Editorial

Beyond Stability: Embracing Disruptions in Career Guidance Practice
*Sachin Kumar *

Our world is witnessing disruption across domains, scales, and societal paradigms, ushering in an era marked by unprecedented technological advancements, evolving geopolitical landscapes, and a profound re-evaluation of traditional values and structures (e.g., Gilding, 2011). "Disruption" is a disturbance or interruption of normal processes, deviating from the regular course of events, processes, or systems. Modern living is characterized by disruption, and navigating change has become an integral aspect of contemporary life. Positively, innovation and entrepreneurship drive change, enhancing efficiency and challenging norms. Conversely, disruptions may induce chaos or negative impacts, as seen in natural disasters or economic crises. In business and technology, disruptive technologies redefine established norms, exemplified by the internet, smartphones, and artificial intelligence. Socially and culturally, disruption manifests in shifts in norms, values, or practices, reflecting changes in behaviour and relationships. Whether positive or negative, disruption signifies a departure from the norm, revealing its capacity for both transformative and adverse effects in diverse contexts.

Work and career too have experienced myriad, profound disruptions. War and conflict have impacted careers and livelihoods on a global scale (e.g., Smit et al., 2022, March 17). Another transformative force is the accelerated adoption of remote work, triggering a fundamental shift in work patterns, office spaces, and commuting habits (e.g., Sahut & Lissillour, 2023). Automation and Artificial Intelligence have transformed industries, raising concerns about job displacement (e.g., Frank et al., 2019). The gig economy has continued to grow, with platforms connecting workers and employers, offering flexibility but also prompting concerns about job security and labour rights (e.g., Vallas & Schor, 2019). Rapid technological changes have resulted in a skills gap, where the demanded skills may not align with the existing skills of the workforce (e.g., Ra et al., 2019). Continuous upskilling and reskilling have become imperative for employees to remain competitive (e.g., Abe et al., 2021). Environmental sustainability has gained prominence, with companies expected to prioritize green practices, (e.g., Stanef-Puică et al., 2022). Globalization challenges, including shifts in trade dynamics and geopolitical tensions, have further impacted labour markets (Ernst et al., 2019). Demographic changes, notably aging populations, are affecting labour markets by causing shortages of skilled workers in some sectors and placing increased pressure on social welfare systems (e.g., Börsch-Supan, 2003;). Present and future disruptions have heightened the need for new forms of career development services for various clients, and technologies such as AI are aiding the effectiveness of such services (Wong, 2021).

The articles carried by this issue of the IJCLP can also be viewed through the lens of disruption. In the first paper, Syiem et al. shed light on perceptions of learning loss and gaps among students in tertiary-level institutions in North-East India due to the pandemic. This

*****Sachin Kumar,** Co-Editor, IJCLP. Government Degree College, Shahpur, Himachal Pradesh, India. email: samparksachin@gmail.com

study underscores the increased importance of catch-up learning and career guidance in the wake of such disruptions. The findings reveal a heightened awareness of mental health issues during the pandemic. Notably, certain specializations, like career counselling and trauma counselling, are reported by the study as gaining greater significance.

The next paper by Carr emphasizes the pivotal role of recognizing prior learning (RPL) as a tool for empowering workers. Its transformative nature lies in the valuation of practical knowledge, allowing learners to progress based on competence rather than adhering strictly to traditional academic pathways. This, in turn, reshapes conventional approaches to skill acquisition and certification. The paper puts forth a proposal for a study aimed at understanding how RPL candidates can effectively confront their learning selves, thereby strengthening their learning self-efficacy and career management.

The third paper in this issue, presented by Temurinkar and Solberg, advocates for the use of translational research to revolutionize the career guidance landscape in the Indian context. This approach could be viewed as being disruptive as it seeks to bridge the gap between research and practical application. Translational research plays a transformative role by converting theoretical findings into actionable strategies, thereby enhancing the overall efficacy of career guidance. The proposed methodology ensures that evidence-based insights directly inform and improve the day-to-day practices of career counsellors. The paper recommends the implementation of the Gatsby Benchmarks and OECD's recommendations, aiming to equip the youth with essential skills for the post-pandemic world. Furthermore, the paper introduces the concept of Individuated Career Plans (ICPs) as a research-informed strategy, suggesting its potential applicability in the specific context of India. This holistic approach demonstrates the commitment to not only conceptualising innovative ideas but also translating them into practical solutions.

The fourth paper in this issue, authored by Magnano and Lodi, delineates the primary barriers impeding the transition of incarcerated individuals into the workforce. The paper goes on to underscore the critical role of career counselling in easing this transition, emphasizing methodological imperatives, and presenting a comprehensive research agenda for future studies. Such an approach could be inherently disruptive, as it challenges prevailing stigma. It aims at reshaping prevailing perceptions and fostering successful reintegration.

In 2020, the Government of India introduced the National Education Policy (NEP), a transformative initiative that mandates the development of the National Curriculum Framework for School Education (NCF-SE). This framework proposes a significant disruption in the existing educational landscape. NEP 2020 seeks to redefine education by fostering a shift in educational philosophy to nurture an innovative, learner-centric approach, disrupting conventional teaching methods with the goal of creating a more dynamic and relevant educational system. The final paper in this volume, authored by Kumar, delves into the implications of NCF-SE for the career choices and development of young individuals, as well as its impact on career guidance practices.

We recently received the devastating news of demise of Prof. Ronald Sultana a luminary in the field of career guidance who left an indelible mark through his profound contributions. His insightful evaluations of career guidance services and unwavering commitment to a social justice perspective have been pivotal, reshaping the landscape of career development. Professor Sultana's legacy extends beyond the professional realm, leaving a lasting impact on fostering inclusive and equitable approaches to career development. We dedicate a special section of this issue of the Journal where his close collaborators articulate and reflect on Prof. Sultana's monumental legacy.
.

References

Abe, E. N., Abe, I. I., & Adisa, O. (2021). Future of work: Skill obsolescence, acquisition of new skills, and upskilling in the 4IR. In E.N. Abe (Ed.) *Future of work, work-family satisfaction, and employee well-being in the fourth industrial revolution* (pp. 217–231).Hershey, PA, USA: IGI Global.

Börsch-Supan, A. (2003). Labor market effects of population aging. *Labour*, *17*, 5-44. Christensen, C., Craig, T., & Hart, S. (2001). *The great disruption.* Foreign Affairs, 80-95.

Ernst, E., Merola, R., & Samaan, D. (2019). *Trade wars and their labour market effects*. Research Department Working Paper No. 48. Rome: International Labour Office.

Frank, M. R., Autor, D., Bessen, J. E., Brynjolfsson, E., Cebrian, M., Deming, D. J., ... & Rahwan, I. (2019). Toward understanding the impact of artificial intelligence on labor. *Proceedings of the National Academy of Sciences*, *116*(14), 6531-6539.

Gilding, P. (2011). *The Great Disruption: How the Climate Crisis will Transform the Global Economy*. New York: Bloomsbury.

Marr, B (2023, Oct 17). *The 8 Biggest Future Of Work Trends In 2024 Everyone Needs To Be Ready For Now*. Forbes. https://www.forbes.com/sites/bernardmarr/2023/10/17/the-8-biggest-future-of-work-trends-in-2024-everyone-needs-to-be-ready-for-now/?sh=696d07c72ac2

Ra, S., Shrestha, U., Khatiwada, S., Yoon, S. W., & Kwon, K. (2019). The rise of technology and impact on skills. *International Journal of Training Research*, *17*(sup1), 26-40.

Sahut, J. M., & Lissillour, R. (2023). The adoption of remote work platforms after the Covid-19 lockdown: New approach, new evidence. *Journal of Business Research*, *154*, 113345.

Smit, S., Hirt, M., Buehler, K., White, O., Greenberg, E. Mysore, M., Govindarajan, A. & Chewning. E. (2022, March 22). *War in Ukraine: Lives and livelihoods, lost and disrupted.* McKinsey Global Publishing. https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/war-in-ukraine-lives-and-livelihoods-lost-and-disrupted#/

Stanef-Puică, M. R., Badea, L., Șerban-Oprescu, G. L., Șerban-Oprescu, A. T., Frâncu, L. G., & Crețu, A. (2022). Green Jobs—A literature review. *International Journal of Environmental Research and Public Health*, *19*(13), 7998.

Vallas, S., & Schor, J. B. (2020). What do platforms do? Understanding the gig economy. *Annual Review of Sociology*, *46*, 273-294.

Wong, Y. K. (2021). Skills mapping and career development analysis using Artificial Intelligence. In *Proceedings of Computer Science & Information Technology (CS & IT) Computer Science Conference Proceeding (CSCP) 2021*, pp. 185-192.