# CAREER IN THE LIGHT OF EDUCATIONAL ATTAINMENT AND CAREER MANAGEMENT SKILLS

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## Abstract

*The career usually refers to individuals' working life, education and training and to life in general. The studies and reports evaluating the relations between these components mainly justify the power of educational attainment level in gaining employment or higher socio-economic status. In contrast to Bourdieu's concept of cultural capital providing the theoretical background of these reports and studies, the concept of career management paradigm shift, elaborated by Jarvis, justifies the power of career management skills over the educational attainment level in gaining employment or higher socio-economic status.*

*Such approach towards the evaluation of someone's career entirely overlooks the individuals' notion of what would be relevant for their working life, education and training or life in general. Secondly, neither the concept of career relevance from the individuals' point of view nor the career management skills were included when the relation between different career components was evaluated. The survey addressing these two problems was based on quantitative empirical methodology, conducted in 2016 in Slovenia. The non-random sample of 150 men and 468 women, born between 1940 and 1998, was collected through an online questionnaire.*

*Four different variables were set: career relevance, career management skills, social, cultural and economic capital. The indicators of career relevance were built upon various definitions of career. Career management skills were conceptualised according to Law's and Krumboltz's theoretical discourse of social learning and career learning. Their forms of capital were conceptualised according to the Bourdieu's conception of social, cultural and economic capital which is in direct relation to the OECD concept of socio-economic status.*

*Bivariate analysis proved a statistically significant correlation between career relevance from individuals' perspective and career management skills, educational attainment level, social, cultural and economic capital. However, the multivariate linear regression model confirms that only career management skills and economic capital, as independent variables, influence the dependent variable career relevance from individual's perspective. One-way ANOVA proved that employed and unemployed differ statistically significant in the level of career management skills, career relevance, social and economic capital. In this respect, the results imply more systemic approach to career management skills learning in formal education.*

*Keywords: career guidance, career management skills, policy making, career relevance, socio – economic status*

## Introduction

There are many definitions of the term career. The Encyclopaedia of Career Development (Greenhaus & Callanan, 2006) states that a comparison of these various constructs of career reveals some common elements that refer to "[…] individual work histories, sequences of and patterns in occupations and work positions, and upward progression in an occupation or in life generally."(Greenhaus & Callanan, 2006, p. 60).Some other definitions go behind working life and also refer to education and training (OECD, 2004; ELGPN, 2012). Bringing together these

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two sets of elements defines career as a notion that refers to individual's working life, education and training and to life in general.

When evaluating career the statistical categories such as employment status, income and educational attainment level have been used most commonly. Socio-economic status is also the concept that has been commonly used in this relation. A closer look to the indicators reveals that the concept refers mainly to working life, education and training and less to the life in general. Again the, educational attainment level, occupation and material wealth such as income and number of home possessions have been set as indicators of socio-economic status (OECD, 2015; Saegert,Adler, Bullock, Cauce, Liu, & Wyche, 2006). The addaed value of OECD definition would be the conceptualisation of socio-economic status as the combination of social, economic and culutral status (OECD, 2015). There is a direct parallel of these three statuses with the Bourdieu's concepts of social, cultural and economic capital. Whereby the later refers directly to the material wealth, the former two offer more in-depth explanation.

According to Bourdieu, social capital is "[…] the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu, 1986, p. 21).In this respect, it addresses the individual as a social being that depends on the social relationship. The concept of cultural capital is even more complex. According to Bourdieu, there are three forms of cultural capital: embodied state, objectified state and institutionalised state. The embodied state refers to long lasting dispositions of body and mind such as culture and cultivation and the objectified state to cultural goods such as books, music instruments, etc. The institutionalised state refers to the objectification of cultural capital in the form of academic qualifications (Bourdieu, 1986). In this respect measuring social, cultural and economic capital would provide a much broader picture of individuals career than measuring just educational attainment level, occupation and material wealth. It introduces the categories such as social network, cultural goods, individual values, and attitudes toward culture.

Bourdieu highlights also the power of educational attainment level in building social, cultural and economic capital. Academic achievement becomes an individual property, and at the same time, it makes legal access to the important positions in the society. Educational attainment level also have the exchanging value between economic and cultural capital. (Bourdieu, 1986). In the chapter, Distinction, of his book Social Stratification, Class, Race, & Gender in Sociological Perspective, Bourdieu shows in the diagram that higher class is well equipped with economic and cultural capital which includes also higher educational attainment level. On the contrary, the characteristic of lower social classes is lower educational attainment level, poorly equipment with economic and cultural capital (Bourdieu, 2001). The later has been often justified in reports and studies (OECD, 2015; OECD, 2017a; OECD, 2017b; ILO, 2015; Ažman & Gradišnik, 2015). Statistics often refers also to the positive correlation between educational attainment level and employment status (EURSTAT, 2017). Strategies, communiques and other policy documents reflect these findings in presenting the rising of the educational attainment level as one of the keys for the reduction of the unemployment rate and the rise of socio-economic status (European Commission, 2010; European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, 2010; ILO, 2015).

On the other hand, the statistics proves also the facts showing different perspective. The study on the employability of young people during the economic crisis has shown that those youngsters with tertiary educational degree have been the most affected. The rate of young people between 15 and 29 not being in employment, education or training (NEET) increased by 39.8% during 2008 and 2013. Whereby those with upper secondary and non-tertiary postsecondary degrees, saw a 24.4% increase. With the 18.9 % increase, those with lower degrees (Meierkord, Meyer-Hamme, & Thies, 2017). Although the share of NEET with tertiary educational degree has been still the lowest compared to the share of NEET with medium and those with lower degrees the above trend suggests that the educational attainment level itself does not determine the employability.

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More than a decade ago Jarvis claimed that the important part of an individual career within the knowledge based society is not a diploma or a degree but skills certification and non-linear perpetual learning (Jarvis, 2003). According to Jarvis, it has been that way due to the characteristics of knowledge society in which production of quick, smart and knowledge-based solutions enables the prosperity of the production market. In this respect, he sees that outsourcing, project orientation and employment resilience have prevailed over vertical integration of workers, jobs as continuous duty and job security (Jarvis, 2003). In this respect, Jarvis talks about the career management paradigm shift: "The new career management paradigm recognises that career development is a life-long process of skill acquisition and building through a continuum of learning, development and mastery"(Jarvis, 2003, p. 7). As Jarvis has stated, career management skills play an important role in this process (Jarvis, 2003). Aditionally The European Lifelong Guidance Policy Network (27 EU member states, Iceland and Norway) (ELGPN) confirms the importance of mastering the career management skills in order to have a relevant career (ELGPN, 2012; ELGPN, 2015a).

The concept of career management skills has largely been built upon the theoretical discourse of social learning and career learning. The common premises of both theories are that it is important to go beyond actual decision-making and to focus on career development as a learning process where the knowledge, skills and competences on managing career have been acquired (Krumboltz, 1994; Law, 2010). As Ronald Sultana points out, definitions of career management skills vary from country to country, while "career management skills" (CMS) is itself "a particularly Anglo-Saxon term in origin" (Sultana, 2012). A common framework, however, has been provided by a definition set by European Lifelong Guidance Policy Network. The definition refers to career management skills as a "[...] set of competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths. The knowledge, skills and attitudes concern personal management, learning management, and career management." (ELGPN, 2015, p. 13). Furthermore, the definition provides examples of all three kinds of management that refer to social skills, planning, understanding of the relationship between the self, learning and work, making career decisions and transitions. It also brings forward that knowledge, skills and attitudes develop during life and depend on the individual life span moment (ELGPN, 2015a). Career management skills consist of four sets of skills that develop through the process of career learning. Originally, Law and Watts (1977) defined these four sets of skills as four stages in the process of career development i.e. self-awareness, decision-making, and transition learning. According to the initial letters of four sets, this definition is known as the DOTS model (Law & Watts, 1977). Subsequently, these four stages were defined as four sets of career management skills that needed to be developed mutually in a lifelong process, which may be seen in the above definition.

As already indicated there have been many studies, reports and policy papers claiming the importance of educational attainment level for the individuals' career. On the contrary, the importance of career management skills for the individual's career has been brought forward rarely. The obscure importance of career management skills has been proved also by scrutinising the guidance practices in schools and school curriculums. In Slovene schools there is no systemic approach toward teaching of career management skills (Štremfel, Bezić, Bijuklič, Gril, Kelava, Klemenčič, & Lovšin, 2015; Sentočnik, 2012a; Sentočnik, 2012b). Similarly to this ELGPN has reported that teaching of career management skills in schools has been approached systematically in some European countries only recently (ELGPN, 2015b). In this respect, ELGPN calls for more evidence (ELGPN, 2012; ELGPN, 2015a). There has been detected a report claiming the positive impact that the mastering of career management skills has for the skills outcomes and career aspirations (Hughes , Mann, Barnes, Baldauf , & McKeown, 2016). However, no study has been detected that would examine the correlation between career management skills attainment and career relevance.

There are two main problems arising from the above presented content. Firstly, the evaluation of someone's career entirely overlooks the individuals' notion of what would be

relevant for their working life, education and training or life in general. Instead, evaluation focuses on statistically available benchmarks for these categories. Secondly, neither the concept of career relevance from the individual point of view nor the career management skills have been included when the relationship between different career components has been examined. Instead, the power that educational attainment level has on the employment status and socio-economic status has been overestimated. The main aim of the research below is to addresses these two problems.

## Methodology of Research

### General Background

The research has introduced the concept of career relevance from the individual point of view and has offered thereby a more holistic approach towards the understanding of career. The overestimated power of educational attainment and the overlooked power of career management skills in individuals' career has been relativized as well. In this respect, three research questions have been set: (1) What is the correlation between educational attainment level and career management skills; (2) What is the correlation between career relevance from the individuals' point of view and their career management skills, social, cultural and economic capital; (3) What are the differences regarding the employment status between individuals with different career relevance from the individuals' point of view, educational attainment level, career management skills, social, cultural and economic capital?

In order to answer all three research questions, five variables have been set: career relevance, career management skills, social, cultural and economic capital. The research was conducted in Slovenia in 2016 and was based on quantitative empirical methodology, data obtained from the questioners were statistical processed. Each of the five variables was conceptualized differently. The concept of career relevance was built upon various definitions of career. Career management skills were conceptualized according to Law and Krumboltz's theoretical discourse of social learning and career learning. Three forms of capital were conceptualized according to the Bourdieu's conception of social, cultural and economic capital which is in direct relation to the OECD concept of socio-economic status.

### Sample

The survey was carried out on a sample of men and women born between 1940 and 1998. Altogether, 1364 individuals were reached.775 questionnaires were sent back, 618 of which had been completed in full. There were 468 female respondents and 150 male respondents. The average age of the respondents was 42.38 years. Most of the respondents had a permanent employment contract (n = 423). Others had either a temporary employment contract (n = 59), they were in part-time employment (n = 25), they were owners or co-owners of a company or they were sole traders (n = 42). In 54 cases, respondents were unemployed. Regarding education, the majority had a university qualification equivalent to the second Bologna cycle (n = 318). The rest completed a first-cycle programme or equivalent university programme (n = 131), post-graduate studies (n = 80), IVET (n = 55) or secondary general education (n = 30). Two respondents passed a master craftsman examination, one respondent completed elementary education and one respondent did not attain any formal education qualifications. In this respect the sample was non-random.

### Instrument and Procedure

No standardized inventories for measuring the variables were detected. . The variable career relevance was set according to the above definition of career including the educational,

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occupational and general life aspects. 11 indicators were formulated in a way that they reflected the individuals' opinion on how relevant were their own educational, occupational and general life aspects. The inventory from the counsellors manual by Ažman, Jenko and Sulič (2012) was adapted in order to measure the variable career management skills with 35 indicators such as knowledge about own skills, values, interests, knowledge about how to find various types of information relating to education and work, ability to reflect on past and anticipate about the future decisions and communication skills. To define the variable social capital, domestic and foreign studies measuring this form of capital were compared (Gaber, Marjanovič Umek, Antić Gaber, Tašner, Žveglič, Pfifer, & Mejak, 2015; Mignone, 2003; Putnam, 2001; Foxton & Richard, 2011). 16 indicators were adopted from these studies measuring the extent of social network, interaction with the community and involvement in voluntary activities. Measuring the cultural capital, focus was put on what Bourdieu describes as sociologically relevant indicators of cultural capital. The inventories from OECD Pisa surveys and a national survey on success factors in VET were adopted (Pedagoški inštitut, 2009; Flere, Klanjšek, Musil, Tavčar Krajnc, Kirbiš, & Naterer, 2008). 12 indicators adopted from these surveys measured involvement with art and reading habits of the respondents. Economic capital was measured with 12 indicators on the satisfaction with the income, investment in material goods and leisure activities. The indicators were adapted from the inventory used in the OECD Pisa survey (Pedagoški inštitut, 2009).

The variables career relevance, career management skills, social, cultural and economic capital were measured on a 5-point Likert scale. The reliability of the variables was measured by the Cronbach coefficient α. Good reliability of the measuring instrument was proved for variables career path ($α = .838$), career management skills ($α = .912$), social capital ($α = .795$) and cultural capital ($α = .803$). The value of the Cronbach coefficient α for the variable economic capital was low ($α = .371$), which indicated poor internal consistency of the indicators. The cause of the low value of α was in a small number of indicators, which were diverse in content and the result from different preferences of individuals to financial investment in goods and leisure activities. In order to retain the diversity of economic capital indicators in the further analysis, despite the low Cronbach coefficient α, the variable economic capital was used.

The online questioner was used in order to collect indicators that measured the variables. Respondents completed a questionnaire, which they accessed via social networks Facebook and LinkedIn. Questionnaires were also sent out via the network of the Slovenian Human Resource Association and through the network of the Employment Service of Slovenia. The questionnaires were also sent to people in the email database of the Institute of the Republic of Slovenia for VET.

*Data Analysis*

The data were analysed with IBM SPSS software. Bivariate analysis was used to measure the Pearson or Spearman correlation coefficients between career relevance and social, cultural and economic capital and between the educational attainment level and career management skills. Multivariate linear regression was used to examine how career management skills and different forms of capital have an impact on career relevance. One-way ANOVA was used to measure whether there was any statistically significant difference in career relevance between inhabitants living in different settlements (cultural capital) and between individuals having different living conditions (economic capital).One-way ANOVA was also used to measure whether there was any difference in employment status between those having different level of career management skills, educational attainment level, career relevance, social, cultural and economic capital.

## Results of Research

The values of the arithmetical means of the career relevance and of the career management skills variables were moderate to high. The sample has had relevant career and many career management skills. The values of variables social and cultural capital were lower (Table 1).

**Table 1. Frequencies – career relevance, CMS, capital.**

|  | N | M* | SD |
|---|---|---|---|
| Career relevance | 641 | 4.02 | .59 |
| Career management skills | 775 | 3.88 | .42 |
| Cultural capital | 623 | 2.67 | .60 |
| Social capital | 627 | 2.51 | .57 |

*min. = 1, max. = 5

Regarding the size of the settlement as a separate factor of cultural capital, the majority lived in cities with more than 100000 inhabitants (31.6%, n = 195). Education was also measured separately from cultural capital. On the scale 1 (incomplete elementary education) to 12 (PhD, 3rd Bologna cycle) the Mode was 10 which indicates that most of the respondents had attained a university qualification equivalent to the second Bologna cycle (51.5 %, n = 318).

**Table 2. Frequencies – educational attainment level.**

|  | Educational attainment level |
|---|---|
| N | 618 |
| Mo | 10 |
| n | 318 |

*min. = 1 (I. unfinished primary school), max. = 12 (VIII/2. PhD, third Bologna cycle)

The variable economic capital was measured on different scale (min. = 0, max. = 4). The value of arithmetic mean was 2.35 (N = 635, SD = .65), which is a moderate value. The population has had medium economic capital. It has been indicated already that living conditions as one of the factors of economic capital was measured separately due to the different scales involved. Most of the respondents lived in a flat or house that they either owned or co-owned (70%, n = 434). This corresponds to a relatively high level of economic capital.

**Table 2. Frequencies – living conditions.**

|  | N | % |
|---|---|---|
| Flat owned or co-owned by me | 215 | 34.7 |
| Rented flat | 76 | 12.3 |
| House owned or co-owned by me | 219 | 35.3 |
| Rented house | 7 | 1.1 |
| At parents | 81 | 13.1 |
| Others | 22 | 3.5 |
| Σ | 620 | 100.0 |

The bivariate correlation test showed that there is a statistically significant correlation at the level $p \leq .01$ ($r_s = .153$, n = 618) between educational attainment levels and the level of career management skills attainment. The Bivariate correlation tests showed also that there is

a statistically significant correlation at the level $p \leq .01$ between career relevance and career management skills, educational attainment level, economic, cultural and social capital (Table 3).

**Table 3. Correlations with career relevance.**

|  |  | Career relevance | N |
|---|---|---|---|
| Career management skills | R | .489** | 641 |
| Economic capital | R | .400** | 635 |
| Educational attainment level | $r_s$ | .296** | 618 |
| Cultural capital | R | .255** | 623 |
| Economic capital | $r_s$ | .153** | 618 |
| Social capital | $r_s$ | .132** | 627 |

** $p \leq .01$

Regarding the correlation between career relevance and settlement size (cultural capital dimension), Dunnett's test showed that there is no statistically significant difference in career relevance between inhabitants living in different settlements. Regarding the correlation between career relevance and living conditions (economic capital dimension), the Bonferroni correction showed that there is a statistically significant difference ($p \leq .05$) in the average level of career relevance between those who live with their parents and those who live in a flat or in a house, which they own or co-own. The latter have more relevant careers. There is also a statistically significant difference ($p \leq .05$) in the average level of career relevance between those who live in a flat or a house they own and those who live in a rented flat or house. The latter have less relevant career.

The multivariate linear regression model, in which the relationship between independent variables (career management skills, social, cultural and economic capital) and the dependent career relevance variable were examined, showed a statistically significant correlation ($F = 70.071$, $p \leq .01$). All four independent variables explain 30.8 % of the dependent career management skills variable ($R^2$ adj. $= .308$). Multivariate linear regression showed that there is a statistically significant positive correlation between the economic capital and career management skills on one hand and career relevance on the other hand. According to β values there is a weak positive correlation between career relevance and career management skills (β $= .402$; $p \leq .001$) and economic capital (β $= .255$; $p \leq .001$). There is no statistically significant correlation between social and cultural capital on one hand and career relevance on the other in the multivariate linear regression model (Table 4)

**Table 4. Multivariate linear regression.**

|  | β | p |
|---|---|---|
| Career management skills | .402** | $p < .0001$ |
| Economic capital | .255** | $p < .0001$ |
| Social capital | .041 | .234 |
| Cultural capital | .044 | .235 |
|  | $R^2$ adj.$= .308$, F$= 70.071$ | |

** $p \leq .01$

Dependent variable: Career relevance

One-way ANOVA confirms that there are statistically significant differences ($p \leq .05$) in employment statuses between different individuals having different level of career management skills, career relevance, educational attainment, social and economic capital (Table 4).

**Table 5. One-way ANOVA – employment status.**

| Variable | Test | Employment Status | Employment Status | M diff. | SE | p |
|---|---|---|---|---|---|---|
| Career relevance | Bonferoni | Unemployed | Temporary employment contract | -.573* | .105 | < .0001 |
| | | | Permanent employment contract | -.719* | .081 | < .0001 |
| | | | Owners or co-owners of a company, Sole traders | -.610* | .115 | < .0001 |
| Career management skills | Dunnett | Unemployed | Permanent employment contract | -.235* | .060 | 0.004 |
| Social capital | Bonferoni | Owners or co-owners of a company, Sole traders | Permanent employment contract | .433* | .091 | < .0001 |
| Economic capital | Dunnett | Unemployed | Permanent employment contract | -.496* | .106 | < .0001 |
| | | | Owners or co-owners of a company, Sole traders | -.577* | .142 | .002 |
| Educational attainment level | Bonferoni | Owners or co-owners of a company, Sole traders | Permanent employment contract | -.333* | .334 | .005 |

\* $p \leq .05$

A statistically significant positive correlation between education and career management skills has been proved. A statistically significant positive correlation between career relevance and career management skills, social, cultural and economic capital has been proved also. However, the multivariate linear regression model confirms that only career management skills and economic capital as independent variables influence the dependent variable career relevance. The more career management skills and the more economic capital individuals have the more relevant their career is. There is no statistically significant difference in employment statuses between those having different level of cultural capital. However, there are statistically significant differences in employment statuses between those having different level of career management skills, educational attainment, career relevance, social and economic capital.

**Discussion**

The majority in the sample was female, has attained a university qualification equivalent to the second Bologna cycle and has had the permanent employment contract. The majority has lived in a proprietary housing in cities with more than 100000 inhabitants, has had a relevant career and many career management skills, moderate economic and cultural capital and lower social capital. The data was collected through an online questionnaire. The afore-mentioned specifics present limitations of the above research and should be considered when making conclusions.

All forms of capital, career management skills and educational attainment level statistically largely correlate with career relevance. These results confirm the thesis on the correlation between social, economic and cultural capital i.e. the building concepts of socio-economic status with the career relevance from individuals' point of view. Regarding the importance of educational attainment level for individuals' career, the results are in line with

the OECD surveys (2015, 2017a, 2017b). These results also confirm the previous findings of Bourdieu (2001) on the importance of educational attainment level in someone's career. However comparing the values of correlation coefficient the results suggests that career management skills play more important role in career relevance as perceived by individuals. The correlation coefficient between career relevance on one hand and career management skills and economic capital on the other is much higher than between career relevance and the other two forms of capital and educational attainment level.

The multivariate linear regression model only proves that in this model social and cultural capital do not have any statistically significant influence on career relevance. The first conclusion would be that career relevance does not predominantly depend on educational attainment level, social and cultural capital as it depends on economic capital and career management skills. This speaks for the thesis that economic capital plays more important role in the individuals' perception of their own career relevance than their social and cultural capital. The thesis on the importance of career management skills over the educational attainment level that Jarvis (2003) has claimed gets its justification with this result.

There is a statistically significant positive correlation between educational attainment level and career management skills. In other words, the longer individuals stay in education, the more career management skills they have. Students who attend higher educational level usually have higher school achievements than those in lower levels of education or NEET. This means that the level of career management skills also correlated with higher school achievements. The link between higher school achievements and higher level of career management skills attainment is claimed by the report on positive effects of career education for the students' outcomes. Therefore, the report claims that the career education has enabled students to gain the career management skills and thereby better learning outcomes (Hughes, Mann, Barnes, Baldauf, & McKeown, 2016). In this respect it is assumed that if there is no systematical teaching of career management skills in schools, the level of career management skills attainment depends significantly on the individuals' school achievements and their educational attainment level. The later makes the gaps between high and low school achievers even wider.

A statistically significant difference between unemployed and employed in the level of career management skills attainment has been proved as well. However, there is no statistically significant difference in educational attainment level between unemployed and employed. The statistical data on higher educational attainment level of employed compared to the educational attainment level of unemployed cannot be undermined with this research. Neither can this research undermine the ILO study (2015) that justifies the statistical data just mentioned. On the other hand, these results are in line with the study on the employability of young people during the economic crisis, proving that educational attainment level is no guarantee for the employment (Meierkord, Meyer-Hamme, & Thies, 2017). On the contrary, this research suggests that the career management skills have a more decisive role in gaining the employment. In this respect, the results support the previous findings of ELGPN (2015) on the importance of career management skills for the employability.

Regarding education, there is a statistically significant difference in educational attainment level between owners or co-owners of a company or sole traders and those having a permanent employment contract, whereby the latter had a higher educational attainment level. This may be seen as a consequence of differences in employment requirements between public and private sector. The majority of jobs with a permanent working contract are concentrated within the public sector. It is very significant for this sector that the proportion of working places that require university level of education strongly prevails over those which require secondary or even lower education.

Additional important finding regarding the differences between those having a permanent employment contract and those being owners or co-owners of a company or sole traders, refers to the statistically significant difference in social capital. Those with permanent working contract have statistically significant higher educational attainment level than owners or co-owners of

a company or sole traders. On the other hand, those with permanent working contract have statistically significant lower level of social capital than owners or co-owners of a company or sole traders. In other words, they have weaker social networking and participate less in the voluntary organizations. It is anticipated that the difference has appeared since the owners or co-owners of a company depend more on the social networks in order to start and to grow their own business than those having a permanent working contract, mostly within public sector. According to Jarvis, social networking and cooperation with the community is important for the individual's career within the knowledge society (Jarvis, 2003). As there was no statistically significant difference in career management skills attainment level between those having a permanent employment contract and those being owners or co-owners of a company or sole traders, it can be assume that the activities for growing the social capital could be seen as the supplement to the career management skills learning.

There has not been any statistically significant difference in social capital and cultural capital between employed and unemployed. However, there is a statistically significant difference between employed and unemployed in economic capital. The latter confirms the fact that due to the shortage of income during the unemployment period, these individuals are economically weaker. Nevertheless, the results of the survey suggest that unemployment can affect individuals' irrespective of their academic qualification, social and cultural capital.

## Conclusions

In the broader sense of the word, the career refers to an individual's working life, education and training and to the coordination of all three with personal life. Two different views that refer to the importance of education for career have been compared. One has referred to the academic achievement and the other to the career management skills attainment. Despite the limitations of the survey, it has been proved that these two concepts are complementary. Educational attainment level, career management skills, social, cultural and economic capital correlate statistically significant with career relevance. However, the multivariate linear regression model has proved that career relevance depends only on the level of career management skills and of the economic capital. In this respect, this survey represents an important evidence that supports the supremacy of career management skills over educational attainment level in the influence to career relevance.

Regarding the importance of career management skills for career relevance, additional evidence has been provided when comparing the employment status of those with different career relevance, educational attainment level, career management skills attainment level, social cultural and economic capital. The results have confirmed that statistically relevant differences between unemployed and employed are not educational attainment level, social and cultural capital but career management skills, career relevance and economic capital. Reports stressing only education as being crucial for the rise of socio-economic status should be in this respect supplemented with the data on career management skills.

Despite the fact that there is no statistically significant difference between employed and unemployed in social capital there is the difference in social capital between those working as owners or co-owners of a company or sole traders and those having a permanent working contract. This is worth to bring forward as the employment trend regarding the share of working contracts shows the decrease of permanent working contracts. Outsourcing and project orientation being the characteristics of labour market in knowledge society suggest that the share of sole traders and owners or co-owners of small and medium enterprises will grow. In this respect social networking and cooperation with the community as main characteristics of social capital are important for the career relevance. When planning the reforms of education this has to be considered as well.

Although there is no systematic approach toward the acquisition of career management skills during the educational process in Slovenia, the respondents acquired these skills

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informally. The statistically significant correlation between educational attainment level and career management skills suggests that part of this informal learning of career management skills happens in the school. Mastering the career management skills increases the possibility to get and to retain the job significantly. In this respect, the acquisition of career management skills can no longer be left only to the informal learning. In this respect the result implies more systemic approach toward career management skills learning in the educational cycle.

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