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A STUDY OF THE CHAOS THEORY FOR CAREERS

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Abstract

In the twenty-first century, when its uncertainty and unpredictability were acknowledged, they developed a theory that takes "new realities" such as new forms of communication times, the pace of change and learning to learn, globalization, accidental emergence, and rapid technological hands. Chaos theory for careers is a theory ready to accept the impact of uncertainty and complexity of change in the career development process. It is also a theory in which connections are made with the spiritual dimensions of career development as in career structuring theory and draws attention to nonlinearity. In nonlinear systems such as career behavior, events that are considered minor or insignificant and unplanned can have significant effects on career development. Chaos theory for career development is a theory that is emerging and ready to accept the impact of uncertainty and complexity of change in the career development process. More clearly, it is a theory that aims to make meaning, to be connected and to transcend in career development (Niles & Harris-Bowlsbey, 2013). In this context, this study will try to explain career development in terms of chaos theory.

Keywords: Globalization, Career Chaos, Career Development.

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INTRODUCTION

Traditional theories and practices have assumed a linear and clear sequence of life and career events; however, our lives and career situations are becoming more and more complex and dynamic. There have been a number of transitions towards more applicable theory and practice. These include realizing, to some extent, that one's view of reality is constructed from one's own perspective. The narratives and metaphors used to create meaning in life are a reflection of one's worldview. These structures are needed to be expanded and based on reality. The concept of acceptance and study within the paradox also arises in several different ways. There are situations in a complex system where people have to have ideas that seem paradoxical in some ways. Another development has been the need for personal growth and foundation at a time of much confusion and difficulty. All these elements point to the need for more creativity, imagination, self-awareness and purposeful action in some ways (Amundson et al., 2014).

More current systems theory approaches better accept the complex set of effects and the iterative nature of many of these effects. These models have been useful in classifying effects that are often overlooked. The chaos career theory that develops from such models is outlined in this study. The chaos theoretical approach to career decision making is based on this defined set of complex effects. It provides a framework for understanding why career trajectories are not fully reproducible, how relatively small changes in subtle variables can lead to major changes in career pathway, and how realistic and constructive approaches to career decision making can be reconciled within a whole framework (Pryor and Bright, 2003).

Traditional feature-factor theories of career choice and development ignore too many relevant influences on career decision making such as change and chance events, and these reductionist approaches fail to adequately explain some of the most prominent influences on an individual's career decisions current systems theory approaches, the complex set of effects. and it acknowledges the repetitive nature of many of these effects. These models have been useful in classifying overlooked effects .The chaos theory for careers that develops from such models is outlined in this study.

1. Conceptual Framework

1.1. Traditional Approaches to Career

Career definition is 'a series of employment-related positions, roles, activities and experiences faced by a person' (Peakea and McDowall, 2012; Aswathappa, 2009, 231; De cenzo and Robbins, 2005, 225; Soysal, 2004, 114; Hitt et al., 1983, 54; Greenhaus et al., 2007, 3; Jarvensivu & Pulkki, 2020). By its nature, this definition expresses a linear perspective for career as a single selective process and a transition, decision and regulation throughout the life span (Bland & Pittman, 2014).

Holland's (1959, 1966, 1973, 1985a, 1997) theory relates to a theoretical perspective with a long history of identifying individual differences in personality types (e.g. Murray, 1938; Spranger, 1928). Holland's theory is defined as "structural-interactional" as it provides an explanation for the connections between various personality traits and related professions and organizes important data about individuals and professions (Niles and Bowlsbey, 2013, 69). This theory extends the concept of personality traits and how they fit into various work environments and job titles by creating a model based on four basic assumptions (Holland, 1996). First, most people can be described as a combination of six personality types, commonly referred to as the Holland code. Second, environments can be categorized as a combination of the same six species. Third, people seek work environments that allow them to use their skills and express their interests and values; therefore, a person with a specific Holland code will look for a work environment with a similar code. Finally, a person's behavior is determined by the interaction between his personality and his environment. One of the key factors of Holland's theory is the adaptation, or the degree of harmony between a person's personality type and his working environment. A person will tend to perform better if they are more satisfied with their job and experience a high level of compliance (Holland, 1996). Holland's model adopts a cognitive, rational approach to career development and has been used in many standard assessment tools (Amundson et al., 2014, 15).

Super (1990) describes three aspects of career development: life span, living space, and self-concept. Life span refers to career development as a lifelong process with five main career development stages, each one with a unique set of career development tasks. Although Super (1990) initially presented the stages and tasks in sequential order, it later added cycles and recycling of people as they adapt to changes throughout their lives and through career transitions. Living space refers to the different roles a person plays throughout



their life and the relative importance they give to these roles at different times in their lives. Life roles interact uniquely for each person, so the same job has different meanings for different people. Super (1980) describes nine main life roles played at home, work, school, and community. Super (1990) also focuses on the very personal nature of career development with the idea of self-concept. Self-concept is defined by how a person sees himself in the light of various personal and external factors that shape his life span and life structure. Self-concept is a picture of who we are and what we look like, and evaluates how we see ourselves, how we want to appear, and how others perceive us (Super, 1961). The formation of the self-concept begins at an early age and continues to grow and deepen throughout life. It is affected by internal and contextual experiences and reinforcements. Super (1990) suggests that career decisions are an attempt to transform an individual's self-concept into career terms or a professional self-concept. One's career can only be something that doesn't exist 'out there'; it also has the potential to be an opportunity to fully utilize all aspects of the self. People find ways to relate to others, express themselves and achieve purpose and meaning in life through work. While making a professional choice, the individual expresses that he understands his self-concept. People seek career satisfaction through job roles in which they can practice and develop their self-concepts. Career satisfaction increases when a person's self-concept includes the view that he is integrated with other life roles (Amundson et al., 2014: 16). Traditional modernist perspectives on careers such as Holland's (1985) person-environment adaptation model and Super's (1976) lifespan, life space theory typically focus on skills and interests and other individual characteristics (Peakea and McDowall, 2012; Meng-Lewisa vd., 2020) Both models emphasize career decision making as a rational and controlled process influenced by a narrow set of related factors (Jarvensivu & Pulkki: 2020) and assume that only a narrow set of variables is related (Peakea & McDowall, 2012)

Social cognitive career theory (Brown & Lent, 1996; Lent, 2005; Lent & Brown, 2002; Lent et al., 1996, 2002; Lent & Brown, 2006) how people's career interests develop, how they make professional choices, and career success and It provides a theoretical framework for how they achieve stability. Social cognitive career theory was developed based on the assumption that cognitive factors play an important role in career development and career decision making. Lent (2005) sees Social cognitive career theory as a complementary model for the distinctive feature-factor approach and developmental models related to career behaviors. Social Cognitive career theory was influenced by Albert Bandura's (1986) social cognitive theory. Social cognitive career theory includes Bandura's reciprocal triad causality model. According to this model, personal uploads, environment and explicit behavior operate as "interrelated mechanisms that affect each other. (Lent et al., 1996, 379). Social cognitive career theory draws attention to self-efficacy beliefs, outcome expectations, and personal goals (Niles & Harris-Bowlsbey, 2013).

Cognitive information processing (Peterson et al., 1996; Peterson et al., 2002; Sampson et al., 2004) is originally based on Frank Parson's three factor model of career decision making (in other words, self-understanding, professional knowledge, and self-understanding and combining professional knowledge to make a choice). However, the cognitive information processing approach has expanded Parsons's model, and recent developments in how people process cognitive information have been combined. There are four assumptions underlying this theory. The first assumption is, "career decisions are about the interaction between cognitive and affective processes." Second, "career problem-solving capacity depends on cognitive processes and the availability of information. "Third," career development is continuous and knowledge structures are constantly evolving. " The fourth is, "The development of skills related to information processing is the goal of career counseling" (Niles & Harris-Bowlsbey, 2013). Career decision making models based on cognitive information processing, social cognitive theory and person-environment adaptation are based on two assumptions. The first one is that making the right choices based on the right attitudes ultimately leads to a point of career stability and satisfaction within the current career options paradigm. The second assumption was that career indecision was the result of poor decision-making strategies. These models are primarily aimed at young people entering the business world for the first time or people with chronic career difficulties (Bland & Roberts-Pittman, 2014).

The impact of the rapidly changing business world forces us to question such approaches to career development. Limitations to many previous and dominant "classical" career theories arise from reductionist scientific paradigms that assume that finding and isolating all the different components will lead to an understanding of total or aggregate information about a phenomenon and give reliable predictions and interventions (Bloch, 2005). Advocates of reductionism appeal to the inevitability of simplification to understand and explain the complex world. However, the results of such positivist-reductionist efforts have been criticized because they can describe a population as a whole using a few limited variables while at the



same time not capturing the most significant effects at the individual level. Especially complexity and interconnections are neglected (Pryor and Bright, 2003). Traditional approaches have used a narrow definition of career success that can be measured by concrete factors such as promotions, rising wages or bonuses. Such measures may not be implemented in an ad hoc career setting or may be incomplete (Peakea and McDowall, 2012) These traditional career decision-making models have overlooked the dynamic, interactive and adaptable nature of human functioning in the world (Pryor and Bright, 2003; Bland and Roberts-Pittman, 2014). Such approaches continue to have a significant impact on career research and practice today, but the failure in potentially limiting perspectives (Peakea and McDowall, 2012) and the narrow focus of traditional professional development theories and feature-factor approaches to career decisions to reflect today's complexity and dynamism, it is increasingly criticized (Bloch, 2005; Bright & Pryor, 2005; Pryor, Amundson, & Bright, 2008; Peakea & McDowall, 2012). In response to this, some modern and constructivist career theories have been developed that recognize careers as self-actualization, a reflection of the accumulation of experience, context conceptualization, or narratives (Peake & McDowall, 2012).

1.2. Chaos Theory For Careers

Chen (2003) proposed a framework that combines positivist and constructivist theories with her bias towards convergence theory with three broad structures: "career as self-actualization", "career as a reflection of growing experiences" and "career as context conceptualization". Constructivism derives directly from the contextualist worldview because the 'reality' of world events is constructed 'from the inside out' through the individual's own thinking and processing. These structures are based on individual cognitions that interact with perspectives made up of personal environmental interactions (Amundson et al., 2014).

Realistic and constructivist approaches to career development emphasize varyingly what we know and understand and therefore how knowledge in the world influences our career decisions. The realist approach asserts that the world is an objective fact that can be discovered and therefore has certain and definite influences on career decisions in that world. The constructivist view is that our knowledge of the world comes from our constructions. Therefore, it is the way we think and feel about the world, rather than objective facts that affect our career decisions (Pryor and Bright, 2003, 122).

Other integrative theories include Savickas's (2001) four-level model, based on McAdams' previous work, combining personality tendencies, self-regulation career concerns, career narratives, and a process for continuity and change in career development. Systems Theory Framework (STF) (McMahon, 2005) provides a meta-theoretical view of career development by bringing together modern and postmodern career theories (Peakea and McDowall, 2012) McMahon and Patton's (2018) Systems Theory Framework, modern and postmodern career theories. It combines modern career theories and provides a meta-theoretical framework for career advancement. Systems Thinking emphasizes recursive interrelationships and looks at how to manage situational complexity. Expanding systems thinking, Pryor and Bright (2003) stated that "some of the most important aspects of work in the 21st century - namely, continuous change, uncertainty, chance (Meng-Lewisa et al., 2020) complexity (Schlesinger & Pasquarella Daley, 2016; Bland & Roberts-Pittman, 2014), a call has been made for career development theories to reflect noticeable influences such as spirituality, coincidence, and synchronicity (Peakea & McDowall, 2012; Pryor & Bright, 2007b) structuralism, nonlinearity, and commitment (Meng-Lewisa et al., 2020). Complexity - the range of human experience and potential influences on people's careers, particularly the effects of objective and subjective context; Change - the dynamic, interactive and adaptable nature of human functioning in the world and the fulfillment of career decision making and career action; Constructiveness - the tendency of people to interpret and construct their experiences and perceptions in meaningful and often unique interpretative structures in order to understand themselves, their experiences and their world; Chance - these four elements in particular, such as unplanned and unforeseen events and experiences, which are often very important and sometimes decisive in the narration of people's careers, are at the center of the Chaos Theory of Careers (Mckay et al., 2005, 99).

The chaos theory for careers approach can be classified as a special form of systems theory. The main benefits seen of the approach are that chaos theory provides a stronger framework for understanding discontinuous change and unpredictable career decisions. At this stage, the model is based on analogy with chaotic systems. However, it will become increasingly clear that reality consists of more open and stable systems rather than dynamic, linear rather than linear relations and adaptive rather than static structures,



and that the 'fundamental structure of the universe is dynamic behavior expressed as a whole through its interconnections and relationships (Pryor and Bright, 2003).

Chaos theory can be defined as a transition period in which change occurs in unpredictable, irregular and uncertain ways. As Merry (1995) said, "The essence of chaos is change. Chaos is not a steady state or a steady state. This is a process; is dynamic. It is like the changing relationship between events rather than things themselves." (Duffy, 2000) Chaos theory is basically about order rather than disorder. But order is understood as a feature that arises from the functioning of complex dynamical systems. As a result, the chaos perspective is not reductionist, but rather needs to be explored and understood in the complex, multivariate interrelation of reality. It can be understood as an open systems approach that emphasizes the interaction and interdependence of effects in ever-changing and often nonlinear ways. Chaos theorists point to the often disproportionate connection between cause and effect, and some theorists question whether cause and effect are truly separable in descriptive terms. Complex dynamical systems often respond to change through adaptation to maintain system stability. An immune system responding to infection is an obvious example. If effective in defeating the infection, the system maintains its biological homeostasis. The resulting order is one's ongoing health. However, complex dynamical systems tend to change by their nature, which can result in transformation of the system - what chaos theorists often call a "phase shift". A phase shift is a change that often causes the system to restructure after a period of uncertainty and confusion. For example, the experience of trauma can turn a psychologically stable person into someone with extreme post-traumatic stress disorder symptoms. As a result, the way of functioning of the person has been incompatibly transformed (Pryor & Bright, 2005).

Career chaos theory (Bright & Pryor, 2005a) defines individuals as complex dynamical systems. He points out the complexity, changeability, and interconnectedness of the components of career development (Pryor, 2010: 32), the complexity in the numerous intertwined systems in each person (just think of the number of anatomical systems in a human body) and counting a few of the people's careers in which each of us works and participates. It is evident across the spectrum of natural and human systems, including families, labor markets, organizations, economies, politics and laws if necessary. Individuals are "dynamic" in that they can both initiate change and be affected by it. They are systemic, not only in the sense that they are part of a complex array of other systems, but also because individuals develop networks of interactions either internally as ways of thinking, speaking, and acting, or externally in terms of relationships and experiences. The complexity of reality causes significant constraints in people's capacity to control themselves and their life contexts. As a result, our lives and our world experience both order and disorder, stability and change, pattern and unpredictability (Pryor, 2010, 32). In nonlinear systems such as career behavior, events that are thought to be small or insignificant and unplanned can have significant effects on career development (Niles & Harris-Bowlsbey, 2013, 59).

Chaos theory is basically about order rather than disorder (Pryor & Bright, 2005) Chaotic systems eventually (ie over time) self-organize into patterns. One of the key components of understanding this process is the concept of attractors. Attractors can be understood as the characteristic trajectories of a system, feedback mechanisms, final states, boundaries, vision of reality, and balance between equilibrium and fluctuation (Järvensivu, and Pulkki, 2020, 69) In chaos theory, the concept of "attractor points" is the concept of complex dynamical systems. It is used to describe how it behaves (Amundson et al., 2014). A pull is typically defined as "the last state in which a dynamic system moves". Four main categories of attractor have been recognized (Pryor & Bright, 2003).

1. Point attracting point – the characteristic model will be drawn to or removed from a particular activity or situation. For example, a ball thrown into a bowl will eventually settle motionless at the bottom of the bowl at one point. Gharajedaghi (1999) defines such a pattern in human behavior as people who pursue "natural instincts" (Pryor & Bright, 2003) In terms of career terms, this is related to theories about the tendency to encourage movement towards the best professional option, which is one in number. Distinctive feature-factor theorists may emphasize, for example, pointing to the point as to how the client's assessment results fit a particular professional option or a narrow set of options (Niles & Harris-Bowlsbey, 2013, 59)
2. Pendulum attracting point - Its characteristic pattern is the oscillation between two or more activities or states. This is a repetitive and self-sustaining process (Pryor & Bright, 2003) Pendulum attraction point - the motion of the system is characterized by periodic oscillations between two points. In career terms, this is associated with thinking and behavior such as dual thinking, approach-avoidance, role conflict, and priority balancing (Pryor & Bright, 2014). An entity shaped by



- pendulum attraction points moves back and forth between two definable states, like a pendulum swinging from side to side. Careers appear to consist of pendulum attraction points. Individuals in the grip of pendulum attraction points may not be caught in the inertia of instability and cannot move forward. Yet other careers appear to be shaped by torus inflection points, that is, patterns are clearly repeated with slight variation in each repetition (Bloch, 2005). For example, a student states that he will go to law school or medical school. The student can see these as the only two options that lead to flexibility in the face of change (Schlesinger & Pasquarella Daley, 2016, 90).
3. Torus attracting point - the characteristic model of organized complexity repeating itself. It is a typical end case of open systems. One such point of attraction is target seeking, orientation ("negative entropic"), and reaching a final state in any number of different developmental ways. Seasonal agricultural workers in rural Australia are an example of an employment attraction. With the change of climate, weather and seasons, such agricultural workers travel the country in certain patterns, as various crops are ready for harvest and other farm activities need to be carried out regularly (Pryor and Bright, 2003).
 4. Strange attracting point - In the context of career chaos theory, it also defines the "strange attractor" as the characteristic way in which complex dynamical systems operate and require open system thinking (Pryor & Bright, 2007b; Pryor and Bright, 2003). emerges as shape. The trajectories or paths leading to the center of gravity are random, similar but never repeated. In this sense, "unpredictable models emerge from the stylistic preferences of deliberate actors" (Pryor & Bright, 2003). The strange attracting point is an explanation of functioning in terms of order and disorder, pattern and chance, stability and change, predictability and uncertainty - not as opposites but as combinations of complexity within systems. The strange attracting point or open system idea is based on the idea of the limitations of human knowledge and the control of reality. This notion is characterized by the acknowledgment that unexpected things can and will sometimes happen (Pryor, 2010) Strange attraction points allow careers to take new forms and emerge in quite different forms than previously seen. Life has its surprises; unexpected orbits occur. Even in careers in which an individual stays in a profession and industry, emergence is present to the extent that the individual continues to learn - hence arises - a sense of satisfaction, flow, and even joy (Bloch, 2005) Psychologically, the strange attraction note, human adaptation, it is the "edge of chaos" where the development and growth potential arises with the limitations of human knowledge and influence. In terms of career, this is to think and act in light of both predictable and unpredictable dimensions of reality. It is linked to being logical and rational in planning and decision making, and also taking into account, using, adapting and getting rid of unplanned events while affecting lives and careers. These attracting points can be described as closed and open system thinking for career development purposes (Pryor & Bright, 2007a; Pryor & Bright, 2014).

The need to prepare for strange attracting points is one of the key elements of chaos theory and is further enhanced by the concept of fractal models. The idea of patterns in human functioning is an important aspect of career development theory and practice. In chaos terms, patterns that are similar to scale are defined using the term "fractal". In chaos theory, it is recognized that both regularity and randomness must be included in order to understand the true nature of real-world patterns (as opposed to mathematical models). The term fractal is used to account for this extended model perspective. (Pryor and Bright (2011, 64) use the phrase "fractals are records of the determination and change exhibited by the operation of strange attraction points". Career development often focuses on defining talent patterns, personality style, values and interests. From the perspective of chaos theory, it is necessary to admit that while there is some regularity in this process, there are also many unexpected effects. Understanding the fractal nature of patterns allows us to look for some stability elements while at the same time open to the limits of predictability. The complexity of people and their situations is such that although short-term predictions can be made with some accuracy, there is a need to be open to change and uncertainty over a longer period of time. While navigating within personal fractals, it is often helpful to approach situations from a variety of perspectives. Each perspective offers insight, but it also has some limits. It is possible to obtain a better understanding by using more than one perspective and creativity is also developed (Amundson et al., 2014, 18).

Tsonis (1992) defines gravitational points as feedback mechanisms. Traditional career theories tended to assume fixed feedback patterns. For example, feature-factor models of career (eg Holland, 1985) predict that variables such as personality or interest type act as point or periodic attractors. The type



determines a defined ideal range of career options or, in extreme cases, leads to a fixed point or a specific career. Other theories, such as gender-stereotype approaches (eg Gottfredson, 1981), seem to assume a Taurus attraction model that constrains career choice. We argue that the strange point of attraction (Chaotic) model captures career decision making more accurately as experienced in the business world of the 21st century. Therefore, the general chaos theory gives an idea about complexity, adaptation, change, luck, creativity and history as the systemic features of individuals and the environments in which they operate (Pryor & Bright, 2003, 123).

In the application of Chaos Theory on career development, Pryor and Bright (2011) proposed an integrated framework for modern career development that is thought to be more suitable than traditional linear theories. The use of the Chaos Theory model provides a new way of conceptualizing careers in which careers are transformed radically and due to an increasing dependence on technology. Chaos theory for careers conceptualizes career development as a dynamic system characterized by complexity, interdependence and susceptibility to change (Meng-Lewis et al., 2020) From a career development perspective, each person can be understood as a complex, unique, nonlinear, adaptable, chaotic and open system. Consequently people are sensitive to change and this can produce disproportionate and unpredictable effects. In chaos counseling, complexity, change, adaptability, uncertainty and luck are likely to come to the fore. Chaos Career Theory does not claim that decision making is always the best outcome of career counseling - sometimes indecision can be the most appropriate and adaptable response in a complex, changing and unpredictable world (Mc Kay et al., 2005)

CONCLUSION

The dominant career theories, which can be termed as "classical career development", are mainly based on reductionist science paradigms that were prevalent in all fields throughout the 19th and 20th centuries. It is based on a fundamental understanding that it will provide predictions and reproducible interventions. That is the basis of what is called the scientific method. The focus is to identify structures and processes. Reductionist science has uncovered many of the great discoveries that enrich contemporary life, from antibiotics that increase life expectancy to communications that reduce distances around the world (Bloch, 2005).

Limitations to dominant "classical" career theories arise from reductionist scientific paradigms, which assume that finding and isolating all the different components will lead to understanding of total or aggregate information about a phenomenon and give reliable predictions and interventions (Bloch, 2005). Proponents of reductionism resort to the inevitability of simplification to understand and explain the complex world. However, the results of such positivist-reductionist efforts have been criticized because they can describe a population as a whole using a few limited variables while at the same time not capturing the most significant effects at the individual level. Especially complexity and interconnections are neglected (Jarvensivu and Pulkki: 2020) Traditional career decision-making models are the dynamic of human functioning in the world, overlooked its interactive and adaptive nature (Bland & Roberts-Pittman, 2014) Pryor and Bright invite us to embrace the "chaos" that has spread to 21st Century career development; (Niles & Harris-Bowlsbey, 2013, 59) Postmodern approaches emphasize the plurality of perspectives, contexts, realities and meanings (McKay et al., 2005).

Chaos is scientifically disordered, unpredictable, non-linear-complex (Curry, 2012; Thietar & Forgues, 1995; Doherty & Delener, 2001; Zeng et al., 1993; Kellert, 1992; Guo et al., 2009; Faber & Koppelaar, 1995 ; Levy, 1994; Svyantek & Deshon, 1993; Brabender, 2000;) are expressed as systems (Samur and Seren İntepeler, 2016; Lu et al., 2010;). We note that chaos theory is still relatively new and is based on systems thinking, which may ultimately be less applicable to humans and social systems than the physical sciences, as several authors have criticized (e.g. Baruch, 2002; Brennan, 1995; Stapleton, 2008). Chaos is inherently difficult to predict (Peakea & McDowall, 2012). The theory shows that complex systems behave randomly and are not governed by any laws; nevertheless, under the chaos there is an invisible order (Meng-Lewis et al., 2020).

Pryor and Bright (2003; Bright & Pryor, 2007) broadened the thinking by proposing the Chaos Career Theory (CTC) system, which argues that an individual's career is a complex system that is self-organizing but also susceptible to unpredictable change (Pryor and Bright, 2007a). Therefore, CTC draws on the basic principles of chaos theory that originate from mathematics and physics and belong to the broader field of systems theory. Chaos theorists argue that open system behavior arises from complex interactions. Iterative nature (eg throwing a pebble stone into a pond) where the effects are increased by key elements of the



sensitivity to initial conditions, where an arbitrarily small difference in the starting point can have significant effects on the outcome; and nonlinearity is marked where the change in one part of the system does not have direct causal effects on other parts of the system. In fact, a change in one part of the system can have an effect, no effect, or a disproportionate effect. Therefore, nonlinearity allows for coincidence, uncertainty, luck, career luck and synchronicity under the umbrella of chaos theory (Peakea & McDowall, 2012). Careers chaos theory allows individuals to exist and interact with an environment of similar systems. tries to understand as unique, emerging, purposeful open systems (Meng-Lewis et al., 2020; Pryor & Bright, 2003)

Now, the focus is to define these traits from the career decision maker's perspective; However, market economy, employment prospects, sociological, political and so on. We acknowledge that other perspectives, such as those, may be equally valid (Pryor & Bright, 2003). It proposes to move away from viewing career research solely in terms of the static and positivist underpinnings typical of contemporary career theory and instead focus on studying the career research process embedded in existing concepts such as complex, "chaotic" (Bright & Pryor, 2005a), nonlinear and unplanned influences on an individual's career (p.182) (Pryor & Bright, 2014)

Chaos theory for careers defines career development situation in the context of client and consultant partner relationship. In a sense, it is stats that the career counselor has to face factors such as complexity, change, chance fiction and should be seen as meanings and exploration opportunities that need to be realized rather than as difficult factors. Within this context, with the career chaos approach gaining importance for career counselors and employees, the issue of career chaos, which is lacking in management literature, has been tried to be examined theoretically in the study.

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