Career navigation in a complex world of work



Career Learning

What is the meaning of career – when career as phenomenon transformed and suddenly became the same as learning?



Learning as the modifyer of career

Learning
as implicit governing of
new workforce
behaviors

Learning as **personal growth**

Learning as **strengthening**

Learning as adaptation

for inner professional satsifaction

Learning
as understanding
the rules of the
game

Learning as **contribution** in a relational exchange

Learning as an uncertain investment

for fulfilling a
mission carried out
for others sake

Bergmo-Prvulovic, I. (2023). Learning as the modifier of career in an era of uncertainty. Paper at the NORNet 2023, 4th Nordic Conference on Research on Transitions, Career and Guidance, Turku, Finland

The role of learning in guidance?

- Put *the learner* in the center
- Put *the needs of the learner* in focus



What career dilemmas are people searching support for?

Career dilemmas that arise in working life, in an organisation/workplace or transitions between workplaces.

A study of career dilemmas and support strategies expressed in everyday life in a public media arena during the years 2011-2015

Bergmo-Prvulovic, I. (2020). Playing the Career Game in a Changing World of Work: Career Navigation and Support Strategies in Advice Columns. Nordic Journal of Transitions, Careers and Guidance, 1(1).

Need for recognition HOW to advance/move forward? HOW to understand/manage the labour market? Experience of injustice and control Uncertainty in the current/future role

How are these career dilemmas handled and answered in the support/advice given?

The answers are characterized by a mix of different strategies, a combination of strategies and orientations to support the questioner's career navigation.

Learning - the common link

Individual-oriented









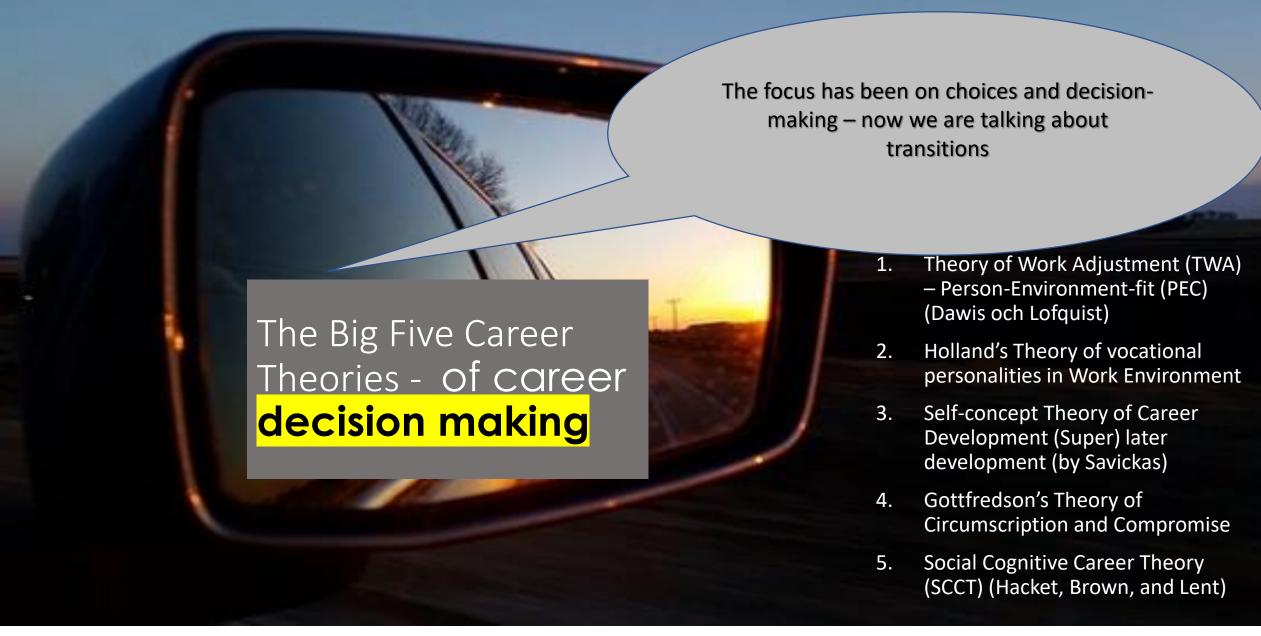
Organizational-oriented



Career Guidance

From focus on **career choice** and decision-making processes – to **continuous support for learning** in frequent, multi-directional, and multiple transition processes

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From primarily focusing on choices – to focusing on learning in transitions

Guidance and how it is organized within our institutional contexts has been designed based on a simplified three-step model of how we view education and work (anchored in previous working life conditions)

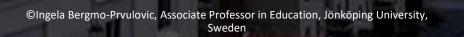
Education

Working life

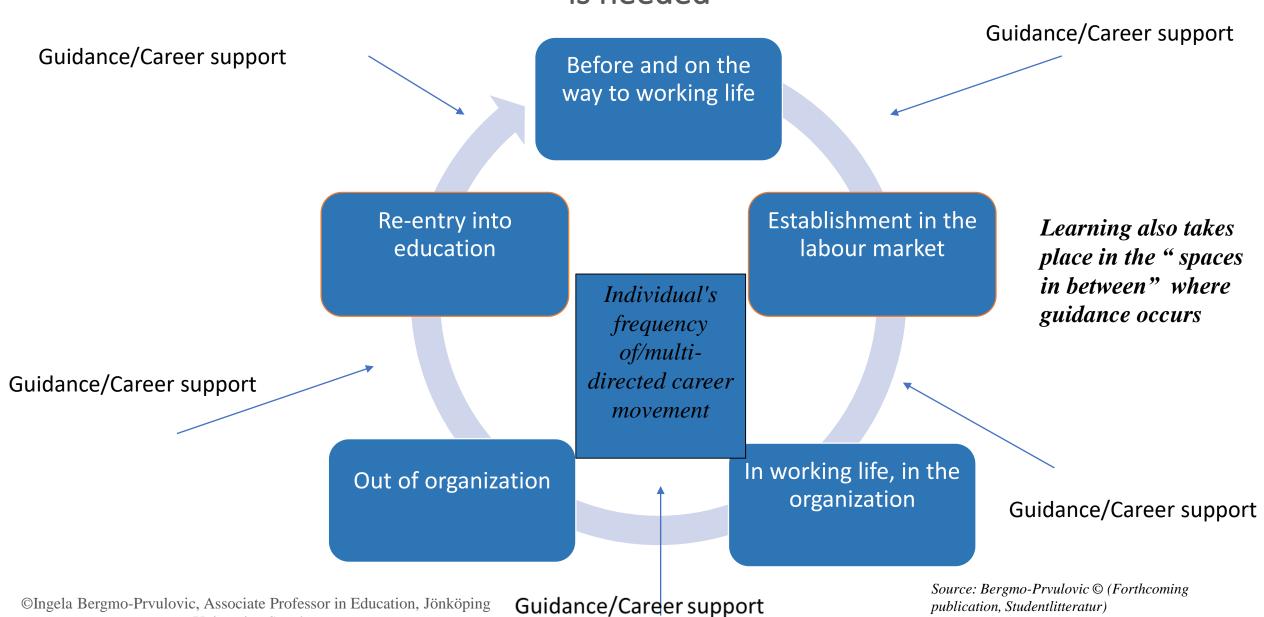
Retirement

From traditional, linear three-stage phases to circular multi-directional phases

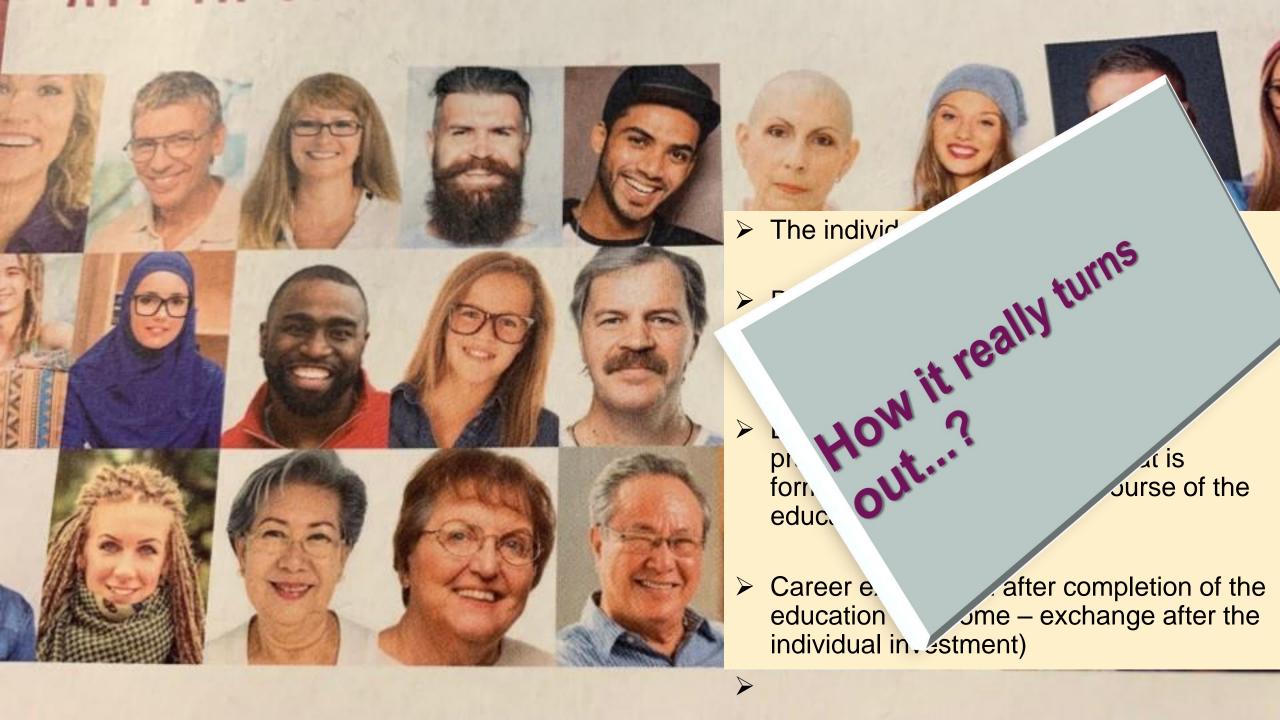
Se Baruch, 2004; Bergmo-Prvulovic, 2017; 2022; Topa & Alcover, 2020; Gratton & Scott, 2017)



Career as a bridging object – A bridging guidance approach is needed



University, Sweden



A **pedagogical** professional practice (**not** *mainly an administrative practice*) to promote sustainable career transitions in a changing working life

The role of career guidance to promote learning in the gaps throughout people's career navigation

The importance of defining what learning content we are dealing with in each situation:

Learning also takes place in the gaps – in the transition itself – in leaving a context, and moving towards, and entering a new context.

This requires support for critical reflection, opportunities for reassessment of what has been taken for granted, support in making new insights and seeing new perspectives.

It is about the learning that takes place when a person meet challenging situations and experience change processes. It can concern job losses or other extensive life-changing events, also challenging a person's identity, and may result in identity loss.

To make people to grow

Guidance as support for learning and Personal development throughout life

A learning content that deals with a person's knowledge of themselves, about one's reactions, about one's preferences, strengths and weaknesses, and how to include learning about one's surrounding conditions, how to master new situations, integrate new, sustainable ways of acting. To support this type of learning, reflection, reassessment and opportunities for re-evaluation are needed.

Bergmo-Prvulovic, I. (2022). Vägledning som stöd för lärande under hela livet. I C. Bjursell & M. Malec Rawinski, *Äldres lärande*. Stockholm: Natur & Kultur.

The potential of guidance to build bridges in transitions

- Our new era indicates that we need to design and organize the role and function of guidance from a bridging approach
- The eco-system of career needs to embrace the potential of guidance as support for learning in the gaps, rather than only emphasizing individual one-off efforts for the choice and decision of education, courses and professions.

(Bergmo-Prvulovic © se Bergmo-Prvulovic, I. (2020) samt kommande publikation) Bergmo-Prvulovic, I. (forthcoming). Vägledning som stöd för lärande under hela livet (Career guidance as support for learning throughout life) I C. Bjursell & M. Malec Rawinski, Äldres lärande (Learning for the elderly). Stockholm: Natur & Kultur.



