

**A systematic literature review on factors  
associated with career adaptability in a changing  
organisational environment**

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## **Abstract**

In our current world of constant change, the sense of being able to process and adapt to the continuous change in the organisational environment is a necessity. To ensure this takes place over a given period, to ensure the best effectiveness, which involves both personal meaning and career adaptability issues, are what marks the starting point of this literature review. This study is essentially needed to ensure future studies into these factors. The study focuses on career adaptability, this which will offer an overview of the concept of career-related adaptability and its literature perspective. After all the relevant studies have been reviewed, the factors will be analysed and grouped. As the 4 Cs of career adaptability (concern, control, curiosity and confidence), along with a brief historical contextualisation of the position these variables have/had in career adaptability studies, the most basic meanings of this building principle are first introduced. This is accompanied by selective analysis of current literature into career adaptability-dependent characteristics/variables. Finally, we can define these concepts/factors as contributing to the broader context designed to explain the factors of career adaptability in the organisational world by looking at the idea of all factors associated with career adaptability as an activity, rather than a structure, particularly in a changing organisational environment. In an evolving and changing corporate environment, this will be regarded as one of the components of the multidimensional principle of career adaptation. Conclusions bring this analysis to an end, summarising from the results the most useful and critical ideas offered.

## **Keywords**

Career adaptability, changing organisational environment, 4 Cs, systematic literature review

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# **Chapter 1: A systematic literature review on factors associated with career adaptability in a changing organisational environment**

## **1.1 Introduction**

This research explores the construct and characteristics of career adaptability of employees within a changing organisational environment. As the work environment becomes more and more dynamic, career adaptability within a changing environment is becoming increasingly important. This dissertation explores the career adaptability factors that are available in recently published research as it relates to employees in the changing business sector.

Career adaptability refers to psychosocial resources that employees need to successfully manage tasks related to their careers, transitions, and traumas, which is a well-known focal point in CCT (career construct theory) (Savickas, 2002:205, Savickas, 2005:42, Savickas,2013:144). The relevant characteristics of career adaptability are of importance to managers in the business sector because it will enable them to assist employees proactively.

Publications on career adaptability have increased rapidly. While being grounded in career construction theory, this study will provide a systematic literature review of factors related to career adaptability. The focus of the research will be to assess recent research relating to the factors and characteristics of the dimensions of career adaptability (i.e. concern, control, curiosity and confidence).

The purpose of this systematic study is to explore previous research related to the factors and characteristics of employees' successful career adaptation. Specific categories and themes of interest will be explored in the research to see how an employee can adjust and adapt to change. A systematic review of literature will be followed, where data from recent research are used with the core concept on career-related adaptability. This data will be analysed to find the factors relevant to adaptability, which can then be used to assist managers in understanding the changes employees are faced with.

## **1.2 Problem statement**

This study aims to focus on the career adaptability of employees in a changing business sector. “*The construct of career adaptability denotes a multidimensional, hierarchical structure of four essential resources or adapt-abilities*” (Maggiori *et al.*, 2013:437; Savickas & Porfeli, 2012:661). These characteristics, like the 4 Cs (concern, control, curiosity and confidence) can guide the research to find other factors that influence career adaptability in the business sector. The study focuses on published research regarding organisations and employees in the process of career adaptability. The systematic literature review will explore the factors that drive and influence these employees to adapt to a changing environment successfully. It will also explore the antecedents that these employees rely on to stay successful within the changing organisational environment. This study will shed information on research related to the adaptability of employees who are working in a changing environment.

The outcome of the study could enable managers to understand what driving forces are needed to ensure sustainable adaptation when implementing change. The capacity of individuals to monitor and change their jobs is crucial for performance in this constantly evolving and chaotic job climate (Rossier *et al.*, 2012:734). People rely on these self-regulatory tools to build a response when confronted with complicated or unknown challenges connected with job growth or transition (Savickas & Porfeli, 2012:661).

The research problem is that much literature is available on career adaptability; however, the factors that affect career adaptability in a changing organisational environment have not been clearly identified. Despite all engagement and research done on adaptability in large organisations, little research has focused on employees who work in the business sector.

## **1.3 Research objective**

This study aims to focus on the career adaptability of employees working in the business sector, which is confronted with constant organisations change. This study will inform on the ability of employees in the business sector to navigate and adapt to these changes.

This will give management an idea of how to utilise employees and to maximise their output in a business environment, ensuring that they adapt to change in their working environment.

The findings of this study will explore how specific points and markers with the salient aspects of career adaptability can be used in the business environment. These will also be utilised as global themes in the systematic literature review.

### **1.3.1 Research question**

The main research question to explore through a systematic literature review is: How do factors associated with career adaptability in a changing organisational environment inform the successful outcome of the adaption process?

### **1.3.2 Hypothesis**

Individual factors associated with career adaptability in a changing organisational environment inform on the successful outcome of the adaption process.

## **1.4 Literature review**

'Survival of the fittest' is a familiar concept used in everyday life and can be interpreted in various ways, which can also be seen in a changing work environment, where integration, emergence and transition are ever-present, this concept becomes a business reality.

In defining the new working climate, the understanding of the multinational workforce and the 21<sup>st</sup>-century world of work have been highly visible (Mendes & Stander, 2011).

With work adaptability, according to Super and Knasel (Langley, 2004:67; Watson & Stead, 2002:26), this is not a new phenomenon in job psychology and incorporating it therein. Career adaptability replaces career maturity as the core concept in the theory of growth, according to Savickas (2013:144), suggesting that adaptability tends to be a more valuable construct. Consequently, Savickas (2013:146) describes career adaptability as the willingness to deal with and adapt to the predictable activities of planning and performing in the job position and the unexpected modifications caused by improvements in employment circumstances and working conditions. Careers that

were once considered to be healthy today are at risk, particularly those inside the vocational, technological, and managerial groups (Sullivan, 1999:457). To guarantee retention and the readiness to tackle transition, work adaptability comes to play. Employees are advised to improve their job adaptability through a blend of career versatility (London, 1993:55), development programmes, and networking to handle this danger.

Job cultures are increasingly highly complex, fractured and multinational, according to Zacher (2015:76). As a result, employees are witnessing enhanced mobility that affects the employee-employer psychological contract (Mendes & Stander, 2011:7). Coetzee, Bergh, and Schreuder (as quoted by Potgieter, 2014:1) claimed that the focus should now be on career decision-making instead of corporate career structures. In comparison, job adaptability is rooted in the philosophy of career construction (Savickas, 2013:147) and applies to the psychosocial tools that enable individuals to cope with assignments, changes, and work traumas of career growth (Savickas, 1997:247). Career adaptability is a four-dimensional self-regulatory framework (concern, control, confidence and curiosity) that facilitates actual and planned work-related changes (Savickas 2013:160).

Career adaptability is described as a mixture of personalities, talents and habits that people use to match themselves to a job that fits them (Savickas, 2013:150). It includes responding to work shifts that require mission mastering, trauma managing and career transfers. In essence, adaptability is the ability to adapt or alter and is necessary for promoting an active adaptation mechanism that contributes to an effective outcome of adaptation (Hamtiaux *et al.*, 2013:130; Savickas, 2013:144; Tolentino *et al.*, 2014:39). Adaptability to the workplace offers tools and forms able to cope with job needs and obstacles, adapting to the evolving dynamics of the work climate (Tolentino *et al.*, 2014:39), and handling roles, changes, and traumas that are important to existing and potential jobs (Chan *et al.*, 2016:167; Savickas, 2005:42). Careers are being more discontinuous and boundary-less, according to Fiori *et al.*, (2015:113), which allows citizens to utilise new tools to respond to the uncertainty of jobs. Employees often become newcomers in their employment by consolidation, mergers and voluntary attrition (Cooper-Thomas *et al.*, 2014:318).

Studies have shown that ethnicity, age, and/or job experience contribute to facets of adaptability (Patton & Lokan, 2001:31). Further studies indicate that predictors of more job adaptability involve values in self-efficacy, personality qualities, or parental actions and attachment to career decision-making (Bartley & Robitschek, 2000:61; Betz & Klein Voyten, 1997:179; Kracke, 2002:19). The topic of work adaptability in an evolving setting, however, has not seen much attention, since most of the career adaptability studies found in the literature separately target and examine single dimensions (Creed & Patton, 2003:277; Rogers *et al.*, 2008:132).

Despite the value of adaptability as a construct, there have been relatively few attempts to operationalise it or to explore the adaptive tools required to handle effective career transformations while based on a market setting (Ebberwein *et al.*, 2004:292). Adaptability or adaptive-ness has become a core concept in industrial psychology to signify the capacity of individuals to proactively develop their own future in an inherently volatile sense of jobs (Öncel, 2014:13; Savickas, 2013:144). A psychosocial viewpoint has been introduced by a multinational multi-country investigation into adaptability, highlighting the significance of meaning by recognising the effect of transition on social integration. These are known to be human capital, less fixed than attributes, with four dimensions consistently identified: concern, control, curiosity and confidence (Savickas & Porfeli, 2012:667). These are referred to as adaptability resources (4 Cs).

As illustrated in the literature above, the characteristics are of paramount importance in responding to change effectively. Researchers have often used the four Cs (concern, control, curiosity, confidence) paradigm of Savickas (1997:249, 2002:205) as a leading structure when conceptualising and analysing adaptability (Hirschi, 2009:145; Klehe ., 2011:217). While a variety of experiments on career adaptability have been carried out, the literature explicitly states that career adaptability in a changing organisational environment has not yet been explored.

## **1.5 Research methodology**

A systematic literature review approach will provide access to in-depth and detailed information from previous research to be utilised and processed with global themes

used as a basis. This will present an opportunity for an enhanced systematic literature review of themes that will add to the literature at the dimension level.

Systematic reviews' primary purpose is to address problems by utilising the following criteria: Firstly, identifying, then critically evaluating, and lastly, integrating the outcomes of all recent, relevant, high-quality studies that address one or more research questions.

Most of all, the following could be achieved by an excellent systematic review (Baumeister & Leary, 1997:311; Bem, 1995:172)

- Establish the degree to which recent studies have progressed in clarifying a particular topic.
- Identify and explore reasons for relationships, contradictions, gaps and inconsistencies in the literature (e.g. by proposing a new conceptualisation or theory that accounts for the inconsistency);
- Establish general statements or an underlying conceptualisation (make a case, instead of summarising all the arguments made by everybody else; i.e., Sternberg, 1991);
- Comment on, analyse, expand or form a hypothesis.
- Provide practice and policy implications when doing these things.
- Outline directions for future studies

### **1.5.1 Systematic literature review**

Stand-alone literature reviews, ranging from nothing more than an annotated bibliography to technically comprehensive syntheses of a primary academic body, can and are carried out with differing rigor levels. It is the more comprehensive approach that we refer to as a systematic literature review, which is the topic of this study, to perform a stand-alone literature review.

In this study, we adopt Fink's definition of a research literature review as our operative definition of a systematic literature review: a systematic, explicit, comprehensive, (2019) and reproducible methodology to classify, analyse and synthesise the current body of writers, academics, and practitioners' completed and documented work. A

review of all available literature must be open-minded and clear as to why and how the subject was picked, how its emphasis might have shifted during creation, or how the need for the subsequent work of the author was supported (Hart, 2018). Simply assembling a clear compilation or description of other publications would not be sufficient; there must also be an aspect of critical critique (Hart, 2018).

While two other forms of literature reviews will certainly benefit from certain concepts that we illustrate in this document, a comprehensive literature review calls for a degree of rigour that, even for the average doctoral dissertation, is above what is normally expected.

As an analytical piece, with its dual approach to synthesising the available material and providing a scholarly criticism of the theory, the analysis cannot merely regurgitate the subject matter, but should add to the work (Kekäle *et al.*, 2009).

It fulfils the necessity of scholarly rigour only by completing all roles. It is easy to understand the importance of performing general literature reviews: to receive an academic degree, apply for grant funds, or to validate a research paper for publication in a journal, a substantial literature review is required. The importance of the lengthier and more arduous method as a systemic analysis is more difficult to understand. Indeed, it would be unacceptable to mandate or request any examination of the literature to be undertaken to the degree of rigour of an SLR. Petticrew and Robert (2006:12) clarify in addressing the intent of an SLR that a systematic analysis is a tool; therefore, it is important to question whether it is right for a given work. They propose first looking for the recent systematic assessments before even embarking on the process of performing an SLR. In particular, they propose that the analysis takes into account the actual evolutionary state of the field of research: early on when minimal studies could be possible, a systematic review is not very useful, since the few known studies may not reflect the latest information, which may require more time. They note that there is no silver bullet in the systematic review, and recommend exploring alternatives, some of which they identify, to a systematic review.

Finally, the author must consider whether the amount of time, resources and financial costs needed for a systematic review may be justified Rousseau *et al.*, (2008:480) also point to the limitations of SLRs, arguing that the overuse of some studies is as

troublesome as its underuse is. Evidence has political and cultural ramifications in all its ways, including topics such as the frames of reference and untested conclusions that generate intangible analysis inequalities, and the miscast perception that emerges from the distorted perspective of the reader who has a clear objective in mind. They propose that the development of technical and science resources, the recognition of the limitations inherent in all research. and the interpretation of evidence as a community effort provide protection against such concerns.

### **1.5.2 Research design**

This study is aimed at understanding, exploring and investigating the adaptability within the business environment to review how factors associated with career adaptability in a changing organisational environment inform the successful outcome of the adaption process.

Combining all aspects within this context, a systematic literature review will provide access to in-depth and detailed information from recent previous studies, to be utilised and processed with global themes used as the basis.

*“A review of a formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyse data from the studies that are included in the review. Statistical methods (meta-analysis) may or may not be used to analyse and summarise the results of the included studies”* (Cochrane Collaboration, 2014).

A system to define and code literature for analysis is suggested by Jabbour (2013:144), Lage and Godinho (2010:13), Seuring (2013:1513), and Silva, Kimura, and Sobreiro (2017:95). Lage and Godinho (2010:14) say that there are five stages in ratings, namely:

1. In reliable academic databases, survey academic papers on the subject,
2. Develop a method of classification of logically ordered codes,
3. To provide structure to the papers, apply the classification and coding method,

4. Show the coding outcomes, and
5. For potential research, evaluate differences and prospects.

### **1.5.3 Procedure**

The following stages are generalised as backbone and guideline for a systematic literature review:

#### **Core steps in the conducting of a systematic literature review**

1. Scoping
2. Planning
3. Identification (searching)
4. Screening
5. Eligibility
6. A qualitative research synthesis
7. Present (write up) a systematic review

The choice of papers, research and theses would be focused on keyword searches concerning the research architecture, which will limit the reach of the analysis. However, while raising the number of keywords will increase the reach of the survey, it often tends to create noise (irrelevant articles) and from a realistic viewpoint, renders the 659 Theory of meaning co-creation sample increasingly difficult. The papers to be reviewed here reflect the primary study activities in the field of co-creation that originated from other studies (Mustak *et al.*, 2013; Zwass, 2010); to address limitations, the researcher would also study the literature outside the papers used in the quantitative examination and insert appropriate references into the section on meaning and scope, as well as a section on definition and domain. Based on the awareness of the literature and planned sources of information in this area, a manual review of selected papers, websites and research institutes will be conducted.

Owing to the usage of a study procedure, the systematic literature review varies from a traditional review in that readers may test its rigour, completeness and repeatability;

therefore, it decreases the impact of chance and enhances the validity and authority of the proof contained (Tranfield *et al.*, 2003:207). A systematic literature review aims to look for evidence-based research in other terms of experience and study; the overview of what is understood then allows for more recommendations (Grant & Booth, 2009:95).

The researcher will strive to pursue the steps provided by Cook, Mulrow, and Haynes (1997:380) to ensure that this analysis is systematic and exhaustive, namely to address the basic research query, while using detailed references with a clear search method to choose parameters that will be implemented uniformly and then objectively and rigorously review and synthesise the collected literature. You may also define the measures as follows:

- 1) Describe an issue;
- 2) Conduct a search in the literature;
- 3) Review the literature;
- 4) Merge/summarise the outcomes; and
- 5) Contextualise/interpret the findings (Khan *et al.*, 2003:120)

Moher *et al.*, (2015:5) specifically formulated the 17-item checklist in five wider headings to promote the preparation and documentation of a robust procedure for structured evaluation purposes.

However, as prerequisites, Hemingway and Brereton (2009:1) describe the following components as necessary for a good-quality systematic review:

- In a systematic review, the goal is to search for as much as possible academic literature applicable to the study.
- Academic literature is sifted, and only the relevant literature included.
- Each academic literature document is evaluated regarding its quality.
- The findings are combined while trying to keep bias at a minimum; and
- In the end, a summary of the findings is made, and any errors in the literature are also kept in mind.

With the above-mentioned in mind, a systematic review will be the most appropriate design for this study.

#### **1.5.3.1 Search terms**

Data searched included both qualitative/quantitative data (peer-reviewed articles). Grey literature was also searched and scrutinised (dissertations and theses). Earlier literature reviews on the subject of career adaptability that contained information regarding to the four core constructs (4 Cs) were also considered to ensure that the review was comprehensive, and all relevant factors were included.

#### **1.5.3.2 Inclusion criteria**

All data/reviews and literature that were included in this study were the following:

- a) Works/reviews that contain factors of adaptability in organisational environments,
- b) Peer-reviewed articles and theses with a main focus on career change adaptation that were published between 2014 and 2020,
- c) All national and international studies/reviews/theses/dissertations between 2014 and 2020 with a primary focus on the CCT and changing environments,

#### **1.5.3.3 Sources utilised**

The list below summarises the primary sources that were used but are not limited to retrieve the data from.

- EBSCOHost: International journals on Academic Search Premier;
- Emerald: International journals;
- Internet: Google Scholar and online academic journals;
- JSTOR: International journals and books;
- Nexus: Database of current and completed research in South Africa;
- Optentia: Academic presentations and publications;
- Scopus: International journals; and
- Taylor & Francis: International journals.

## **1.6 Ethical considerations**

In several studies, the 'minimal-risk' criterion is the most important definition, because it is a sorting threshold. For this minimal or no risk analysis, the moral and social priorities would give researchers and reviewers greater latitude about how to analyse many relevant and possibly contradictory values and key concepts from previous studies where the risks are minimal to none. This research study is a systematic literature review of previous literature reviews and/or studies through review, and it is perceived as no-risk research.

As quoted from the American Psychological Association (APA) (2017), the following are essential principles for ethical practice:

- 1) Respect for people's rights;
- 2) Beneficence and non-maleficence;
- 3) Justice;
- 4) Fidelity and responsibility;
- 5) Integrity.

### **1.6.1 Research review boards**

The research proposal was approved and obtained from the Research Committee. The study was approved at both the Scientific & Ethics panel of the Potchefstroom Campus of the North-West University (NWU-00860-20-A4). This systematic review was registered with Orchid ([orcid.org 0000-0002-0702-3278](https://orcid.org/0000-0002-0702-3278)). With this, I was held accountable during the research period.

All the data sourced and addressed in the literature review are completely acknowledged. All references were made accessible to the reader and moderator to ensure that this analysis of the literature could be verified at a later point should that be required.

## 1.7 Limitations

This study is not without limits. Firstly, our comprehensive literature review comprised primarily cross-sectional research and studies. Due to career adaptability only being considered at one time, the interconnectivity could not be determined despite the statements of the career construction model (Savickas, 2005:52; Savickas & Porfeli, 2012:670). Popular process prejudice (Podsakoff *et al.*, 2003:10) is also a problem in the current research, as *single-source* and *self-reported* were both the career adaptability measures and the plurality of outcome measures.

## **Chapter 2: Literature review**

### **2.1 Literature review**

#### **2.1.1 Defining career adaptability**

Career adaptability is a psycho-social resource that emerges as a series of four competencies that enable individuals to successfully navigate career-related activities and changes over the working lifetime (i.e. the four Cs – concern; control; curiosity and lastly confidence) (Savickas, 1997:250; Savickas, 2002:205; Savickas, 2005:49). Career adaptability represents a complete set of beliefs, habits and competencies, according to the career-building theory (Savickas, 2002:205; Savickas, 2005:51), which aims to proactively adapt to evolving and changing career conditions (Savickas & Porfeli, 2012:670). More often, today's workers experience changes between employers, companies and professions.

As demonstrated by the publishing of the analysis (Johnston, 2016:90) and the quantitative examination of this particular study, technical and organisational psychologies have centred on growing methodological research on the job adaptability construct in reaction to these changes (Rudolph *et al.*, 2017:152). The dramatic growth in career adaptability research over the past five years is primarily attributed to the Work Adapt-Abilities Scale's creation and global validation (CAAS; Savickas & Porfeli, 2012:671). The latest Rudolph *et al.*, (2017:153) analysis, utilising the CAAS to operationalise career adaptability, is a significant addition to our interpretation of the application of the construct of career adaptability in a changing environment.

However, since the majority of studies record an aggregate score representing a widespread index (i.e. mean/sum) of the four variable ratings, the analysis of Rudolph *et al.*, (2017:155) concentrated exclusively on total job adaptability associations (i.e. "aggregated across the four career adaptability dimensions"). Provided that the career theory implies exceptional category-level associations with adaptation outcomes for every adaptability factors (e.g. Savickas, 2002:205).

This provides a significant possibility at the dimension level for an enhanced literature review. In this present literature review, we approach this opportunity by concentrating our emphasis on the factors related to dimension-level career adaptability. Next, the findings of the literature review are concentrated primarily on the factors of career

adaptability in changing organisations, and we concentrate more generally on the main dimensions of adaptability (i.e. “the disaggregated individual constructs of concern, control, curiosity, and confidence” as measured by the CAAS). The extensive perspective taken here is relevant, because Savickas (2002:205) has indicated that there might be various contexts and particular implications for these dimensions. Secondly, as an underlying factor consisting of these dimensions, we provide confirmatory help for career adaptability. Specifically, we give an overall literature review confirmatory factor analysis in favour of many previous studies of these underlying variable aspect structures of the dimensions of job adaptability.

These findings are significant since they confirm the overall construction of the CAAS. This factor model serves as a significant triangulation of facts from the large-scale confirmation of the CAAS provided by Savickas and Porfeli, since literature reviews allow for optimised population parameter estimates (2012:668). Finally, the researcher establishes a conclusion of logically dependent theories about the contributions of each dimension of career adaptability, especially different outcomes of adaptation such as “*job performance, job satisfaction, turnover intentions*”.

These studies demonstrate how various factors of adaptability, especially career adaptability, function to impact these outcomes and variations of adapting and adaptation in changing organisations, and this allows us to separate evaluations from one another to the extent of these particular relationships. It is necessary to isolate these factors to create proof of the particular implications of career adaptability indicated by the career construction theory (Savickas, 2002:205). In addition to the scientific results, the observations can also help to catalyse more generally new academic and theoretic advances and enhancements in career adaptability, as well as its proportions, and the concept of job building.

### **2.1.2 Career construction theory**

Career construction theory, in its nature (Savickas, 2002:205; Savickas, 2005:52), is a career *development period paradigm* that describes how people translate their professional concepts into their job positions. Within this theoretical context, career adaptability is built with different dimensional constructs deeply anchored (Savickas, 1997:248; Savickas, 2002:205; Savickas, 2005:53), and it plays a vital part in the

creation, as well as incorporation of one's own professional self-concept. More precisely, the principle of career construction indicates that people vary in their desire to partake in constructive career-related activities and ability (i.e. adapting, adaptability). In turn, these adaptive habits enable the self to be effectively incorporated into the job function. As stated, this research concentrates on the factors of adaptation/adaptability characterised within this paradigm (i.e. changing organisational environments), and in particular the specific relationships with adaptation outcomes in career adaptability factors (i.e. as intended by the CAAS; Savickas & Porfeli, 2012:661).

### **2.1.3 Adaptability**

Four separate dimensions of career adaptability are assessed by the CAAS (Savickas & Porfeli, 2012:669): "*concern, control, curiosity, and confidence*".

*Concern* extends to a person's interest in their potential, plus planning for it.

*Control* includes the point of accountability a person's takes in the future.

*Curiosity* allows people to consider numerous possible possibilities as well as the eventual behaviours that can bring them to those futures.

Finally, *confidence* is the assurance of a person in themselves and their ability to achieve career goals (Savickas & Porfeli, 2012:670).

These four dimensions/factors are considered by Savickas and Porfeli (2012:671) to be "lower-order dimensions of behaviours, values and competencies" that are required to conform or handle effectively with career-related activities and to alter them.

Recent research has demonstrated that it is possible to regard career adaptability (Maggiori *et al.*, 2013:438) and career competencies (Akkermans *et al.*, 2013b:356) to be viewed as extremely useful personal resources. More precisely, these resources can play a significant role in motivational processes among employees.

Higher intensities of job skills involve getting a good view of one's preferences and interests and being willing to establish priorities and work on them (Akkermans & Tims, 2017:357), whereas improving career adaptability helps people to handle existing and

impeding career problems and to adapt their attitudes to the evolving world (Savickas, 1997:255) (Savickas & Porfeli, 2012:661).

Savickas and Porfeli (2012:667) distinguish between four career adaptability tools:

- *Concern* regarding the *career-related future*,
- *Control* that emphasises taking control of having to plan for one's professional future,
- *Curiosity* about discovering possible self- and future possibilities, and
- *Confidence* that relates to strengthening trust in seeking the future.

*Career capabilities are needed for successful career management*, similar to career adaptability (Kuijpers *et al.*, 2006:168; Hirschi, 2012:370), and can be described as information, skills and capabilities that can be shaped and established by the person and are important to career growth (Akkermans *et al.*, 2013a:360).

Akkermans *et al.*, (2013a:361) differentiate three dimensions of job skills: reflective career skills that involve reflecting on inspiration, while reflecting on career ideals, passions, and motives, and reflecting on attributes, reflecting on one's abilities, shortcomings, and skills; communicative career skills include interacting, which is the understanding of the skills of the person.

#### **2.1.4 Career adaptability (operationalizing)**

All research thus far has identified substantial interrelations between the four dimensions of CAAS (Hirschi *et al.*, 2015:9, Konstam *et al.*, 2015:463); the findings of these similarities are not sufficiently sizeable to rule out the existence of discrepancy adaptation interactions at the dimension level. In addition, philosophical and analytical dimension-level differences indicate that aspects of career adaptability can often have unequal relationships with regard to adaptation outcomes (Savickas, 2002:205; Savickas, 2005:42; Koen *et al.*, 2012:396; Maggiori *et al.*, 2013:444).

## 2.1.5 The 4 Cs of career adaptability

### 2.1.5.1 Concern

An aspect of job adaptability that reflects on the future, and the extent to which people come about opportunity-seeking and have career-orientated predictions, combined with plans for future career duties, shifts and obstacles, is concern (Savickas & Porfeli, 2012:662; Zacher, 2014b:188). People who are firmly 'concerned' are likely to worry about their personal prospects and prepare more, including carefully preparing ways to meet their job objectives. The pursuit of such objectives is supported by an appreciation of how this method is shaped by recent decisions and possibilities (e.g. the determination to pursue additional schooling or preparation; work and/or career development prospects).

It is hypothesised that some of the adaptation outcomes discussed here are especially closely and positively linked to concern, since they have certain similar degrees of potential focus: job fulfilment, affective and normative organisational engagement, calling, and career identification. It is also hypothesised that there is a detrimental association between the intent of concern and turnover.

Fulfilment of one's career can also be described as an "*evaluation of one's progress toward career goals, as well as one's expectations of current career achievement and future career growth ambitions*" (Judge *et al.*, 1995:485; Greenhaus *et al.*, 1990:65; Ng *et al.*, 2005:369).

Previous studies on the variations in connections among facets of job adaptability and career satisfaction (Guan *et al.*, 2015:230; Zacher, 2015:76) have been somewhat hazy, but it appears that these different dimensions have common influential relationships. Nevertheless, as job satisfaction is usually built mainly around an individual's contentment with the accomplishment of long-term objectives, it is expected that there would be an apparent and constructive association between *concern* and *career satisfaction* (Greenhaus *et al.*, 1990:65). Given the contrary results, the presumed favourable association between concern and job satisfaction is confirmed by other primary studies (Chan *et al.*, 2016:170; Guan *et al.*, 2015: 92,167-175).

Similarly, inherently future-focused structures are both affective and normative corporate engagement and can therefore be more clearly and favourably linked to consideration than other aspects of job adaptability. Affective interest explains how one thinks regarding one's long-term partnership opportunities with one's organisation (e.g. *"the confidence that one would be happy to spend the rest of their career with their current organisation"*; Lee *et al.*, 2001:596). Similar to affective dedication, in terms of long-term loyalty to the organisation, normative commitment is described (e.g. *"the conviction that remaining with one's organisation for much of one's career is fair"*; Lee *et al.*, 2001:599). Earlier studies have repeatedly identified a moderate correlation between dimensions of career adaptability and affective involvement (Simplício, 2014; Esteves, 2014; Vieira, 2014), to such an extent that non-significant associations exist among dimensions of normative engagement and career adaptability (Simplício, 2014; Esteves, 2014; Vieira, 2014).

This seems logical since people who are more likely to align their self-conceptions with their corporate background should have the ability to comfortably associate with their organisation and its aims and thereby become effectively connected to them (Mowday *et al.*, 1982). Two more future-focused outcomes of adaptation, namely job identification and calling, remain exceptionally likely to be positively connected to concern.

Fugate, Kinicki, and Ashforth (2004:16) propose that job identification *"...provides a more or less coherent representation of career experiences and aspirations that are often diverse and diffuse."* Who I am can include ambitions, expectations, and fears within the career context; personality characteristics; principles, convictions, and standards; modes of interaction; time horizons; and so on; in addition, they characterise career identity as *"... inherently longitudinal since it includes making sense of one's past and present and providing guidance to one's future"*. In terms of these features, job identification is conceptually related to career adaptability, since it derives from a review-competency in identity creation (Hall & Mirvis, 1995:270; Savickas & Porfeli, 2012:663). In order to promote significant identity creation, the conceptually wider review competency of career adaptability can be called upon.

### 2.1.5.1.1 Career identification

The career identification of an employee can improve, as the worker can utilise career adaptability tools effectively to construct a cohesive narrative that situates the self within the framework of the job. Results for dimension-level relationships through research have been quite mixed. For instance, although most studies find that concern is most closely associated with the vocational identity (Hirschi & Valero, 2015:221; Negru-Subtirica *et al.*, 2015:132; Savickas & Porfeli, 2012:665), other studies find that Boada-Grau is vocational identity. Given these mixed outcomes, we expect that concern would be especially strongly and positively linked to professional identification, considering its fundamentally longitudinal orientation. “The idea that one’s job is an essential part of a wider sense of mission and meaning in life, and that it is used in some way to benefit others or advance the greater good” is described as *calling* (Duffy & Dik, 2013:429).

Using career adaptability methods, individuals who can match their self-conceptions with their professions are further inclined to feel that their career is a calling (Douglass & Duffy, 2015:58; Guo *et al.*, 2014). In general, studies show constructive relationships between aspects of work adaptability and calling, with individual dimensional variations in severity (Guo *et al.*, 2014:394; Douglass & Duffy, 2015:46; Dumulescu, *et al.*, 2015:271; Negru-Subtirica *et al.*, 2015:141; Xie *et al.*, 2016:72). However, provided that a crucial feature of the concept of calling is the fundamentally future-oriented quest for relevant and significant jobs (Dik *et al.*, 2012:244), the researcher expects that the emphasis of *concern* on considering plus planning for future job prospects would render a robust and constructive association with calling. Intentions have intentional issues of quitting the current employment for a new employment opportunity. Therefore, turnover intentions are in relation to the long-term preparation and consistency of potential job priorities that characterise interest to some degree. The simple act of expecting career shifts is a “significant source of stress” (Ferrie *et al.*, 1995:1266). Subsequently, career adaptability encourages people to match their interests with their organisation’s priorities (Savickas, 2005:42); people with greater career adaptability do not have the urge to pursue jobs in a different place and/or setting (Zacher *et al.*, 2015:165).

In addition, the affective and normative modes of interaction encouraged by career adaptability may mitigate plans to abandon the organisation (Mowday *et al.*, 1982; Cohen, 1993:1140). Accordingly, a detrimental association between career adaptability and attrition intentions may usually be anticipated. Negative relationships are contained in the limited research examining career adaptability dimensions and turnover intentions (Chan & Mai, 2015:130; Koen *et al.*, 2012:400) that differ in intensity (Omar & Noordin, 2013:12). Nevertheless, the study has also discovered evidence for an apparent detrimental correlation between concern and turnover intentions (Guan *et al.*, 2015:232; Chan *et al.*, 2016:170).

### **2.1.5.2 Control**

Control helps individuals to feel accountable for self-governance and to influence their futures, representing the degree of accountability that a person feels for their professional future (Douglas & Duffy, 2015:60; Savickas & Porfeli, 2012:669). Control requires a large dimension of self-determination (Ryan & Deci, 2000:68), helps people to be accountable for changing themselves as well as their surroundings, and thereby represents control over the area where they pursue their profession (Fiori *et al.*, 2015:118). Control often demonstrates positivity, self-directed decision-making, transparency, efficiency, and self-preservation activities (Savickas & Porfelli, 2012:670).

The researcher hypothesises that some adaptation outcomes studied here should be especially highly related to *control*. Control should be positively related to work satisfaction, life happiness, and positive affect, while control should be negatively related to the negative impact, job stress. Of interest, the category of constructs of (higher) life fulfilment and positive impact and (lower) negative influence has been defined as independent well-being (Diener, 2000:34). Increased work intensity is often an indication of (lower) workplace well-being (Cooper, 2014:320). Employment satisfaction applies to the cognitive and affective perceptions of their employment circumstance by individuals (Brief & Weiss, 2002:279) and represents, in part, control over the world in which their careers are implemented. Employment satisfaction is, therefore, a significant element of life and overall well-being (Rode, 2004:1207), as well as an example of particular career performance (Judge *et al.*, 1995:490). Hirschi

(2012:371), and Hirschi *et al.*, (2011:177) have proposed that control factors “*providing a good understanding of abilities and preferences*” make it simpler to choose self-congruent work targets that show promise to endorse career satisfaction (Judge *et al.*, 2005:257).

Undeniably, research assessing work satisfaction regularly shows more significant control associations than with any other measure of adaptability (Koen *et al.*, 2012:400; Maggiori *et al.*, 2013:446). Subjective well-being, along with low levels of adverse effect, can be well defined as high stages of life fulfilment (Diener, 2000:34). Other results from the field of employment to the field of life (Erdogan *et al.*, 2012:1040; Michel *et al.*, 2011:191) mean that people who are willing to respond adequately to transition in the workplace will often report better subjective well-being in non-work environments. In addition, control represents a level of self-discipline (Zacher, 2014a:22), and studies have shown a correlation among occupational self-discipline and subjective well-being (Diener & Fujita, 1995:926).

The trend of associations among career adaptability and life satisfaction is reinforced by previous studies (Maggiori *et al.*, 2013:459; Santilli *et al.*, 2014:69), as well as positive and negative impacts (Maggiori *et al.*, 2013:439; Santilli *et al.*, 2014:70; Celen-Demirtas *et al.*, 2015:210; Konstam *et al.*, 2015:464; Di Fabio & Kenny, 2016:7). While the severity of adverse impact dimension-level interactions ranges throughout, as well as throughout specific preliminary experiments, these studies find that this control is considerably more directly linked to adverse effect than aspects of career adaptability.

Perceived work tension includes symptoms of stress, tiredness and exhaustion (Beehr & Newman, 1978:672). Career adaptability as a valuable resource, commonly conceptualised as a readiness to adapt to shifts, can contribute to decreased work tension by more efficient coping. The way people assess their situations (i.e. as prospects or risks/fears) affects stress reactions and ultimately well-being, as stated by Lazarus and Folkman’s (1984) stress assessment theory. Fiori and colleagues (2015:119) proposed that the way people view their job conditions is favourably framed by job adaptability. In relation to self-discipline, sovereignty and transparency utilised in professional choices, control has been characterised (Negru-Subtirica *et al.*, 2015:133).

Prior studies have also related greater control and independence to decreased tension and improved capacity to deal with work stress interactions (Hodgins *et al.*, 2010:1110; Weinstein & Ryan, 2011:7). Research investigating the relationships between aspects of career adaptability and work tension find variations in the extent of these relationships, with the most significant impact of control (Johnston *et al.*, 2013:296; Maggiori *et al.*, 2013:440). As anticipated, therefore, one sees a potent negative association between control and work-related stress.

### **2.1.5.3 Curiosity**

Curiosity motivates the pursuit of alternate possibilities as an indication of occupational curiosity as well as the tendency to partake in opportunity-focused practices and enhance potential behaviours that will contribute to different futures (Savickas & Porfeli, 2012:673). Therefore, *curiosity* means considering the hypothetical future self and related employment opportunities and dreaming about how these possibilities will impact various job positions (Zacher, 2014a:24). Additionally, interested people take a probing approach towards their job choices (Fiori *et al.*, 2015:120) by analysing their world and searching for opportunities to develop. Curious people carefully explore these possibilities and stress the importance of expanding their personal limits by pursuing multiple *vocational possibilities* (Bimrose & Hearne, 2012:339).

The researcher theorises that curiosity is mainly linked to adaptation outcomes that contribute to the discovery of new job occupational opportunities and career arrangements. In particular, it is expected that *curiosity* would be more positively linked to entrepreneurship and undesirably related to organisational dedication to continuation. Entrepreneurship means taking chances and finding ways to build innovative business ideas (Shane & Venkataraman, 2000:222). In general company, results can be mainly positively connected to adaptability, since career adaptability helps workers to appropriately adjust to specialised risks and uncertainty inherent to the entrepreneurial phase (Tolentino *et al.*, 2014:403).

For entrepreneurship outcomes, studies have identified dimension-level variations, even though the findings are quite contradictory to what dimensions are most relevant (McKenna *et al.*, 2016:93). Research by Uy, Chan, Sam, Ho, and Chernyshenko (2015:22) has found, however, that *curiosity* has the most significant association with

the effects of entrepreneurship. Similarly, we anticipate excitement to be favourably linked to entrepreneurship results, considering its emphasis on potential prospects. Continuing participation requires thoughtful assessments of the plausibility of alternate job conditions, as opposed to affective and normative modes of corporate commitment (Lee *et al.*, 2001:597). The philosophical distinction between continuing engagement and other forms of loyalty is that it derives from a feeling of having to remain with the organisation because of a personal obligation ("*affective commitment*") or responsibility ("*normative commitment*") to continue. Low levels of dedication to consistency suggest that a person assumes that a more potent solution to their current position at work can be found.

The perceived cost of quitting their company and seeking fresh possibilities is marginal for such people. On the other hand, elevated levels of ongoing engagement suggest someone in the existing organisation who may not immediately find a feasible job option. Such individuals could put more burden on the cost of abandoning their organisation because of the tangibility of the connected cost, instead of the potential advantages of discovering new possibilities. While studies have recorded inconsistent results for associations among continuing obligation and dimensions of job adaptability (Simplício, 2014; Esteves, 2014; Vieira, 2014), the researcher anticipates higher *curiosity* to be correlated with decreased levels of continuing commitment. Therefore, the researcher assumes that a negative association would be noticed.

#### **2.1.5.4 Confidence**

*Confidence* applies to a person's conviction in oneself and their potential to accomplish their professional goals. It is a mixture between self-confidence and self-assurance (Savickas & Porfeli, 2012:661). '*Confidence*' represents one's sense of self-efficacy in achieving one's professional objectives. (Dries *et al.*, 2012:674), beliefs in an individual's abilities to fix challenges and excel (Zacher, 2015:229), as well as a firm conviction in an individual's ability to resolve job obstacles and reflect continuously on performance while overcoming these blockades (Negru- Subtirica & Pop, 2016:168).

More optimistic individuals carry out projects more successfully and take precautions to do it well. Confidence is often related to the ability to develop different talents and

show skills. Higher capacity to solve challenges and resolve difficulties is often characteristic of people who are optimistic (Savickas & Porfeli, 2012:673).

The author hypothesises that outcomes of adaptation are especially closely and positively linked to confidence: happiness with schools, employability, advancement, career efficiency, and dedication to function. Unlike the other domain-specific aspects of satisfaction found in our literature review (life satisfaction and work satisfaction), school satisfaction contains a dimension of analytical stimulus satisfaction (Lent *et al.*, 2005:429). The researcher believes that *confidence* is particularly related to job happiness since it is partially comprised of cognitively involving *concerns* (i.e. acquiring new skills; problem-solving). Indeed, primary research has discovered that facets of work adaptability have beneficial correlations with work fulfilment (Urbanaviciute *et al.*, 2016:16).

Specifically, the best component-level association between *confidence* and career satisfaction is identified by Wilkins *et al.*, (2014:330). “Employability has been interpreted as a psycho-social structure that embodies individual features that promote adaptive cognition, behaviour, and affect and enhance the individual work interface,” it can be characterised as the “*self-efficacy of individuals around their ability to pursue a new career, either internally or externally*” (Fugate *et al.*, 2004:15).

As highly optimistic individuals feel that they will be able to solve challenges, make career-related decisions and achieve career ambitions successfully, they have been frequently expected to demonstrate higher heights of employability. Because of becoming a future-dedicated and self-controlling resource, career adaptability (Savickas & Porfeli, 2012:672; Zacher, 2014b:188) allows people to invest in career-associated growth chances that could improve their market-ability both inside and beyond organisations.

To endorse this, people who achieved a higher score on the four dimensions of work adaptability appear to have more *confidence* in their capacity to land the inside and outside job opportunities; nevertheless, those outcomes are not comprehensive (e.g. Palma, 2013). Undeniably, different researchers have discovered proof that confidence and employability have a robust beneficial association (Attisgobe *et al.*, 2016; Coetzee *et al.*, 2015:8; de Guzman & Choi, 2013:199; Gamboa *et al.*, 2014:222).

In related logic, persons who are more adaptable do not only encounter fluidity of lateral job possibilities (e.g. from the different departments or from organisation to organisation); some vertical upward versatility should also be encountered. In fact, personal experiments have identified dimension-level encouragement for constructive partnerships among aspects of career adaptability and promotion (Tolentino *et al.*, 2013:410; Chan *et al.*, 2016:170; Sibunruang *et al.*, 2016:135). While this relationship's continuity has not been as evident as that among career adaptability and professional integration (e.g. Chan *et al.*, 2016:171), the study continues to show that loyalty is certainly related to advancement.

Sibunruang *et al.*, (2016:137) propose that *confidence* is favourably connected to promotability with regard to the hypothesised partnership, and Tolentino *et al.*, (2013:411) found the identical to remain so for self-rated promotability. Career success is defined by the capacity of the actions of certain employees leading to the organisational objectives (Campbell *et al.*, 1990:313; Campbell *et al.*, 1993:35). Confidence means getting the self-efficacy to carry out tasks required to accomplish professional objectives (Koen *et al.*, 2012:400), as well as to execute tasks effectively, all critical for career success. The correlation between self-effectiveness and work performance remains well known, with greater self-effectiveness related to greater levels of performance (Stajkovic & Luthans, 1998:240).

Gist and Mitchell (1992:183) have said that in challenging circumstances, people who are more optimistic obtain favourable job results because they are consistent and successful.

Therefore, by constantly improving their own learning career-appropriate abilities such as the ones that offer the above-mentioned employability and promotional benefits, individuals with higher confidence levels can often demonstrate superior job results. Surprisingly, few experiments have analysed success effects regarding the aspects of career adaptability, despite the fact that these studies involve the two individual and interpersonal strategies (Zacher, 2014a:23; Zacher, 2015:168).

Such studies report on the optimistic associations with success in the dimensions of career adaptability, with confidence continuously indicating the best partnership. Consequently, we expect that confidence and work success would have a good connection. Job involvement was defined to be a productive state of work, which is

marked through vigour, determination and incorporation (Schaufeli & Bakker, 2010:10).

Career adaptability may serve as a valuable skill that can allow people to be more interested in work (Rossier *et al.*, 2012:734; Potgieter, 2013). In general, the subject matter of those aspects of job interaction map faith. For example, vigour is defined by "...persistence even in the face of difficulties" (Schaufeli & Bakker, 2003:5), in return means that greater commitment remains related to improved dilemma-solving skills that also foster trust.

Dimension-level results in key research show strong positive correlations among all dimensions of career ability to adapt and work commitment (e.g., Xie *et al.*, 2016:70), including several of these studies endorsing the especially strong association among confidence and job engagement (i.e. Merino-Tejedor *et al.*, 2016:92; Potgieter, 2013; Rossier *et al.*, 2012:740; Tladinyane & van der Merwe, 2016:5). In a comparable way, Xanthopoulou *et al.*, (2007:121; 2009:183) showed connections between self-efficacy and job dedication, indicating that self-efficacy-related confidence contributes to improved self-conformity of the objective, which, in turn, enhances work participation.

As such, the greatest beneficial association between workplace adaptability and job dedication to confidence is expected.

### **2.1.6 Career adaptation conceptualisation**

The conceptualisation of career adaptation (Savickas, 2013:155) attempts to quantify the similarity of dimensions/factors, as earlier conceptualisations included collaboration in the Career Adapt-Ability Scale's *concern, control, curiosity, and confidence*, but this will not be used in this analysis. A more precise assessment of developmental activities is given by Type C from the Career Maturity Inventory – that of making occupational choices (Glavin, 2015).

Referring to the SMI-Form C, a complete score is provided for the preparation of job choices, a three-scale score then reflects on the resources/factors of adaptability (concern, curiosity and confidence), a further scoring relates to consultation representing the style of individuals (relational) in essential organisational choices, endorsing the relevance and efficacy of these means (Savickas & Portfeldt, 2012:661).

The SCCI (Savickas, 2009:19, Rocha 2012; 2015) aims to quantify job capital with an emphasis on the concern, curiosity, confidence and control factors/dimensions. Finally, the CAI also tests the variables relating to job adaptability resources (Ferreira & Coetzee, 2013; Ferreira *et al.*, 2013) (concern, curiosity, confidence and control).

Subscales designed to quantify job adaptability are chosen in the second method to assist with measuring other subscale data. The career adaptability subscale is meant to depict the conceptualisation of career adaptability by Savickas, including preparation, the discovery of oneself and the environment, and advised decision-making (Rottinghaus *et al.*, 2005:3; Savickas 1997:251). Another measure, the I-Adapt Scale, focuses on assessing the adaptability of a person in relation to their job and the environment (Ployhart & Bliese, 2006). Two subscales are chosen from an analysis that used the I-Adapt as a type of career adaptability measure: work tension and adaptability to ambiguity (Cotter & Fouad, 2013:424). These two subscales demonstrated the willingness of a person to deal with the unexpected adjustments that life has to offer.

Thirdly, a collection of measures is based on all applicable career hypotheses, with indicators focusing on career selection, career exploration and confidence (Hirschi, 2009:145), decision-making, exploration and self-control (Creed *et al.*, 2009:220).

Fourthly, the research involves experiments in which the scholars have opted to use their own conceptualisation of career adaptability, which is not explicitly related to the other methods listed above. "In their model, self-efficacy predicts optimism, as optimism and generalised self-efficacy," – this is how Lusso and Jenkins-Smith (1998:224) conceptualised job adaptability, thereby leaving several un-answered questions to the conceptualisation of work adaptability. As alternative methods that encourage discourse, these approaches need to be based explicitly on philosophy first, although this also lacks the grounded theory that can lead to misunderstanding.

Focusing on and distinguishing between the tools of adaptability is the categorisation of the steps as mentioned above. Theoretically, all these types are distinctive and include a basis for current grouping studies for this analysis according to resources/factors of adaptability in an evolving organisational setting.

A summary of the studies used in correlating adaptability tools is given in the attached tables. In all of these reports, words such as 'predictor' and 'outcome' are used. The

role of resources in correlating with mediating and moderating was included, as far as possible, where applicable, in the studies examined.

All the literature used during the specified timespan that falls into the specific categories of tools for job adaptability is identified and included. In correlation with changing organisational environments, starting with the first resource, attitude, positive relationships exist between career-related resources of adaptability and knowledge, and responsiveness to experience; whereas experiences of neuroticism are negative (Rossier *et al.*, 2012:740; Rusu *et al.*, 2015:92; Van Vianen *et al.*, 2012:716).

Career adaptability resources are typically obviously connected to conscientiousness (Teixeira *et al.*, 2012:680; Rossier *et al.*, 2012:741). In the five-factor model of personality, Rossier and colleagues (2012:737) have also shown correlations with the aspects of the personality as specifically described.

Furthermore, the tools for adaptability correlate with other variables relevant to 'self'. Negative associations with fear (Pouyaud *et al.*, 2012:692) and optimistic correlations with self-esteem (Rusu *et al.*, 2015:98; van Vianen *et al.*, 2012:720) are found.

Career adaptability instruments are positively connected to goal pursuit-related mechanisms and to those that lead to effective adaptation and coping. Positive correlations include motivation (Pouyaud *et al.*, 2012:695), a greater reaction to challenges (Tian & Fan, 2014), hope and encouragement (Buyukgoze-Kavas, 2014:125), legislative focus on promotion (Van Vianen *et al.*, 2012:723), and tenacious achievement of objectives and agile changing of goals (Tolentino *et al.*, 2013:413). Professional career adaptability possibilities are negatively linked to the prevention.

The factors correlated with desirable growth in jobs, role transitions, and work success are also associated with career adaptability opportunities. These are vocational identity status (Savickas & Porfeli, 2012:668), employability (De Guzman & Choi, 2013:202), development (Tolentino *et al.*, 2013:412), task satisfaction (Chan & Mai, 2015:130), boundary-less thought and protean work habits (Chan *et al.*, 2015:22), technological competence and calling aspirations (Guo *et al.*, 2014:394), impressions of transferable abilities (Rocha, 2012:79; 2015:620) and professional goals (Rocha, 2012:77; 2015:607) (Rocha, 2012:77-90; 2015:607-624).

Any researchers who have tried to determine whether those individuals are employment adaptability predictors can be known as characteristics or contextual variables. Firstly, cross-sectional research reveals higher cognitive maturity ratings (Coetzee & Harry, 2014a:7), a *sense of control* (Duffy, 2010:422), a prospective career self (Guan *et al.*, 2014:136), proactivity, central self-evaluations (Hirschi *et al.*, 2015:6), optimism and inspiration (Wilkins *et al.*, 2014:329), as well as a clear sense of robust *control* and low tolerance for unpredictability (Coetzee & Harry, 2014b:90).

Practical personality is also significant, but its positive effect on work adaptability seems to be present through career choice-making self-efficiency. Several other individual features, for example a strong urge to meet social standards and a high need for validation, can impede work adaptability capital (Stoltz *et al.*, 2013:194). Those related components may also be good indicators of work adaptability.

Schooling and educational perspectives via an individualised therapeutic learning framework, often shape opportunities for work adaptability.

As an affiliate student leader, the environment and history relate to the creation of work-adaptability tools (Tian & Fan, 2014:251). There are numerous empirical studies that validate these traits of individuals as predictors of job transition opportunities. Goal alignment, confident disposition, *role optimism* (Tolentino *et al.*, 2014a:42), *higher self-esteem* (Cai *et al.*, 2015:86), *career calling* (Praskova *et al.*, 2014:125), and possessing a professional engagement and affiliation in conjunction with this devotion are all good predictors of work adaptability sources (Negru-Subtirica *et al.*, 2015:131). *Self-doubt* is a pessimistic predictor (Negru-Subtirica *et al.*, 2015:142). Zacher (2014b:190) defined variables that forecast increases in career adaptability resources over a span of six months and postulated that age and potential *temporal focus* predicted positive changes in overall adaptability.

By comparison, work planning and decision-making precede career optimism as these variables are evaluated in the developmental pattern collectively (Stringer *et al.*, 2011:158).

### 2.1.7 Career adaptability outcomes

Researchers have proposed quite a few outcomes in adaptability resources in the categories of well-being, outcomes of individual and business careers, and work performance.

The facets of work adaptability are related to well-being in a cross-cutting way; *control* is positively linked to life satisfaction and optimistic impact; while *confidence* is positively correlated with satisfaction with life and has a negative effect and positive effects (Konstam *et al.*, 2015:476). Multinational, general, life satisfaction is linked to adaptability (Maggiori *et al.*, 2013:442), and life satisfaction is somewhat linked to this association (Maggiori *et al.*, 2013:443), inducted by hope (Santilli *et al.*, 2014:67). Career adaptability tools are essential for life quality and reduced workload (Soresi *et al.*, 2012:705; Maggiori *et al.*, 2013:443).

Few longitudinal findings have investigated the link among professions: adaptability assets, and technical well-being assets. Johnston and collaborators (2015) found that adaptability was clearly linked to life satisfaction and self-satisfied fitness over one year.

Zacher and Griffin (2015:230) found that, in a study of older workers, workplace adaptability resources were clearly connected to job satisfaction within four years and this association was higher for relatively youthful employees (Professional career, three years). Adaptability (year 1) was expected to have a more significant positive effect and a decreased negative impact (year 2) and to have a more significant positive effect (year 2), by increased job satisfaction and reduced workload (year 3) by minimising damaging effects (Fiori *et al.*, 2015:116). Career adaptability tools are linked to the different beneficial employee and organisational effects in cross-sectional research. Firstly, adaptability resources are favourably associated with happiness outcomes such as job satisfaction (Chan & Mai, 2015:133); wage and career satisfaction (with the impact of demographics and corporate career management continuing past the consequences; Guan *et al.*, 2015:231); satisfaction with organisational retention indicators such as career prospects and work-life balance (Ohme & Zacher, 2015:161).

Over time, work adaptability instruments led to an increase in experimentation, career engagement, and recognition with vocational participation (Negru-Subtirica *et al.*,

2015:140), career commitment (Gunkel *et al.*, 2010), and among pre-national intentions (Tolentino *et al.*, 2014b:404). Six months later, adaptability tools often predict adapting responses (Hirschi *et al.*, 2015:9) (career preparation, career decision-making challenges, career discovery, and occupational self-efficacy). In addition, people with different profiles of adaptability tools have seen varying degrees of adaptive responses (Hirschi & Valero, 2015:220).

At a more fundamental point, with regard to performance and satisfaction outcomes, specific in relation to different outcomes, dimensions of job adaptability appear as important, i.e. concern. Concern reflects unique cross-sectional associations with job success and self-assessment.

In a regular analysis, Zacher (2015:169) found that adaptability to daily work positively projected daily activities and career success as well as daily job and career happiness. Additional unique implications have also been identified for the measurements.

Thirdly, work adaptability is attributed to factors associated with quitting or abandoning intentions, sticking by an agency within a cross-over-sectioned context.

Analyses indicate apparent power and trust implications (Omar & Noordin, 2013:11).

The detrimental link between career adaptability and the objective of turnover mediates fulfilment. Adaptability to careers tends to lead to higher work-organisational expectations (Ferreira & Coetzee, 2013:31).

Such studies show that job adaptability contributes to an improvement in career adaptability. Organisational commitment and willingness, probably because of the organisation, continue with the group. Good associations between job adaptability and satisfaction effects are shown. Other effects, however, show an opposite pattern. Zacher *et al.*, (2015:171) showed how work is done in a cross-sectional analysis. Adaptability tools are adversely associated with the ultimate entrenchment of professions (perceived as inability and inability to try other alternatives) and suggest higher opportunities for jobs.

Adaptability (and, concern) may make people more prone to quit and leave and/or take into account other remedies. Often, people with a high degree of job adaptability may feel less nervous. “*They experience high degrees of marketability at around the same time*” (Spurk *et al.*, 2015:289). Contradictory consequences can be clarified using

numerous methods; however, the need to assign priority to possible mediators always remains, when, for example, career adaptability, measured at the same time, applies to possible over-experience. Across two paths – negative through delegation as well as optimistic through challenge – (Yang *et al.*, 2015:154) it is indicated that a complex method is essential to take.

### **2.1.8 Career adaptability resource mediator/moderator**

Researchers have discussed whether resources could be mediating factors owing to the self-regulatory existence and adaptability of resources. The group of studies considered whether the interaction between personality dimensions/factors and performance is influenced by adaptability methods. The relationships between extraversion, activity, neuroticism, conscientiousness, and result job participation mediate adaptability tools (Rossier *et al.*, 2012:742). In particular, the relationship between personality (being open to experience, agreeability, dependability, and the behaviour-based system) and career exploration is mediated by concern and curiosity (Li *et al.*, 2015:39). The relationships between the aspects of happiness orientation and stress in the workplace are partially facilitated by *control* (Johnston *et al.*, 2013a:295). The mediating impact of job adaptability capital on other personal characteristics, especially those related to the career domain, was investigated by the second group of studies. *Calling* is an indicator of self-efficacy in career choices, and *concern* and *confidence* are mediators of this impact (Douglas & Duffy, 2015:60). The relationship between hope and satisfaction among students is mediated by *curiosity* and *confidence* (Wilkins *et al.*, 2014:333). The relationship between future self-employment and proactive skills development is completely mediated by *confidence*; while *curiosity* mediated the effect of future self-employment on proactive career networking (Taber & Blankemeyer, 2015:20).

Just two studies assessing adaptability resources as a facilitator were found, in contrast to numerous mediation studies. The first cross-sectional study found that, for those with higher levels of career adaptability resources, the relationship between organisational career management and career satisfaction is stronger (Guan *et al.*, 2015a:231). A third, a longitudinal research study, demonstrated that the relationship

between future self-employment and job-seeking self-effectiveness was more decisive for people with greater resources for career adaptability (Guan *et al.*, 2014:139).

### **2.1.9 Research on career adaptability factors/resources (qualitative)**

Career adaptability was related to a more optimistic view of career transformation and stronger dealings with mid-career transitions, according to Ebberwein and colleagues (2004:294). In addition, mid-career changers utilise both structured and casual learning to develop their adaptability in the workplace (Brown *et al.*, 2012:755). Throughout their analyses of adult women, McMahon *et al.*, (2012:762) discovered that adaptability originated through the definition of self with regard to external situations and internal individual interactions, and that job adaptability could not have been restricted to changes alone. Additional studies found that older women view job adaptability as well as its sub-dimensions as vital sources of their experiences through the workplace (Whiston *et al.*, 2015:100).

Bimrose and Hearne (2012:340) analysed four separate qualitative studies undertaken in England, Norway, and Ireland between 2003 and 2012 and concluded that further focus should be placed on how to better promote the growth of job adaptability within evolving contexts, a crucial opportunity for career development. Finally, prior encouragement and parental involvement tended to be critical preconditions for the creation of work adaptability resources in emerging adults.

## **2.2 Literature conclusion**

Taking into account that adaptability factors may and do alter, and are essential antecedents to adaptability responses, the creation, execution and assessment of strategies aimed at growing career adaptability continue to be a field of useful activity. More intervention studies will improve the legitimacy of the valuable work carried out in this area and endorse additional demands that have been made to the literature for improvement in assessing the feasibility and therapeutic importance of career strategies in general (Brown, 2015). Career adaptability is essential for post-career preference job adaptation for the industrial and organisational psychology, human

resource professionals and administrators in organisations (Chong & Leong, 2017:269).

Taking into account the fact that the necessary resources and responses to career adaptability are essential for a variety of employee and managerial outcomes, organisational experts and managers can see advantages that are popular in cultivating resources and responses to adaptability and in understanding that such work environments encourage resources and responses to career adaptability (O'Connell *et al.*, 2008:248; van Vianen & De Pater, 2009:300). In addition, because of adaptability-related coping and self-regulatory practices (e.g. Savickas, 2005:53), adaptability frequently is important to employee tension and managing mechanisms in the workplace (Leong & Ott-Holland, 2014:95), indicating that an extra advantage to fostering adaptability might be improved employee well-being, a desirable result of corporate life.

## **Chapter 3:**

### **3.1 Empirical study**

#### **3.1.1 Methodology**

A thorough literature search was conducted by utilising the following resources: Google Scholar, ScienceDirect, Journal of Vocational Behaviour. In these databases, keywords used to filter search results included career adaptability, career adaptabilities, career adapt-ability, as well as career adaptabilities.

Search keywords and each of the adaptation outcomes considered here were searched in tandem. The researcher has performed various searches with regard to articles referencing Savickas and Porfeli (2012:673) and extensively cross-referenced the research. Articles in the Rudolph *et al.*, (2017) analysis are included because the CAAS was the focal operationalisation considered here.

Consequently, after the publication of the Savickas and Porfeli (2012:669) script, all the studies included here have been published. These reviews together produced over 300 different studies. Until undertaking the literature review, exclusion criteria discussed below were created, which considerably reduced this initial collection of publications.

#### **3.1.2 Inclusion and exclusion criteria**

Inclusion/exclusion requirements were identified before performing the literature review. The first criterion demand that the Savickas and Porfeli (2012:673), or an equivalent adaptation of this scale, be used to assess career adaptability. This criterion has culminated in the exclusion of summary papers, qualitative articles and career articles.

Conceptualisations of adaptability that stayed incoherent with Savickas and Porfeli's (2012:665) Career adaptability structure assessment (e.g. Super & Knasel, 1981:198). Next, research that, according to the current study, did not calculate at least one appropriate adaptation outcome the structure, was excluded. Thirdly, only evidence of complete panel designs is used for longitudinal research.

The researcher considered relationships between career adaptability and related findings at the same point in time or as close as possible to another single point in

time; only one connection per association was coded to be used for each analysis in order to preserve sample individuality and/or independence.

Fourthly, the analysis omitted inside-person data; instead, aggregated between-person data were used for the two sampling studies (i.e., Zacher, 2015:230).

Fifthly, as was apparent in more different publications (e.g., Harry & Coetzee, 2013:5; Coetzee & Harry, 2014:95), writers used the same dataset, and non-duplicate associations remained only to be included in the study to prevent double inclusion and ensure all noisy data are removed. This was done to preserve freedom from the survey.

Each survey was used in the review as a separate study with articles disclosing evidence from different independent surveys (e.g. Zacher, 2015:232).

### **3.1.3 Procedure**

The researcher performed a systematic literature review, and then all experiments were coded using a prior inclusion criterion. For adaptation outcomes, concept build groupings were established and rounded to less than three studies. This was defined within the reviewed literature and where these variables conceptually coincided/correlated with other outcomes/concepts of adaptation that were also meagrely described.

Following the protocols described by Hunter and Schmidt (2004), the researcher reviewed the inter-relationships between dimensions/factors of career adaptability as well as relationships with adaptation outcomes in each career adaptability dimension.

A variety of different reversion models were then described based on the analytical correlations obtained from these experiments, in which the effect of adaptation was reduced to the four dimensions of adaptability (i.e. 4 Cs – concern, control, curiosity, and confidence). The harmonic mean of the sample size of literature checked over the predictors and the result described by the study were used as the sample size for each multiple regression according to the Viswesveran and Ones guidelines (1995:865). A relative weight study was followed up for any regression in order to assess the particular contribution of each job adaptability dimension to be explained in each model. Relative weight analysis is more acceptable than directly interpreting the extent

of partial regression coefficients in situations like the current survey, where predictor variables are assumed to be inter-correlated (Tonidandel & LeBreton, 2011:6).

### **3.2 Literature review**

A systematic literature review collects, analyses and synthesises all available literature related to the research question/questions. This is done to learn and evaluate from what has been studied/evaluated previously and use it in the future. As a testing approach, it is stringent enough to be able to exist on its own (Creswell, 2014).

A systematic literature review is known to be accurate and straightforward, as the approach requires 1) a thorough search of all relevant findings, 2) requirements for inclusion/exclusion, and 3) assessment of the consistency of research. Contexts can be consistent, but it is essential to accept all methodologies.

The literature review should be able to add value, influence and/or meaning. Furthermore, either a theory or an explanation should be established, whereas gaps in the literature should be highlighted (Matney, 2018). Reviews (systematic literature review), especially in healthcare, are becoming increasingly more critical and useful because they help keep physicians up-to-date on what is applicable in the area of science that may be implemented in current practice (Moher *et al.*, 2009).

The goal of this comprehensive literature review was to find relevant data to answer the following research question: How do factors associated with career adaptability in a changing organisational environment inform the successful outcome of the adaption process?

#### **3.2.1 Method**

The five phases mentioned by Khan *et al.*, (2003:118), and Shenkinin were included in the systematic analysis protocol that was followed (2017).

Phase 1: Identify the study question/questions

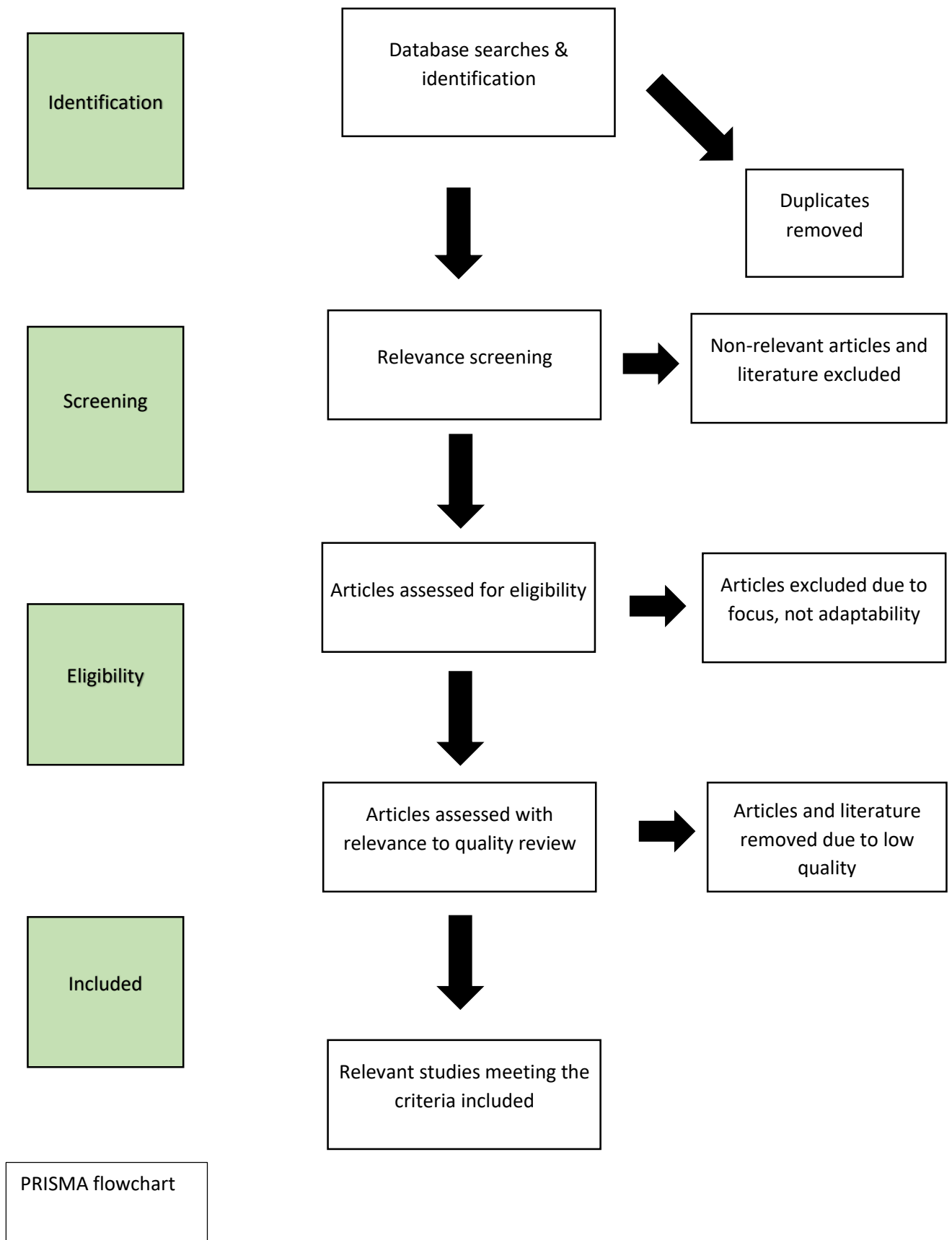
Phase 2: Literature review

Phase 3: Examination of the retrieved literature

Phases 4/5: Contextualise and analyse the observations; the last move will be to integrate the results

To define/refine the research problem as well as the literature search, the PICO model (Kloda & Bartlett, 2013:59) was used. The PRISMA flowchart was used to find important findings (Moher *et al.*, 2009:332-336) (see Figure 1).

Figure 1



The accuracy of the remaining publications of the research papers was then checked in compliance with the screening of the quality analysis set out in Tables 1 and 2. The literature that fulfilled all conditions for inclusion and appeared to have a minimal probability of prejudice was consequently included in the systematic literature analysis. This definitive collection of papers would be further addressed in depth.

Table 1 – *From McKinney & Honig (2017:30)*

Quality Review Form – Literature using qualitative methodology

- Are the aims and objectives clearly stated?
- Is there a clear description of the context?
- Is there a clear description of the sample, how it was recruited and justification for selection?
- Is there a clear description of the methods used to collect and analyse data?
- Does the sensitivity of the method match the research question?
- Were the data collection and recordkeeping systematic?
- Is the study sufficiently oriented around participants and phenomena in their original contexts?
- Was the analysis systematic?
- Were attempts made to establish the validity of the data analysis?
- Is sufficient original data included to mediate between evidence and interpretation?

*Questions 1-4, 9 & 10: Harden (2004)*

*Question 5, 6 & 8: Blaxter (2003)*

*Question 7: Abrams (2005)*

**Table 2 – From the Institute for Public Health Sciences (2002)**

Quality Review Form - Literature using quantitative methodology

- Did the study address a clearly focused issue?
- Did the authors use an appropriate method to answer their question?
- Were the subjects recruited in an acceptable way?
- Were the measures accurately measured to reduce bias?
- Were the data collected in a way that addressed the research issue?
- Did the study have enough participants to minimise the play of chance?
- How are the results presented, and what is the main result?
- Was the data analysis sufficiently rigorous?
- Is there a clear statement of findings?
- Can the results be applied to the local population?
- How valuable is the research?

### **3.2.2 Reviewed literature**

This stage includes the collection of publications, the arrangement of the required papers, how important the theme of the chosen research thesis is, and whether or not the study is an empirical literature review analysis. Three parameters are set out by the author as follows: firstly, the outcomes of observational experiments utilising Savickas's (2005:51) definition of career construction theory; secondly, the context of the study is a changing environment and thirdly, the topics were factors (4 Cs) that are associated with employees or people affiliated with changing organisational environments.

This dissertation is a literature review where factors influence and/or are associated with adaptability and the impact of career adaptability in a changing organisational environment. The researcher considered the journal to include as many as possible career adaptability research papers/articles and theses, but just 16 criteria-based journals were identified. The researcher discusses in detail the different studies/articles of career adaptability that describe the causes and their impact on the worker in order to explore the intent of this paper.

Table 3 lists all journals/articles and research papers relevant to this literature review.

Author	Title
Andreas Hirschi	Career Adaptability Development in Adolescence: Multiple Predictors and Effect on Sense of Power and Life Satisfaction
Andreas Hirschi and Domingo Valero	Career Adaptability Profiles and Their Relationship to Adaptivity and Adapting
Brian J. Taber, Maureen Blankemeyer	Future work self and career adaptability in the prediction of proactive career behaviours
Claire S. Johnston <sup>1</sup>	A Systematic Review of the Career Adaptability Literature and Future Outlook
Cort W. Rudolpha, Kristi N. Lavigne, Ian M. Katza, Hannes Zacherb	Linking dimensions of career adaptability to adaptation results: A meta-analysis
CortW. Rudolpha,* , Kristi N. Lavigne, Hannes Zacherb,	Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results
Creed, Peter A, Fallon, Tracy, Hood, Michelle	The relationship between career adaptability, person and situation variables, and career concerns in young adults
Jack K. Ito and Céleste M. Brotheridge	Does supporting employees' career Adaptability lead to commitment, Turnover
<i>Luke J, McIlveen P and Perera HN</i>	A thematic analysis of Career Adaptability in Retirees who return to work.
Mark L. Savickas A,* , Laura Nota B, Jerome Rossier C, Jean-Pierre Dauwalder C, Maria Eduarda Duarte D, Jean Guichard E, Salvatore Soresi B, Raoul Van Esbroeck F, Annelies E.M. Van Vianen G	Life designing: A paradigm for career construction in the 21st century

McMahon M, Watson M, Bimrose J	Career Adaptability: A Qualitative Understanding from the Stories of Older Women
Melinde Coetzee, Elleen Stoltz	Employees' satisfaction with retention factors: Exploring the role of career adaptability
Mujajati, E.	Investigating the relationship between career adaptability, employability attributes, and retention factors of employees in selected 21st century recruitment agencies
ÖZDEMİR, N K	The factors contribute to career adaptability of High school students.
Potgieter, M.	The relationship between career adaptability and employee engagement amongst employees in an insurance company
Tladinyane, R., & Van der Merwe, M.	Career adaptability and employee engagement of adults employed in an insurance company: An exploratory study

## Chapter 4

### 4.1 Summary

This chapter will summarise the results and outcomes obtained from out the literature review. The research was conducted doing a literature search, and data were gathered on a relevant and non-relevant basis. Inclusions were set to keywords and theories based on career adaptability and career construct theory. Furthermore, the research also focused on outcomes and concepts from the relevant articles and studies to ensure that the research question is still adhered to.

A meta-analytical approach was used to compile the data into tables for coding of construct groups/associations of the four dimensions of career adaptability (4 Cs).

Relationships among these dimensions/factors were analysed and a size-weighted correlation was calculated for each of the associations of these factors. These adaptation dimensions/factors were then derived and analysed analytically. A harmonic mean was compiled from the associations of the 4 Cs of career adaptability. The relative weights method was used as it is more appropriate when interpreting the coefficients, rather than interpreting the coefficients directly.

We move on to the findings of our meta-analysis now that we have a clearer understanding of our approach and assurance of the effectiveness of our literature review procedure.

From the different results of this research, the variables and associations that are most likely to ensure adaptability in a changing organisational environment sense are grouped and clustered together based on the theory of the career construction model (Savickas & Porfeli, 2012:661)

The researcher observed the different variables that correlated with the measurements of career adaptability, which are compatible with the theory and opinion of Savickas and Portfeli (2012:673). From multiple surveys, articles and literature studies, the findings, concepts and outcomes of the research connecting adaptability variables in correlation to organisational change contexts were found (Hirschi, 2009:150; Wilkins *et al.*, 2014:329-338) (Table 3). Operational change among individuals is influenced by the performance of career adaptability and the effectiveness of career adaptability.

Some results have been obtained based on the model of career construction (Savickas & Porfeli, 2012:671), whose main objective is to examine the different outcomes of the empirical testing of career preparation, career efficiency, and career adaptability in various environments.

Table 4 outlines organisational concepts and descriptions of key career adaptability studies, publications, and articles that have considered these distinct adaptation outcomes/concepts in order to gain better consistency about these typologies. The researcher details the operationalisation of work adaptability/adaptation as the four aspects of career adaptability for a better and precise interpretation of how the concept of career construction defines career adaptability and implications of adaptation. The reviewer develops his reviews and ultimately discusses the findings of the literature review intended to analyse these relationships based on the associations/relationships between these facets of job adaptability and adaptation outcomes.

Table 4

<b>Author</b>	<b>Title</b>	<b>Concepts</b>	<b>Keywords</b>
Andreas Hirschi	Career Adaptability Development in Adolescence: Multiple Predictors and Effect on Sense of Power and Life Satisfaction	Variables were significant predictors of achievement in career adaptability	Career Development, Career Adaptability, Positive Youth Development, Motivational Systems Theory
Andreas Hirschi and Domingo Valero	Career Adaptability Profiles and Their Relationship to Adaptivity and Adapting	Relationship between adaptability profiles and adapting, and adaptivity	Career Adaptabilities; Adapting; Adaptivity
Brian J. Taber, Maureen Blankemeyer	Future work self and career adaptability in the prediction of proactive career behaviours	Identity based motivation such as future work self and career adaptability dimensions is amenable to intervention and change	Future Work Self Possible Selves Career Adaptability Career Planning Skill Development Career Networking
Claire S. Johnston <sup>1</sup>	A Systematic Review of the Career Adaptability Literature and Future Outlook	categories of adaptability resources and adapting responses.	Career Adaptability, Adaptability Resources, Adaptability Responses, Systematic Review
Cort W. Rudolpha, Kristi N. Lavigne, Ian M. Katza, Hannes Zacherb	Linking dimensions of career adaptability to adaptation results: A meta-analysis	career identity, calling; employability, promotability	Career adaptability CAAS Adaptation results Meta-analysis
CortW. Rudolpha,*, Kristi N. Lavigne, Hannes Zacherb,	Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results	Relationships of career adaptability with measures of adaptivity, adapting responses, adaptation results, and demographic covariates	Career Adaptability CAAS Career Construction Career Success Meta-Analysis

Creed, Peter A, Fallon, Tracy, Hood, Michelle	The relationship between career adaptability, person and situation variables, and career concerns in young adults	1. Greater career adaptability will be associated with fewer career concerns  Career adaptability will mediate the relationship between goal-orientation and social support and career concerns.	Career Adaptability, Goal-Orientation, Social Support, Career Concerns, Self-Regulation
Jack K. Ito and Céleste M. Brotheridge	Does supporting employees' career Adaptability lead to commitment, Turnover	Career development activities that develop resources to manage job transitions and career resiliency or attitudes toward change	Career Adaptability Commitment Career
<i>Luke J, McIlveen P and Perera HN</i>	A thematic analysis of Career Adaptability in Retirees who return to work.	Career adaptability can be conceptually associated with the notion of employability	Retirement, Bridge Employment, Career Adaptability, Career Construction Theory, Career Development
Mark L. Savickas a,*, Laura Nota b, Jerome Rossier c, Jean-Pierre Dauwalder c, Maria Eduarda Duarte d, Jean Guichard e, Salvatore Soresi b, Raoul Van Esbroeck f, Annelies E.M. van Vianen g	Life designing: A paradigm for career construction in the 21st century	work life recognizes that career belongs to the person not the organization	Adaptability Career Construction Life Design Narrative Therapy
McMahon M, Watson M, Bimrose J	Career Adaptability: A Qualitative Understanding from the Stories of Older Women	Career development needs to be conceptualized in terms of ongoing individual self-discovery given the changing and unstable nature of work.	Career Adaptability Savickas

Melinde Coetzee, Elleen Stoltz	Employees' satisfaction with retention factors: Exploring the role of career adaptability	1. Relationship between career adaptability and retention factor satisfaction Employees' career concerns, goals and plans and how these relate to retention practices are important for retaining them	Career adaptability Retention factors Career opportunities Training and development opportunities Job characteristics Work–life balance
Mujajati, E.	Investigating the relationship between career adaptability, employability attributes, and retention factors of employees in selected 21st century recruitment agencies	Relationship between career adaptability, employability attributes and retention factors	Career Adaptability Talent Retention Career Career Agent
ÖZDEMİR, N K	The factors contribute to career adaptability of High school students.	Satisfaction, satisfactoriness, person within environment and correspondence	Career Adaptability, Perceived Social Support, Optimism, General Self-Efficacy, Multi-Sample SEM.
Potgieter, M.	The relationship between career adaptability and employee engagement amongst employees in an insurance company	Relationship between career adaptability and employee engagement	Career Adaptability Employee Engagement Career
Tladinyane, R., & Van der Merwe, M.	Career adaptability and employee engagement of adults employed in an insurance company: An exploratory study	Relationship dynamics between career adaptability (measured by Career Adapt-Abilities Scale) and employee engagement	Career Adaptability Employee Engagement

The research results for associations between the four dimensions (concern, control, curiosity and confidence) of adaptability are listed in Table 5. These associations (meta-analytic) are subjected to a confirmatory review that indicates the validity of the 4 Cs of career adaptability. The method used to perform this analysis of factors is equivalent to the system used for primary data analysis; moreover, the input/source is a matrix of meta-analytic associations. This was used rather than one extracted from a particular sample.

Resilient support for a single underlying component in terms of model fit was found ( $\chi^2$  (df=2) = 501.43,  $p < .001$ , CFI = .99, TLI = .98, RMSEA = 08.95 percent C.I. RMSEA = .07 to .08, SRMR = .01). This insured reliability of the structured loadings.

Table 5: Results

Concern	.70
Control	.78
Curiosity	.83
Confidence	.80

A summary of associations and relationships between dimensions/factors of career adaptability and adaptation results is given in Table 6 (meta-analytic). Since the theory of the researcher concentrates on career adaptability in a changing organisational environment, the greatest relative association/relationship of adaptation dimension outcomes will be used to conclude or summarise the findings.

The results obtained in this study of the outcomes also used the meta-analytical multiple regression test and the subsequent relative weight analysis (Table 7).

The bivariate meta-analytic relationships that are listed in both Tables 6 and 7 are the foundation for this dissertation. By reverting the applicable adaptation outcome to the 4 Cs (career adaptability dimensions) as a set, all relevant regression analyses were performed. The findings listed below represent the hypothesised associations/relationships (Table 8).

Table 6: Intercorrelations of career adaptability

<b>Relationship / Association Dimension (CAAS)</b>	<b>Concern &amp; Control</b>	<b>Concern &amp; Curiosity</b>	<b>Concern &amp; Confidence</b>	<b>Control &amp; Curiosity</b>	<b>Control &amp; Confidence</b>	<b>Curiosity &amp; Confidence</b>
r (size-weighted average)	0.54	0.95	0.56	0.60	0.66	0.66
<i>R<sub>c</sub></i> (size-weighted and reliability-corrected correlation)	0.65	0.71	0.66	0.74	0.79	0.78
<b>CV<sub>L</sub></b> (credibility interval)	0.51	0.57	0.54	0.61	0.69	0.69
<b>CV<sub>U</sub></b>	0.80	0.85	0.77	0.86	0.90	0.88
<b>CI<sub>L</sub></b> (confidence interval)	0.65	0.70	0.65	0.73	0.79	0.79
<b>CI<sub>U</sub></b>	0.66	0.72	0.66	0.74	0.80	0.79

Table 7: Relationship/association dimension of career adaptability

(meta-analytic)

*	Job Satisfaction				Career Satisfaction				Employability				Job Stress			
CAAS Dimension	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence
<b>k</b>	3	3	3	3	8	8	8	8	6	6	6	6	5	6	5	5
<b>N</b>	2145	2145	2145	2145	4215	4215	4215	4215	1380	1380	1380	1380	4444	4853	4444	4444
<b>r</b>	0,15	0,28	0,14	0,22	0,39	0,34	0,37	0,39	0,35	0,36	0,37	0,40	-0,14	-0,23	-0,10	-0,20
<b>r<sub>e</sub></b>	0,19	0,35	0,17	0,27	0,44	0,39	0,42	0,44	0,42	0,45	0,44	0,47	-0,18	-0,29	-0,12	-0,23
<b>CI<sub>L</sub></b>	0,14	0,30	0,12	0,22	0,41	0,36	0,39	0,41	0,41	0,36	0,39	0,41	-0,21	-0,32	-0,16	-0,27
<b>CI<sub>U</sub></b>	0,24	0,40	0,22	0,32	0,47	0,42	0,45	0,47	0,47	0,50	0,50	0,52	-0,14	-0,25	-0,09	-0,20
<b>SDr<sub>e</sub></b>	0,02	0,11	0,00	0,13	0,10	0,10	0,09	0,07	0,15	0,13	0,16	0,16	0,00	0,07	0,04	0,06
<b>% Var</b>	81,54	14,03	100,00	12,02	16,06	16,59	21,37	28,23	18,63	24,77	17,69	15,59	100,00	30,72	57,71	27,11
<b>CV<sub>r</sub></b>	0,16	0,21	0,17	0,11	0,31	0,26	0,31	0,35	0,22	0,28	0,24	0,26	-0,18	-0,38	0,17-	-0,31
<b>CV<sub>U</sub></b>	0,22	0,49	0,17	0,43	0,56	0,52	0,53	0,53	0,61	0,61	0,65	0,68	-0,18	-0,19	-0,08	-0,15

Table 8

*	Career Identity				Promotability				Job Performance				Work Engagement			
CAAS Dimension	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence	Concern	Control	Curiosity	Confidence
<b>k</b>	8	8	8	8	3	3	3	3	4	4	4	4	5	5	5	5
<b>N</b>	5252	5252	5252	5252	1256	1256	1256	1256	2244	2244	2244	2244	2062	2062	2062	2062
<b>r</b>	0,38	0,33	0,26	0,29	0,37	0,30	0,36	0,38	0,33	0,36	0,34	0,44	0,38	0,41	0,38	0,48
<b>r<sub>e</sub></b>	0,45	0,40	0,31	0,34	0,42	0,34	0,41	0,42	0,37	0,41	0,37	0,51	0,42	0,47	0,42	0,53
<b>Cl<sub>L</sub></b>	0,43	0,37	0,28	0,32	0,36	0,28	0,35	0,37	0,33	0,37	0,33	0,47	0,38	0,43	0,38	0,49
<b>Cl<sub>U</sub></b>	0,48	0,43	0,34	0,37	0,47	0,40	0,46	0,48	0,41	0,45	0,41	0,55	0,46	0,51	0,46	0,56
<b>SDr<sub>e</sub></b>	0,05	0,02	0,11	0,00	0,16	0,21	0,15	0,14	0,09	0,14	0,11	0,13	0,07	0,07	0,08	0,05
<b>% Var</b>	41,71	81,71	13,23	100,00	8,84	5,59	9,80	11,36	18,72	9,09	13,48	9,69	29,18	30,21	27,22	42,92
<b>CV<sub>r</sub></b>	0,39	0,37	0,17	0,34	0,22	0,07	0,21	0,25	0,26	0,24	0,24	0,34	0,33	0,37	0,32	0,46
<b>CV<sub>U</sub></b>	0,52	0,43	0,46	0,34	0,62	0,61	0,60	0,60	0,48	0,59	0,51	0,67	0,52	0,56	0,52	0,59

\* Adaptation result

## 4.2 Final results on the four factors of career adaptability

### 4.2.1 Concern

The research findings on the factor/dimension concern were found to be especially positively linked to job happiness, normative organisational engagement, calling and career identity, whereas turnover aims could be negatively related to concern. The collection of four work adaptability dimensions accounted for 20% of the variance ( $R^2 = .20$ ) for career satisfaction, and the relative weight review showed that the greatest contributor to  $R^2$  was *concern* (31.5).

Seven percent of the variation in affective engagement ( $R^2 = .07$ ) was described by career adaptability variables. Comparative weights indicated that *concern* was a significant contributor to  $R^2$  in partial favour of our hypothesis, but somewhat equivalent contributions to control and confidence were found. The dimensions of career adaptability clarified just a percent of the variation in normative participation ( $R^2 = .01$ ), much of which was compensated for by concern (59.8). 26 percent of the variation in calling was expected by career adaptability ( $R^2 = .26$ ). The comparative weights review considered the sturdiest contributor to  $R^2$  to be *concern* - 30.0.

Lastly, regression tests for job identification produced an  $R^2$  of .17. Proportional weights revealed that 46.8% of this reported  $R^2$  were responsible for illustrating *concern*. The analysis indicated that 9% of the variation was clarified through the range of work adaptability parameters ( $R^2 = .09$ ) despite turnover intentions. The analysis shows that concern was the dominant contributor here (37.9), and the limitation ( $B = .18$ ) confirms the undesirable relationship forecast.

Generally, the outcomes were validated for job career adaptation, changing organisational dedication, professional individuality, and attrition intentions toward dimension-level relationship associations of concern, and partly supported for affective organisational change involvement.

### 4.2.2 Control

The research found that *control* is particularly positively linked to work fulfilment and life fulfilment, while control could be negatively related to negative impact and job

stress. For career satisfaction, the findings of the study suggested that the 4 Cs of adaptability projected 9% (R2 - .09)

The overall variance in career/job satisfaction as well as the analysis further indicated that *control* predicted almost 60% (59.9) of the explained discrepancy in career satisfaction.

A deviation of 14% (R2 - .14) in life fulfilment was estimated by the 4 Cs of career adaptability. The relative weights are calculate for *control* (34.1), as well as *concern* (33.4). These were great compelling contributors to - R2, partially confirming that the 24% of the variance in positive impact was expected by career adaptability (R2 - .24).

However, according to the relative-weights, *concern* (31.2) has a greater contribution to the explained discrepancy than *control* (28,2). Six percent of the variation (R2 - .06) was clarified with regard to negative effects, of which *control* (54.5) was the main contributor.

In addition, the parameters (B - .21) (negative) confirm the presumed negative association between *control* and the negative result. Work stress analysis also culminated in an R2 - .06 (6%, of the variance), and *control* (49.6) was shown as the key contributor by the subsequent relative weights analysis. The negative effect, observed in the parameter, (B -.20), further supports the negative relationship thereof.

Inclusively, the findings about dimension/factor-level association with *control* are supported, partly supported for life satisfaction, and not so much supported for positive effect, work satisfaction, negative impact, and job tension.

### **4.2.3 Curiosity**

Research results found that *curiosity* is positively linked to entrepreneurship and negatively linked to corporate dedication to continuity. Eighteen percent of the variation (R2 - .18) was clarified for entrepreneurship around the four dimensions of career adaptability. The weights indicated that *curiosity* (40.8), with the highest percentage, was the primary contributor to R2.

In this study, just one percent of the variance in persistence engagement ( $R^2 = .01$ ) was accounted for, but relative weights analysis shows that curiosity accounted for much of this explained variance (60.34).

Therefore, for both entrepreneurship and continued organisational engagement, our theories about factor-level connections with curiosity were encouraged.

#### 4.2.4 Confidence

Specifically, the research found that close relationships between confidence and happiness, employability, promotional capability, job efficiency, and dedication to work exist. Career adaptability dimensions projected 17% ( $R^2 = .17$ ) in satisfaction.

Comparative weights further indicate that the biggest provider to happiness was *confidence* (45.6). Similarly, for employability, an  $R^2$  of .20 was found. *Confidence* (30.6) added much of this -  $R^2$ .

The data analysis further found that promotability – 19% of the variance – could be clarified by factors of adaptability ( $R^2 = .19$ ). However, according to expectation, *concern* (32.1) seemed to add marginally more to the explained variance than *confidence* did (30.2).

Twenty-one percent of the work output variance ( $R^2 = .21$ ) was estimated by adaptability dimensions, with the greatest percentage of variance due to *confidence* (43.7).

Lastly, 26% of the difference in job commitment ( $R^2 = .26$ ) was clarified by career adaptability dimensions, with proportional weight analysis indicating *confidence* (40.1) as the main contributor thereof.

Generally, the theories about dimension/factor level associations for *confidence* are endorsed for organisational happiness, employability, career work efficiency, and work participation, while not completely sustained for promotability.

### 4.3 Adaptation results

The great aim of adaptability especially focusing on career adaptation is to balance the personal needs of employees with changing loads/burdens and possibilities within the organisation. The outcomes of adaptation are then seen by either how good of a fit between the individual or the climate there is, as well as certain indicators and associations such as development, happiness, devotion and job performance (Savickas, 2013:150; Savickas & Porfeli, 2012:664).

In this review, the researcher concentrated on the correlation between factors/dimensions of career adaptability to the continually changing environment; considering that the crucial focus on career adaptability is always kept in mind. This research does not analyse the responses to adaptation and outcomes of adaptation that also implied the adaptation career-building model (Savickas, 2013:144).

The theory of career construct indicates that employees with higher adaptability, especially focused on career adaptability, have more abilities as well as psycho-social tools that enable them to adapt to and effectively cope with the continuously changing tasks, transitions, and traumas (Savickas, 1997:256).

In essence, a good transition can have a beneficial impact on both work and life results, considering association result factors in this research that can be classified more generally as either job and career performance or subjective well-being.

Adaptability associations/relationships in experimental research lead to an intellect of strength and happiness with life (Hirschi, 2009:150), as well as to the resilience and reality of job ambitions (Hirschi, 2010:230).

Career preparation predicts organisational devotion, while career exploration will negatively predict career devotion and optimistic attrition intentions (Klehe *et al.*, 2011:217). Career adaptability positively predicts re-employment efficiency within the context of career discovery, preparation and decision-making, with this impact partially clarified by work quest techniques (Koen *et al.*, 2010:126; Zikic & Klehe, 2006:394).

A summary on the outcomes of career adaptability as well as work success, with regard to associations of the different dimensions (4 Cs), follows:

#### 4.4 Career adaptability and work success

- 1.) The research considers career adaptability to be directly linked to two adaptation metrics results, occupational or professional identification, and a sense of belonging in one's career (McArdle *et al.*, 2007:249; Negru-Subtirica *et al.*, 2015:140; Savickas & Porfeli, 2012:669; Douglass & Duffy, 2015:60; Guo *et al.*, 2014:399). As demonstrated by a positive outlook on job orientation and occupation, employees with higher adaptability and/or career adaptability resources will be able to achieve more excellent independent career performance.
- 2.) The researcher considered that career adaptability is favourably correlated with the happiness of individuals with their professions and employment (Chan & Mai, 2015:133; Zacher & Griffin, 2015:226). Given the well-proven finding, i.e. dealing with transition is correlated with different attitudes to work (e.g. Judge *et al.*, 1999), it is also predicted that people who respond more readily to their changing situations would be more fulfilled and dedicated. As such, often, anticipating adaptability is related to greater levels of dedication to work (Merino-Tejedor *et al.*, 2016; Rossier *et al.*, 2012:743).
- 3.) Research results suggest that career adaptability is negatively connected to stress levels at work (Johnston *et al.*, 2013:300). Therefore, career adaptability lets workers cope with work-related stressors that contribute to low well-being relevant to work.
- 4.) From the research, it has been accepted that career adaptability is definitely linked to the employment and employability of employees (McArdle *et al.*, 2007:251), advancement (Chan *et al.*, 2016:170; Tolentino *et al.*, 2013:417), and work success (Ohme & Zacher, 2015:166). However, it is undesirably linked to throughput objectives (Chan & Mai, 2015:130; Ito & Brotheridge, 2005:16; Klehe *et al.*, 2011:219).

## **Chapter 5: 5.1 Results and conclusion**

### **5.1.1 Brief summary**

As stated in Chapter 1, the question that this dissertation investigated was that employees with good/strong career adaptability showed a higher degree of career adaptabilities qualities. To answer this question, it was necessary to explore the following subcategories, where it is shown that contributors who have a more prominent level of “*career self-management, cultural competence, self-esteem, career resilience, sociability, entrepreneurial outlook, proactivity, and emotional knowledge*” are far better off to adapt to change. This chapter provides a summary of the findings and conclusions of this research.

Employees who excel in their career decision-making, preparation, and discovery are often more adaptable to transition into new work environments. All of the attributes of adaptation to organisational change showed a major undesirable relationship with curiosity, meaning that the more interested a person is about his or her ability to demonstrate adaptability qualities, the less probable that person would react warily when relating to career adaptability.

### **5.1.2 Interpretations**

The results are compatible and in line with those of Ashton (2013), Blackford (2013), Brown and Lent (2013), Ndzube (2013), Ottino, (2010), Yang *et al.*, (2015:155), and Zacher (2015:173), all of whom found that individuals with high levels of adaptability could sustain and keep up with adaptivity in changing environments.

Individuals who are extremely adaptable are more persistent, flexible, and willing to tackle shifts and disturbances in difficult times. Employees with stronger career adaptabilities may also show better employability characteristics and are more employable than those with lower career adaptability.

Our review found significant associations between adaptability factors/dimensions, which is consistent with the career construction theory (Savickas & Porfeli, 2012:663). These effects are consistent with the theory of affective events (Weiss & Cropanzano, 1996). According to this concept, both optimistic and uncertain events at work may contribute to differing assessments of the workplace, including career attitudes. To this

end, career adaptability resources can contribute to positive assessments of career changes (Fiori *et al.*, 2015:119). Relative weights research, which supported the current study's dimension-level methodology, produced the results across all adaptability dimensions. The collection of job adaptability dimensions explained each satisfaction domain differently, with distinct tendencies of dominant or more prevailing factors for each domain.

### **5.1.3 Implications**

The functional implications of adaptability are addressed in relation to career adaptability and organisational change. Career coaching counsellors should use the evaluation of career adaptability as a screening method. The availability of adaptability resources indicates valuable skills that people will use when they advance throughout their professional career. The absence of a resource may be shown by the outcome of an adaptability evaluation. Savickas (2005:42), for example, explained how ignorance may indicate a lack of interest or unrealism and can also indicate a lack of curiosity. A tailored career intervention may be used after a void has been found. Orientation drills, for example, should be used to improve the resource of interest as well as the planning skill connected with it (Savickas, 2005:46).

Given that adaptability tools may and do alternate and change, and that they are significant antecedents to adaptability results, the design, execution, and assessment of strategies aimed at improving career adaptability appear to be a valuable field of research. Since career adaptability resources and responses are important for a variety of individual and organisational outcomes, practitioners and managers in organisations can benefit from nurturing adaptability resources and associations, as well as recognising that such work experiences foster career adaptability resources and outcomes (Van Vianen *et al.*, 2008:288).

Moreover, because of the coping and self-regulatory behaviours correlated with adaptability (e.g. Savickas, 2005:50), adaptability is often applicable to tension and coping mechanisms of employees at work (Leong & Ott-Holland, 2014), implying that another advantage of fostering adaptability could be improved worker well-being, a desired result in organisational life.

#### **5.1.4 Limitations**

Although the conclusions of this study are convincing, the observations discussed here have shortcomings in terms of generalisability. As a result, no causal assumptions can be taken from this literature at this period, as proposed by the construction model of adaptation (Savickas & Porfeli, 2012:666). There is a growing body of knowledge on career adaptability that employs both experimental (Ohme & Zacher, 2015:165) and longitudinal (e.g. Zacher, 2014b:190) designs to explore career adaptability, thereby improving the tenability of adaptivity inferences.

Furthermore, since most study in this field use between-person designs, we also used this model in our review. Recent research (Zacher, 2014:23) indicates, however, that career adaptability can manifest on a daily basis and differs over time among individuals. We cannot rule out the effects of traditional approach prejudice research given the study's limitations. Consider the few experiments that have assessed quantitative results (Guan *et al.*, 2015:100; Johnston *et al.*, 2015:), as well as career market performance (Koen *et al.*, 2012:400) and work status (Duarte *et al.*, 2012:726), which are unlikely to be skewed upwards by process impact.

#### **5.1.5 Recommendation**

Finally, although the Career-Adapt Abilities Scale's measurements are likely to be strongly intercorrelated (e.g. Hirschi *et al.*, 2015:8; Konstam *et al.*, 2015:469), they are technically and empirically distinct (Savickas & Porfeli, 2012:667). Although the individual aspects of job adaptability, in particular, were outside the reach of the current research, potential and primary analytical analyses on these dimensions are needed. In terms of the above, more emphasis should be placed on the relationships between these variables and their consequences for different outcomes.

As a result, potential studies must resolve these assessment issues by creating new metrics that accurately capture the difference between adaptability capabilities and adaptability results. Furthermore, researchers must specify whether they are involved in resources or the results of such resources, and then choose interventions that adequately represent this. Furthermore, country-specific standards may be introduced to aid the application of the Career Adapt-Abilities Scale by enabling test outcomes to be interpreted in a specific sense. This possibility was pointed out by Savickas and

Porfeli (2012:667) when they said, “Countries vary in the degree to which they prompt the formation of adaptability because they provide different opportunities and imperatives to develop and express psychosocial resources and transactional competencies”.

## **5.2 Conclusion**

Adaptability and more so career adaptability is a vital concept of people’s career growth systems, and it has been recommended as a core competency for performance in the workplace (Butcher & Rose-Adams, 2015:130; Guan *et al.*, 2015:233). “*Career adaptability is a resiliency and adaptive resource that helps people to adapt and deal with career changes and traumas in difficult circumstances*” (Yang *et al.*, 2015:160).

Career adaptability, agreeing with Savickas (1997:249, Savickas, 2002:205, Savickas, 2005:69), is the ability to deal with the unexpected challenges when it comes to the planning for and engaging in work, as well as the unforeseen modifications caused by changes that occur at work and in work-related environments. “*Plan-fullness/career planning; exploration; information-informed decision-making; and reality-orientation*” are the five main process dimensions that Gadassi *et al.*, (2012:612) describe as career adaptability. Concern, control, curiosity, and confidence, according to Eshelman (2013), relate to an individual’s readiness, versatility, and desire to use complex work search techniques, which can affect the individual’s ability to pursue a new job.

Career preparation, decision-making, discovery, and trust are the dimensions of career adaptability defined by Savickas (1997:250). Concern, control, curiosity and confidence are four comprehensive dimensions of resources that promote the achievement of personal ambitions and beliefs, independent of job environments that may foster or constrain professional adaptability (Cai *et al.*, 2015:86; Coetzee & Harry, 2014:96; Duffy *et al.*, 2015:48; Hirschi *et al.*, 2015:6).

The effectiveness of adapting in a changing environment is well versed by the efficacy of career adaptability and the ineffectiveness of career adaptability. Adaptability in the workplace may be a good or bad experience. Adaptability in the workplace and the performance thereof (Hirschi, 2009:149) include career management technique (Chong & Leong, 2017:272), academic happiness (Buyukgoze-kavas *et al.*,

2015:123), and life satisfaction (Buyukgoze-kavas *et al.*, 2015:130, Hirschi, 2009:152) (Santilli *et al.*, 2017:66).

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To whom it may concern

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Dear Mr / Ms

Re: Language editing of dissertation: A systematic literature review of factors associated with career adaptability in a changing organisational environment

I hereby declare that I language edited the above-mentioned dissertation by Mr Philip Malan student number: 21174075).

Please feel free to contact me should you have any enquiries.

Kind regards

A handwritten signature in black ink, appearing to read 'Cecile van Zyl', with a large loop at the end of the signature.

Cecile van Zyl

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