

The Manifestation of Career

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Conceptual Location

This handbook is focused on work, occupation, and career development: themes that are fundamental to a wide range of human activities and relevant in some way across all cultures. Our focus in this writing 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. Therefore, we attempt at the outset to describe its conceptual location and do so by pointing to the nature and quality of transformations that have occurred in the evolution of work and career.

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. An important milestone in the evolution of work in Western society was the Industrial Revolution. 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 when work role allocation was mainly based on one’s social class. During those times, 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. 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. Thus was born the concept of career, which tends in a Western context to be described as a personal engagement with the world of work characterized by the exercise of volition and the

identification of personal suitability, requiring preparation and specialization for ongoing, lifelong development.

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 vocational 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 counseling 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 counseling 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.

But not all cultures and economies came *directly* under the influences of the Industrial Revolution and the Protestant Reformation. In other 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 marshaling 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 had and continue to have an impact on work behavior 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.

Although 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, global forces over the years have transported it also to many other cultural and economic locations. 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. It could thus be hypothesized that the delineation of career from work lies 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. We further propose that this manifestation is strongly influenced by local social, cultural, economic, and psychological factors. Hence, the meaning of career for a middle-class, urban Indian might be very different from his/her middle-class German counterpart: the German, for example, may be relatively more accepting of a vocationally-oriented, blue collar career, while to the middle-class Indian, given prevailing culturally-mediated occupational prestige attributions, blue collar professions may not even be considered as a potential career path! At another level, a work day in the life of an illiterate paddy farmer with a small holding would be dictated by multiple requirements that range from weeding and pest management to

harvesting and finding the best buyer for his crop: the topic of selecting an occupation for his children based on their interests and talents would be almost alien for him. The point we are making is that the notion of career is becoming more and more universal, as is the necessity of having to develop systems that would optimize individuals' engagement with career development. However, 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.

An examination of the literature pertaining to career development, counseling, and guidance that has developed over the last 60 years reveals the following:

- Theorizing and model building have been largely dominated by Western epistemologies. This is quite as might have been expected because the conception of career emerged in these contexts. The development of the field in Western contexts has been robust and has led to the advancement of a wide range of theories and methods for practice. The emergence of controversies, debates, and calls for improvement and expansion, are signs of the good health of the discipline of career guidance in these contexts. This began perhaps with the quantitatively oriented trait-and-factor approaches and today the qualitatively-oriented constructivist approaches are illustrative of new paradigms and conceptualizations of people's work lives.
- 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.

It seems, therefore, that two pathways open up in relation to the advancement of career guidance research, theory, and practice. One leads toward the addressing of issues linked to *already established* forms of career development as it occurs in contexts to which career is indigenous. But given the reality that career now exists outside the setting in which it was born, the other pathway requires the breaking of *new ground*. The latter pathway 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. Career guidance theories and practices that emerge from such context-resonant definitions of career would be relevant to workers irrespective of their cultural backgrounds.

This handbook is conceptually located in the dynamic and reciprocal interactions that constantly occur between universal trends and particular realities in relation to work and career. Some of the key targets at which this book aims are to:

- extend existing theory, models, and methods into wider contexts;
- document hitherto undescribed orientations to work, livelihood, and career;
- discuss new directions that have relevance across cultural boundaries;
- exemplify sensitivity to culture;
- present ideas pertaining to less explored aspects of career guidance;
- be relevant to the wide range of newly emerging career counseling contexts around the world.

An Overview of the Handbook

The handbook addresses eight themes which are now briefly summarized.

New Directions in Theoretical Perspectives for Career Development and Guidance

In this handbook we take the position that theory and practice are reciprocally connected and that one without the other would only partially address felt needs. In the first chapter, McMahon points out that critics have questioned whether the existing theory base within the discipline of career guidance and counseling is relevant for the current times. Reviewing longstanding ideas and constructs in career psychology, she identifies questions facing the field, contextualizes new trends, and discusses their possible future directions.

Presenting context-resonant systems perspectives in career theory, McMahon, Watson, and Patton highlight that taking account of contexts and their realities has today become an imperative. They call for the translation of these perspectives into methods and approaches that are respectful of diversity.

Keeping in view the interdisciplinary framework of this book, Bakshi explores the utility of one contemporary theory of human development, namely life span theory, for career theory, research, and practice. In order to identify new directions, she examines the extent of rapprochement between selected career theories and life span theory.

Leong and Pearce highlight the problems of cultural validity facing current psychological models: an integrative model of cross-cultural psychology is reviewed and suggested as an alternative. Of particular importance is their discussion of the relevance of indigenous psychological methods to the advancement of vocational psychology.

Based on constructs drawn from a wide range of disciplines, Arulmani composes five interlinked propositions that together describe his cultural preparation process model, which he illustrates using constructs from Asian thought. He argues that career itself is a culture-bound concept and highlights the importance of developing frameworks that would allow the context to define career development.

The section is concluded by drawing upon the ideas of one of the most well-known figures of world history: Mahatma Gandhi. His ideas of work as a medium of learning are

explored by V. R. Devika and Arulmani. They extract principles from the provocative ideas in Gandhi's writings on education and work that could point to a Gandhian form of career counseling.

The Person in Contexts across the Life Span

The *person* is centrally important: It is the person's career development that we are committed to promoting. In this section, career development processes are described for persons who are located in traditionally important life periods such as adolescence and early adulthood, as well as for those who are negotiating challenges later in adulthood. The emphasis is clearly on the contexts that define lifelong development

Bakshi opens this section by reminding us that the person is central to all forms of career guidance activity. She discusses two constructs of focal interest to career guidance and counseling—personality and self—and highlights the key dialogues in the indigenous Western literature as well as indigenous Indian literature. Of particular value is her exposition of *Advaita* philosophy to introduce indigenous Indian conceptualizations of personality and self. In presenting multiple frames of reference, she invites career service professionals to reexamine their orientations to the person whose welfare is their responsibility; in particular, their orientations to change and positive development across the life span. Soresi, Nota, Ferrari and Ginevra take up a discussion of one of the most critical influences on the young person's career construction: parents. They discuss the impact of structural and process family variables on adolescents' career development. Drawing upon data pertaining to socioeconomic status (SES) and social class across cultural groups, they make suggestions on how parental support of their children's career development could be facilitated.

Bakshi and Joshi continue the discussion on young people and present an in-depth analysis of positive youth development (PYD)—a framework that describes how the

deliberate efforts of others in the young person's environment, including government agencies and community organizations, can support young people's passage into adulthood by enhancing their interests, skills, and abilities. They provide a powerful case study that illustrates the role of community services in supporting the career development of youth.

Moving later into the life span, Brown and Bimrose discuss the role of career guidance and counseling in relation to mid-career progression. Key findings are presented from their survey about the forms of learning and career development of 1,157 mid-career workers in 10 European countries. They introduce the idea that engaging with challenging work is a powerful form of learning and when coupled with other forms of learning may make positive contributions to employees' career development. A salient point they make is that career guidance practitioners need to recognize the complementarity of different forms of learning adult workers can optimize for their career development.

Boom, Bust, and Suitability

This theme focuses on the volatility and vagaries of the labor market and covers the issues that surround the relevance of career guidance given unstable and uncertain employment conditions. Addressing the practitioner, Kumar and Arulmani explain the concept of the labor market, list its key components, articulate significant trends, and discuss the meaning and role of labor market information (LMI) in career guidance. Ideas for application and practice are presented.

Continuing this discussion, Chatzichristou and Arulmani examine some of the factors that are expected to influence global labor markets in the 21st century and discuss these trends from the point of view of career guidance and counseling. They explain the implications of economic growth and slow down, outsourcing of jobs to emerging economies, immigration inflows within as well as across countries, and changes in the demographic compositions. They highlight the role that career guidance can play to ensure that the

individual is not reduced to an undistinguished figment of human capital in a market-driven economic environment.

Agbenyo and Collett shift the discussion to a much debated topic: vocational skill training. Occupational prestige hierarchies in certain cultures typically place vocationally-oriented careers at lower levels of preference although vocationally training is more likely to lead to early and fruitful employment. They explore the role of career guidance for vocational education drawing on international evidence from studies conducted in nine different countries and argue that all those who are involved in careers services have an important role to play in challenging perceptions of vocational education and training.

Zelloth deepens this argument by examining the relationship between career guidance and Technical and Vocational Education and Training (TVET) and shows that in reality, the interface between the two is not so clear and on occasion, may even be distorted. He discusses the barriers and stereotypes regarding TVET careers and develops a strong argument for the provision of career guidance services within and in relation to TVET.

Echoing a thread that runs through this section of the book, Jain's chapter discusses a relatively new but increasingly necessary aspect of career development in the contemporary context: the second career. She discusses that choosing the "one right career" and working for it may no longer be viable in today's world. This may be because of changing economic trends. But as Jain puts it, person-centered career guidance and counseling would recognize the significance of attending to individuals' developmental needs much before addressing the demands of their jobs and occupations. The final point she makes offers a fitting conclusion to this section of the handbook: If career guidance is to be relevant, it must also prepare the young person with skills to be able to anticipate and make smooth career transitions all through their lives.

Making Our Careers Green: Work, Environmental Sustainability, and Social Justice

From the rough and tumble of turbulent labor market dynamics, the handbook moves to another area that has been poorly addressed: the impact that career development has on the environment, issues related to sustainability, and matters pertaining to social justice.

We open this section with Plant's formulation of "green guidance." Linking environmental depredation to the individualistically mediated, exploitative and consumption-oriented predilections of career development as it is known today, Plant asks us to become aware of the environmental impact of many modern career paths. In this chapter, new directions are charted that point to the role that guidance and counseling can play to create a balanced, just, and peaceful society. Drawing upon the ancient Indian *ashrama* system's exhortation for service orientation across the life span and citing powerful examples from Inuit values, Plant describes how career guidance and counseling can envisage a shift towards a greener future.

Against this backdrop, Sultana's chapter explores alternative conceptions of social justice and reminds us that if individuals construct their own history, they do so in circumstances not of their own making. Drawing on recent theories of social justice, Sultana's chapter disturbs the comfortable, white, middle-class status quo that many forms of career guidance sustain and challenges us to imagine the ways career guidance can be of the greatest benefit to the least advantaged.

Müller continues this discussion by bringing attention to bear on educational inequality and social justice, and the challenges this presents for career guidance. An interesting tension emerges across chapters with regard to vocational education. Unlike the advocacy for vocational education in earlier chapters in this section, Müller arguments favor the encouragement of higher educational aspirations to mitigate educational inequalities. He summarizes crucial findings on the materialization of inequality in educational opportunities

from various countries and discusses the role that career guidance can play in reducing these inequalities.

Pillay, du Toit, and Mayer address the career development issues that surround unemployment, vulnerability, and economic disempowerment focusing on youth in South Africa. They point to a critical economic indicator of the miscarriage of social justice: divergence between a country's relatively high economic status (as measured, for example, by GDP per capita) and its relatively low development status (measured, for example, by UNDP's Human Development Index) which indicates an inequitable distribution of the benefits of economic growth. Their case study of the South African situation highlights the critical role that career guidance and counseling can play within the context of socioeconomic/sociopolitical challenges.

Commenting on a similar theme from the Indian perspective, Kalyanram, Gopalan, and Kartik draw our attention to the phenomenon of rural-urban migration. They contrast the notion of livelihood with career, drawing upon the views of J. Krishnamurti, a provocative Indian educationist-philosopher, and consider the notion of a "right" livelihood. They highlight the allure that urban life has for the rural young person. They then consider what the career counselor ought to do in this situation: encourage rural young people to migrate to the city or encourage them to stay in their rural homes. Their case example of a livelihood planning exercise in South India asks the discipline of career guidance to include in its purview, a form of guidance and counseling that supports livelihood planning. Within such a scheme would be a *livelihood counselor*: a career counselor who is skilled in facilitating the process of career choice and discovery, as well as in understanding and optimizing rural/traditional occupational structures.

This section culminates with Ratnam's analysis of the challenges that neoliberal capitalism poses. She raises questions about the goals, techniques, ethics, and conceptual

frameworks that currently guide the practice of career guidance. She draws our attention to the manner in which prevailing growth paradigms have ushered in new forms of social and economic exclusion, worker alienation, and the precarization of the livelihoods of marginalized groups. Using craft-oriented occupations as an example, she argues that traditional occupations can be repositioned as a career or livelihood option that mitigates social exclusion, disorientation, and the insecurities emanating from a volatile labor market.

New Directions for Practice

We stated earlier that theory and practice have a reciprocal relationship. This fifth theme of the handbook considers the practical dimensions of career guidance and counseling.

Reid and West begin this section by pointing to career counselors' concern about the inadequacy of quick-fix and reductionist methods in career guidance. They use information from a research project conducted in two phases in England to demonstrate the power of narrative approaches to help clients construct ideas about self and career futures in ways that are more meaningful, including in multicultural contexts.

Ramachandran and Arulmani present a traditional and ancient form of counseling—the story—as a channel for culture-resonant career counseling. Examples from a wide range of cultures are used to demonstrate how traditional counselors use the story as a tool for learning and teaching. They suggest that the modern career counselor can learn from these time-honored methods and create channels between pertinent, well-recognized stories and the person such that he or she could find answers by drawing upon the collective wisdom of the community. Three practical techniques that could be adopted for culture-resonant career counseling are described.

Bassot describes critically reflective practice and the role that reflective diaries could play in personal and professional development. The author uses her own reflective diary that

she kept during her time in India as a case study to illustrate the theoretical models discussed in the chapter.

Information and communication technologies (ICT) have dramatically changed the ways in which we interact and engage both with ourselves and others. Law introduces the career counselor to online careers work. He makes a very useful distinction between natives of the internet (those who use it so habitually that they can be said to inhabit it) and visitors (those who use it on an as-and-when basis). Discussing how the internet can become a resource for career workers, he makes the very important observation that while online websites provide the content, and technology the tools, it is critical thinking that provides the process.

Responding to the realities of the global situation that call for distance career services, Flederman and Watts review the development of career development helplines across nine countries. Distance career services may use one or more of the following: SMS, telephone, VOIP, email, and social media. They demonstrate how these advances in technology can mitigate the constraints of geography, time, travel costs, physical disability, and social isolation, and thereby achieve the goals of social equity.

Services for Special Groups

Theme six responds to calls that have been repeatedly made for career guidance to bring into its purview those who are outside the mainstream. Nag begins this section by addressing the needs of individuals with learning disorders such as Dyslexia, Specific Learning Difficulties (SLD), and Specific Language Impairment (SLI). She points out that while special educational needs have been studied extensively from the remedial program point of view, not much is known about how these individuals can be supported for a smooth and secure entry into the world of work. Using narratives from interviews with 12 individuals with learning disorders, she describes multiple layers of influence that are

relevant for the interface between education and work in the life of an individual with special needs. She highlights the skills the career counselors must develop in order to work with individuals with learning disorders, which includes ensuring a fine balance between supporting and making space for self-determination.

Arulmani and Murthy focus on another special group: those recovering from mental illnesses. They point out that although psychological disorders contribute to 13% of the global burden of disease, exceeding both cardiovascular disease and cancer, very little has been done for the reintegration of this group into the workforce. Addressing the career practitioner, they provide an overview of the signs and symptoms of mental illness and discuss the debilitating influence of stigma on the recovery of those who have been affected. Taking a functional rather than disabilities approach, they present the International Classification of Functioning, Disability and Health (ICF) as a conceptual framework for the career counseling of those recovering from mental illness.

In the next chapter, Kharkongor and Albert speak to us about career counseling among indigenous peoples, also known as tribals, first peoples/nations, aboriginals, or minority ethnic groups. They point out that being close to nature and community is integral to the indigenous worldview and that influences from dominant societies, globalization, and indigenous peoples' own continuing evolution, place them at various points in the continuum between the traditional ways of life and the modern. Writing from Meghalaya, a predominantly tribal state in northeast India, they present an exploratory survey based on focus group discussions with 10 indigenous career counselors. Methods suited to the culture of indigenous young people are discussed against the background of culture-bound tests and standardized approaches. They recommend an approach to career counseling that could achieve better outcomes with indigenous youth and expand the effectiveness of career counseling as a discipline.

Bimrose, McMahon, and Watson draw our attention to the needs of another group: older women and their work and learning pathways. They emphasize the multiple disadvantages that affect individuals' engagement with the labor market, such as those associated with age and gender. They review the broad context of women's position in labor markets internationally and describe a qualitative study of the labor market transitions of older women (aged 45 to 65) in Australia, England, and South Africa. They present three key themes from their findings, and in the light of these findings, consider the relevance of existing career theory, practice, research, and policy for women.

Continuing the discussion on special groups, the topic shifts to the needs of immigrants: those who for various reasons leave their homes and have to make a new home away from home. Neault highlights the increasingly mobile nature of the global workforce and reminds us that not all migration experiences are positive ones. She reviews the literature and discusses the career development challenges encountered by immigrants, expatriates, repatriates, and global careerists. Career guidance must address, for example, culture shock, transitions, credential recognition, language competency, relocation, and settlement.

Taking this discussion forward, Arthur and Nunes focus specifically on international students. Highlighting the diversity amongst international student populations, they discuss the important question of whether students who complete their education in institutions away from their country should stay or return to their home countries. An illustration from their study of the higher-education-to-work transition experiences of a group of international students who studied in Canada is provided. Best practices for career guidance with international students are discussed.

New Directions for Assessment and Evaluation

Assessment and evaluation have perhaps elicited the most controversy within the discipline of career guidance and counseling. In this section, these controversies are addressed and innovations that could move the field further forward are examined.

Arulmani examines two constructs central to career assessment: vocational interests and aptitudes. The influence of collectivist social organization and the impact of socioeconomic change such as improvements in the availability of employment are presented as a matrix within which to understand, assess, and interpret vocational interests and aptitudes. The relative stability of these two constructs is discussed through two Indian studies of a methodologically integrated approach to career guidance and assessment. This data is used to introduce the notion of potential: a blend of interests and aptitudes, as a relatively more stable construct around which to develop career guidance services.

Watson and McMahon offer a response to the debates in this field by integrating traditional career assessment approaches with narrative career counseling. Using two case studies they describe the use of an Integrative Structured Interview (ISI) process within a storytelling approach in conjunction with two internationally applied quantitative career assessment instruments—Holland's Self-Directed Search interest questionnaire and Super's Work Values Inventory-Revised—and demonstrate the complementarity of quantitative career assessment and storytelling.

Easton and Van Laar remind us of the interactions between economic growth, employment, and quality of working life. They describe quality of working life as the broader experience of employment and observe that there have been few valid and reliable measures of this important aspect of a person's engagement with work. They present an overview of the development of the Work-Related Quality of Life Scale (WRQoL) along with the psychometric properties of its six subscales. They recommend the use of a work-related quality of life scale for evaluating career guidance services.

Almeida, Marques, and Arulmani explore concepts and constructs related to the quality of career guidance centers through a study conducted in Mumbai (India) that used a multi-agent, multi-method, evaluative research design. From their data, they present seven thematic heads that could form a conceptual framework for the evaluation of career guidance centers. An illustration is presented for the conversion of these constructs and concepts into items for questionnaires, semi-structured interviews, and checklists.

Hiebert, Schober, and Oakes underscore a prominent theme emerging from contemporary discussions on career development and public policy: “prove it works.” Emphasizing accountability, they describe outcome-focused, evidence-based approaches to practice that have been created in North America and many European countries.

New Directions for Counselor Training, Competencies, and Standards

Effective counselor training lies at the heart of successful career guidance service delivery. Along with counselor training come the issues of competencies and standards.

Turning to the issues that surround counselor training, Hiebert and Neault point out that raising the profile of career guidance involves developing ways of identifying and acknowledging the competencies required to deliver quality career services. They provide a comprehensive background for understanding different approaches for developing competency systems. The importance of adopting mechanisms for acknowledging and validating practitioners who possess the competencies needed to deliver quality career guidance services is discussed: The Global Career Development Facilitator (GCDF) and the Educational and Vocational Guidance Practitioner (EVGP) credentialing systems are presented as examples.

Responding to the radically altered context in which career decision-making is occurring today, Borgen and Hiebert provide a summary of emerging needs that young people face when trying to navigate the contemporary labor market. Underlining the

importance of preparing professionals to provide the types of services that young people require, they provide an example of an initial step in professional development and describe a method for demonstrating the impact of that training on the participants involved.

Continuing with the theme of training and competency formation, Niles argues that if career practitioners wish to make a mark, they must be cognizant of the importance of demonstrating the efficacy of their work. For this to become a reality, the quality of career practitioner training must be of the highest level. This would mean equipping trainees not only with skills for service delivery but also for gathering and disseminating data to validate the efficacy of their work, and for engaging in advocacy to effectively communicate the value of career services to stakeholders.

Conclusion

A tendency when extending ideas into new contexts is to begin with the ideas of the dominant, more powerful group and suggest ways of adapting these ideas to the recipient context. Adaptations can be useful. However, unveiling what has been crusted over and neglected may be more relevant and effective. While this book highlights the relevance of traditional systems to local, particular contexts, it also attempts to demonstrate their potential for wider applicability. Therefore, this handbook attempts not only to adapt familiar theories and methods but also to introduce other epistemologies and worldviews so that the existing knowledge base can be broadened and enriched. If more relevant models are to be developed, frameworks from other cultures and economies must be acknowledged as providing different understandings of career development. This book rests on the understanding that all cultures have time-tested traditions of engaging with the world of work, some of which are thousands of years old. Career guidance and counseling is at a new threshold. The opportunity that presents itself is not for the creation of an Eastern as opposed to a Western form of career guidance and counseling. The task before us is to learn to draw

from these different traditions with the objective of being more relevant in a complex and changing world. In keeping with this spirit of partnership, we conclude this introductory chapter with a verse (śloka) from one of the most ancient texts of human civilization: the *Rig Veda*. The first part is a transliteration from the original Sanskrit and this followed by an English translation:

*Om saṃgacchadhvaṃ saṃvadadhvaṃ
saṃ vo manāṃsi jānatām
devā bhāgaṃ yathā pūrve
sañjānānā upāsate*

May we move in harmony, our minds in agreement,
May we work together toward a common goal.
May we follow the example of our ancestors,
Who achieved a higher purpose by virtue of being open-minded,
May we share our thoughts for integrated wisdom.
Rig Veda, ||10/191/2