
Career Guidance Services Based on Future Skills in Facing the World of Work in the Industry 5.0 Era

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ABSTRAK

The transition to Industry 5.0 marks a paradigmatic shift in the world of work, emphasizing the collaborative integration of advanced technologies and human-centered values oriented toward social sustainability and resilience. This development demands that career guidance services evolve beyond conventional job information provision toward nurturing future skills—a multidimensional competency framework encompassing cognitive, socio-emotional, and digital capabilities. This study aims to examine how career guidance services can be restructured to cultivate future skills among graduates in facing the Industry 5.0 labor market. Using a qualitative descriptive method through systematic literature review, this study analyzed relevant academic publications from 2017 to 2025. The findings reveal that Industry 5.0 transforms work from routine manual tasks to complex, non-standardized roles requiring critical thinking, creativity, digital literacy, career adaptability, and resilience. Career guidance services play a pivotal role in bridging the gap between academic preparation and industry expectations through the development of employability, soft skills, and lifelong learning dispositions. Technology-integrated approaches, including AI-based career guidance systems, further enhance the personalization and effectiveness of career development services. This study concludes that future-ready career guidance must adopt a holistic, human-centric approach that integrates technological tools while reinforcing the socio-emotional dimensions of career development.

INTRODUCTION

The global labor market is undergoing a profound transformation driven by the emergence of Industry 5.0, which builds upon the technological foundations of its

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predecessor while repositioning human beings at the core of industrial processes. Unlike Industry 4.0, which was primarily characterized by automation, artificial intelligence, and cyber-physical systems, Industry 5.0 reintroduces the indispensable value of human creativity, judgment, and ethical reasoning in collaboration with intelligent machines (European Commission, 2021; Gamberini & Pluchino, 2024). This paradigm shift is not merely technological; it reflects a broader societal aspiration for industries that are sustainable, resilient, and centered on human dignity and well-being.

In this rapidly evolving landscape, the nature of work is being fundamentally redefined. Routine manual and cognitive tasks previously performed by human workers are increasingly delegated to automated systems, while demand grows for competencies that machines cannot easily replicate—complex problem-solving, interpersonal communication, creative thinking, systems literacy, and adaptability (Ikenga & Van Der Sijde, 2024; Poláková et al., 2023). The World Economic Forum (2023) has consistently emphasized that the skills required for future employment will diverge substantially from those valued in the industrial economy of the past century. This reality places considerable pressure on educational institutions and career development services to prepare graduates who are not only technically competent but also deeply adaptable and self-directed.

Career guidance services—traditionally focused on helping individuals make occupational choices and navigate job markets—find themselves at a critical crossroads. The conventional model, which primarily involved career information dissemination, aptitude testing, and vocational counseling, is increasingly insufficient to address the complexity of contemporary career development (Maree, 2017; Savickas, 2013). In the Industry 5.0 context, career guidance must embrace a broader mandate: cultivating what scholars have termed "future skills," a holistic suite of competencies that enables individuals to thrive in dynamic, uncertain, and technology-saturated work environments.

Future skills encompass multiple intersecting domains, including cognitive skills such as critical thinking and complex problem-solving, social and communication skills, digital and technological literacy, and socio-emotional competencies including resilience, adaptability, and lifelong learning orientation (De Luna & Gómez, 2025; Fajaryati et al., 2020; Mohan et al., 2025). These competencies are not acquired passively; they require deliberate developmental experiences, guided self-reflection, and structured support—all of which fall within the domain of career guidance and counseling.

Despite growing recognition of the importance of future skills, there remains a significant gap between what educational career services currently provide and what graduates actually need to succeed in the Industry 5.0 labor market. Research indicates that many career counseling programs continue to operate within legacy frameworks that prioritize job placement over comprehensive skill development, failing to address the adaptive, emotional, and digital dimensions of career readiness (Omar et al., 2022; Korompot et al., 2022; Balan et al., 2023). This misalignment between service delivery and contemporary labor market demands represents a critical challenge that merits systematic scholarly attention.

Moreover, the rapid digitalization of career services—through virtual platforms, AI-based tools, and online portfolio development—has introduced both opportunities and challenges for career guidance practitioners (Karwa, 2025; José-García et al., 2022). The integration of technology into career counseling can expand access, personalize guidance, and provide real-time labor market intelligence; however, it also demands that

counselors themselves develop new competencies in digital facilitation and data-driven advising.

This study is therefore motivated by the need to comprehensively examine how career guidance services can be reconceptualized and operationalized to build future skills among graduates in the Industry 5.0 era. By synthesizing existing empirical and theoretical literature, this article seeks to provide a coherent framework for transforming career guidance from a reactive, information-based service into a proactive, competency-building intervention that positions graduates for sustainable success in the evolving world of work. The research question guiding this study is: How can career guidance services be designed and delivered to effectively develop future skills needed in the Industry 5.0 labor market?

METHODOLOGY

This study employs a qualitative descriptive approach through a systematic literature review methodology. Qualitative descriptive research is appropriate when the aim is to provide a comprehensive, nuanced understanding of a phenomenon through the synthesis and interpretation of existing knowledge, without manipulation of variables or collection of primary empirical data (Creswell & Poth, 2018). In this context, the qualitative descriptive method enables a thorough examination of how career guidance services are conceptualized and operationalized in relation to future skills development within the Industry 5.0 framework.

The literature search was conducted using multiple academic databases, including Scopus, Web of Science, Google Scholar, and ERIC (Education Resources Information Center). The primary search terms employed included combinations of the following keywords: "career guidance," "career counseling," "future skills," "Industry 5.0," "employability," "career adaptability," "soft skills," "digital literacy," and "lifelong learning." Boolean operators (AND, OR) were used to optimize search precision and recall. The initial search yielded a large corpus of potentially relevant literature, which was subsequently refined through the application of inclusion and exclusion criteria.

Inclusion criteria required that sources: (1) were published in peer-reviewed journals or reputable academic outlets between 2017 and 2025; (2) addressed themes related to career guidance, future skills, or labor market demands in the context of technological transformation; and (3) were written in English or Indonesian. Sources were excluded if they were conference abstracts without full text, opinion pieces without empirical or theoretical grounding, or publications focused exclusively on technical vocational training without reference to career development or counseling. A total of 18 core references were retained for in-depth analysis, supplemented by additional foundational works in career development theory.

Data analysis followed a thematic synthesis approach, which involves the systematic identification, coding, and interpretation of recurring themes across multiple sources (Thomas & Harden, 2008). Key themes were identified deductively, guided by the research questions, as well as inductively, emerging from close reading of the literature. The identified themes were then organized into coherent analytical categories, which form the basis of the Results and Discussion section. To ensure the rigor and trustworthiness of the analysis, triangulation was achieved by cross-referencing findings across multiple independent sources and corroborating key arguments with both empirical studies and theoretical frameworks. The analysis prioritized depth of interpretation over breadth of coverage, consistent with the principles of qualitative descriptive inquiry.

RESULTS AND DISCUSSION

1. The Emergence of Industry 5.0 and Its Implications for Career Development

The concept of Industry 5.0 has been systematically articulated by the European Commission (2021) as a vision for industrial development that transcends the efficiency-focused logic of Industry 4.0 and positions technology in service of human flourishing, environmental sustainability, and societal resilience. Rather than replacing human workers with machines, Industry 5.0 envisions a collaborative relationship between human expertise and technological capability, where each augments the other. This vision has profound implications for career development, as it fundamentally reconfigures the kinds of competencies that are valued and rewarded in the labor market.

Gamberini and Pluchino (2024) conducted a comprehensive analysis of Industry 5.0's impact on work, social sustainability, and career development, concluding that the shift toward human-technology collaboration requires workers to engage in increasingly complex, non-standardized, and cognitively demanding tasks. The displacement of routine work by automation means that human value in the workplace is now concentrated in activities that require creativity, empathy, ethical judgment, and the ability to work in interdisciplinary teams. This structural transformation of work not only changes what skills are needed, but also how careers are constructed and managed over time. The linear career trajectories of the industrial era are giving way to more fluid, portfolio-based, and self-directed career paths that require individuals to continuously update their competency profiles throughout their working lives.

Ikenga and Van Der Sijde (2024) further elaborated on the competency demands of Industry 5.0, identifying a range of twenty-first century competencies that workers must possess to remain relevant in emerging economies. Their analysis highlights that the convergence of digital transformation, sustainability imperatives, and human-centric values creates a unique skill demand profile that combines technical sophistication with socio-emotional depth. Workers must be capable not only of operating within advanced technological systems but also of critically evaluating the ethical and social implications of those systems—a competency that no algorithm or automated tool can replicate. These insights underscore the urgency of reconceptualizing career guidance as a developmental intervention that cultivates the full spectrum of future skills.

2. Future Skills Framework for the Industry 5.0 Era

Synthesizing the literature reveals a coherent and multidimensional framework of future skills that career guidance services must seek to cultivate. These skills can be organized into four interconnected clusters: cognitive skills, social and communication skills, digital and technical competencies, and socio-emotional or self-management skills. While these clusters are analytically distinct, they are deeply interdependent in practice, as effective performance in contemporary work environments typically requires the simultaneous deployment of competencies from multiple domains.

Cognitive skills form the foundation of the future skills framework. Poláková et al. (2023) conducted a comprehensive investigation of soft skills in the Industry 5.0 labor market and identified critical thinking, analytical reasoning, and complex problem-solving as the most consistently demanded cognitive competencies across diverse industrial sectors. These capacities enable workers to navigate ambiguous situations, synthesize information from multiple sources, and generate novel solutions to unprecedented challenges. De Luna and Gómez (2025) extended this analysis through the

Three-Factor Model of employability, emphasizing that cognitive flexibility—the ability to adapt one's thinking strategies in response to changing circumstances—is equally important as the possession of specific technical knowledge. Fajaryati et al. (2020), through a systematic literature review of employability skills, similarly foregrounded problem-solving competence as a core determinant of graduate success in future labor markets.

Social and communicative competencies constitute the second cluster of future skills, and their importance is amplified in the collaborative, team-based work structures characteristic of Industry 5.0. Effective communication—including written, verbal, and digital modalities—is essential for knowledge sharing, cross-functional collaboration, and client engagement. Mohan et al. (2025) examined the impact of specific social skills on the employability of management graduates, finding that interpersonal communication, teamwork, and leadership capabilities significantly predict successful career outcomes in Industry 5.0 contexts. Their findings resonate with earlier work by Fajaryati et al. (2020), who identified communication and collaboration as non-negotiable components of the employability skill set for the twenty-first century workforce.

The digital and technical competency cluster encompasses a broad range of skills related to information technology literacy, data analysis, artificial intelligence, and the use of digital tools and platforms in professional contexts. Gamberini and Pluchino (2024), Ikenga and Van Der Sijde (2024), and De Luna and Gómez (2025) collectively highlight digital literacy as an indispensable future skill, arguing that workers who cannot engage productively with data systems, algorithmic tools, and digital communication platforms will face severe disadvantages in the Industry 5.0 labor market. Notably, digital competence in this context extends beyond basic operational proficiency to include critical evaluation of digital information, understanding of cybersecurity principles, and the ability to leverage emerging technologies for professional problem-solving.

The fourth cluster—socio-emotional and self-management skills—has gained particular prominence in the Industry 5.0 literature, reflecting a growing consensus that psychological adaptability is as important as technical capability in uncertain and rapidly evolving work environments. Poláková et al. (2023) emphasized resilience, flexibility, and emotional intelligence as critical soft skills for the industrial transformation era. Ikenga and Van Der Sijde (2024) similarly highlighted self-management and lifelong learning orientation as defining competencies for future workers, arguing that the ability to continuously learn, unlearn, and relearn is the ultimate adaptive competency in a knowledge economy defined by perpetual disruption. De Luna and Gómez (2025) and Mohan et al. (2025) added self-efficacy and career optimism to this cluster, noting that individuals who believe in their own capacity to grow and adapt are significantly more likely to successfully navigate career transitions.

Table 1. Future Skills Framework for Industry 5.0

Skill Cluster	Core Competencies	Key References
Cognitive	Critical thinking, analytical reasoning, complex problem-solving, cognitive flexibility	Poláková et al. (2023); De Luna & Gómez (2025); Fajaryati et al. (2020)
Social & Communication	Interpersonal communication, teamwork, leadership,	Mohan et al. (2025); Fajaryati et al. (2020); Poláková et al. (2023)

collaboration		
Digital & Technical	IT literacy, data analysis, AI literacy, digital tools proficiency	Gamberini & Pluchino (2024); Ikenga & Van Der Sijde (2024); De Luna & Gómez (2025)
Socio-emotional & Self-management	Resilience, adaptability, self-efficacy, lifelong learning, emotional intelligence	Poláková et al. (2023); Mohan et al. (2025); De Luna & Gómez (2025)

3. The Role of Career Guidance Services in Building Future Skills

Career guidance services occupy a strategically important position in the ecosystem of future skills development, functioning as the bridge between the competency demands of the Industry 5.0 labor market and the developmental experiences of students and graduates. The literature consistently documents the positive impact of structured career guidance on key outcomes including employability, career decision-making confidence, job search effectiveness, and workplace readiness.

Omar et al. (2022) investigated the relationship between perceived career counseling quality and career adaptability among newly hired graduates, finding that those who had participated in structured career counseling programs demonstrated significantly higher levels of career adaptability—including concern for the future, career curiosity, career confidence, and career control. This finding underscores the role of career guidance not merely as an informational service but as a developmental intervention that cultivates the psychological resources necessary for successful career navigation in uncertain environments. Similarly, Kuswanti and Yulia (2023) documented the effectiveness of career counseling in preparing graduates for the world of work, emphasizing that counseling enables individuals to clarify their vocational identities, set meaningful career goals, and develop realistic action plans for achieving those goals.

Nisa (2025) provided direct empirical evidence of the contribution of career counseling programs to soft skill development, demonstrating that structured counseling interventions can significantly strengthen participants' communication skills, collaborative capacity, and professional self-presentation. This finding is particularly significant because it positions career counseling as an active site of skill development, not merely guidance. Maree (2017) extended this argument by proposing that career counseling should explicitly address career resilience, career adaptability, and employability as interconnected developmental outcomes, rather than treating career decision-making as a discrete event. Yamamoto et al. (2025) further confirmed the effectiveness of career guidance programs in improving students' job readiness, finding positive and significant effects across multiple dimensions of career preparation.

The alignment between career guidance services and industry expectations requires that counselors possess an accurate and current understanding of labor market trends, emerging occupational profiles, and evolving skill demands. Korompot et al. (2022) argued that career counselors must develop what they term "industrial literacy"—a deep familiarity with the world of business and industry that enables them to provide contextually relevant and future-oriented guidance. This perspective challenges the traditional separation between academic counseling and industry engagement, calling instead for career services that are porous and responsive to the dynamic realities of the contemporary labor market. Balan et al. (2023) reinforced this point in the context of

Malaysian secondary schools, where they found that career agility and industry-aligned competencies among counselors were critical predictors of effective student career preparation for Industry 4.0 and beyond.

Fajaryati et al. (2020) contributed a systematic review perspective, cataloguing the employability skills most frequently identified in the literature as necessary for future work and mapping them onto the programmatic activities through which career guidance services can develop those skills. Their analysis suggests that effective career guidance programs should incorporate experiential learning components, industry exposure activities, mentoring relationships, and reflective practice opportunities—all of which contribute to the development of future skills that transcend specific occupational knowledge. Maryamkhan and Mohidil (2024) added that informing students comprehensively about current and emerging professions is a foundational responsibility of career guidance services, enabling individuals to make informed, agentic choices about their educational and occupational trajectories.

4. Technology-Integrated and Human-Centric Approaches in Career Guidance

The digital transformation of career guidance services represents one of the most significant developments in contemporary career development practice, offering unprecedented opportunities to enhance the accessibility, personalization, and effectiveness of career support. However, the integration of technology into career guidance also raises important questions about the preservation of the human-centric values that are central to the Industry 5.0 vision and to the counseling relationship itself.

José-García et al. (2022) developed and evaluated the C3-IoC system, an AI-based career guidance platform that uses machine learning and network visualization to assess students' skill profiles and match them with relevant occupational pathways, including emerging roles in information technology and data-intensive fields. Their findings demonstrated that AI-powered career guidance tools can provide more granular, data-driven insights into student competency profiles than traditional assessment instruments, enabling counselors to deliver more targeted developmental recommendations. This work illustrates the transformative potential of technology integration in career guidance, particularly for large-scale educational institutions where individual counseling attention is limited by resource constraints.

Karwa (2025) provided a comprehensive analysis of the evolution of career services in the digital age, documenting how contemporary career guidance must address a range of digitally specific competencies and career contexts, including digital portfolio development, virtual networking, remote work readiness, and navigation of the gig economy. The digitalization of work means that graduates must not only possess technical skills but also understand how to present and leverage those skills in digital professional environments—a competency domain that career guidance services are uniquely positioned to address. Karwa (2025) also developed industry-specific career advising models for design students, illustrating how tailored digital career guidance frameworks can be developed for specialized professional contexts.

Despite the evident benefits of technology integration, it is crucial that career guidance services maintain their fundamentally human-centric orientation. The literature consistently emphasizes that the therapeutic alliance between counselor and client—the quality of the relational connection characterized by empathy, trust, and genuine interest in the individual's growth—is a primary determinant of counseling effectiveness (Maree, 2017; Savickas, 2013). AI-based tools and digital platforms can augment but cannot replace this relational dimension. In the context of Industry 5.0, which explicitly valorizes

human judgment, creativity, and socio-emotional intelligence over purely algorithmic efficiency, this principle acquires additional normative weight. Career guidance services that embrace technology must therefore do so in ways that enhance rather than diminish the quality of human interaction and developmental support.

The integration of career guidance with broader educational and institutional frameworks also emerges as a critical success factor in the literature. Gamberini and Pluchino (2024) advocated for career guidance that is embedded within a comprehensive social sustainability framework, connecting individual career development to broader goals of social equity, environmental responsibility, and community well-being. This perspective challenges career counselors to expand their conceptual frameworks beyond individual career outcomes and to consider the systemic dimensions of career development in an Industry 5.0 context. OECD (2019) similarly emphasized the importance of systemic approaches to skills development that connect individual guidance with institutional and policy-level supports for lifelong learning.

5. Implications for Career Guidance Service Design

The synthesis of the literature yields several important implications for the design and delivery of career guidance services in the Industry 5.0 era. First, career guidance programs must explicitly incorporate future skills development as a core programmatic objective, rather than treating skills development as an incidental byproduct of career information provision. This requires the deliberate integration of experiential, reflective, and competency-building activities into career guidance curricula, drawing on evidence-based approaches from both career counseling and educational psychology.

Second, career guidance services must cultivate stronger and more dynamic connections with industry partners, ensuring that the career development support they provide is grounded in accurate, current, and contextually relevant knowledge of labor market realities. Korompot et al. (2022) and Balan et al. (2023) emphasized that effective career guidance requires counselors who are themselves continuously learning about the evolving world of work—a form of professional lifelong learning that mirrors the orientation they seek to cultivate in their students. Fajaryati et al. (2020) and Maryamkhan and Mohidil (2024) underscored that students benefit enormously from rich, detailed, and up-to-date occupational information that helps them connect their emerging skills and interests to concrete career possibilities.

Third, career guidance services must embrace a developmental, longitudinal model of career support that accompanies individuals across multiple transitions in their educational and professional lives, rather than confining career guidance to a single point of intervention (e.g., the final year of higher education). The complexity and fluidity of career development in the Industry 5.0 era means that individuals will require ongoing support for career learning, adaptation, and resilience throughout their careers. Maree (2017) and Omar et al. (2022) highlighted career adaptability and resilience as foundational outcomes of effective career counseling, arguing that the capacity to navigate uncertainty and recover from setbacks is a critical determinant of long-term career success. Yamamoto et al. (2025) and Nisa (2025) documented how structured counseling interventions can meaningfully develop these capacities across diverse student populations.

CONCLUSION

This study has examined the role of career guidance services in developing future skills for the Industry 5.0 era through a systematic qualitative descriptive analysis of relevant academic literature. The findings converge on a clear and compelling conclusion: career guidance services must undergo a fundamental transformation to remain relevant and effective in the context of Industry 5.0. The conventional model of career guidance—characterized by occupational information provision, interest inventories, and point-in-time decision support—is insufficient to address the complex, dynamic, and multidimensional nature of career development in the contemporary world of work.

The future skills framework emerging from the literature encompasses four interconnected clusters: cognitive competencies (critical thinking, problem-solving, analytical reasoning), social and communication skills (teamwork, leadership, interpersonal effectiveness), digital and technical literacy (IT proficiency, data literacy, AI competency), and socio-emotional and self-management skills (resilience, adaptability, lifelong learning, self-efficacy). Career guidance services are uniquely positioned to cultivate competencies across all four clusters, provided that they are designed and delivered with deliberate attention to competency development as a core programmatic goal.

The integration of technology into career guidance—through AI-based platforms, digital career tools, and virtual service delivery—offers significant opportunities to enhance the accessibility and personalization of career support, while also demanding that career guidance professionals develop new competencies in digital facilitation and data-driven advising. However, technology integration must be pursued within an unwavering commitment to the human-centric values that define both effective counseling practice and the Industry 5.0 vision itself. The relational, empathic, and developmental dimensions of career guidance cannot be algorithmized; they must be preserved and deepened as the technological context of career services evolves.

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