dynamic, creative and highly individualized career guidance and counseling service. The new ideas that are emerging signify a response to a changing global economy which provides guidance and counseling teachers with new ways to understand and work with students of all ages and circumstances.

Student service system personnel can only keep up with these changes by updating their knowledge of the context and conditions under which 21st-century changes are taking place. To keep abreast, the guidance and counseling teacher may review and revitalize the conceptualization of career development and career structure; learn specific interventions both qualitative and quantitative to help students gather information about their goals to collaborate and interpret important data of and for students, and to help students plan and achieve career goals that when they get there, they find they are developing and it's meaningful.

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