
Lecture 1

“Career” – Its Manifestation and Meaning

Intended Learning Outcome

At the end of this module, it is expected that the participant will:

1. Have a historical orientation to the emergence of career and career guidance.
2. Describe the characteristics of career as a form of work.
3. Describe the manifestation of career in varied contexts with specific reference to tribal and indigenous groups.
4. Articulate a personal definition of career and career guidance.
5. Articulate the difference between work, job and career.

CONCEPTUAL FOUNDATIONS

1. Work is Influenced by Global Forces

Work, occupation, and career development are themes that are fundamental to a wide range of human activities and relevant in some way across all cultures. Our focus is not “a” career, but “career” as a form of work. The manner in which career manifests itself is a complex phenomenon, influenced by a wide variety of factors. All through its evolution, large-scale factors, operating at the macro level—such as industrialization, modernization, colonization, Westernization and, today, globalization—have shaped and formed human orientations to work. There are very few cultures and contexts (perhaps none) that have not been influenced by these forces in some way.

Over the last year all of have experienced a powerful, global force in the form of the pandemic that severely affected career development across all age groups. Such events have characterised the evolution of work over the ages. A reciprocal relationship seems to exist between human engagement with work and co-occurring global trends.

1.1. The Hunter-Gatherer Period: Work for Survival

Human work began in a world that was wild, untamed, and perhaps hostile. **Survival** was most likely the prime concern. Small bands of early humans would have secured ongoing

safety and survival through generic work activities such as **building shelters against the elements, hunting, and gathering food**. These groups tended to be wanderers, following herds of animals and other sources of food and sustenance, and at the **same time making discoveries** that improved the quality of their lives as they trudged along. It is quite probable that during the initial stages of its evolution:

- work was a group activity.
- individual members of the group had to learn to provide for and support the group’s needs as quickly as possible
- work was not considered separate from daily life.

Work was life and life was work. However, with the passage of time, this form of human engagement with work has undergone many changes.

Cave paintings showing people hunting in groups dating to 10,000-9000 BCE



Cave painting of a hunting scene in pre-historic rock shelters in Adamgarh, Madhya Pradesh, India. Original image by Vaishali Bhadauriya.
<https://www.ancient.eu/image/12017/adamgarh-cave-no-4/>



Cave painting of a hunting scene, Los Caballos, Spain.
<https://www.britannica.com/place/Los-Caballos>

1.2. The Neolithic Revolution: Settling Down

A significant milestone in the evolution of work was perhaps triggered by the Neolithic Revolution—circa 10,000 to 5000 BCE. Humankind gradually decreased its itinerant search for food and began to **domesticate plants and animals**. Hunter-gatherers, on different parts of earth, began to make the transition to agriculture and to establishing

themselves in a specific location. This transition perhaps presaged the imbuing of work with cultural overtones.

The Neolithic Revolution led to a tremendous **diversification of work skills**. The settling down of groups in specific locations gradually transformed human beings from nomadic groups into **sedentary societies**. Villages were established which grew into towns and later into cities.

Çatalhöyük, in Turkey is one of the best preserved Neolithic towns that existed between 6200 BCE to 5200 BCE

<https://atiavipgroup.com/en/destinations/catalhoyuk-the-symbol-of-neolithic-civilization/>



The excavation and a reconstructed model of what the Neolithic city may have looked like. Special to this settlement in Çatalhöyük, is a unique streetless arrangement of houses clustered back to back with roof access into the buildings!

By this time, people had developed the ability to wrest the land from the wild, tame it, and make it arable. Given the massive investment of effort and the highly satisfactory returns on this investment, people became attached to certain locations and **land increased in its value**. Property ownership became increasingly important and acquired the status of being a highly valued possession.

With the passage of time, a complex of **other occupations** began to evolve which included trade and business, construction and architecture, administration and management, law and governance, protection and security, health and medicine, industry and technology. It is possible that systems emerged to classify workers according to ability and status. Specializations began to evolve and thus emerged occupational categories such as fishermen, farmers, cattle breeders, weavers, healers, traders—a list that will continue to grow for as long as human needs exist.

From the Neolithic times, work was slowly transformed from a raw and primal engagement with the surroundings, to:

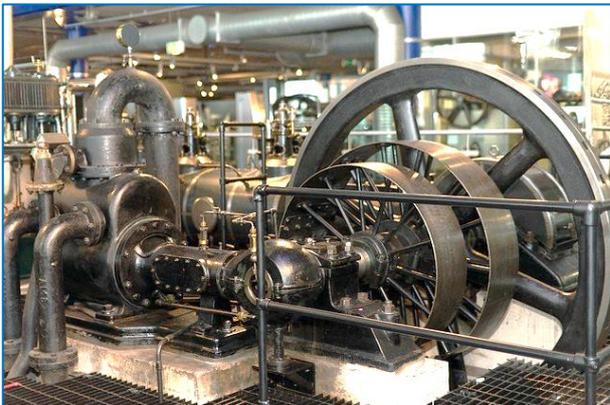
- an activity characterized by customs, laws, value attributions, social standards, religious beliefs, and traditions.
- the organization and classification of work activities into occupations that were governed by hierarchies
- the transmission of these learnings to others through the process of cultural learning.

Occupations and trades ran in families/close-knit groups, and expertise related to professions was transmitted from the adult to the young within the family or through **guilds** of professionals. It has also been observed that populations that were able to organize work around a central principle (for example, principles emanating from religion) were more prosperous. Hence, work as a human activity became deeply embedded in human culture.

1.3. The First Industrial Revolution

An important milestone in the evolution of work in Western society was the Industrial Revolution that began in England around 1760 and stretched to around 1840.

First and Second Industrial Revolutions 1760 – mid 1900s



Handmade shifted to machine-made
<http://blog.ukdataservice.ac.uk/the-industrial-revolution-of-open-data/>



Factories began to produce goods
<https://www.history.com/news/second-industrial-revolution-advances>

Coupled with the Protestant Reformation, a new work atmosphere was created wherein traditional practices of occupational role allocation were no longer as applicable as in earlier times. In economies that came under the influence of the Industrial Revolution and the Reformation, the nature of work was no longer typified by a specific set of activities that

one engaged in for a lifetime, in order to earn a living. Work now presented prospects for change and advancement. People began to approach work as a means for achieving growth and personal development, as also for changing their class or position in society.

1.4. Ongoing Industrial Revolutions

The *first* and *second* industrial revolutions (circa 1760 to early 20th century) saw the transformation of predominantly rural, agrarian England, Europe and the United States into urban, industrialised economies.

The *third* industrial revolution beginning around the 1960s was undergirded by the *computer/digital revolution* and caused the next big shift in human engagement with work. Technology shifted away from mechanical processes to the use of digitisation and brought devices such as the computer and the internet into work.

Third Industrial Revolution beginning around the 1960s



The computer/digital revolution
<https://www.atlanticcouncil.org/blogs/futuresource/an->

Other re-orientations such as the emergence of nonstandard work, deglobalisation, financialization and the devalorization of mid-skill jobs are increasing the precarization of work. Technological advances are leading not merely to automation but to the autonomisation of work tools and processes (e.g., driverless cars) leading in turn to a reduced dependence on human effort. What seems to be unique about this revolution is the fusing of physical, digital and biological worlds. The foundations upon which the meaning of work have rested for thousands of years have been questioned. Artificial intelligence for example is challenging what it means to be human and against that background what human culture is.

2. Work as Career

Work, is as old as the history of mankind. Career, on the other hand, is a relatively newer construct, whose emergence coincides with changes in the evolution of work brought about by the 1st Industrial Revolution. These changes threw up new work roles that require

Today we are said to be at the threshold of the *fourth industrial revolution (4IR)* which will be characterised by *cyber-physical systems (CPS)* where physical and software components are deeply intertwined and able to operate on different spatial and temporal scales, and interact with each other in ways that change with context. It is expected that the 4IR will further embed information technology processes into human society and even the human body through advances in a wide range of fields including robotics, artificial intelligence, nanotechnology, biosynthetic materials, quantum computing, biotechnology, 3D printing and autonomous vehicles.

Fourth Industrial Revolution beginning around 2000



Cyber Physical Systems: Autonomisation of work tools
<https://cacm.acm.org/news/223387-new-robots-can-see-into-their-future/fulltext?mobile=false>

specialisation in a particular skill set and the commitment to meeting the demands of these specialised work roles for a duration of time – sometimes for the entire duration of one's availability to the work force. It is the relatively modern concepts of specialisation and the focused development of specific work roles that define the term career.

All careers are forms of work, but the reverse may not be always true. As an area of human activity, work is broader in what it encompasses. Career, therefore, is work imbued with certain characteristics. These characteristics are discussed in more detail in a later section.

2.1. Characteristics of Career

Career has certain distinct characteristics that allow us to describe it as a form of work. It is these characteristics that create a matrix within which career counselling and guidance can occur.

A. Making a choice and exercising the will

Career brings with it the question of *choice, decision-making and the exercise of one's will*. Presented with numerous opportunities, the career aspirant is required to discriminate between various possibilities and identify the career that he/she wishes to follow. Having made this choice the individual then is required to identify and select the path that will lead to the chosen career. Decision-making however does not end at the crossroads that the individual faces at the point of initiation into the world of work. A career path is not a course that leads directly from one point to another. Career goals are not uniform, solitary targets that one must reach. A career path twists and turns often bringing the individual to new crossroads. New career goals emerge when one target has been reached. All through this course, the aspirant is required to take decisions and make measured choices.

B. Suitability

A career implies *specialisation* in a clearly circumscribed area of skills. Specialisation brings with it the implication of the individual's *suitability* for a *specific set* of work skills. Discovering personal suitability for a career requires identifying personal interests, talents and inclinations.

The question of suitability persists throughout the individual's career. Suitability is a particularly critical concept at the point of entry into a career. It is essential that the career aspirant discovers the career in which he or she is likely to excel and finds the highest degree of comfort. Having entered a career, the moulding of personal suitability to career tasks is the challenge before the career aspirant. Further training would be necessary to sharpen basic suitability for a set of tasks as one's career progresses. The individual is not likely to be completely suitable for all the requirements of the chosen career. Success at a career requires making adjustments and learning to cope with newly emerging career demands.

C. Preparation

Preparation for entry is an essential characteristic of the modern career. Career preparation presents two points for consideration. At one level, preparation comprises *study, training and skill development* to meet the demands of the chosen career. Inadequate training or a poor knowledge base compromises the type of job for which one

would be accepted. At another level, career preparation is linked to the attitudes with which one views oneself and a career. For example, the unwillingness to mould oneself to the requirements of a career could result in severe conflict. Career preparation also requires developing an *attitudinal readiness* to survive and progress in the world of work.

D. Ongoing development

We could perhaps link the term career to *carrière*, which is French for racecourse. In many ways, a career is a course that one follows. Movement along this path calls for fitting into predefined structures and following prescribed rules, while simultaneously exhibiting excellence, creativity and initiative. By its very nature, career offers opportunities for further development toward the higher reaches of an area of work specialisation. Promotions, switching employers, branching into other areas of specialisation are all examples of ongoing career development.

E. Social – personal dimensions

Running the course of a career is essentially the result of an intricate psycho-social process. A group of people (society at large) presents a wide variety of needs that demand attention. Individuals from within this larger group, develop the expertise to meet one of these needs or specific components of a need in a professional manner. Career is a mechanism whereby society utilises the services of its members to contribute to its wellbeing, progress and development. The larger society in return compensates the individual for delivering a particular service. An individual's career therefore has its being in the dynamic interaction between the garnering of personal gain and the service he/she renders to society at large. Career development suffers or even grinds to a halt when this delicate balance is disturbed. An individual willingly spends energy to meet career demands because this investment of effort yields some form of personal gain. At one level this maybe in the form of higher remuneration and material benefits. At another level, the career one follows and the career progress one registers is closely linked to social status and prestige. At the deepest level, a career is a mechanism that can facilitate the unfolding of personal potentials, the realisation of one's dreams and ultimately the actualisation of one's self.

3. Career and Career Guidance and Counselling

3.1. What is “career”?

Based on the points made above we could say that career, as distinct from work, is characterised by the *wilful direction of energy and specialised effort, for a required duration of time, toward meeting societal needs through a specific area of work, for which one gains the means not only for a livelihood but also for the realisation of personal potentials.*

It must be kept in mind, that this description of career and its development is an ideal description. In reality, a variety of forces act together to facilitate, thwart or divert the unfolding of this process. A career rarely bursts abruptly upon the individual. A person's orientation to work and then to career is something that develops over a period of time.

3.2. Birth of Career Guidance

Beginning with the 1st Industrial Revolution, as new occupations emerged, the issue of *matching people to jobs* surfaced as a question that needed an urgent answer. On the one hand, industry demanded workers with certain combinations of qualities, abilities and skills; on the other, the would-be worker needed guidance toward jobs for which he or she was most capable.

It was at this point in the evolution of work that career guidance emerged as a method to support the new industrial work order. Accordingly, systems were developed whereby people could be matched for jobs on the basis of their traits, abilities, and talents. This systematization of methods to support and facilitate career choice and decision making marks a notable landmark in the history of work. During earlier times when the allocation of work roles was led by social and cultural norms, there was possibly little or no need for career counselling and guidance. Today, in some cultures and economies, the individual has before him/her a wide assortment of occupational possibilities and prospects. In these cultures, individuals (based of course on their qualifications and education) are relatively more free to select and follow the career of their choice.

It is in the interface between the burgeoning of opportunities and the freedom of choice that career guidance and counselling finds its relevance. And since its inception more than a

century ago, the field has grown and prospered, addressing, supporting, and facilitating individuals' engagement with the world of work.

3.3. Manifestation of Career: Varied Contexts

As we have seen, historically the notion of career was born in a Western, individualistic, industrialized context, and was nurtured by a work ethic that promoted freedom of choice. But, not all economies came directly under the influences of the Industrial Revolution and the Protestant Reformation. In many other non-Western societies, human engagement with work progressed as it had for centuries earlier. Even today, all one has to do is to step a few miles outside the cities of economically developing countries to enter a world of work that is characterized by preindustrial features, where work is linked to the marshalling of resources to secure basic necessities such as food, clothing, and shelter. Career as it has been described earlier in this writing barely exists in these cultures and economies.

Nonetheless, global forces have and continue to have an impact on work behaviour in almost all contexts. In virtually all societies, work has changed from being simply linked to survival needs to something far more complex, requiring increasing amounts of specialization and training. Accordingly, the notion of a personal career has made its appearance in many more parts of the world. Yet, over the years global forces such as colonisation have transported the idea of career to many other cultural and economic locations. And career is a reality now in almost all economies.

It seems, therefore, that the manifestation of career can be seen in two broad contexts: contexts to which career is indigenous and contexts where it is, in many respects, culturally alien. In the former, the manifestation of career would be spontaneous and culturally congruent; in the latter, its manifestation could be the result of exigency induced by global transformations. The delineation of work from career could be described to lie along a continuum. At one end is “career” in its fully developed form, as it has been described above; at the other end is a complete absence of this notion of career; and along the continuum are various manifestations of the idea of career. This manifestation is strongly influenced by local social, cultural, economic, and psychological factors.

3.4. What is Career Guidance?

Keeping these multiple orientations to work in view, career guidance could be described as *a service that aims, at helping the individual optimise personal potentials through the effective realisation of his or her social and economic role as a “worker” for lifelong development of personal wellbeing as well as the prosperity of the immediate community and society at large. To be effective, career guidance must be informed by a culturally-resonant interpretation of social, behavioural and pedagogical sciences.*

At the same time it must be kept in mind that while the notion of career is becoming more and more universal, what it means, how it is manifested, and how the individual engages with career, can vary from one context to another. In one setting, the focus of career guidance may be to help an individual discover whether he/she should take up law, business studies, or product design. In another, it may be to help an individual gain contemporary skills to manage his/her traditional, rural occupation more efficiently.

4. The Emerging Code of Work

Two important features characterize the contemporary work environment and career development

4.1. Changes in conceptions of time and space

Information and communication technologies (ICT) have transformed ideas of space and time within the world of work. Today communication across vast distances can be almost instantaneous. Networks allow for the creation of virtual workspaces that need not have specific geographical locations. Many work environments take us beyond the execution of a specific set of duties, during a set work shift, at a specific location. Today, if the work partner of an Indian lives in England, it is not likely that the Indian worker can begin work as usual at 9 am because it would be 5 am on the Lebanese side! Today it is common for us to use a variety of ICTs to enter a virtual work place within which we interact with people who live in different parts of the globe and together complete units of work without ever ‘meeting’ each other. This *de-linearisation* and *de-synchronisation* of time and space (Tractenberg, Streumer Jan, & Van Zolingen, 2002), has created a new

environment within which new patterns of thinking about the world of work have emerged.

4.2. Redefinition of skill requirements

Unemployment is a problem that has always characterised the world of work. The nature of and the reasons for unemployment however have changed as work has evolved. During the pre-industrial and industrial periods, unemployment quite often was linked to the vagaries of economic cycles. While this reason continues to persist, unemployment in the information age is also linked to *skill redundancy*.

The difference today is that changes within the world of work are so rapid and continuous that skills that were relevant even six months ago could be redundant in the here and now. Career Psychologists compare industrial age jobs with the information age and point out that in the past work was broken up into simple units that were repetitive requiring minimal amounts of critical thinking or judgement. Jobs in the information age in contrast, are described as ‘high-discretion’ jobs requiring well-developed abilities for independent functioning and decision-making based on the effective manipulation of knowledge data bases. A new work code has emerged today where the worker-machine interface has given place to a worker-knowledge interface. Whether a person is an engineer, a psychologist or a computer programmer the worker of the future will be called a knowledge worker simply because all careers would require a high potency for manipulation and administration of information.

4.3. Lifelong learning

Education-work-retirement has been the traditional approach to the unfolding of a significant portion of an individual’s life. The emerging work ethic calls for a change in this linear and sequential way of thinking. The future world of work is no longer likely to offer jobs that could be pursued for the entire span of an individual’s working life. The worker of the future is likely to be required to make several job shifts over one life time. This could be the result of skills becoming rapidly redundant or because the new world of work offers ever increasing opportunities for greater self-fulfilment. Furthermore, if the jobs of the future are going to be ‘high-discretion’ jobs, career success is going to be dependent on the constant updating of knowledge and skills. Within this context, learning must performe be

redefined. Careers in the future world of work require broad learning foundations that leave the option open for ongoing learning and skill development. Training courses with long periods of gestation leading ultimately to just one career possibility are likely to decrease in their relevance. Educational foundations that offer the flexibility for career change over the course of one's life are the need of the hour. This requires a closing of the gap between knowledge transmission and skill acquisition. Embedding work-related experiences in the school curriculum for example could contribute to the closing of this gap. Employers also will need to devise strategies and methodologies that could contribute to the ongoing knowledge and skill development of their work force. A work environment where ongoing learning becomes an essential aspect of career development is expected to be the work ethic of the future.

If lifelong learning is to be possible, it is essential that mindsets also change to accept this reality. Social-cognitive environments that do not allow the worker to remain a learner could prove to be barriers to career success in the emerging post-industrial world of work.

4.4. Coping with diversity

The information age has created dramatic changes in conceptions of time and space within the world of work. The worker is today expected to discharge work roles in an environment that is characterised by social, cultural and economic diversity. Until now conceptions of preparing for the world of work were limited to learning to *know* and learning to *do* (Delors, 1996). The future world of work is going to be populated by individuals who come from varied cultural backgrounds, carrying their own ways of engaging with career and work. One of the crucial elements of the new work environment is that the individual is simultaneously aware of the *diversity* within the human race as well as the need for *interdependence* between every society. One facet of the emerging work ethic therefore would be *learning to live together* (Delors, 1996). A concern that has been consistently expressed about the world of work is that the

forces of globalisation and technological advancement would lead to the loss of individual identities. Success in the new world of work would be linked to the individual's ability to maintain personal autonomy and freedom of thought and judgement within a shifting, changing and diverse work environment.

5. Challenges for the Future

Some of the largest workforces in the world lie in the developing world—a world to which the notion of career is not indigenous. At the same time, career guidance is rapidly emerging as a strongly felt need in these contexts. Yet, very little attention has been directed toward understanding orientations to work and the manifestation of career in these environments. Instead, career guidance in these contexts is driven by definitions of career that *have been transposed* upon these cultures. As a result, those involved in workforce and career development in these contexts learn about constructs and ideas that do not equip them to effectively address felt needs.

But given the reality that career now exists outside the setting in which it was born, the challenge before the career counsellor in these contexts is to break of new ground. This is a pathway that is a less trodden one. For contexts in which career is not indigenous this may have to begin even with a redefinition of what career means in these environments. It requires innovation and creativity. Most importantly it requires a deep integration with underlying cultural forces.

6. Conclusion

Man's most ancient preoccupation – work, has today yielded the concept of career. Indeed career development has become an important aspect of the overall development of the human individual. Yet as we have discussed above, prevailing beliefs, attitudes and mindsets influence approaches to work and career. If they are to be relevant, career counselling services must be rooted in the *contextual realities* of which the career chooser is a part.

REFERENCES

References marked with * are linked to the original paper. Click to read the paper.

Delors, J. (1996). *Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.

* Trachtenberg, L., Streumer, J., & van Zolingen, S. (2002). Career counselling in the emerging post-industrial society. *International Journal for Educational and Vocational Guidance*, 2, 85-99. Click here for the paper:

<https://www.thepromisefoundation.org/files/documents/8414c0fa-168c-4d39-bef4-d6f1702d4311.pdf>

OPEN ACCESS MATERIAL

Given below links to open access material such as papers and web based resources, that you would find interesting.

- The Prehistoric Ages: How Humans Lived Before Written Records: <https://www.history.com/news/prehistoric-ages-timeline>
- History of the organization of work: <https://www.britannica.com/topic/history-of-work-organization-648000/Medieval-farming-and-craft-work>
- A retrospective on the History of Work: <https://www.atlassian.com/history-of-work>
- Guilds: <https://en.wikipedia.org/wiki/Guild>
- The Learning Years of Medieval Childhood: <https://www.thoughtco.com/medieval-child-the-learning-years-1789122>
- The Neolithic Revolution: <https://www.youtube.com/watch?v=rboewQNMpdU>
- The origin of tool use: <https://www.livescience.com/7968-human-evolution-origin-tool.html>
- The Protestant Reformation: <https://www.livescience.com/7968-human-evolution-origin-tool.html> The Protestant Work Ethic: https://en.wikipedia.org/wiki/The_Protestant_Ethic_and_the_Spirit_of_Capitalism
- Medieval Technology: https://en.wikipedia.org/wiki/Medieval_technology
- The cognitive bases of human tool use: https://www.eva.mpg.de/documents/Cambridge/Tennie_Cultural_BehBrainSci_2012_1566208.pdf

SKILLS FOR PRACTICE

WORK...JOB...CAREER?

Note to Facilitator

During our conceptual foundations we discussed the point that career is a form of work. This is a practical exercise that can be done as a part of a career guidance workshop.

Job-matching is a phrase that is often linked with career guidance. A commonly expected outcome of career guidance is that the career guidance intervention matches and links the person to a job. Of course finding a job is of great importance. But is that all career guidance is about? Does the role of career guidance end once the person has been matched to a job?

Career guidance goes beyond merely matching a person to a job. The overarching objective of career guidance is lay the foundations for life long career development. It is important therefore that time is taken to help the young person:

- understand the difference between, work, job and career.
- learn that a strong career is made of many jobs.
- acknowledge the importance of preparing for a career and not just a job.
- understand that a career is related to one's suitability.
- that by pursuing a career rather than a job, one has a better chance of realising one's potentials and serving society.

The most important learning we want to achieve through this exercise is that one should prepare for a career and not just a job.

How to Use the Worksheet

A sample of the worksheet that can be used for this exercise is provided below. The worksheet uses the "fill-in-the-blank" method to have a discussion with the young person on work, job and career. The worksheet has two sections as follows:

- **What's the Difference:** This section aims at making distinctions between work, job and career. The worksheet shows a boy cooking as a spare time activity and a girl working as a qualified footwear designer. The boy could be pursuing a job and the girl could be pursuing a career. Use these images to discuss the difference between a job and a career covering the following points:
 - A *job* maybe something you take up to make a living. It may not need formal qualifications. The future of a job without qualifications is dim. Someone with qualifications for the same job will be able to make better career progress.
 - A *career* is something broader. It requires formal qualifications in the form of certificates, diplomas or degrees. Some career also require licensing. A career brings the worker on a formal path, with clear milestones for further progress.
 - In the case of the boy, he may be a good cook, but it is *unlikely* that he will progress to higher positions as a chef. In the case of the girl, she is *formally qualified* and hence she has a good chance of building a "career" in design.
 - The *target* to set for oneself therefore is to aim for a career rather than taking up any job that comes along one's way.
 - These points are covered in the fill in the fill-in-the-blanks. The following words are examples for filling in the blanks:

What's the Difference: Fill in the Blanks

- All careers are forms of work, but all work may not be a career.
- Work is any activity in which we spend our energies.
- A job is an opportunity to earn a living or a salary.
- A job may or may not be suitable for me.
- A career is an extension of my talents, interests and potentials.

- **One Career, Many Jobs:** This section extends the learnings of the previous section. The objective here is to get the career chooser to expand his/her horizons beyond merely getting a job. The picture shows a psychologist and the names of various jobs he can take up. This person's *career* (not job) is psychologist. Use the image and discuss the following points:
 - a career offers the possibility to *switch* from one job to another, without major re-qualification.
 - as a psychologist he can have many *different* kinds of jobs including: school counsellor, consultant in a hospital, government service, start a private clinic, join the defence services and work in the human resource department of a corporate organisation.
 - with a broad career like psychologist he is free to switch across different kinds of jobs that require the qualification of a psychologist.
 - if he loses one job many *other* jobs within the same career are open to him.
 - as a result his *job security* is higher, because a career is a *collection* of many jobs.
 - These points are covered in the fill in the fill-in-the-blanks. The following words are examples for filling in the blanks:

One Career, Many Jobs: Fill in the Blanks

- A career is not just a job.
- A strong career is made up of many types of jobs.
- Your qualifications allow your career to grow, even if your job does not.
- The ideal career allows you to realise your potentials and also build your society.
- Therefore success can come by selecting a career for which you are talented.

- Students are to use the **Think Point Box** to summarise what they learned. Ask one or two of them to share their learnings and conclude the activity.

WORK...JOB...CAREER?

What's the Difference?

One more pinch of salt and it will be perfect! I'm not a chef... but I can earn something at least.



- All careers are forms of work, but all _____ may not be _____.
- Work is _____ in which we spend our energies.
- A job is an opportunity to earn a _____
- A job may or _____ be suitable for me.
- A career is an extension of my _____

The first footwear design I have created independently after graduating from design school. I hope my boss will approve!



One Career...Many Jobs



- A career is _____ a job.
- A strong career is made up of _____ jobs.
- Your qualifications allow your career to _____, even if your _____ does not.
- The ideal career allows you to _____ your potentials and also build your _____.
- Therefore success can come by selecting a career for which you are _____.

THINK POINT!

How can I prepare for a career and not just a job?



SELF-LEARNING EXERCISES

Word Limits: All questions have word limits. This is also an assessment of your ability to express yourself concisely and with precision. Please note that you are expected to stay within the word limit.

Originality: All questions are designed to assess your originality. While you are welcome to refer to books, the internet and other resources, verbatim reproductions of answers will not be scored.

EXERCISE 1: Emergence of Career as a Form of Work

A. Look at the table below. Group the Characteristics and Events under the appropriate Milestones. One example has been given for your reference.

Career Development Milestones	Characteristics and Events
Work in Early Human Society	<ul style="list-style-type: none"> • Choices and Decisions • Specialisation not a strong feature • Autonomisation • Global Scale • Linked to survival • Knowledge Specialists • Preparation • Suitability • Mainly a group activity • Embedding information technology processes into social and biological processes • Manufacturing • Invention of the Computer • Digital Technology • First use of Internet • Ongoing development • Automation • Social-personal dimension • Cyber-Physical Systems
1st and 2nd Industrial Revolutions	
3rd Industrial Revolution	
4th Industrial Revolution	
Characteristics of Career	

- B. Write a brief summary (250 words) on the emergence of career as a form of work.
- C. Click on this link and go over the paper: Trachtenberg, L., Streumer, J., & van Zolingen, S. (2002). Career counselling in the emerging post-industrial society. *International Journal for Educational and Vocational Guidance*, 2, 85-99. How will de-linearisation and de-synchronisation of time and space affect the future world of work?
(<http://thepromisefoundation.org.managewebsiteportal.com/files/documents/8414c0fa-168c-4d39-bef4-d6f1702d4311.pdf>)

EXERCISE 2: What is career and career guidance?

Use your learnings from this module to write out a personal definition of career and career guidance (50 words)

EXERCISE 3: Work, Job and Career

- A. Refer to the activity in the Skills for Practice section (Work, Job Career) and write out a brief description of the difference between work, job and career (100 words).
- B. Administer the worksheet to a someone (preferably a high school student). Ask the student what he/she learned from the worksheet. Write out (100 words) a) A verbatim sentence from your client's response to the worksheet. b) Your main learning about introducing career guidance to students.