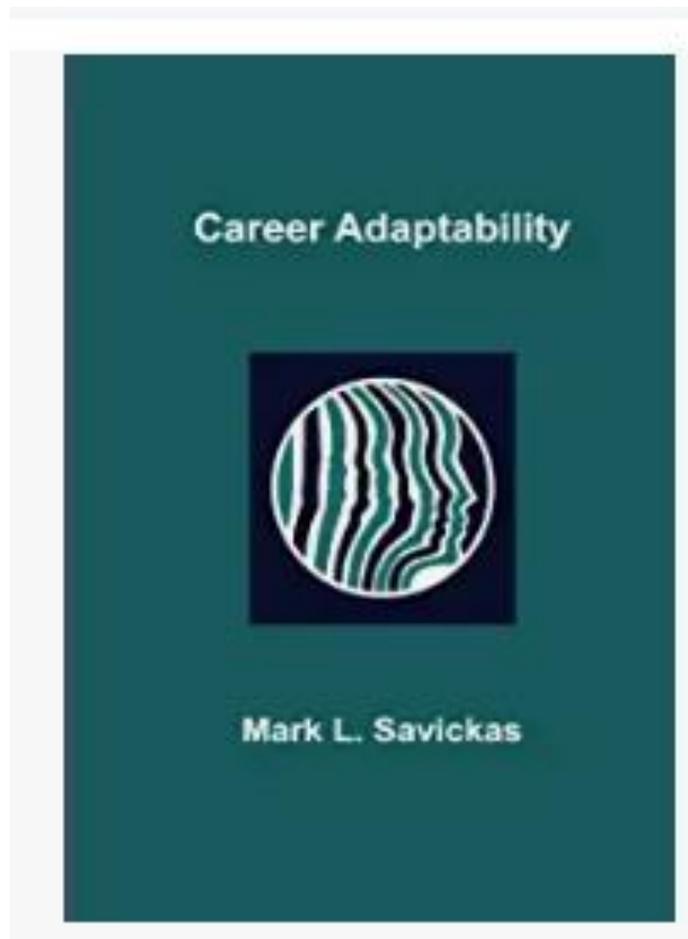


# **CAREER ADAPTABILITY**

## **Literature Reviews and Research Abstracts**



**Available from AMAZON**

This academic book begins with a thorough explanation of career adaptability and its role in the Career Construction Theory model of career adaptation. The introductory chapter is followed by 18 chapters in which I review findings from 260 studies about career adaptability and integrate them into a body of scientific knowledge that can serve as a basis for further conceptualization and investigation. I organized the integration using a conceptual framework for programmatic research that progresses across five sequential stages, each with distinct research methods: survey, technique, critical, theoretical, and applied. The review of survey research discussed the existing literature related to career adaptability, followed by reflection on the findings that identified dimensions of the construct and variables to which it may relate. The review of technique research describes operational definitions with which to observe, quantify, and measure career adaptability. The review of critical research establishes a coherent nomological network of empirical relationships between career adaptability and related constructs. The review of theoretical research examines studies that tested hypotheses concerning relations among adaptivity, adaptability, adapting, and adaptation. And finally, the review of applied research concentrates on how educational, counseling, and coaching interventions can develop the career adaptability of students

and employees. Appendices include four psychometric inventories: Career Adapt-Abilities Scale, Student Career Construction Inventory, Career Maturity Inventory, and Career Mastery Inventory.

## Origin of the Career Adapt-Abilities Construct

**Super, D. E., & Knasel, E. G. (1981).** Career development in adulthood: Some theoretical problems and a possible solution. *British Journal of Guidance and Counselling*, 9, 194-201.

The use of the concept of ‘vocational maturity’ in describing adult career attitudes and competences is considered. Its origins in the study of adolescent career development is described, and its extension to the description of adult workers is discussed. It is argued that the developmental model implied by the term may not be appropriate in an adult context. ‘Career adaptability’ is proposed as an alternative, stressing more appropriately the interplay between the individual and the environment. Some implications for practice are considered.

**Savickas, M. L. (1997).** Adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly*, 45, 247-259. x

The four segments in the life-span, life-space approach to comprehending and intervening in careers (i.e., individual differences, development, self, and context) constitute four perspectives on adaptation to life roles. Adaptation serves as a bridging construct to integrate the complexity engendered by viewing vocational behavior from four distinct vantage points. To correspond to adaptation as a core construct, career adaptability should replace career maturity as the critical construct in the developmental perspective on adaptation. Moreover, adaptability could be conceptualized using developmental dimensions similar to those used to describe career maturity, namely planning, exploring and deciding.

## Career Adapt-Abilities Scale: Construction and Initial Validation

Hartung, P. J., Savickas, M. L. (2023). Career Adapt-Abilities Scale (CAAS). In: Krägeloh, C. U., Alyami, M., Medvedev, O. N. (eds) *International Handbook of Behavioral Health Assessment*. Springer, Cham. [https://doi.org/10.1007/978-3-030-89738-3\\_48-1](https://doi.org/10.1007/978-3-030-89738-3_48-1)

Human survival and success require adapting to ever-changing circumstances. Career adaptability denotes the capacity to use psychosocial resources to adapt to changing contexts for career satisfaction and success. A meta-competency for effective career construction and life design, career adaptability offers a cross-nationally valid construct for understanding vocational behavior and assisting individuals to manage their careers within a changing world, local economies, and job markets. The advancement of career adaptability as a construct and focus of career intervention owes in large part to a wealth of literature that has accumulated to map the conceptual network and measurement of the construct. This literature has grown, especially within the past decade, accelerated by the work of concerted international collaborations. The Career Adapt-Abilities Scale (CAAS) represents the standard measure of career adaptability. A team of researchers from 13 countries initially constructed and validated the CAAS to measure career adaptability as a higher-order construct that subsumes four psychosocial resources for managing developmental tasks, occupational transitions, and work troubles. Thereby, the 24-item

CAAS comprises 4 subscales with 6 items each to measure the career adapt-abilities of Concern (planfulness), Control (deliberateness), Curiosity (inquisitiveness), and Confidence (assuredness). This chapter reports on the development of the CAAS and validity evidence for its use from studies spanning 24 countries. Alternate forms of the CAAS include a 12-item short form, a behavioral measure, and a Francophone version that adds 7 additional items to the measure. The chapter also discusses a measure for Cooperation as a fifth interpersonal resource to support adapting behaviors.

**Savickas, M. L., & Porfeli, E. J. (2012a).** Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80, 661-673.

Researchers from 13 countries collaborated in constructing a psychometric scale to measure career adaptability. Based on four pilot tests, a research version of the proposed scale consisting of 55 items was field tested in 13 countries. The resulting Career Adapt-Abilities Scale (CAAS) consists of four scales, each with six items. The four scales measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. The CAAS demonstrated metric invariance across all the countries, but did not exhibit residual/strict invariance or scalar invariance. The reliabilities of the CAAS subscales and the combined adaptability scale range from acceptable to excellent when computed with the combined data. As expected, the reliability estimates varied across countries. Nevertheless, the internal consistency estimates for the four subscales of concern, control, curiosity, and confidence were generally acceptable to excellent. The internal consistency estimates for the CAAS total score were excellent across all countries. Separate articles in this special issue report the psychometric characteristics of the CAAS, including initial validity evidence, for each of the 13 countries that collaborated in constructing the Scale.

**Savickas, M. L., & Porfeli, E. J. (2012b).** Career Adapt-Abilities Scale-USA Form: Psychometric properties and relation to vocational identity. *Journal of Vocational Behavior*, 80, 748-753.

This article reports construction and initial validation of the United States form of the Career Adapt-Abilities Scale (CAAS). The CAAS consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. An attempt to strengthen the subscale internal consistency estimates and coherence of the factor structure by adding additional items failed. In the end the USA Form is identical to the International Form. Concurrent validity evidence was collected relative to career identity, given that adaptability and identity have been identified as meta-competencies for career construction in information societies. Relations between career adaptability and vocational identity formation processes and status outcomes were as predicted.

An empirical literature review examines past empirical studies to answer a particular research question about a certain subject of interest. The purpose of the literature review is to discover gaps in literature and consider how the results fit the theoretical basis of the research. A literature review does not present new primary scholarship.

**Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017).** Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation. *Journal of Vocational Behavior, 98*, 17-34.

Career adaptability, a psychosocial resource for managing career-related tasks, transitions, and traumas, is a central construct in career construction theory and the field of vocational psychology. Based on the career construction model of adaptation, we conducted a meta-analysis to examine relationships of career adaptability with measures of adaptivity, adapting responses, adaptation results, and demographic covariates. Results based on a total of 90 studies show that career adaptability is significantly associated with measures of adaptivity (i.e., cognitive ability, big five traits, self-esteem, core self-evaluations, proactive personality, future orientation, hope, and optimism), adapting responses (i.e., career planning, career exploration, occupational self-efficacy, and career decision-making self-efficacy), adaptation results (i.e., career identity, calling, career/job/school satisfaction, affective organizational commitment, job stress, employability, promotability, turnover intentions, income, engagement, self-reported work performance, entrepreneurial outcomes, life satisfaction, and positive and negative affect), as well as certain demographic characteristics (i.e., age, education). Multiple regression analyses based on meta-analytic correlations demonstrated the incremental predictive validity of career adaptability, above and beyond other individual difference characteristics, for a variety of career, work, and subjective well-being outcomes. Overall, the findings from this meta-analysis support the career construction model of adaptation.

**Johnston, C. S. (2018).** A systematic review of the career adaptability literature and future outlook. *Journal of Career Assessment, 26*, 3-30.

Researchers in the career domain have embraced the concept of career adaptability as denoted by a rapid growth in the number of published articles in recent years. Career adaptability is a psychosocial construct including both readiness and resources for successfully facing vocational tasks, occupational transitions, and unexpected challenges. To synthesize the research in this field and to suggest directions for future development, this article systematically reviews the studies on career adaptability. The 116 published pieces covered in the review include book chapters and articles, including cross-sectional, longitudinal, and qualitative papers, along with intervention studies, and theoretical contributions. First, the different instruments available to measure career adaptability are presented, after which the research is reviewed in the categories of adaptability resources and adapting responses. Both resources and responses contribute to positive transitions and personal functioning in teenagers through to adults. The article concludes by offering several suggestions for future research, highlighting the theoretical, practical, empirical, and methodological contributions that future work in this domain could make.

**Chen, H., Fang, T., Liu, F., Pang, L., Wen, Y. Chen, S., & Gu, X. (2020).** Career adaptability research: A literature review with scientific knowledge mapping in Web of Science. *International Journal of Environmental Research and Public Health*, 17, 5986.

With the rapid development of society and technology, personal adaptability is becoming more and more important. Learning how to adapt to a changing world is becoming one of the necessary conditions for success. Career adaptability can help individuals to smoothly adapt to changes when coping with their career roles, and maintain their ability to balance their career roles, which will affect their important psychological resources for career development and achieve more meaning in life. In recent years, career adaptability has gradually attracted the attention of researchers. Therefore, in order to explore the main factors, such as research focus, the main researchers, its evolution, and the important results of career adaptability in the last ten years, this study used the scientific knowledge mapping software CiteSpace as a research tool, and select related articles from the Web of Science between 2010 to 2020 under the theme of “career adaptability” for data analysis, which can help future researchers to understand current and future career adaptability research and control the research direction of career adaptability. The results of this research indicate that there are direct or indirect connections between different themes, such as the career adaptability scale, career construction, positive personalities, and so on, but few articles integrate multiple research topics. At the same time, the main researchers, research frontiers and network relationships were also obtained. Based on the above findings, the correlative main concept, theoretical structure, evolution, and research progress of career adaptability in the past ten years are discussed.

**Maree, J. G. (2022).** Enhancing group self- and career construction counseling: A review of outcome research. *Cypriot Journal of Educational Sciences*, 17, 1405-1426.

This article reviews the outcomes of five purposely selected group career construction research projects conducted in a developing country context. Thematic data analysis was done on the results of these projects to identify qualitatively the strengths and areas for development (weaknesses) of the approach followed in these projects. The findings demonstrated the value of career constructing in contexts that differed substantially from the context in which the career construction counselling was originally developed. Overall, the quantitative findings in regard to career adaptability revealed that the women benefited more from the intervention than the men. The findings in regard to career decision-making difficulties also uncovered gender differences. The qualitative outcomes revealed that the participants’ psychological self as an autobiographical author benefited more from the intervention than either the social actor or the motivated agent. Future research should focus on the application of group career construction counselling with larger groups, using instruments based on career construction counselling theory developed locally. Moreover, given current developments (including the impact of the Covid-19 pandemic on employment), special emphasis should be placed on research among the unemployed.

**Rasyidi, S. N. A., Akhmad, S. N., Sudrajat, D., &Nadhirah, N. A. (2021).** The career adaptability among young adulthood: A systematic literature review. *Journal of professionals in Guidance and Counseling*, 2, 14-19.

The success of a person completing typical developmental tasks at certain stages of development lies in career adaptability. Career adaptability is an individual's readiness for a career in accordance with the effort to complete career-related developmental tasks. To suggest future development directions, this article systematically reviews the review literature on future adaptations. This article uses a systematic literature review (SLR) approach. This article uses 47 articles from 17 journals with research that has been conducted in various Asian countries, Europe, South America and other countries such as South Africa, China, Korea and Australia as the source. This article concludes that the adaptability possessed in adulthood is included in the high or mature category. Where it focuses more on aspects that are owned by the career and adult reasons why the adaptation at that time is high and the advantages that are owned when having the abilities possessed by a high or mature career. This article concludes with some suggestions for further research that could be produced in the future.

**Vashisht, S., Kaushal, p., & Vashisht, R. (2021).** Emotional intelligence, personality variables and career adaptability: A systematic review and meta-analysis. *Vision – The Journal of Business Perspective*. doi:10.1177/0972262921989877

This study conducted a systematic review and meta-analysis to examine the relationship between emotional intelligence, personality variables (Big V personality traits, self-esteem, self-efficacy, optimism and proactive personality) and career adaptability of students. Data were coded on CMA software version 3.0. Product–moment correlation coefficient ( $r$ ) was considered as the effect size measure for this study. Publication bias was assessed using Egger’s regression test along with Orwin’s fail-safe  $N$ , but no significant publication bias was detected. From the results of 54 studies, it was found that all variables of the study had meta-analytic correlation with career adaptability of students. For heterogeneity, subgroup analysis was conducted, and significant differences were found.

### Conceptual Literature Reviews and Articles

A conceptual literature review describes and categorizes concepts relevant to the topic and outlines a relationship between them, including relevant theory and empirical research.

**Chen, H. (2020).** Career adaptability. *Scholarly Community Encyclopedia*.  
<https://encyclopedia.pub/entry/1813>

Career adaptability can help individuals to smoothly adapt to changes when coping with their career roles, and maintain their ability to balance their career roles, which will affect their important psychological resources for career development and achieve more meaning in life. In recent years, career adaptability has gradually attracted the attention of researchers. This article provides a definition of career adaptability, along, with its history and theory.

**Fiorini, M. C., Bardagi, M. P., & Silva, N. (2016).** Career adaptability: Paradigms of the concept in the contemporary world of work. *Revista Psicologia: Organizações e Trabalho*, 16, 236-247.

This article analyzes the epistemological, theoretical, and methodological perspectives for the concept of career adaptability within an evolutionary framework in the field of organizational and work psychology, and more specifically in the area of career counseling. The epistemological quadrants scheme suggested by Burrell and Morgan (1979) was used as reference to identify the paradigmatic changes that the career adaptability construct was assuming, since its elaboration in the '80s until the present. The article also aims to present the importance of career adaptability in the contemporary world of work, as well as the multifaceted and dynamic aspects that various studies and career counseling practice have adopted regarding the concept, from both approaches - paradigmatic and methodological.

**Hartung, P. W., Porfeli, E. J., & Vondracek, F. W. (2008).** Career adaptability in childhood. *Career Development Quarterly*, 57, 63-74.

Childhood marks the dawn of vocational development, involving developmental tasks, transitions, and change. Children must acquire the rudiments of career adaptability to envision a future, make educational and vocational decisions, explore self and occupations, and problem solve. The authors situate child vocational development within human life span and life course development paradigms and career development theory. They then consider the theoretical origins of career adaptability and examine it as a critical construct for construing vocational development. Two models derived from career construction theory offer guides for research and counseling practice designed to foster development through work and other social roles.

**Hirschi, A., Hermann, A., Keller, A. C. (2015).** Career adaptivity, adaptability, and adapting: A conceptual and empirical investigation. *Journal of Vocational Behavior*, 87, 1-10.

The literature on career adaptation is vast and based on a range of different measurement approaches. The present paper aims to explore how different operationalizations of career adaptability in terms of concern, control, curiosity, and confidence are related from a conceptual and empirical standpoint. Based on a cross-sectional analysis with 1260 German university students, we established that the adaptability resources of concern, control, curiosity, and confidence are significantly related to, but empirically distinct from, measures representing adapting in terms of career planning, career decision-making difficulties, career exploration, and occupational self-efficacy. In a follow-up survey six months later, we found that the career adaptability dimensions partially mediated the effects of adaptivity (i.e., core self-evaluations and proactivity) on planning, decision-making difficulties, exploration, and self-efficacy. Interestingly, in both analyses, there was no clear match between adaptability resources and theoretically corresponding aspects of career adapting in terms of behaviors, beliefs, and barriers. The results suggest that psychological career resources in terms of concern, control, curiosity, and confidence partially mediate the effects of more context-general, trait-like adaptivity on different career-specific behavioral forms of adapting.

**Le, K. K., Hamzah, S. R., & Omar, Z. (2019).** Conceptualizing personal resources on career adaptability. *International Journal of Academic Research in Business and Social Sciences*, 9, 875-886.

The literature on career adaptation is vast and based on a range of different measurement approaches. The present paper aims to understand the influence of personal resources on

career adaptability in terms of concern, control, curiosity, and confidence among graduates. This study is based on an extensive review of past research on personal resources and career adaptability using the career construction theory. To conduct the literature review, we used keywords such as personal resources, emotional intelligence, self-esteem, self-efficacy, and career adaptability. From the literature reviewed, three predictors of career adaptability have been identified. They are emotional intelligence, self-esteem, and self-efficacy. The framework offers a number of propositions, which explain the proposed model of career adaptability among the graduates as predicted by personal resources. Further research is suggested to test and validate the framework provide empirical evidence. Upon model validation, the paper could offer stakeholders to assist and develop graduates' personal resources in order to increases their career adaptability and then successful in their career path.

**McIlveen, P. & Midgley, W. (2015).** A semantic and pragmatic analysis of career adaptability. In K. Maree & A. DiFabio (Eds.), *Exploring new horizons in career counseling: Turning challenges into opportunities* (pp. 235-247). Rotterdam, The Netherlands: Sense Publishers.

In this chapter, we begin with an overview of concepts that relates to the theoretical notion *career adaptability* (Savickas, 2005). Next we raise concerns about conflation of terminology and concepts. We subsequently present a semantic and pragmatic analysis of career adaptability in order to demonstrate its similarities and differences to social cognitive constructs and suggest how its conceptual articulation in the scientific literature may progress. We conclude the chapter by presenting some implications for research and practice, particularly with regards to measurement of constructs.

**Nejad, H. G., Nejad, F. G. , & Farahani, T. (2021).** Adaptability and workplace subjective well-being: The effects of meaning and purpose on young workers in the workplace. *Canadian Journal of Career Development*, 20, <https://doi.org/10.53379/cjcd.2021.70>

Adaptability is described as the apt mental, behavioral, and/or emotional modifications apt mental, behavioral, and/or emotional modifications individuals make to deal with change, challenges, and uncertainty. The present paper builds on the recently developed measurement work of the adaptability construct, investigates the relationship between adaptability and meaning and purpose (a well-being factor), and the role of adaptability in predicting workplace subjective well-being (work engagement, job satisfaction, and handling work stress) relevant to the young workforce. The adaptability study concluded that implicit theories and personality significantly projected adaptability. Further, adaptability is shown as the predictor of well-being (including meaning and purpose) after accounting for the effects of presage factors. These results presume implications for executives and practitioners pursuing to identify and address young workers' approaches to their challenging and adverse workplace demands, and how meaning and purpose may assist these workers in better adjustment and engagement in their workplace.

**Rossier, J., Urbanaviciute, I., Gander, F., Hofmann, J., Masdonati, J., & Ruch, W. (2023).** Vulnerabilities and psychological adjustment resources in career development. In D. Spini & E. Widmer (Eds.), *Withstanding Vulnerability throughout Adult Life* (pp. 253-267). Singapore: Palgrave Macmillan/ Springer Nature..

*Career adaptability* is a personal resource that has gained considerable attention in the last 10 years (Johnston, 2018) and can be defined as ‘a psychosocial construct that denotes an individual’s readiness and resources for coping with current and imminent vocational development tasks, occupational transitions, and personal traumas’ (Savickas, 2005, p. 51). Career adaptability includes four dimensions—career concern, control, curiosity, and confidence—that reflect specific abilities to manage the work-related challenges mentioned above (Savickas & Porfeli, 2012). Our LIVES research team has offered compelling evidence regarding how career adaptability may promote well-being within and outside of the work domain. For instance, a study by Fiori et al. (2015) investigated adaptive psychological mechanisms in the workplace and demonstrated that adaptability resources were related to higher job satisfaction and lower work stress over time through affect regulation. In addition, Maggiori et al. (2013) revealed that career adaptability maintained its positive effects on work-related well-being even in cases of adverse working conditions (i.e., job insecurity and job strain). Our study also showed the broader role of career adaptability in general well-being either via direct impact or by reducing the detrimental effects of the work environment, which notably hints at career adaptability as a transversal resource. In line with the theoretical literature (e.g., Rossier, 2015), the results of our research have generally shown that adaptability resources may mediate the relationship between the work environment or personal dispositions and well-being by reducing the detrimental effects of environmental factors and potentiating people’s positive dispositions.

**Wong, L., P., W. (2022).** Issues concerning the interpretation and assessment of career adaptability: Perspective from Hong Kong, China. *Youth*, 2, 181–194.

The concept of career adaptability has been widely applied across cultural and educational settings in the hope of finding working solutions to facilitate school-to-work transition. In Hong Kong, China, there are signs showing that career adaptability scores are increasingly being used as the dominant benchmark to measure the effectiveness of career interventions designed for student populations. However, this concept is developed primarily based on western values. For it to fulfill its theoretical promises, the concept needs to be reinterpreted in the local context. This means that issues concerning the measurement and interpretation of career adaptability need to be clarified due to cultural differences. This paper attempts to address this issue by reviewing published studies on adaptability across other disciplines of psychology. Results showed that most published studies in Hong Kong on career adaptability did not use data and methodological triangulation research methodologies. Overall, this review shows that a reductionist approach has been applied to the study of career adaptability in Hong Kong. The current understanding of career adaptability remains largely at the psychological level only. Cognitive and behavioral changes are seldom studied or reported despite their importance. Implications on how future research could be enhanced are discussed.

### **Empirical Research Abstracts**

An abstract of an empirical research article reports methods and findings of an original study conducted by the authors of the article.

**Abdek-Aty, Y., & Deraz, A. (2021).** The effect of career adaptability on academic outcomes among hospitality undergraduate students. *Journal of the Faculty of tourism and Hotels - University of Sadat City*, 5, 1-25.

Career adaptability (CA) is a critical psychosocial resource for students because it gives them a high resilience that enables them to face the challenges and changes that arise at unpredictable times in uncertain work climates. In addition, CA has many positive consequences in the educational context, for example, increased academic participation. Thus, this research assesses students' CA and explores the extent to which their academic outcomes (i.e., engagement; satisfaction; performance; persistence) are achieved. This study also examines the impact of CA on these four types of academic outcomes. For achieving these objectives, data were collected using questionnaires from a convenience sample of 400 undergraduate students of the hotel studies department in five tourism and hotels (T&H) colleges. However, valid questionnaire forms received from students were 371, with a response rate of 92.3 percent. To analyze these forms, descriptive analysis, correlation analysis, Mann-Whitney and Kruskal-Wallis tests, and multiple regression analysis were used. A key finding is related to confirming the positive relations of students' CA with all four academic outcomes. Therefore, it is recommended that T&H colleges should increase the level of academic outcomes by enhancing students' CA by offering motivational seminars and educational workshops on career planning and career exploration. Additionally, colleges and students should increase positive factors that improve students' CA (e.g., perceived social support).

**Ahari, Z. H. M., Azman, N., Rasul, M. S. (2019).** Factors predicting career choice among Malaysian students in skills-based training institutions. *International Journal for Educational and Vocational Guidance*, 19, 19-39.

This study examines the relationship between career interest, knowledge, adaptability and maturity in predicting career choice among 720 students in the Malaysian Skills Certification System. Career interest, knowledge and adaptability were found to be positively related to career choice, while career maturity was not significantly related to career choice. The career choice model was observed to be sufficiently solid and flexible to incorporate and measure the five constructs (career choice, interest, knowledge, maturity and adaptability). Importance-performance matrix analysis indicates that career adaptability is the most important factor in students' career choices, albeit with the lowest mean scores.

**Ahmad, B., Nasir, S., Hai, M., Bilal, S., Ahn, y. S. & Choi, J. S. (2022).** Do career adaptability and employee–employer fit relate to career resilience? A collaborative effort to depart from the state of “silos” to “mutuality” in academia. *Kybernetes*. doi:10.1108/k-04-2022-0617

The purpose of this study was to examine the relationship between career adaptability and career resilience. Alongside, the mediating role of career-management fit was also tested on the relationship between career adaptability and career resilience. Cross-sectional data were collected from the employees of higher-education institutes via an online survey questionnaire. The partial least square structural equation modeling (PLS-SEM) technique using the SmartPLS application was employed for the data analyses. Results showed that career-management fit

positively mediates the relationship between career adaptability and career resilience. Further, a direct positive relationship between career adaptability and career resilience was also substantiated.

**Akca, Y., Ozer, G., & Kalaycioglu, E. (2018).** Impact of career adaptability on employee performance. *International Journal of Business and Management Invention*, 7, 24-28.

In the world of business where competition is intense and the importance of human resources is increasing day by day. The level of performance that individuals exhibit is one of the factors determining competitive power of businesses. Career adaptability is the whole of the abilities that give individuals the power to combat change that they will face, as well as reduce compliance problems that they will experience in both career and professional life. The purpose of this study is to determine whether career adaptability is an effect on task and contextual performance from job performance dimensions. In this direction, a survey was conducted on working in the accounting, banking and insurance professions within the provincial borders of Istanbul. The data obtained from 450 questionnaires were analyzed by SPSS program. According to the analysis results, there was a positive relationship between work performance and career adaptability dimension.

**Albien, A. J., Kidd, M., Naidoo, A. V., & Maree, J. G. (2020).** Mixed-methods analysis of the applicability of the *Career Adapt-Abilities Scale* for isiXhosa-speaking South African township adolescents. *International Journal of Educational and Vocational Guidance*, 20, 1–29.

In the present research study, key career adaptability constructs and the extent to which these constructs are relevant in a non-Western and developing world context were explored. The Career Adapt-Abilities Scale (CAAS) was administered to 396 Grade 11 isiXhosa speaking high school students from a low-income township in South Africa ( $M_{age} = 18$ ,  $SD = 1.3$  years). Data were analysed to assess measure suitability in comparison to two previous CAAS administrations, the international version and a previous South African administration. This mixed-methods psychometric exploration included Delphi panel focus group data to gain a deeper analysis of contextually bound and culturally sensitive factors.

**Al-Ghazali, B. M. (2020).** Transformational leadership, career adaptability, job embeddedness and perceived career success: A serial mediation model. *Leadership and Organization Development Journal*. 41, 993-1013.

Based on career construction theory and job embeddedness theory, the aim of the present study is to give insights into the interplay between transformational leadership and perceived career success by examining the indirect effects through serial mediation of career adaptability and job embeddedness, respectively. Design/methodology/approach A quantitative approach was used for this study. Data were gathered from 469 nurses working in government hospitals in Saudi Arabia. Hypotheses were tested using structural equation modeling. Findings The results show that transformational leaders enhance perceived career success. Moreover, the relationship between transformational leadership and perceived career success is serially mediated by career adaptability and job embeddedness. Originality/value The role of leadership in promoting employee's perceived career success has been seldom studied in the literature. This is the first

study of its kind to examine the effect of transformational leadership on nurses' perceived career success along with the mediating roles of career adaptability and job embeddedness

**Al-Jubari, I, Mosbah, A., & Salem, S. F. (2022, July-September).** Employee well-being during COVID-19 pandemic: The role of adaptability, work-family conflict, and organizational response. *SAGE Open*, 1-13. doi: 10.1177/21582440221096142

Well-being has always been a topic of interest for individuals, organizations, and policy-makers. COVID-19 pandemic made it tremendously relevant as employees were forced to work from home due to the successive lockdowns that governments have implemented to curb the spread of the virus. This crisis has raised concerns about employees' well-being due to the implementation of these tight measures. In the present study, we examined the direct and indirect effects of employees' adaptability, work-family conflict, and organizational response on employees' well-being through the mediating role of perceived stress. Data have been collected from 184 employees working in various organizations in Malaysia and analyzed using Smart-PLS Structural Equation Modeling with the bootstrapping procedure. The results indicated that organizational response, work-family conflict, and adaptability directly affect perceived stress and well-being, except for organizational response, which has no direct effect on well-being. Furthermore, it was found that perceived stress mediates the relationship of organizational response and work-family conflict with well-being but not adaptability.

**Al-Waqfi, M., A., Tlaiss, H., & Ghoudi, K. (2023).** Career adaptability as a predictor of job search intentions and career readiness of young adults in the United Arab emirates. *Journal of Career Development*, DOI: 10.1177/08948453231157759

In this study, we used the career construction theory (CCT) to examine the effects of career adaptability resources and career adapting responses on the career readiness of young adults in the United Arab Emirates (UAE). Using data from a sample of 635 senior business students at two universities, we found that career adaptability has a positive impact on two measures of career readiness including career decidedness and perceived employability. Our findings also indicate that career adaptability, as expected, predicts two relevant career adaptive responses within the United Arab Emirates context including intentions to seek "Wasta" (using social connections to help in finding a job) and willingness to work in the private sector (WWPS). We further found that WWPS mediates the relationship between career adaptability and perceived employability. Theoretical and practical implications of these findings are discussed.

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connections to help in finding a job) and willingness to work in the private sector (WWPS). We further found that WWPS mediates the relationship between career adaptability and perceived employability. Theoretical and practical implications of these findings are discussed.

**Amarnani, R., Garcia, P. R. J. M., Restubog, S. L. D., Bordia, P., & Bordia, S. (2018).** Do you think I'm worth it? The self-verifying role of parental engagement in career adaptability and career persistence among STEM students. *Journal of Career Assessment, 26*, 77-94.

Parents contribute a great deal to their children's career development. Despite the central importance of the self-concept to career development, little research has examined the role played by parental engagement in the link between the child's self-concept and career development. Integrating self-verification and career construction theories, we develop and test the prediction that parental engagement indirectly contributes to career adaptability and career persistence by serving as a tacit signal of the child's positive worth. Using a time-lagged survey design, we tested the proposed moderated mediation model in a sample of science, technology, engineering, and mathematics (STEM) university students. The results show full support for the hypothesized model. Consistent with self-verification theory, STEM students' self-esteem was only associated with subsequent career adaptability and career persistence if they also perceived high levels of parental engagement. This result held despite statistically controlling for parent-reported parental engagement. We discuss implications for career development, STEM career persistence, and career counseling.

**Amarnani, R. K., Lajom, J. A. L., Restubog, S. L. D., & Capezio, A. (2020).** Consumed by obsession: Career adaptability resources and the performance consequences of obsessive passion and harmonious passion for work. *Human Relations, 73*, 811-836.

Does passion predict performance? Whereas harmonious passion is typically associated with strong performance, evidence for the obsessive passion-performance relationship has been so far inconclusive. The mixed results in the literature suggest that there are hitherto unexamined boundary conditions and mechanisms shaping the relationship between obsessive passion and performance. This study draws on principles from conservation of resources and the dual-systems model of self-regulation to explain how these two types of passion (obsessive and harmonious) relate to work performance. We examined career adaptability as a buffer that determines when and for whom obsessive passion precipitates emotional exhaustion as well as when and for whom emotional exhaustion diminishes work performance. This proposed moderated mediation model was tested in two multisource samples in corporate ( $N = 139$  employee-supervisor dyads) and healthcare sectors ( $N = 156$  time-lagged employee-peer dyads) respectively. We observed support for the proposed model in both samples. Career adaptability prevents obsessively passionate workers from being consumed by obsession

**Ambiel, R. A. M., Carvalho, L. F., Martins, G. H., Tofoli, L. (2016).** Comparing the adaptabilities of Brazilian adolescent students and adult workers. *Journal of Vocational Behavior, 94*, 20-27.

Many studies have verified the validity of the Career Adapt-Abilities Scale in diverse samples,

both adolescents and adults. However, which abilities are more typical of each group remains unknown. This study investigated the CAAS factorial structure with Brazilian adolescents, to verify differences between adolescents and adults and to explore the occurrence of differential item functioning analysis (DIF), by considering these two groups as independent variables. The two Brazilian samples were composed by adolescents (n=272) and by adult workers (n=404). Results confirmed the expected factorial structure in the adolescents sample and that adults scored higher on all CAAS factors. DIF analysis identified more items favored adults, as expected, but there was coherence in item content which favored each group. Nevertheless, there is no psychometric evidence supporting the need for different forms of CAAS for each group. Results are discussed by taking into account the practical implications of the findings.

**Ambiel, R. A. M., Moreira, T. C., Oliveira, D. A., Pereira, E. C., & Hernandez, D. N. (2018).** Self-efficacy, adaptability, and intention of searching for vocational guidance in adolescents. *Paideia*, 28, 1-18.

Vocational guidance (VG) involves several variables that can help the individual to make a professional choice and build his or her career. The purpose of this study was to analyze the relationship between self-efficacy for professional choice and career adaptability in high school students, as well as to verify possible differences regarding the intention or not to participate in a VG process. 272 students participated in this study, from a public school, aged between 14 and 19 years, 51.5% female. A Sociodemographic Questionnaire, the Self-efficacy Scale for Professional Choice (EAE-EP) and the Career Adapt-Abilities Scale (CAAS-Brazil) were applied. From the Pearson correlation analysis, ANOVA and Cohen's d, the results indicated positive correlations between the constructs, in addition, it was observed the difference between the students who would like or not to undergo a VG process. Implications for the practice are discussed.

**Ambiel, R. A. M., Moreira, T. C., Barros, L. O., Martins, G. H., Salvador, A. P., & Wuillie, B. (2022).** Measuring career adaptabilities in the Brazilian context: Development and validation of the CAAS+C Brazilian Form. *International Journal for Educational and Vocational Guidance*. doi:10.1007/s10775-022-09523-5

This paper documents the translation and adaptation of the *Career Adapt-Abilities Scale + Cooperation Scale* (CAAS+C; Savickas & Porfeli, 2015) to the Brazilian context and provides internal structure and convergent validity evidence for this instrument through the testing its factorial structure and exploring its relationships with external variables (i.e., Big Five traits, social support, and preference for working in groups). We gathered data in two Brazilian samples ( $N = 351$  and  $N = 920$ ). Regarding the internal structure of the 30-item CAAS+C-Brazilian Form, the results provided support for the expected five-dimensional solution, including career Concern, Control, Curiosity, Confidence, and Cooperation. Further, Cooperation was the adaptability dimension with the strongest correlation with social support, and positive and moderately correlated with Agreeableness. Finally, Cooperation was identified as the only adaptability dimension significantly related to the preference for working in groups. The results of this study provide support for the structural and criterion validity of the CAAS+C scale in a Brazilian context. The results of the Cooperation subscale are highlighted as they are initial evidence of validity for the Brazilian context.

**Argon, T., Yilmaz, D. C., & Ismetoglu, M. (2016).** High school students' views on lifelong learning and career adaptabilities. *The Anthropologist, 24*, 354-362.

This paper aims to determine the relationship between high school students' views on lifelong learning and career adaptability. The working group of this paper was composed of 433 high school students. The Lifelong Learning Tendency Scale and Career Adapt-Abilities Scale were used in this paper. Standard deviation, means, correlation analysis were undertaken in the framework of this paper. The results show that the students partially agreed with the views related to lifelong learning in total; they agreed with the statements regarding the motivation and lack of self-regulation sub-dimensions; they partially agreed with the statements regarding the perseverance sub-dimension; and they partially disagreed with the statements regarding the lack of curiosity sub-dimension. The student views on career adaptability shows agreement both in total and in all of the sub-dimensions. A low-level relationship was identified between the student views on lifelong learning and career adaptability in the scales in total.

**Atac, L. O., Dirik, D., & Tetik, H. T. (2018).** Predicting career adaptability through self-esteem and social support: A research on young adults. *International Journal of Educational and Vocational Guidance, 18*, 45-61.

This study investigated the relationship between career adaptability and self-esteem, and analyzed the moderating role of social support in this relationship in a sample of 313 young adults. The results confirmed that career adaptability is significantly predicted by self-esteem. Moreover, findings suggest that (1) self-esteem enhances career adaptability, (2) perceived social support predicts career adaptability, and (3) perceived social support plays a moderating role in the relationship between perceptions of social support and career adaptability subscales. Self-esteem and social support predict young adolescents' career adaptability over and beyond the effects of demographics.

**Audibert, A., & Teixeira, M. A. P. (2015).** Career Adapt-Abilities Scale: Evidences of validity in Brazilian university students. *Revista Brasileira de Orientacao Profissional, 16*, 83-93.

This study aimed to review the Brazilian version of the Career Adapt-Abilities Scale (CAAS) obtaining validity and reliability evidences for it. The scale has four dimensions: concern, control, curiosity and confidence. Nine hundred and ninety college students participated in the study (64.2% women), with an age mean of 25.8 years old. The instruments used in this study were a sociodemographic questionnaire and the CAAS. Data were collected both online and on a face-to-face basis. As expected, confirmatory factorial analysis results indicated a satisfactory adjustment for a hierarchical model with four factors (and with one factor of second order). Reliability indices were also appropriate. Limitations of the study are discussed and possibilities for future investigations are suggested.

**Autin, K. L., Douglass, R. P., Duffy, R. D., England, J. W., & Allan, B. A. (2017).** Subjective social status, work volition, and career adaptability: A longitudinal study. *Journal of Vocational Behavior, 99*, 1-10.

Building from the Psychology of Working Theory, we explore relations between subjective social

status, work volition, and career adaptability over time in a sample of 267 undergraduate students. Participants completed a questionnaire assessing study variables in three waves over a period of six months. Structural equation modeling was used to examine cross-lagged relations between all three variables as well as examine the mediating effect of work volition in the link from social status to career adaptability. Results showed Time 1 and Time 2 social status to predict Time 2 and Time 3 work volition respectively. Likewise, Time 1 and Time 2 work volition significantly predicted Time 2 and Time 3 career adaptability. Finally, we found work volition to significantly mediate the relation between social status and career adaptability. Results provide preliminary support for the Psychology of Working Theory hypotheses regarding the relations from financial constraints and marginalization to work volition and career adaptability. Practical implications and future directions are discussed.

**Avram, E., Burtaverde, V., Zanfirescu, A-S. (2019).** The incremental validity of career adaptability in predicting academic performance. *Social Psychology of Education*, 22, 867-882.

This research tested the relationship between career adaptability and academic performance and the incremental validity of career adaptability in predicting academic performance, as well as the mediation role of career adaptability in the relationship between personality and academic performance. 437 undergraduate students completed measures of the Big Five and HEXACO personality models and career adaptability. Academic performance was measured relying on students' GPA. Results showed that career adaptability was positively related to academic performance. Career adaptability was predicted by Big Five extraversion, openness, agreeableness, conscientiousness. Following the traditional approach (hierarchical regression) career adaptability showed incremental validity in predicting academic performance. However, career adaptability did not predict academic performance after the effect of Big Five and HEXACO models of personality was controlled using SEM analysis. Moreover, career adaptability mediated the relationship between Big Five extraversion, conscientiousness, HEXACO openness and academic performance. Implications of the results are discussed.

**Bandara, W. M. H. K., & Senanayaka, S. G. M. S. D. (2023).** Proactive personality and career adaptability of final year entrepreneurship undergraduates in Sri Lanka: A mediating effect of entrepreneurial self-efficacy. *Journal of Business and Technology*, 7, 37-50.

With technological advancements and the increasing nature of complexity and uncertainty in the business world, the development of career adaptation skills is one of the significant factors affecting the success of undergraduates. However, the controversial findings regarding the determinants of career adaptability have triggered this study to question what antecedents would predict undergraduates' career adaptability. Proactive personality on career adaptability in the literature is a hotspot for study in the subject of career adaptability. However, it has been recognized that empirical research on this issue in the context of Sri Lanka is insufficient. Furthermore, the mediating role of this relationship as an intervening mechanism is about to be understood, and there is a knowledge gap in the literature. The major contribution of this research is to expand the knowledge and examine the direct and indirect impact of proactive personality on career adaptability under the mediation role of entrepreneurial self-efficacy. Data is collected using self-administered questionnaires and distributed using the convenience sample technique among 120 undergraduates studying entrepreneurship degree programs at five state

universities in Sri Lanka. The results indicate that a proactive personality significantly and positively impacts career adaptability. Furthermore, the findings revealed that the indirect impact of a proactive personality on career adaptability, mediated through entrepreneurial self-efficacy, was significant. The results of this research assist university mentors, coaches, and policymakers in conceptualizing and implementing relevant interventions and projects that incorporate university support for transitioning undergraduates to a more dynamic work world.

**Bimrose, J., Brown, A., Barnes, S-A., & Hughes, D. (2011).** The role of career adaptability in skill supply. *UK Commission for Employment and Skills Evidence Report*. University of Warwick Publications Service. [http://wrap at warwick.ac.uk](http://wrap.at.warwick.ac.uk)

This study examines the potential of the concept of career adaptability for increasing the quality of careers support services and enabling individuals to become self-sufficient by supporting themselves. Career adaptability could also fit with the goal of enhancing high performance working (Felstead *et al.*, 2011). The inter-relationship between career adaptability and employability is considered alongside relevant policy initiatives that could benefit, potentially, from the adoption of career adaptability both by individuals and organizations. Findings highlight the need for a stronger policy framework that helps motivate and inspire individuals to take action at different ages and stages in the life course (that is, new ways of combining learning, earning and active citizenship). Individuals have a wide range of goals, aspirations, achievements and identities, which emerge in a variety of community contexts, institutions, qualification structures and labor markets. Those who do not engage in substantive up-skilling or re-skilling through either formal learning or learning through work, for periods of five to ten years, run the risk of being 'locked into' a particular way of working.

**Bimrose, J., & Hearne, L. (2012). Resilience and career adaptability: Qualitative studies of adult career counseling. *Journal of Vocational Behavior*, 81, 338-344.**

Global economic recession is exerting extreme pressures not only on individuals attempting to move into and through labor markets, but also on those providing support for such transitions. Resilience and career adaptability are increasingly relevant, yet despite being present in the literature for some time, these concepts have been under-represented in the vocational psychology literature. This article represents a contribution to redressing this balance by focusing on their potential to make positive contributions both to clients of career counseling and to practitioners delivering these services. Drawing on data from four qualitative studies conducted in England, Norway and the Republic of Ireland from 2003 to 2012, these concepts are examined, together with their complementarity for career counseling practice. The article also discusses the role, status and conduct of qualitative research as well as the importance of the researcher/participant relationship in qualitative research investigations.

**Bipp, T., Kleingeld, A., & van Dam, K. (2015).** Approach and Avoidance Temperament: An Examination of Its Construct and Predictive Validity at Work. *European Journal of Psychological Assessment*, 33, 1-11.

In four studies, we investigated the factorial structure and the construct and predictive validity of the approach-avoidance temperament questionnaire (ATQ; Elliot & Thrash, 2010) for attitudes and behavior at work. In Study 1 (N = 395 university students), we showed that a Dutch

translation of the ATQ can be best described by a two-factorial structure. In Study 2 (N = 295 senior-year students), we documented approach and avoidance temperament as predictor of students' career adaptability and engagement. In Study 3 (N = 103 employees), we demonstrated that approach and avoidance temperament have incremental predictive validity for work engagement beyond goal orientation (three-dimensional model). In Study 4 (N = 93 employees), approach temperament was positively related to peer ratings of job performance, independent of achievement goals (four-dimensional model). Overall, we showed that individual differences in terms of a predisposition for the orientation and reaction to positive/negative stimuli across situations can be used to increase our understanding of behavior at work. Our results support the practical utility of approach and avoidance temperament for work settings.

**Bolukbasi, A., & Kirdok, O. (2019).** The mediating role of future orientation in the relationship between career adaptability and life satisfaction in high school students. *Education and Science, 44*, 77-91.

This descriptive correlational research was conducted with the purpose of examining the mediator role of future orientation in the relationship between career adaptability and life satisfaction in high school students. The research group consists of 617 students (321 females and 296 males; and age range = 14 to 18) who were ninth, tenth, eleventh, and twelfth graders at the time of the study. Participants' age ranged from 14 to 18. Data related to career adaptability "Career Adapt-Abilities Scale", life satisfaction "Satisfaction with Life Scale", future orientation total score of optimism "Life Orientation Test" and hope "Dispositional Hope Scale" and finally "Personal Information" were conducted. Research data was analyzed through correlation analysis, Confirmatory Factor Analysis (CFA), Mediation Analysis. SPSS and AMOS programs were used for data analysis. The result of this research revealed that future orientation was found to be a full mediator in the relationship between career adaptability and life satisfaction in high school students.

**Boo, S., Wang, C., & Kim, M. (2021).** Career adaptability, future time perspective, and career anxiety among undergraduate students: A cross-national comparison. *Journal of Hospitality, Leisure, and Tourism Education, 29*, 100328.

Career adaptability is a crucial psychosocial resource for students, especially in unpredictable times that require heightened flexibility in the face of challenges and changes. More generally, students need adaptability resources to overcome negative career-related emotions that contribute to career indecision. This study examines career adaptability and its relationship to career anxiety and future time perspective (FTP). Using responses from undergraduate students at universities in China and the United States, this study empirically demonstrates that career adaptability is partially related to career anxiety, while FTP is negatively related to career anxiety. FTP also partially mediates the relationship between career adaptability and career anxiety. Additionally, this study found these significant relationships were more noticeable with the American student group than the Chinese student group, implying that cultural differences affect the relationships among the studied variables. Contributions and implications for career counselors are discussed.

**Bouckenooghe, D., Kanar, A., & Klehe, U-T. (2022).** A latent transition analysis examining the nature of and movement between career adaptability profiles. *Journal of Vocational Behavior*, 136, 103728.

Research on career adaptability has mainly relied on a variable-centered approach, focusing on the average effects of its four resource dimensions (i.e., concern, control, confidence, and curiosity) in relation to antecedents and outcomes within a given sample. A complementary approach is person-centered research (i.e., mixture models). Following 93 university students across an 11-week service-learning project, we collected data about students' career adaptability resources in three waves (at the beginning, middle, and completion of the project). Our analyses identified unique subgroups with distinct profiles of career adaptability resources that differed in level (i.e., low career adaptability, average career adaptability and high career adaptability), but not in shape. We then explored the patterns of movement and stability in these three profiles over time using latent transition analysis. Data about personal (i.e., regulatory focus: prevention and promotion focus) and situational (i.e., challenge and hindrance stressors) factors were collected to help explain the transitional probabilities for stability and change in profiles over time. The negative valence predictors (i.e., prevention focus and hindrance stressors) did not play a role in explaining the transitional probabilities between profiles, whereas the positive valence predictors (i.e., promotion focus and challenge stressors) did – a finding also relevant to the literature on developmental tasks as instigators of young people developing their career adaptability. Overall, these findings suggest that the person-centered approach can be a useful method to analyze change and stability in career adaptability profiles.

**Brown, A. (2016).** Career adaptability and attitudes to low-skilled work by individuals with few qualifications” ‘getting by,’ ‘getting on,’ or ‘going nowhere.’ *British Journal of Guidance and Counselling*, 44, 221-232.

Individuals who pass through low-skilled work in their careers can represent this phase as showing strength of character as obstacles are overcome. However, continuing to work in low-skilled employment has so many negative consequences that finding ways to assist those individuals' career development is an important challenge for guidance policy and practice. The progress, or lack thereof, by individuals from low-skilled employment in seven European countries is examined in the light of ideas about career adaptability. Do individuals differ in how they envisage the future (concern, the extent to which they take responsibility for their own development (control); explore visions of possible future selves (curiosity); and believe in their ability to succeed (confidence)?

**Brown, A., Bimrose, J., Barnes, S. A., & Hughes, D. (2012).** The role of career adaptabilities for mid-career changers. *Journal of Vocational Behavior*, 80, 754-761.

Career adaptability is mediated by personality factors and socio-psychological processes, with learning playing an important role. Using a five-fold career adapt-abilities competency framework (defined here as control, curiosity, commitment, confidence and concern), which was developed from the international quantitative study that is the focus of this special edition, an explicitly qualitative study of the career biographies of mid-career changers from two European countries was undertaken. Data from 64 in-depth interviews with adults in contrasting labor markets from Norway and the UK were analysed deductively, using a career adapt-abilities

framework. Results demonstrate the utility of the framework, as well as how adaptive adults used both formal and informal learning to develop career adapt-ability competencies, over time, across occupations and occupational sectors. A key conclusion relates to how this career adapt-abilities competency framework could be used to motivate adults in mid-career to adopt behaviors that help them effect

**Burrows, E., & McArdle, S. (2020).** Psychoeducation through digital video for Olympic and Paralympic athletic transition. *Health Education Journal*, 79, 516-528.

*Objective:* Prior research has noted Olympic and Paralympic athletes are often unaware and unprepared for upcoming career transitions, resulting in experiences of psychological distress. The purpose of this study was to explore the use of digital video as a delivery method for psychoeducation about an upcoming career transition. *Design:* Post-survey design. *Method:* Video development was guided by entertainment-education theory. Participants were shown the video at a centralized training location and asked to fill in questionnaires following viewing and again within 72 hours of viewing. Specifically, subjective and objective recall of the intended learning points was assessed. In addition, participants' appreciation of the content and design was measured. Analysis was descriptive in nature. *Results:* Participants included 168 Olympic/Paralympic athletes ( $N = 116$ ), coaches ( $N = 10$ ) and athlete support providers ( $N = 42$ ). Immediately following viewing, participants could accurately recall between one and three learning points, but at 72 hours post-viewing, this range had fallen to one to two learning points. Participants indicated they enjoyed the video, identified with the narrators and found it informative and personally relevant. *Conclusion:* The results of this study suggest a digital video 2 minutes 35 seconds in length is a useful psychoeducation tool for up to three learning points. The results support the development of video psychoeducation resources using education-entertainment theory and the social validity of video as a psychoeducation tool in Olympic and Paralympic sport.

**Buyukgoze-Kavas, A., (2014).** Validation of the Career Adapt-Abilities Scale-Turkish Form and its relation to hope and optimism. *Australian Journal of Career Development*, 23, 125-132.

In the present study, the Career Adapt-Abilities Scale (CAAS) — which aims to measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas — was translated into Turkish in order to examine the factor structure and psychometric characteristics of the scale in a Turkish sample. Data was collected from 669 high school and university students. Internal consistency estimates for the subscales and total scores ranged from good to excellent. The factor structure of the CAAS-Turkish was similar to the hierarchical four-factor model of the CAAS-International. The relationships among career adaptability, hope, and optimism were found to be as expected. These results suggested that the CAAS-Turkish is a valid and reliable scale for use in Turkish high school and university students.

**Buyukgoze-Kavas, A. (2016).** Predicting career adaptability from positive psychological traits. *Career Development Quarterly*, 64, 114-125.

This study investigated positive psychological traits as predictors of career adaptability in a group of emerging adults. A total of 415 undergraduate students (185 men, 230 women) from a large state-funded university in Turkey responded to Turkish versions of the Career Adaptability subscale of the Career Futures Inventory (Rottinghaus et al., 2005), the Dispositional Hope Scale (Snyder et al., 1991), the Life Orientation Test (Scheier & Carver, 1985), and the Ego Resiliency Scale (Block & Kremen, 1996). Results indicated moderate to strong correlations among the variables and suggested that students who are more resilient, hopeful, and optimistic are more likely to perceive themselves as more adaptable in their careers. Simultaneous multiple regression analysis indicated that career adaptability was significantly predicted by hope, resilience, and optimism. In light of these results, when designing career interventions to enhance the career adaptability of emerging adults, counselors should integrate various strategies to foster hope, resilience, and optimism.

**Buyukgoze-Kavas, A., Duffy, R. D., & Douglass, R. P. (2015).** *Exploring links between career adaptability, work volition, and well-being among Turkish students. Journal of Vocational Behavior, 90*, 122-131.

The present study examined how the four components of career adaptability (concern, confidence, control, curiosity; Savickas & Porfeli, 2012) related to life satisfaction and the degree to which life meaning and work volition mediated these relations. In Study 1, scores from the Work Volition Scale–Student Version was validated with a sample of Turkish undergraduate students. In Study 2, with a new sample of Turkish students, all four components of career adaptability were found to significantly correlate with life satisfaction. Structural equation modeling revealed that life meaning and work volition each served as significant mediators between concern, control, and life satisfaction. Additionally, in the full mediation model, none of the adaptability components significantly related to life satisfaction. These findings suggest that concern and control over one's career may link with greater life satisfaction due, in part, to an increased sense of control in career decision making and increased life meaning.

**Cabras, C. & Mondo, M. (2018).** Future orientation as a mediator between career adaptability and life satisfaction in university students. *Journal of Career Development, 45*, 597-609.

Studies have emphasized that career adaptability and future orientation are important factors in one's ability to deal with difficulties and achieve life satisfaction. This study examines the relationships among future orientation, career adaptability resources, and life satisfaction. Survey data from 373 Italian and Spanish university students were analyzed using structural equation modeling. The results indicated that future orientation fully mediated the relationship between career adaptability and life satisfaction in the Italian and the Spanish students. These findings suggest that university students who are confident in their career adaptability are satisfied with life because they are confident about their future prospects. The implications of these observed relationships for counseling interventions and further research are discussed.

**Cai, Z., Guan, Y., Li, H., Shi, W., Guo, K., Liu, Y., Li, Q., Han, X., Jiang, P., Fang, Z., & Hua, H. (2015).** Self-esteem and proactive personality as predictors of future work self and career adaptability: An examination of mediating and moderating processes. *Journal of Vocational Behavior, 86*, 86-94.

Basing on career construction theory and self-verification theory, current research examined the mediating and moderating models for the relations among self-esteem, proactive personality, career exploration, future work self and career adaptability. A two-wave survey study was conducted among Chinese university students (N= 305). The results showed that both self-esteem and proactive personality (measured at time 1) positively predicted future work self and career adaptability (measured at time 2), with these relationships mediated by career exploration (measured at time 1). In addition, the results further revealed that the positive effect of self-esteem on career exploration was stronger among students who had a higher level of proactive personality. In support of the hypothesized moderated mediation model, for individuals with a higher level of proactive personality, the indirect effects of self-esteem on future work self and career adaptability through career exploration were stronger. These findings carry implications for research on career construction theory and career counseling practice.

**Cai, D., Li, Z., Xu, L., Fan, L., Wen, S., Li, F., Guan, Z., & Guan, Y. (2023).** Sustaining newcomers' career adaptability: The roles of socialization tactics, job embeddedness and career variety. *Journal of Occupational and Organizational Psychology*, 23, 00.1, 1-23.

In this study, we aim to examine how socialization practices predict newcomers' career adaptability during their organizational transitions. Drawing on career construction theory and conservation of resources theory, we argue that newcomers' job embeddedness, as predicted by their perceived organizational socialization tactics, positively predicts their career adaptability during career transitions. We investigate the role of past transition experiences (i.e., career variety) in moderating the relationship between job embeddedness and career adaptability. Data were collected at three time points from 492 newcomers in an information technology company in China. The newcomers' perceived organizational socialization tactics (i.e., training, future prospects and coworker support) positively predicted their job embeddedness, which was positively associated with their career adaptability. Additionally, career variety weakened the positive effect of job embeddedness on career adaptability. Furthermore, career variety moderated the indirect effects of future prospects and coworker support on career adaptability via job embeddedness, but not that of training. We conclude the article with discussions of our theoretical and practical contributions.

**Cammarosano, M., Melo-Silva, L. L., & Oliveira, J. E. B. (2019).** Validity evidence of the CAAS in Brazilians with higher education. *Psico-USF, Braganca Paulista*, 24, 287-298.

The contemporary work context is characterized by unpredictability, thus requiring the ability of individuals to adapt to changes imposed by the market. Career adaptability refers to the individual's ability to handle working transitions in turbulent times. This study aimed to test the structural invariance of the last Brazilian version of the Career Adapt-Abilities Scale (CAAS) according to sex and observe possible differences between men and women in the dimensions of adaptability. The sample consisted of 599 Brazilian professionals, of both sexes, with higher education level. The CAAS was subject to confirmatory factor analysis and invariance testing, demonstrating structural invariance according to sex. A subsequent MANOVA evidenced the lack of differences between men and women in the four dimensions of the CAAS. Results

corroborate the consistency and reliability of the CAAS as an instrument for measuring career adaptability in both sexes.

**Campion, E. D. (2018).** The career adaptive refugee: Exploring the structural and personal barriers to refugee resettlement. *Journal of Vocational Behavior, 105*, 6-16.

In this paper I advance a job-search model to explain the structural and personal barriers between career adaptability and refugee resettlement success. Building from career construction and social network theories, I argue that while career adaptability—or the ability of an individual to navigate career transitions—generally shares a strong positive relationship with objective markers of success (e.g., pay and job quality), this is not necessarily generalizable to refugees who likely experience downward occupational mobility. Specifically, I posit that as a method of adaptation, refugees prioritize the generation of networks for social safety over acquiring jobs that align with their skillset. Yet, doing so limits their objective resettlement success, characterized by lower status jobs than previous employment, low pay, and fewer opportunities for host country language ability growth. Career adaptive refugees are even more likely to focus on network generation due to discrimination threat and host country language ability upon arrival. Further, gender, education, and prior experience hinder a refugee's ability to obtain a job commensurate with experience and qualifications prior to migration. However, because being embedded in a network creates social resources such as support and social legitimacy, a refugee's newly created network acts as a key mechanism through which career adaptive refugees experience high physical and mental health, stronger social ties, and higher life satisfaction. Recommendations for testing these propositions and methodological considerations are discussed.

**Carkit, E. (2022).** The relations between career adaptability, career engagement, and life satisfaction. *Psycho-Educational Research Reviews, 11*, 412-423.

Based on the Career Construction Model of Adaptation (CCMA), this study aimed to examine the relations between career adaptability, career engagement, and life satisfaction in Turkish young adults. Participants were university students, 410 Turkish young adults (75.9% females and 24.1% males), aged 18-26 years ( $M = 20.80$ ,  $SD = 1.50$ ). Structural equation modeling was used to test the hypotheses of the present study. After controlling the perceived socioeconomic status, career adaptability was found to be associated with career engagement and life satisfaction. Moreover, career engagement was related to life satisfaction. The result of the structural equation model and bootstrapping analyses showed that career engagement fully mediated the relationship between career adaptability and life satisfaction. The results of the study indicated that engagement in proactive career behaviors explains how career adaptability and life satisfaction are related. The results of this study improve our understanding of the link between career adaptability and life satisfaction, with particular emphasis on the role of career engagement as a mediator. The result was discussed regarding the relevant literature and the implications were provided.

**Carmella, A. Ocampo, G., Reyesb, M. L., Chenc, Y., Restubogc, D. L. D., Chiha, Y-Y., Chua-Garciab, L., & Guan, P. (2020).** The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model

analysis. *Journal of Vocational Behavior*, 120, 103426.

Career adaptability has been conceptually and empirically linked with successful career transitions. However, research on the antecedents of career adaptability dimensions (i.e., concern, control, curiosity, and confidence) among students in school-to-work transition contexts remains sparse. In this paper, we investigate whether internship participation develops career adaptability over time and whether interns' conscientiousness supports faster development of career adaptability. Data were obtained from 173 undergraduate hotel and restaurant management students in China across five measurement periods. Growth mixture modeling analyses revealed that all career adaptability dimensions increased linearly over time after internship participation. In contrast, there was no growth in career adaptability except for the concern dimension among those who did not participate in internship. Interns' conscientiousness did not increase the rates in which career adaptability develops. The ancillary results of the study, however, showed that pre-internship levels of career adaptability dimensions influence their eventual development. Overall, our findings offer theoretical and practical implications for vocational scholars and career counsellors in supporting and sustaining students' career adaptability development.

**Carvalho L. F., & Pianowski G. (2015).** Revision of the dependency dimension of the Dimensional Clinical Personality Inventory. *Paidéia*, 25(60), 57-65.

The literature offers studies relating personality traits and career adaptability, but little is known about these relationships in cases of pathological personality traits. This research aimed to verify the relationship between career adaptability and pathological personality traits in a sample of Brazilian workers. Participants were 342 individuals between 17 and 59 years old ( $M = 26.5$ ,  $SD = 9.13$ ), predominantly female (66.03%). All participants had been employed for at least 1 year. Participants answered the Brazilian version of the Career Adapt-Abilities Scale (CAAS-Brazil) and the Dimensional Clinical Personality Inventory 2 (IDCP-2). Some hypotheses were corroborated using correlation and regression analysis with the total sample, but we observed that more hypotheses were confirmed when only extreme groups were considered. We discuss the implications of the data findings and specifics of the study. In general, the idea of the negative relationship between adaptive capacity in a career context and pathological personality traits was supported.

**Celen-Demirtas, S., Konstam, V., & Tomek, S. (2015).** Leisure activities in unemployed emerging adults: Links to career adaptability and subjective well-being. *Career Development Quarterly*, 63, 209-222.

The present study examined if frequency and quality of 3 types of leisure activities (i.e., relaxation, achievement, and social) can function as protective factors for subjective well-being (SWB) and career adaptability (CA) among 184 unemployed emerging adults (84 women, 100 men). Participants responded to measures of leisure frequency and quality, SWB, and CA. The results of a multivariate analysis of variance indicated that the frequency of relaxation, achievement, and social leisure activities had no effect on SWB and CA. However, regression analyses indicated that the quality of social leisure activities significantly predicted SWB and the quality of achievement and social leisure activities significantly predicted CA. The quality of

relaxation leisure activities was not associated with SWB and CA. Findings indicate that counselors who work with unemployed emerging adults can use leisure activities to promote SWB and CA. Future research to better understand the role of leisure in well-being and career development among emerging adults is encouraged.

**Celik, P., & Storme, M. (2018).** Trait emotional intelligence predicts academic satisfaction through career adaptability. *Journal of Career Assessment, 26*, 666-677.

In the current work we investigated whether trait emotional intelligence (trait EI) contributes to academic satisfaction and explored a potential mechanism to explain this effect. Building on career construction theory (CCT), we hypothesized that trait EI is positively associated with academic satisfaction through enhancing career-specific coping resources—the so-called career adaptabilities. Using structural equation modeling, we tested the relationship between trait EI and academic satisfaction and the mediating role of career adaptability among undergraduate students (N = 410). Results showed that trait EI is a positive predictor of academic satisfaction and that career adaptability mediates this relationship. These results suggest that the contribution of trait EI to academic satisfaction is partly due to increased perceptions of career adaptability. Theoretical and practical implications of the results are discussed.

**Chan, K. Y., Uy, M. A., Ho, M. R., San, Y. L., Chernyshenko, O. S., Yu, K. T. (2015).** Comparing two career adaptability measures for career construction theory: Relations with boundaryless mindset and protean career attitudes. *Journal of Vocational Behavior, 87*, 22-33.

We examined the constructs underlying the Career Maturity Inventory-Adaptability Form (CMI-C) and the Career Adapt-Abilities Scale (CAAS). Data from 852 university students indicated that the second-order factors for both scales correlate .43, suggesting that they measure different yet related constructs. All three subscales of the CMI-C correlate most with the "concern" subscale of the CAAS rather than with the corresponding subscale. It appears that the CMI-C is a measure of particular career adaptability for choosing a career whereas the CAAS is a global measure of career adaptability for dealing with all of the tasks of vocational development across the life span. Regression analyses show that the CMI-C does not add to the prediction of boundaryless mindset and protean career attitudes over the CAAS. Relationships between the CMI-C and CAAS with entrepreneurial, professional, and leadership career motivation profiles showed that the CAAS is more strongly related to boundaryless mindset and protean career attitudes, while the CMI-C appears to relate to more traditional (professional and leadership) career motivations.

**Chan, S. H., & Mai, X. (2015).** The relation of career adaptability to satisfaction and turnover intentions. *Journal of Vocational Behavior, 89*, 130-139.

The objective of this study is to investigate the linkage between career adaptability (CA), turnover intentions (TI), and career satisfaction (CS). It also examines the factor structure and psychometric properties of the Career Adapt-Abilities Scale (CAAS) for low-ranking employees. The findings provide further support for the incremental validity of the CAAS. CA positively predicted CS and negatively predicted TI of low-ranking employees. CS is negatively related to 2

TI, and it mediated the association between CA and TI. CA does not mediate the relation between CS and TI. Overall, a deeper understanding of the linkage between CA and TI can help us to find ways to assist employees to navigate the increasingly complex career path, thereby preventing TI.

**Chan, S. H. J., Mai, X., Kuok, O. M. K. & Kong, S. H. (2016).** The influence of satisfaction and promotability on the relation between career adaptability and turnover intentions. *Journal of Vocational Behavior*, 92, 167-175.

This study examined the relation between career adaptability (CA), promotability, and career satisfaction (CS), and their impacts on turnover intentions (TI). Eight hypotheses were proposed. Based on data collected from a sample of 431 employees in Macau, career adaptability was significantly and positively related to both promotability and CS after controlling for the influences of demographic variables including age, gender, education and tenure. CA, promotability and CS were also significantly and negatively linked to TI. The results further revealed that promotability and CS mediated the effect of CA on TI. The study contributed new insights that may inform career development and retention of employees. Practical implications on how to retain employees were discussed.

**Chang, Y., & Liu, C-H. (2022).** Adlerian personality profile in relation to career adaptability. *Journal of Employment Counseling*, 59, 37-49.

This study investigated career adaptability (CA) from an Adlerian perspective. Accordingly, Adlerian lifestyle and perfectionism were examined with CA using cluster analysis. The results supported three groups of personality orientation. The assertive perfectionist group reported the highest scores for all CA domains, the sensitive perfectionist group reported the lowest scores for career collaboration on the CA scale, and the comfort non-perfectionist group reported the lowest score for career concern on the CA scale. The study results assist clients in identifying personality and career themes and enhance career resources through the Adlerian approach with career construction theory.

**Chen, H. (2020).** Career adaptability. *Scholarly Community Encyclopedia*.  
<https://encyclopedia.pub/entry/1813>

Career adaptability can help individuals to smoothly adapt to changes when coping with their career roles, and maintain their ability to balance their career roles, which will affect their important psychological resources for career development and achieve more meaning in life. In recent years, career adaptability has gradually attracted the attention of researchers. Therefore, in order to explore the main factors, such as research focus, the main researchers, its evolution, and the important results of career adaptability in the last ten years, this study used the scientific knowledge mapping software CiteSpace as a research tool, and select related articles from the Web of Science between 2010 to 2020 under the theme of “career adaptability” for data analysis, which can help future researchers to understand current and future career adaptability research and control the research direction of career adaptability. Based on the findings, the correlative main concept, theoretical structure, evolution, and research progress of career adaptability in the past ten years are discussed.

**Chen, H., Fang, T., Liu, F., Pang, L., Wen, Y. Chen, S., & Gu, X. (2020).** Career adaptability research: A literature review with scientific knowledge mapping in Web of Science.

*International*

*Journal of Environmental Research and Public Health, 17, 5986.*

With the rapid development of society and technology, personal adaptability is becoming more and more important. Learning how to adapt to a changing world is becoming one of the necessary conditions for success. Career adaptability can help individuals to smoothly adapt to changes when coping with their career roles, and maintain their ability to balance their career roles, which will affect their important psychological resources for career development and achieve more meaning in life. In recent years, career adaptability has gradually attracted the attention of researchers. Therefore, in order to explore the main factors, such as research focus, the main researchers, its evolution, and the important results of career adaptability in the last ten years, this study used the scientific knowledge mapping software CiteSpace as a research tool, and select related articles from the Web of Science between 2010 to 2020 under the theme of “career adaptability” for data analysis, which can help future researchers to understand current and future career adaptability research and control the research direction of career adaptability. The results of this research indicate that there are direct or indirect connections between different themes, such as the career adaptability scale, career construction, positive personalities, and so on, but few articles integrate multiple research topics. At the same time, the main researchers, research frontiers and network relationships were also obtained. Based on the above findings, the correlative main concept, theoretical structure, evolution, and research progress of career adaptability in the past ten years are discussed.

**Chen, H., Liu, F. & Wen, Y. (2022).** The influence of college students' core self-evaluation on job search outcomes: Chain mediating effect of career Exploration and career adaptability.

*Current Psychology*, <https://doi.org/10.1007/s12144-022-02923-4>

The study of college students' job search and influencing factors has been an important topic in college students' career development. The degree of satisfaction with the results of a college student's perceived job search directly affects the sustainability of his or her future career. Although the importance of core self-evaluation in the job search process has been confirmed by a large body of literature, very little literature has focused on the mechanism of action between core self-evaluation and job search outcomes. Therefore, this study was conducted to analyze the impact of core self-evaluation on job search outcomes through a chain mediation model and to discuss the role of career exploration and career adaptability in this relationship. Two waves of survey data were utilized to test the research hypotheses on a sample of 310 college students facing employment in different regions of China. The results indicated that core self-evaluation positively impacted job search outcomes. In addition, career exploration and career adaptability moderated the relationship between core self-evaluation and job search outcomes, respectively. More importantly, core self-evaluation could also influence job search outcomes through the chain mediating effects of career exploration and career adaptability.

**Chen, H., Pang, L., Fang, T., & Wen, Y. (2022).** “Be perfect in every respect”: The mediating role of career adaptability in the relationship between perfectionism and career decision-making difficulties of college students. *BMC Psychology, 10, 137.*

We sampled 400 college students in China and used a questionnaire to obtain cross-sectional data through the Perfectionism, Career Adaptability, and Career Decision Difficulties scales. College students' perfectionism, career adaptability, and career decision-making difficulties were significantly correlated ( $p < 0.01$ ). Positive perfectionism has a negative predictive effect on career decision-making difficulties, and career adaptability plays a completely mediating role in it (the direct effect is  $-0.032$ , the mediation effect is  $-0.244$ , and the total effect is  $-0.276$ ). Negative perfectionism plays a positive predictive role in career decision-making difficulties, and career adaptability plays a part in mediating roles (the direct effect is  $0.334$ , the mediating effect is  $0.099$ , and the total effect is  $0.433$ ). College students will more or less pursue "perfect", but often with their own preferences to pursue, cannot be done based on the rational analysis of things to pursue perfect. College students have higher positive perfectionism and negative perfectionism, and their career adaptability is also at a higher level, but there is a higher degree of career decision-making difficulties. Positive perfectionism of college students can reduce the difficulty of career decision-making, and career adaptability plays a completely mediating role in it. Negative perfectionism of college students will lead to difficulties in career decision-making, in which career adaptability plays a mediating role.

**Cheung, R., & Jin, Q., (2016).** Impact of a career exploration course on career decision making, adaptability, and relational support in Hong Kong. *Journal of Career Assessment, 24*, 481-496.

This is a first initiative to apply career exploration research to understand and assess a career intervention in Hong Kong. In responding to educational and social changes, a one-semester academic career course was designed to foster the participants' career exploration in a public university in Hong Kong. Data were drawn from about 380 students enrolled voluntarily across three successive semesters in either the career course or another academic course unrelated to career development. The career course served as an intervention to enhance exploration for enrolled students, with students from an unrelated academic course in the same semester included as a comparison group. Pre- and post-assessments were conducted to assess the career course's impact in terms of career decision making, career adaptability, and relational support. The reflection and discussion here focus on the course's effectiveness and cultural appropriateness as a career intervention tool and its strategic value in higher education in Hong Kong and beyond.

**Chinyamurindi, W. T., & Shava, H. (2021).** Determinants of employee physical and mental health: The role of career adaptability and workplace attachment in the South African public service. *African Journal of Employee Relations, 45*, #9015.

The South African public service is noted to be in a state of flux with challenges affecting employee health. The study investigated the influence of career adaptability on the relationship between workplace attachment and employee health. Employee health was measured through two facets, namely physical and mental health. The study formulated four hypotheses. Data to test these proposed hypotheses were collected through a survey making use of a self-administered questionnaire among a sample of 214 public service employees. The findings indicate support for a relationship to exist between workplace attachment and facets of employee health. However, no evidence existed to support the moderating role of career adaptability on the

relationship between workplace attachment and facets of employee health. Based on these findings, a range of interventions targeted at employees and the public service are suggested.

**Chong, S., & Leong, F. T. L. (2017).** Antecedents of career adaptability in strategic career management. *Journal of Career Assessment*, 25, 268-280.

Career adaptability is an important characteristic that helps individuals deal effectively with career uncertainty and ambiguous job roles in current times. Based on the career construction theory, we hypothesize that conscientiousness, cognitive flexibility, and environmental exploration are positively related to career adaptability, and career adaptability is in turn positively related to strategic career management. We collected data from 307 undergraduates with work experience to test our hypothesized model. The results generally supported our hypotheses. Our research sheds light on how conscientiousness, cognitive flexibility, and environmental exploration are related to strategic career management indirectly through career adaptability. Our findings offer practical advice for vocational scholars and career counselors on how career adaptability may be developed.

**Chouhan, V. S. (2022).** Influence of career adaptability on career satisfaction and turnover intention of IT Professionals. *International Journal of Human Capital and Information Technology Professionals*, 13, 1-15.

The information technology sector is characterized by a dynamic environment with layoffs, although concurrently generating potential opportunities. To absorb unpredicted and hasty occupational shocks amid such volatility as well as possibilities, human capital in Indian IT industry have been striving hard to construct their capabilities that emanate from career adaptability. Current research endeavors to measure career adaptability and linkage with turnover intentions, career satisfaction, and job performance in the context of the Indian IT sector. Data were gathered from 401 Indian IT professionals. The findings revealed that career adaptability has a negative impact on turnover intention and positive impact on career satisfaction. Turnover intentions of Indian IT professionals are due to their career adaptability. Finally, a profound knowledge of the association of career adaptability with turnover intentions may facilitate us in discovering techniques to assist human capital in guiding the growingly multifarious career path, thus forestalling turnover intention and enhancing satisfaction.

**Chouhan, V. S. (2023).** Impact of career adaptability on employee performance: The moderating role of HR practices. *Management and Labour Studies*.  
<https://doi.org/10.1177/0258042X231160956>

The research aims to observe the impact of career adaptability on employee performance using organizational commitment as the mediator. This study also attempts to investigate human resource practices as a moderator in the association between career adaptability and organizational commitment. The survey was conducted among employees working in different Indian firms. Findings of this research reveal that organizational commitment acted as a mediator in the positive association of organizational commitment with career adaptability. Employee 3

performance is found to be positively influenced by organizational commitment while organizational commitment is found to be positively influenced by career adaptability. The findings of this research present testimony for the hypothesized moderating role of human resource practices only in the case of opportunity-enhancing human resource practices. The connection of career adaptability with organizational commitment is found to be positive only for high and medium opportunity-enhancing HR practices.

**Chuang, Y-T., Huang T-H., Lin S-Y., & Chen B-C. (2022).** The influence of motivation, self-efficacy, and fear of failure on the career adaptability of vocational school students: Moderated by meaning in life. *Frontiers in Psychology, 13*, 958334.

It is an important issue for vocational school students to have good adaptability for their future life. This study combines career construction theory and self-determination theory to construct a model to explore the relationship between the “motivation,” “self-efficacy,” “fear of failure,” “career adaptability,” and “meaning in life” of vocational school students. This study used a secondary data research method and retrieved a total of 2,377 data from vocational school students in Taiwan from the perspective of data exploration using PISA 2018 data, which was validated by the partial least squares structural equation model (PLS-SEM). The following results were obtained: (1) Vocational students were afraid that failure would have a negative impact on their career adaptability. (2) Motivation and Self-efficacy had a positive effect on career adaptability. (3) Motivation positively affected fear of failure. (4) Self-efficacy negatively affected fear of failure. (5) Meaning in life could positively moderate the effect of self-efficacy on fear of failure. (6) However, there was no statistical difference in the moderating effect of meaning in life on the relationship between motivation and fear of failure. First, fear of failure negatively affected career adaptability, while motivation and self-efficacy positively affected career adaptability; compared to the three effects, the negative effect of fear of failure may not be as great as expected. Second, motivation is like a double-edged sword as it improves adaptability, but it also comes with an increased fear of failure. On the contrary, self-efficacy can simultaneously improve the career adaptability of vocational students and reduce their fear of failure. Therefore, the development of self-efficacy should be given priority over motivation in the career adaptability enhancement strategy of vocational students. Finally, the meaning of life can positively moderate the negative influence of self-efficacy on the fear of failure. In other words, for vocational students with a low sense of self-efficacy, perhaps life education can be used instead as a strategy to reduce their fear of failure.

**Chui, H., Hui, L., N. H. (2020).** Lining protean career orientation with career optimism: Career adaptability and career decision self-efficacy as mediators. *Journal of Career Development, 49*, 161-173.

Protean career orientation has become prevalent among young workers in contemporary workplace. Little is known about whether this orientation is related to their positive expectation of future career development. We developed a conceptual model to investigate the relationship between protean career orientation and career optimism. Informed by social construction theory and social cognitive career theory, we considered career adaptability and career decision self-efficacy (CDSE) as potential mediators in the model. Several hypotheses were proposed and tested with a sample of 170 undergraduate students in Hong Kong. The results of path analysis

and bootstrapping indicated that protean career orientation has a positive relationship with career optimism, and such relationship is fully mediated by career adaptability and CDSE. Our study has yielded novel into how some individual differences factors affect the development of career optimism among university students.

**Coetzee, M., Ferreira, N., & Potgieter, I. L. (2015).** Assessing employability capacities and career adaptability in a sample of human resource professionals. *SA Journal of Human Resource Management*, 13, Art. #682, 9 pages.

The study sought (1) to ascertain whether a significant relationship exists between a set of graduate employability capacities and a set of career adaptability capacities and (2) to identify the variables that contributed the most to this relationship. The participants ( $N = 196$ ) were employed in professional positions in the human resource field and were predominantly women (73%) early in their careers (80% <45 years of age). The results indicated that lifelong learning capacities and problem solving, decision-making and interactive skills contributed the most to explaining the participants' career confidence, career curiosity and career control.

**Coetzee, M., Ferreira, N., & Shunmugum, C. (2017).** Psychological career resources, career adaptability and work engagement of generational cohorts in the media industry. *South African Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 15, a868.

The global skills crisis coupled with the aging workforce, rapid technological advances and changing nature of work have infringed various challenges upon organizations and employees. Media organizations in particular are affected by these trends, with retention further at risk because of the specialized and scarce skills sought and the versatility and ambiguity inherent in the nature of careers within the media industry, therefore resulting in engagement and skills retention being high on the agenda. The aim of the study was to explore whether employees' age, psychological career resources and career adaptability significantly predict their work engagement and whether generational cohorts differ significantly regarding these variables. Within a retention context, it is important to gain insight into the employees' personal career-related capabilities and dispositions as these are deemed important for driving career development and engagement levels, which, in turn, impact on the retention of talent. A stratified random sample ( $N = 248$ ) of predominantly female (63.3%) and black African people (54%) within their early career stages (80% < 45 years) was used. A cross-sectional, quantitative research design approach was followed. Stepwise regression analyses and tests for significant mean differences were performed. The results indicated generational cohort (age), career confidence (career adaptability) and career harmonizers (psychological career resources) as significant predictors of work engagement. The Generation Y individuals had higher levels of psychological career resources (career preferences, career values and career drivers), while the Generation X individuals had higher career curiosity. The Baby Boomers showed higher levels of work engagement. Psycho-social career meta-capacities positively related to work engagement. It is therefore essential that these constructs are taken into account in career development and engagement practices, which, in turn, may contribute towards enhancing talent retention and employability of individuals within the media sector.

**Coetzee, M., & Harry, N. (2014).** Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, 84, 90-97.

Emotional intelligence and career adaptability are crucial psychosocial meta-capacities for successful adaptation in various spheres of life, including the realm of careers. However, little is known about the relationship between emotional intelligence and Savickas's (2005) notion of career adaptability. The current research examines the relation of emotional intelligence to career adaptability. A cross-sectional survey was conducted with a sample of 409 early career black call center agents (Mean age = 32) employed in three of the largest outsourced financial call centers in Africa. Canonical correlation analysis and structural equation modeling confirmed the predictive validity of emotional intelligence in relation to career adaptability. The results showed that managing one's own emotions contributes the most in explaining overall emotional intelligence and the variance in overall career adaptability with its four domains of career concern, career control, career confidence and career curiosity. The results of the study highlight the importance of developing individuals' emotional intelligence in order to strengthen their career adaptability. The research contributed new and valuable insights that may inform career development interventions for call center agents.

**Coetzee, M., & Harry, N. (2015).** Gender and hardiness as predictors of career adaptability: An exploratory study among Black call centre agents. *South Africa Journal of Psychology, 45*, 81–92.

The call centre career poses developmental challenges that require high levels of hardiness and career adaptability. This article explores whether call centre agents' gender and hardiness significantly and positively predicted their career adaptability, and whether women and men differed significantly regarding their hardiness and career adaptability. A cross-sectional survey was conducted with a sample of 409 early-career Black African call centre agents (mean age = 32 years; 66% females). Correlations, stepwise hierarchical regression analysis and the Mann–Whitney U test for significant mean differences were performed to achieve the objective of the study. The results showed that gender significantly predicted career adaptability and that the females had significantly higher levels of career adaptability than their male counterparts. A high sense of hardy control and a low tolerance for unpredictability predicted higher levels of career adaptability. In the light of the paucity of research on the hardiness and career adaptability of Black women and men in the African context, the research contributed valuable new insights that may inform career development interventions for Black call centre agents. The results of the study emphasize the importance of developing call centre agents' hardiness in order to strengthen their career adaptability. The results further indicated that the diverse strengths and growth areas of women and men in terms of developing their career adaptability must be considered in career development interventions.

**Coetzee, M., & Schreuder, D. (2018).** Proactive career self-management: Exploring links among psychosocial career attributes and adaptability resources. *South African Journal of Psychology, 48*, 206-218.

The study explored whether the positive links between individuals' psychosocial career attributes and career adaptability resources empirically represent the characteristics associated with proactive career self-management behaviour. A cross-sectional convenience sample of Black and White ( $N = 248$ ) working adults participated in the study. The redundancy analysis of the

canonical correlation analysis indicated positive links between the career attributes of behavioral adaptability, career directedness, self-esteem, self/other skills, social connectivity, and career purpose, and the four career adaptability resources of career concern, career control, career curiosity, and career confidence. The common synthetic themes that emerged from the positive associations described the characteristics of proactive career self-management behaviour, including (1) self-efficacious adaptive goal-directed behaviour, (2) proactive psychosocial career engagement behaviour, and (3) career resilience. The three dimensions offer considerations for practitioners involved in career development and counselling discussions with employees who need to develop personal agency in their career development and management.

**Coetzee, M., & Stoltz, E. (2015).** Employees' satisfaction with retention factors: Exploring the role of career adaptability. *Journal of Vocational Behavior*, 89, 83-91.

Given the rising concerns about staff retention and the increased importance attached to individuals' career adaptability, the present paper explored how career adaptability relates to employees' satisfaction with factors that organizations regard important for their retention. A canonical correlation analysis was conducted on a sample of 321 employees in a South African automotive industry. The results showed that career adaptability, especially career concern, significantly explained the participants' level of satisfaction with their experiences of the career opportunities work–life balance, training and development opportunities and characteristics of the jobs offered by the company. The study findings suggest that employees' career concerns, goals and plans and how these relate to retention practices are important for retaining them. Black and white participants also differed significantly regarding the variables. This study extends prior research on career adaptability by adding insights about the usefulness of the construct in the retention context.

**Cop, S., Alola, U. V., & Lasis, T. T. (2022).** Does my personality affect my competency? The role of gender identification and career adaptability among hotel employees. *Journal of Public Affairs*, 22, e2407, 11 pages.

The tourism industry is the fastest growing industry in the world amidst the increase in terrorism, climate change, political instability, and other indirect negative effects on tourism. In order to survive this vulnerable, evolving, and competitive market, it is important that employees put effort into ensuring the provision of satisfactory services to satisfy customers' demand. For this purpose, this research determines the effect of personality traits on career competency (career control, reflection on motivation, networking, work exploration, self-profiling, and reflection on qualities) with the mediating role of career adaptability (curiosity concern, confidence, and control) and moderating role of gender identification. Career construction theory and social identity theory were used to justify these relationships. A total number of 330 questionnaires were filled and after discarding incomplete ones, 311 were retained for analysis, yielding a response rate of 94.2%. Using Analysis of Moment Structure 22.0 and Statistical Packages for Social Sciences 20.0, to analysis the study, the findings aid managers and policymakers in designing the organizational roles and on-the-job training for employees. Moreover, the relationship between personality traits and career adaptability can serve as a blueprint in employee recruitment and provide a new insight into employee selection. Theoretical and practical implications were provided in the concluding part.

**Creed, P. A., Fallon, T., & Hood, M. (2009).** The relationship between career adaptability, person and situation variables, and career concerns in young adults. *Journal of Vocational Behavior*, 74, 219-229.

We surveyed 245 first-year university students using measures of career concerns, career adaptability (career planning, career exploration, self-exploration, decision-making, self-regulation), goal-orientation (learning, performance-prove, performance-avoid) and social support (family, friends, significant others), and tested: (a) whether the career adaptability variables could be represented by a second-order factor of career adaptability; (b) whether career adaptability, goal-orientation and social support were associated with fewer career concerns; and (c) whether career adaptability mediated the relationship between goal-orientation and social support and career concerns. The study demonstrated that the career adaptability variables were inter-related and could be represented by a higher-order factor. Decision-making and self-exploration were negatively associated with career concerns, and decision-making mediated the relationship between goal-orientation and career concerns. Having more of a learning orientation was associated with more decision-making and fewer career concerns, whereas holding a performance-prove orientation was associated with poorer decision-making and more career concerns.

**Da Silva, R. M., Luna, I. N., Cardoso, P. M., & Janeiro, I. N. (2022).** Effectiveness of Career Construction Counselling in fostering career adaptation strategies. *International Journal for Educational and Vocational Guidance*, doi 10.1007/s10775-022-09532-4

This study aims to analyze the Effectiveness of Career Construction Counselling in fostering career adaptability, adaptation of responses, and vocational identity in a sample of 41 participants, of whom 21 were assigned to the intervention group and 20 to the control group. Measurements of outcomes, with regard to adaptability, adaptation of responses, and vocational identity were applied at the start of counselling, the end of counselling, and 3 months after intervention. Findings revealed both the effectiveness of this approach to facilitate career adaptation strategies and the stability of the gains achieved throughout the intervention. Finally, the limitations of the study and its implications for research and practice are discussed.

**Deen, C. M., Restubog, S. L., Chen, Y., Garcia, P. R. J. M., He, Y., & Cayayan, P. L. T. (2021).** To engage or to quit: Work consequences of intimate partner aggression and the buffering role of career adaptability. *Journal of Vocational Behavior*, 131, 103641.

How do intimate partner aggression victims successfully cope at work? Drawing upon the conservation of resources theory and its application in the work-family interface—the work home resources (WH-R) model, we proposed a moderated mediation model linking intimate partner aggression (IPA), work engagement, and work (i.e., performance, retention) and career (i.e., career sponsorship) outcomes. We also hypothesized that career adaptability, a vocationally relevant personal resource, serves as a buffer between IPA and work engagement. Multi-source and multi-wave data from two independent samples (Sample 1,  $n = 228$  employee-coworker dyads; Sample 2,  $n = 215$  employee-supervisor dyads) of working men and women from the Philippines lend support to our hypotheses. Results revealed that (1) work engagement mediated

the relationships between IPA and work (i.e., performance, retention) and career (i.e., career sponsorship) outcomes, and that (2) the indirect effect of IPA in predicting work outcomes via work engagement was stronger for low as opposed to high levels of career adaptability. Psychological distress was tested as an alternative mediator but did not significantly influence the hypothesized relationships. Theoretical and practical implications of these findings are discussed.

**de Guzman, A. B., & Choi, K. O. (2013).** The relations of employability skills to career adaptability among technical skill students. *Journal of Vocational Behavior*, 82, 199-207.

This two pronged study reports the initial validation of the psychometric properties and factor structure of the Career Adapt-Abilities Scale (CAAS) in the context of Papua New Guinea (PNG) and the investigation of the relationship between employability skills and career adaptability. Results of the study revealed that CAAS can be a valid and useful measurement for assessing career adaptability in the context of Papua New Guinea. Via canonical correlation analysis (CCA), significant relations between career adaptability and employability skills were observed. Notably, team work skills were significantly related to the four sub-scales of career adaptability. This study serves as a clarion to educators and policy makers in PNG by providing a richer view on the career adaptability and employability skills as well, thus calling for integrated efforts to contribute to career development and practice in the context of PNG.

**Delle, E., & Searle, B. (2022).** Career adaptability: The role of developmental leadership and career development. *Journal of Career Development*, 49, 269-281.

Researchers suggest contextual and personal factors may interact to predict career adaptability and that antecedents of career adaptability have received less research attention. Consequently, we examined the relationship between developmental leadership, career optimism, and career adaptability, and the potential moderating role of career optimism. Data were collected from workers pursuing an MBA program in leadership and other business courses in a Ghanaian University. Results showed that developmental leadership and career optimism relates positively to career adaptability. Finally, we observed developmental leadership relates positively to career adaptability for employees low on optimism but was unrelated to career adaptability for employees high on optimism. Together, the results suggest that although both developmental leadership and career optimism are beneficial for career adaptability, developmental leadership is particularly important, for less optimistic employees. We have discussed implications and limitations of our findings.

**Di Fabio, A., & Kenny, M. E. (2016).** From decent work to decent lives: Positive self and relational management in the twenty-first century. *Frontiers in Psychology*, 7, 361. doi 10.3389/fpsyg.2016.00361

The aim of the present study is to empirically test the theoretical model of, positive self and relational management for a sample of 184 Italian university students. The model specifies the development of individuals' strengths, potentials, and talents across the life span and with regard to the dialect of self in relationship. The model is defined theoretically by three constructs: Positive Lifelong Life Management, Positive Lifelong Self-Management, and Positive Lifelong

Relational Management. The three constructs are operationalized as follows: Positive Lifelong Life Management is measured by the Positive and Negative Affect Schedule (PANAS), the Satisfaction With Life Scale (SWLS), the Meaningful Life Measure (MLM), and the Authenticity Scale (AS); Positive Lifelong Self-Management is measured by the Intrapreneurial Self-Capital Scale (ISC), the Career Adapt-Abilities Scale (CAAS), and the Life Project Reflexivity Scale (LPRS); and Positive Lifelong Relational Management is measured by the Trait Emotional Intelligence Questionnaire (TEIQue), the Multidimensional Scale for Perceived Social Support (MSPSS), and the Positive Relational Management Scale (PRMS). Confirmatory factor analysis of the model was completed using structural equation modeling. The theoretical model was empirically tested as defined by the three hypothesized constructs. Empirical support for this model offers a framework for further research and the design of preventive interventions to promote decent work and decent lives in the twenty-first century.

**Di Maggio, I., Ginevra, M. C., Nota, L., Ferrari, L., & Soresi, S. (2015).** Career Adapt-Abilities Scale-Italian Form: Psychometric Properties with Italian Preadolescents. *Journal of Vocational Behavior*. 91, 45-53.

During preadolescence children start to give attention to the future, to formulate thoughts, and to wonder about what they want. They also acquire knowledge and experiment with strategies to assist them in designing their future career. Among the constructs that can now play a relevant role in life designing, the four resources of career adaptability have a prominent role. This article reports the psychometric properties of the Italian version of the Career Adapt-Abilities Scale-International Form 2.0 for a group of middle school students. Two different studies involving Italian preadolescents were conducted. The first study tests the instrument's multidimensional structure, internal consistency and discriminant validity. The second one verifies the factorial structure's across-gender invariance and the test-retest reliability. Results provide strong psychometric support for the CAAS-Italian Form with preadolescents as a valid measure for analyzing their career adaptability and for using it in career counseling and education.

**Di Maggio, I., Ginevra, M. C., Santilli, S., Nota, L., & Soresi, S. (2020).** The role of career adaptability, the tendency to consider systemic challenges to attain a sustainable development, and hope to improve investments in higher education. *Frontiers in Psychology*, 11:1926. doi: 10.3389/fpsyg.2020.01926

Based on the life design paradigm and career construction adaptation model and on recent directions from the perspective of sustainable and inclusive career guidance, the study aimed at examining the relationship between career adaptability, the tendency to consider systemic challenges to attain sustainable development, and state personal and social hope and their role on the tendency to invest in higher education. The analyses carried out involving 416 Italian high school students found that career adaptability and the tendency to consider systemic challenges in order to attain sustainable development were directly and indirectly, through state personal and social hope, related to the tendency to invest in higher education. The results obtained allowed to provide new contributions to extend results previously described by the life design

approach in career development issues and provided useful suggestions for preventive career interventions.

**Di Maggio, I., Montenegro, E., Little, T. D., Nota, L., & Ginevra, M. C. (2022).** Career adaptability, hope, and life satisfaction: An analysis of adults with and without substance use disorder. *Journal of Happiness Studies*, 23, 439–454.

Considering that adults with Substance Use Disorder (SUD) experience many barriers and challenges in designing and living a satisfactory life, based on Life Design paradigm, this study aimed at analyzing the direct and indirect effect of career adaptability, through hope, on life satisfaction in a sample of individuals with SUD compared to a sample of individuals without SUD. In this study, a sample of 185 adults with and 185 adults without SUD was involved and different measures to assess career adaptability (*Career Adapt-Abilities Scale-Italian Form*; Soresi, Nota, & Ferrari; 2012), hope (*The Adult Hope Scale*) and life satisfaction (*The Satisfaction with Life Scale*) were used. Multi-group structural analyses were conducted to test the group differences in the direct and indirect effects model hypothesized. Results showed that career adaptability is indirectly, through hope, related to life satisfaction across two groups. These results have important implications for practice and emphasize the need to promoting career adaptability and hope in people with SUD to improve their life satisfaction that is an important diagnostic and outcome criteria in substance use disorder issues.

**Di Maggio, I., Shogren, K. A., Wehmeyer, M. L., Nota, L., & Sgaramella, T. M. (2021).** Career adaptability, self-determination, and life satisfaction: A mediational analysis with people with substance use disorder. *Journal of Career Development*, 48, 213-228.

Living a satisfying life is an important goal for people with substance use disorder (SUD). However, making decisions about the future, imagining future scenarios, and setting and attaining goals related to that future after treatment is a complex task. As several studies have shown, people with SUD experience multiple barriers to designing their future life at the individual, program, and social support levels. Using a life design approach, the aim of this study was to investigate the role career adaptability and self-determination play in life satisfaction for adults with SUD. More specifically, a partial mediation model focused on career adaptability and life satisfaction through enhanced self-determination was tested in a sample ( $n = 134$ ) of people with SUD. Findings suggest that career adaptability is indirectly related to life satisfaction, mediated by self-determination. These results have important implications for practice in vocational rehabilitation and career counseling for people with SUD.

**Dong, B., Zheng, B., & Wang, Z. (2020).** Career adaptability and turnover intention: A dual-mediation model. *Career Development Quarterly*, 68, 145-157.

Career adaptability denotes psychosocial resources that help employees self-manage career change through both adapting themselves to the environment and adapting the environment to themselves. Previous studies have probed the former strategy and proposed a negative relationship between career adaptability and turnover intention. However, the presence of the latter strategy suggests a more complex relationship than previously thought. From a person-job

fit perspective, the authors used structural equation modeling to examine the mechanism underlying the relationship between career adaptability and job satisfaction (an important predictor of turnover intention) among 218 employees working in China. The results showed that career adaptability had mixed effects on job satisfaction through the mediating role of task adaptivity and perceived over-qualification. Overall, these findings carry theoretical and practical implications for career adaptability research and career counseling practices related to employee development.

**Dostanic, J., Suvajdzic, K., & Krpovic-Bojanic, K. (2021).** Decision-making styles, career decision self-efficacy, and career adaptability among high school students. *Career Development Quarterly*, 69, 63-77.

We investigated the relationships between decision-making styles, career decision self-efficacy, and career adaptability among high school students. We also sought to determine whether gender moderates the relationships among these three constructs. A total of 216 Serbian final-year high school students responded to career adaptability and decision-making measures. Results of structural equation modeling showed that career decision self-efficacy mediates a positive relationship between the rational and intuitive styles and a negative relationship between the dependent style and career adaptability. The rational style only had a direct effect on career adaptability. Gender moderated one path—a regression weight of self-efficacy on career adaptability. For male students, self-efficacy was not a significant predictor of career adaptability. The results suggest that career counselors might approach students differently depending on students' gender and that the role of gender in career decision-making and adaptability processes should be investigated further.

**Douglass, R. P. & Duffy, R. D. (2015).** Calling and career adaptability among undergraduate students. *Journal of Vocational Behavior*, 86, 58-65.

The present study examined the relation of calling and career adaptability with a sample of 330 undergraduate students. The presence of a calling weakly to moderately correlated with the four components of adaptability — concern, control, curiosity, and confidence. A moderated, multiple mediation model was used to test the potential mediating effects of the four components of career adaptability on career decision self-efficacy (CDSE) and how these relations differed according to strengths use. Using bootstrapping techniques, concern and confidence were found to be significant mediators in the calling–CDSE relation. Additionally, strengths use was found to moderate the relation between curiosity and CDSE, with curiosity being a significant mediator at high levels of strengths use. After including the mediators in the model, the relation of calling to CDSE was weakened, but still significant, indicating partial mediation. These results suggest that calling relates to greater levels of CDSE in part because of increased concern, curiosity (when strengths use is high), and confidence. Directions for future research are discussed

**Dries, N., Van Esbroeck, R., van Vianen, A. E. M., De Cooman, R., & Pepermans, R. (2012).** Career Adapt-Abilities Scale-Belgium form: Psychometric characteristics and construct validity. *Journal of Vocational Behavior*, 80, 674-679.

The Dutch version of the Career Adapt-Abilities Scale-Belgium Form (CAAS-Belgium) consists

of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. A pilot survey was administered to 700 high school, college, and university students in order to assess the construct validity of the CAAS-Belgium. Internal consistency estimates for the subscale and total scores ranged from satisfactory to excellent. The factor structure was identical to that of the CAAS-International, which was computed for combined data from 13 countries, and equivalent across educational levels. As expected based on cultural and institutional factors, the CAAS scores for Belgium were slightly lower than those for most of the other countries participating in the project. CAAS-Belgium scores did not vary with age or educational level; small differences were found between male and female respondents.

**Du, B., Yu, X, Luo, N., & Liu, X. (2022).** The effect of core self-evaluations on career adaptability: The mediating role of protean career attitudes and the moderating role of meritocratic beliefs. *Frontiers in Psychology, 13*, 1000615.

Based on the career construction model of adaptation, this study explores the impact of core self-evaluations on career adaptability, with the mediating role of protean career attitudes and moderating role of meritocratic beliefs. The results of the questionnaire survey on 1000 Chinese college students show that: (1) core self-evaluations positively predicted college students' career adaptability; (2) protean career attitudes mediated the relationship between core self-evaluations and career adaptability; (3) meritocratic beliefs not only moderated the effect protean career attitudes have on career adaptability but also moderated the indirect influence of core self-evaluations on career adaptability through protean career attitudes. These results extend the existing antecedent studies on career adaptability and demonstrate the importance of combining self-mobility beliefs (protean career attitudes) with social mobility beliefs (meritocratic beliefs) in the process of core self-evaluations affecting career adaptability. In conclusion, we hope to further develop the theory of career construction and provide more suggestions for college consultants and students

**Duarte, M. E., Soares, M. C., Fraga, S., Rafael, M., Lima, M. R., Paredes, I., Agostinho, R., & Djaló, A. (2012).** Career Adapt-Abilities Scale–Portugal Form: Psychometric properties and relationships to employment status. *Journal of Vocational Behavior 80*, 725-729.

The Career-Adaptabilities Scale (CAAS)–Portugal Form consists of four scales, each with seven items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was fairly similar to the one computed for combined data from 13 countries. The CAAS–Portugal Form includes all the items in the International Form, and it adds one further national item to each scale. The syntheses of a variety of differential studies are presented to illustrate the importance of an adaptability measure to the field of career construction. To compare scores for employed versus unemployed adults, they used a sample of 395 employed adults, 64% of which have at least a bachelor degree, with a mean age of 46.62 years (SD=4.29), and 266 unemployed adults enrolled in training activities, with a mean age of 22.43 years (SD=8.00). For occupational status it was found that unemployed adults scored significantly higher ( $p > .01$ ) in concern, control and curiosity dimensions in comparison to the employed adults. They concluded

that, due to their current situation, the unemployed adults may be more aware of the importance and need to improve this sort of competences, in order to obtain new employment opportunities. Also, individuals who have attained a higher level of education appear to be more concerned about planning and thinking about their future and tend to make more effort to explore more themselves and their surroundings.

**Duffy, R. D., Douglas; R. P., Autin, K. L. (2015).** Career adaptability and academic satisfaction: Examining work volition and self-efficacy as mediators. *Journal of Vocational Behavior, 90*, 46-54.

The present study examined the relation between the four components of career adaptability – concern, control, curiosity, and confidence (Savickas & Porfeli, 2012) – and academic satisfaction. Drawing from a diverse sample of 412 undergraduate students, all four components moderately correlated with academic satisfaction. In an effort to explain these relations, work volition and career decision self-efficacy (CDSE) were examined as potential mediator variables. Using structural equation modeling, work volition significantly mediated the control to satisfaction relation and CDSE significantly mediated the concern, control, and confidence to satisfaction relations. After including all variables in the model, none of the career adaptability components significantly related with academic satisfaction. These results suggest that for undergraduate students, feeling adaptable in one's career may link to greater levels of academic satisfaction due, in part, to greater feelings of control and confidence in one's career decision making.

**Dumulescu, D., Balazsi, R., & Opre, A. (2015).** Calling and career competencies among Romanian students: The mediating role of career adaptability. *Procedia: Social and Behavioral Sciences, 209*, 25-32.

Finding meaning in work and developing career competencies needed for professional success has acquired increased interest in the last decades. The most important task in emerging adults became finding a calling in their career that is essential for adaptability and career self-management. This study examined the relation between calling, career adaptability and career competencies among 458 Romanian university students. The mediation role of career adaptability on the relation between calling and career competencies was tested. The relation between calling and career competencies was partially mediated by career adaptability. Implications for further research and emerging adults' career counseling are discussed.

**Ebenehi, A. S., Rashid, A. M., & Bakar, A. R. (2016).** Predictors of career adaptability skill among higher education students in Nigeria. *International Journal for Research in Vocational Education and Training, 3*, 212-229.

This paper examined predictors of career adaptability skill among higher education students in Nigeria. A sample of 603 higher education students randomly selected from six colleges of education in Nigeria participated in this study. A set of self-reported questionnaire was used for data collection, and multiple linear regression analysis was used to analyze the data. Results indicated that 33.3% of career adaptability skill was explained by the model. Four out of the five predictor variables significantly predicted career adaptability skill among higher education students in Nigeria. Among the four predictors, career self-efficacy sources was the most

statistically significant predictor of career adaptability skill among higher education students in Nigeria, followed by personal goal orientation, career future concern, and perceived social support respectively. Vocational identity did not statistically predict career adaptability skill among higher education students in Nigeria. The study suggested that similar study should be replicated in other parts of the world in view of the importance of career adaptability skill to the smooth transition of graduates from school to the labor market. The study concluded by requesting stakeholders of higher institutions in Nigeria to provide career exploration database for the students, and encourage career intervention program in order to enhance career adaptability skill among the students.

**Einarsdóttir, S., Vilhjálmsdóttir, G., Smáradóttir, S. B., & Kjartansdóttir, G. B. (2015).** A culture-sensitive approach in the development of the Career Adapt-Abilities Scale in Iceland: Theoretical and operational considerations. *Journal of Vocational Behavior*, 89, 172-181.

The aim of this study was to develop a culturally sensitive version of the Career Adapt-Ability Scale (CAAS) in Iceland. First the translated international version of the 55-item CAAI designed to measure the four dimensions of career adaptability (concern, curiosity, control, and confidence) plus additional dimension called co-operation was administered to a sample of 491 secondary school students. Confirmatory factor analysis indicated that both the four- and five-dimensional model show an adequate fit in the sample. An emic evaluation of the international model indicated that new facets tentatively called fatalism and contribution might be relevant in Iceland. New contextualized Icelandic items were written resulting in a combined 89-item measure of international and indigenous items administered to a sample of 1249 university students. Exploratory factor analysis supported contribution as a separate dimension and was used to create Icelandic scales measuring six dimensions: co-operation, contribution, and the four original dimensions. Confirmatory factor analysis supported the fit of three alternative 4–6-dimensional international and Icelandic models and measures of career adaptability in Iceland. An emic approach is needed to understand the cultural specificity and universal aspects of career adaptability and to develop culturally-sensitive measures for use in career counseling. Further research on co-operation and contribution as relational constructs is suggested.

**Ennerberg, E., & Economou, C. (2022).** Career adaptability among migrant teachers re-entering the labor market: A life course perspective. *Vocations and Learning*, 15, 341-357.

Amongst the most significant labor market challenges is the integration of migrants and the opportunities for individual migrants to find employment that match their qualifications. The object of this study is to analyze the formal and informal obstacles migrant teachers face when entering the labor market. These obstacles include the formal validation of existing credentials, as well as the needs of local schools, and migrant teachers' own experiences of the new school system. We have conducted qualitative interviews with school principals, representatives at labor market organizations and authorities and migrant teachers. By analyzing these different accounts we argue that the individual career adaptability of migrants also needs to be understood in relation to institutional and organizational constraints. Moreover, by adding a temporal understanding to the integration process, we find that migrants' own perception of the process and the time-scales of entering work should be accounted for more explicitly in the guidance process.

**Eryilmaz, A., & Kara, Ahmet (2017).** Development of the Career Adaptability Scale for Psychological Counsellors. *The Online journal of Counseling and Education*, 6, 18-29.

This study aims to develop the career adaptability scale for counsellors. This study was carried out with 22-28 aged psychological counsellors and psychological counselling and guidance program's undergraduate students. Exploratory and confirmatory factor, validity, reliability analysis were used. Career Future Inventory and Career Adapt-Abilities Scale were used for scale validity. According to results, the scale has four dimensions with 61.27% explained variance. The dimensions of the scale are exploration of individual and group counselling, career planning; career related self-exploration and exploration of educational counselling. The scale yielded positive relationship with Career Future Inventory ( $r = 0.48$ ) and Career Adapt-Abilities Scale ( $r = 0.62$ ). The career adaptability scale was found valid and reliable.

**Fang, W., Zhang, Y., Mei, J., Chai, X., & Fan, X. (2018).** Relationships between optimism, educational environment, career adaptability and career motivation in nursing undergraduates: A cross-sectional study. *Nurse Education Today*, 68, 33-39.

For solving the problem of the abandonment of the career in nursing undergraduates, it is important to understand their motivation to choose nursing as a career and its associated personal and situational factors. Objectives: To examine the relationships between optimism, educational environment, career adaptability, and career motivation in nursing undergraduates using the career construction model of adaptation. This study adopted a cross-sectional design. A convenience sample of 1060 nursing undergraduates from three universities completed questionnaires for measuring optimism, educational environment, career adaptability, and career motivation. Confirmatory factor analyses, descriptive analyses, comparison analyses, correlation analyses, and mediation analyses were performed accordingly. Nursing undergraduates' career motivation was positively correlated with their career adaptability ( $r=0.41$ ,  $p < 0.01$ ), the educational environment ( $r=0.60$ ,  $p < 0.01$ ), and optimism ( $r=0.26$ ,  $p < 0.01$ ). In addition, the effects of optimism and educational environment on career motivation were partially mediated by career adaptability in nursing undergraduates. In nursing undergraduates, the educational environment had a relatively strong positive association with career motivation, while optimism had a weak one. Career adaptability played a mediating role in the relationships. Targeted interventions may improve nursing undergraduates' career motivation.

**Fasbender, U., Wohrmann, A. M., Wang, M., & Klehe, U-C (2019).** Is the future still open? The mediating role of occupational future time perspective in the effects of career adaptability and aging experience on late career planning. *Journal of Vocational Behavior*, 111, 24-38.

Much research has sought to understand how people construct their careers; however, only little is known about the career construction of older workers. To understand how people construct their careers in later life, we take a lifespan development perspective on career construction theory. Specifically, we propose and test a model in which we take a closer look at older workers' career adaptability and aging experience (i.e., physical loss, social loss, personal growth, and gaining self-knowledge) as relevant factors shaping their late career planning. Moreover, we explore whether these relationships are mediated by older workers' occupational future time perspective as an important underlying mechanism between adaptability resources

(i.e., career adaptability), experiences (i.e., aging experience), and adapting responses (i.e., late career planning). We test our model with two-wave longitudinal data from a sample of older workers (aged 50 to 79) based in the United Kingdom. Results show that occupational future time perspective mediated the positive effects of career adaptability and personal growth, as well as the negative effect of physical loss on late career planning. Overall, our findings contribute to a better understanding of late career construction and offers practical implications for older workers to pursue activities that help them to successfully plan their late career.

**Fawehinmi, O. O., & Yahya, K. K. (2018).** Investigating the linkage between proactive personality and social support on career adaptability amidst undergraduate students. *Journal of Business and Social Review in Emerging Economies*, 4, 81-92.

This paper studies the linkage between proactive personality and social support with career adaptability amidst final year undergraduate students at a university in the northern region of Malaysia. 257 questionnaires were distributed but only 188 were received and analyzed. Regression analysis was used to determine the linkage relating proactive personality and social support with career adaptability. Results indicates there is positive relationship and significance relating proactive personality and career adaptability. Likewise, positive relationship and significance exist relating social support and career adaptability. Proactive personality and social support are variables which essentially influence career adaptability among students. This result gives implication on how career advisors, lecturers and parents can channel efforts in making fresh graduates highly adaptable in their chosen careers.

**Fawehinmi, O., Yahya, K. K., Yuskiza, M. Y., & Muhammad, Z. (2020).** Dataset on the antecedents of career adaptability among undergraduate students in Malaysia. *Data in Brief*, 32, 106211.

This data was obtained from a cross-sectional survey of 188 final year Bachelor of Business Administration (BBA) students in a Malaysian Public University. The survey was self-administered to final year BBA students undergoing seminar course prior to the commencement of their industrial training in the coming semester. A regression analysis was conducted in order to assess the link between students' self-esteem, pro-active personality, and social support with their career adaptability using the Statistical Package of the Social Sciences (SPSS) 20. Specifically, this data article provides data about the participants' demographic characteristics, as well as the mean, standard deviation and reliability of the measured constructs. It is believed by the authors that the dataset will guide policy makers on the choice of predictor(s) that could boost the level of students' career adaptability, most especially during the school to work transition, in this current volatile labor market

**Federici, E., Boon, C. & Hartog, D. N. D. (2021).** The moderating role of HR practices on the career adaptability–job crafting relationship: A study among employee–manager dyads. *International Journal of Human Resource Management*, 32, 32, 1339-1367.

This study aims to investigate whether career adaptability could enhance an employee's work engagement through job crafting behaviors and to address the role of HR practices in this relationship. Based on career construction theory, we first examine whether career adaptability, 4

as a self-regulatory competency may trigger enhanced job crafting behaviors, which in turn increase employee's work engagement. Second, we propose a moderation model in which different implemented high-performance work practices (HPWPs) moderate the relationship between career adaptability and job crafting. The results show that job crafting mediated the positive relationship between career adaptability and work engagement. The results support the hypothesized moderation only for opportunity enhancing HPWPs. The relationship between career adaptability and job crafting is positive and significant for medium and high opportunity-enhancing HPWPs, but not for low levels of this HPWPs domain. The results imply that through the implementation of opportunity-enhancing HPWPs organizations can create a room for employees to express their adaptability at work through crafting their jobs, which in turn relates to work engagement.

**Feng, Q., Chen, X., & Guo, Z. (2021).** How does role accumulation enhance career adaptability? A dual mediation analysis. *Current Psychology*, <https://doi.org/10.1007/s12144-021-02304-3>

Investigating the contributing factors of career adaptability has always been an important topic in the field of vocational psychology research. From the perspective of person-environment interaction, this study introduced the role accumulation theory into the researches of career adaptability. Using a sample of 379 Chinese college students (mean age = 20.36 years, SD = 1.67), a model of role accumulation affecting college students' career adaptability was constructed, and the parallel mediating mechanisms of self-efficacy and social support were also discussed. Participants filled out questionnaires regarding role accumulation, self-efficacy, social support, and career adaptability. The results of structural equation modeling (SEM) showed that: (1) Role accumulation positively predicted career adaptability in college students; (2) Role accumulation also indirectly predicted career adaptability through self-efficacy and social support. The present study is the first to validate the psychological pathways linking role accumulation to career adaptability via self-efficacy and social support. The contribution of this study to the literature is to provide a new perspective that can clarify the predictors of career adaptability. In addition, for educational administrators and career practitioners, targeting role accumulation is valuable for developing college students' career adaptability.

**Ferreira, N., Coetzee, M., & Masenge, A. (2013).** Psychological career resources, career adaptability and hardiness in relation to job embeddedness and organizational commitment. *Journal of Psychology in Africa*, 23, 31–40.

The study examined the relationship between employees' psychological career meta-capacities and their job retention-related dispositions. Participants were a convenience sample (n=355) of managerial and staff levels in the human resource management field. They completed the Psychological Career Resources Inventory (PCRI), Career Adaptability Inventory (CAI), Personal Views Survey II (PVS), Job Embeddedness Scale (JES) and the Organizational Commitment Survey (OCS). Data were analyzed using canonical correlations to predict the relationship between the psychological career meta-competencies and the job retention-related dispositions. Structural Equation Modelling was used to validate the overall relationship between the two canonical construct variates. The results show that the psychological career meta-capacities predict the job retention-related factor job embeddedness.

**Fiori, M., Bollmann, G., & Rossier, J. (2015).** Exploring the path through which career adaptability increases job satisfaction lowers job stress: The role of affect. *Journal of Vocational Behavior*, *91*, 113-121.

The construct of career adaptability, or the ability to successfully manage one's career development and challenges, predicts several important outcomes; however, little is known about the mechanisms contributing to its positive effects. The present study investigated the impact of career adaptability on job satisfaction and work stress, as mediated by individuals' affective states. Using a representative sample of 1671 individuals employed in Switzerland we hypothesized that, over time, career adaptability amplifies job satisfaction and attenuates work stress, through higher positive affect and lower negative affect, respectively. The data resulted from the first three waves of a longitudinal project on professional paths conducted in Switzerland. For each wave, participants completed a survey. Results of the 3-wave cross-lagged longitudinal model show that employees with higher career adaptability at Time 1 indeed experienced at Time 3 higher job satisfaction and lower work stress than those with lower career adaptability. The effect of career adaptability on job satisfaction and work stress was accounted for by negative affect: Individuals higher on career adaptability experienced less negative affect, which led to lower levels of stress and higher levels of job satisfaction, beyond previous levels of job satisfaction and work stress. Overall results support the conception of career adaptability as a self-regulatory resource that may promote a virtuous cycle in which individuals' evaluations of their resources to cope with the environment (i.e., career adaptability) shape their affective states, which in turn influences the evaluations of their job.

**Fiorini, M. C., Bardagi, M. P., & Silva, N. (2016).** Career adaptability: Paradigms of the concept in the contemporary world of work. *Revista Psicologia: Organizações e Trabalho*, *16*, 236-247.

This article analyzes the epistemological, theoretical, and methodological perspectives for the concept of career adaptability within an evolutionary framework in the field of organizational and work psychology, and more specifically in the area of career counseling. The epistemological quadrants scheme suggested by Burrell and Morgan (1979) was used as reference to identify the paradigmatic changes that the career adaptability construct was assuming, since its elaboration in the '80s until the present. The article also aims to present the importance of career adaptability in the contemporary world of work, as well as the multifaceted and dynamic aspects that various studies and career counseling practice have adopted regarding the concept, from both approaches - paradigmatic and methodological.

**Fitriani, S., & Desiana, P. M. (2023).** The impact of career adaptability and occupational future time perspective on career planning and its implications towards turnover intention: Evidence from Indonesia's banking sector. In S. Noviaristanti, & O. H. Boon (Eds.) *Sustainable Future: Trends, Strategies and Development* (e-book). London: Routledge.  
DOI 10.1201/9781003335832-2

The employee turnover rate in Indonesia's banking sector was relatively high, exceeding the ideal level of 10%, while the rate of salary increase was the lowest compared to other sectors. Previous surveys and studies revealed that turnover intention is affected by career growth

opportunities, which can be accommodated by career planning and occupational future time perspective (OFTP), therefore can affect personal actions. This study aimed at determining the relationship between career planning's relevant factors such as career adaptability based on career construction theory and the career planning itself, and the implications for turnover intention. This relationship will be mediated by occupational future time perspective (OFTP) as a construction mechanism. This study employed the quantity approach and Structural Equation Modelling (SEM) to test the hypotheses. Survey questionnaires were distributed and filled out by 176 full-time employees in the banking sector. The results showed that career adaptability positively and significantly impacted OFTP and had indirect significant positive impacts on career planning mediated by OFTP, which also positively and significantly impacted career planning. Both career planning and OFTP negatively and significantly impact employees' intention to turn over. Moreover, career planning also mediated the indirect and significant negative impacts of OFTP on turnover intention.

**Fouad, N. A., Ghosh, A, Chang, W-h., Figueiredo, C., & Bachhuber, T. (2016).** Career exploration among college students. *Journal of College Student Development, 57*, 460-464.

Our findings suggest the major/career planning course had a statistically significant effect on students' occupational engagement and aspects of student career construction, specifically occupational exploration, career decision making, and skilling/instrumentation.

**Fox, M. (2021).** How social support affects career adaptability through the academic career. *Clinical Psychology Dissertations, 71*. [https://digitalcommons.spu.edu/cpy\\_etd/71](https://digitalcommons.spu.edu/cpy_etd/71)

The primary purpose of this study is to investigate the co-varying relationship between career adaptability, social support, and engagement in campus-wide career intervention. The population was 1578 college students (emerging adults) enrolled from fall 2018-winter 2021 in a private Christian institution. They were predominantly female (1208) and white (786). Multi-level modeling was used where social support was entered as a L1 (within person) and L2 (between person) variable. Results indicated that year in school had an effect career adaptability ( $-0.08, p < .001$ ) and that social support had a strong effect on career adaptability at both L1 (L1;  $.28, p < .05$ ) and L2 (L2;  $.50, p < .001$ ). Social support had no effect on engagement ( $-0.12, p > .05$ ) and engagement had no effect on career adaptability ( $0.04, p > .05$ ). However, although not statistically significant, results reflected a trend where increased engagement in a career intervention led to an increased amount of career adaptability over the years so that the first years had identical slopes for level of engagement and by fourth year, these slopes were dramatically different. Overall results indicated that social support maybe an important piece in increasing career adaptability and helping emerging adulthood navigate the transition from student to work.

**Francisco, I. F., S. & Castano, M. C. N. (2020).** The impact of career adaptability to the job search strategies of graduate student in NCR. *Journal of Management and Marketing Review, 5*, 41-50.

Job search is a continuous and developing process which is considered to be an essential part of the work-life of people due to its frequency and extensiveness. Previous literature on job search focusses on how hard job seekers search for a job but only have vague knowledge about the

strategies that they use during the search. This study aims to identify the influence of career adaptability on employed graduate students in predicting their direct behaviors in the form of job search strategies used in the job search process. The study also aims to examine the impact of the job search strategies on the number of jobs offers received. With a total of 388 samples, PLS-SEM is used to examine the relationship of the variables. Consistent with previous literature wherein job seekers primarily employ focused strategy when they have a career plan in mind, the results reveal that concern is positively and significantly related to focused strategy, as well as curiosity. Further analysis of the data reveals that exploratory strategy is positively and significantly affected by curiosity and confidence. This implies that the more curious and confident graduate students are, the more exploratory they search. Furthermore, the results are consistent with previous studies wherein haphazard strategy was associated with fewer job offers while focused strategy was proven to have a positive effect on the number of job offers.

**Frederici, E., Boon, C., & Hartog, D. N. D. (2021).** The moderating role of HR practices on the career adaptability–job crafting relationship: a study among employee–manager dyads. *The International Journal of Human Resource Management*, 32, 1339-1367.

This study aims to investigate whether career adaptability could enhance an employee's work engagement through job crafting behaviors and to address the role of HR practices in this relationship. Based on career construction theory, we first examine whether career adaptability, as a self-regulatory competency may trigger enhanced job crafting behaviors, which in turn increase employee's work engagement. Second, we propose a moderation model in which different implemented high-performance work practices (HPWPs) moderate the relationship between career adaptability and job crafting. The results show that job crafting mediated the positive relationship between career adaptability and work engagement. The results support the hypothesized moderation only for opportunity enhancing HPWPs. The relationship between career adaptability and job crafting is positive and significant for medium and high opportunity-enhancing HPWPs, but not for low levels of this HPWPs domain. The results imply that through the implementation of opportunity-enhancing HPWPs organizations can create a room for employees to express their adaptability at work through crafting their jobs, which in turn relates to work engagement.

**Fu, C., Cai, Y., Shi, W., Pan, G., Xu, D., & Shi, W. (2022).** Career adaptability development in the school-to-work transition. *Journal of Career Assessment*, <https://doi.org/10.1177/10690727221120366>

The development pattern of career adaptability has an important influence on individual mental health and career outcomes. Based on career construction theory, our study explored the development characteristics of the career adaptability of college students during the school-to-work transition and discussed how the notions of future work selves and core self-evaluation affect the development trajectories and development patterns of career adaptability. Our study investigated 429 college graduates at an interval of 6 months over the course of 1 year. The results indicated that the graduates had a positive career adaptability trajectory during the school-to-work transition. There were three different development patterns: rapid growth group, growth group, and stationary group. Future work selves predicted career adaptability positively and dynamically. A higher core self-evaluation predicted a higher initial level of career adaptability

and a slower development speed. Our study has important implications for enriching career construction theory and career counseling practice.

**Furness, M. P. (2020).** What predicts career adaptability? An application of achievement goal theory and adult attachment theory. *Journal of Career Development, 47*, 671-685.

Extensive research has documented the impressive individual and organizational benefits that come with high levels of career adaptability (CA). At the current time, however, only the fixed dispositional traits underpinning CA have been investigated. In this study, I contributed to existing literature by drawing upon achievement goal theory and adult attachment theory to test a model where several malleable psychosocial constructs predicted CA levels. To test this model, a cross-sectional study was conducted, with 210 respondents from three organizations completing a self-report questionnaire. Analyses of the data collected yielded support for some, but not all, of the hypothesized relationships. Most notably, the results indicated that mastery goal adoption predicts CA, but only when individuals feel that their supervisor supports their career autonomy. The findings also suggested that anxious, but not avoidant, attachment negatively predicts CA. The practical and theoretical implications of these results are discussed.

**Gao X., Xin, X., Zhou, W., & Jepsen, D. M. (2019).** Combine your “Will” and “Able”: Career adaptability’s influence on performance. *Frontiers in Psychology, 9*, 2695.

Adaptivity and adaptability are two key elements representing one’s “willingness” and “ability,” respectively, in the career construction theory (CCT) framework. On the basis of CCT and complemented by the visual of resources in the conservation of resources theory, this study combines career issues and performance and examines the joint effect of adaptivity and adaptability on career self-management which will lead to improved performance. Using a sample of Chinese employees (N = 232), the study first examines the mediating role that career self-management plays between career adaptability and performance and then tests the moderating role of proactive personality. Results show career adaptability positively predicts performance, with this relationship partially mediated by career self-management. The positive effect of career adaptability on career self-management is stronger among those who are more proactive than less proactive. Further, the indirect effect of career adaptability on performance is stronger among proactive employees than those with lower levels of proactive personality. These findings provide implications for both theories and practices.

**Garcia, P. R. J. M., Restubogb, S. L. D., Ocampo, A. C., Wang, L., & Tang, R. L. (2019).** Role modeling as a socialization mechanism in the transmission of career adaptability across generations. *Journal of Vocational Behavior, 111*, 39-48.

Drawing from Career Construction Theory (Savickas, 2013) and Social Cognitive Theory (Bandura, 1986), we examine role modeling as a socialization mechanism that facilitates the transmission of career adaptability across generations. The proposed serial mediation model was tested using 187 grandparent-parent-grandchild triads. Results showed that role modeling mediated the relationships between grandparents', parents', and grandchildren's career adaptability. Furthermore, we found support for the full serial mediation model where grandparents' career adaptability indirectly predicted grandchildren's career adaptability via

parents' career adaptability and role modeling. Our results advance our understanding of the psychosocial nature of career adaptability. Theoretical and practical implications are discussed.

**Ghosh, A., & Fouad, N. A. (2016).** Career transitions of student veterans. *Journal of Career Assessment, 24*, 99-111.

As a result of the Post-9/11 G.I. Bill, colleges and universities across the United States are experiencing an increase in student veteran enrollment. There is limited information about student veterans making career choices, as it relates to their transition to college. This study examined what factors of career transitions (e.g., confidence, independence, support, control, and readiness) were predicted by career adaptability (e.g., control, concern, confidence, and curiosity) and occupational engagement within a developmental framework. Although career adaptabilities and occupational engagement did not predict the confidence and support aspects of career transitions, they did predict readiness. This suggests that if military service students are able to manage the idea of occupational transitions from military to college and willing to engage in specific occupational tasks, they may be ready to participate in career planning activities. Further theoretical and practical implications for researchers, clinicians, and university staff and administrations are also discussed.

**Ghosh, A., & Fouad, N. A. (2017).** Career adaptability and social support among graduating college seniors. *Career Development Quarterly, 65*, 278-283

Previous research has highlighted the employment needs of recent college graduates, focusing on the specific challenges members of this group encounter as they transition into the workforce. This study examined graduating seniors ( $N = 164$ ) during their senior year of college as they transitioned to the workforce, investigating career adaptability and social support. Results from multiple regression analyses found that the concern resource of career adaptability was significantly predicted by social support. Implications and future directions are highlighted.

**Ghosh, A., & Fouad, N. A. (2018).** Career adaptability and occupational engagement of student veterans. *Career Development Quarterly, 66*, 182-188.

This study examined the specific career-related behaviors of career adaptability and occupational engagement among student veterans ( $N = 100$ ). Contrary to expectations, findings showed statistically significant negative correlations between career adaptability resources (control, concern, curiosity, and confidence) and occupational engagement. Multiple regression analyses indicated that the curiosity resource of career adaptability significantly predicted occupational engagement. The findings suggest a need to understand the complexity of career adaptability and occupational engagement in both research and practice for student veterans.

**Ghosh, A., Kessler, M., Heyrman, K., Opelt, B., Carbonelli, M., & Fouad, N. A. (2019).** Student veteran career transition readiness, career adaptability, and academic and life satisfaction. *Career Development Quarterly, 67*, 365-371.

Student military veterans pursuing higher education present with unique career development needs. To better understand these needs, the authors conducted an exploratory study to examine career transition readiness, career adaptability, academic satisfaction, and satisfaction with life 5

among 134 student military veterans (34 women, 100 men). Results indicated statistically significant positive correlations between satisfaction with life scores and scores on measures of career transition readiness and career adaptability. Regression results demonstrated that career transition readiness and career adaptability predicted satisfaction with life, but not academic satisfaction. The findings suggest a need to understand the complexity of student veterans' career and academic development in both research and practice.

**Ginevra, M. C., Annovazzi, C., Santilli, S., DiMaggio, I., & Camussi, E. (2018).** Breadth of vocational interests: The role of career adaptability and future orientation. *Career Development Quarterly*, *66*, 233-245.

The authors examined the relationship between career adaptability, future orientation, and vocational interests. Specifically, they tested the role of career adaptability and future orientation in promoting a broader range of vocational interests, based on the principle that experiencing more interests can be useful in giving one's best in multiple occupations and in planning a broad range of career goals. A total of 762 Italian adolescents (383 males, 379 females) participated in the study. Results highlight the mediating role of future orientation in the relationship between 4 career adaptability resources and breadth of vocational interests. These results underscore that specific interventions in career adaptability and future orientation may foster a broader range of vocational interests, providing more opportunity for adolescents to respond to the demands of the current job market.

**Ginevra, M. C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L. (2018).** The role of career adaptability and courage on life satisfaction in adolescence. *Journal of Adolescence*, *62*, 1-8.

The present study aimed to extend understanding about the relationship between career adaptability, courage, and life satisfaction in a sample of Italian adolescents. It was hypothesized that courage partially mediated the relationship between career adaptability and life satisfaction. Specifically, 1202 Italian high school students with an age from 14 to 20 years ( $M = 16.87$ ;  $SD = 1.47$ ), of which 600 (49.9%) boys and 602 (50.1%) girls, were involved. Using a multi-group approach across gender, it was found that courage partially mediated the relationship between career adaptability and life satisfaction in boys and girls. Results suggested the relevance of career interventions to promote career adaptability and courage for strengthening life satisfaction in adolescence.

**Ginevra, M., Pallini, S., Vecchio, G. M., Nota, L., & Soresi, S. (2016).** Future orientation and attitudes mediate career adaptability and decidedness. *Journal of Vocational Behavior*. 95-96. 102-110.

Based on Life Design approach, the study aimed at examining the relationship between some constructs relevant for adolescents to handle the current labor market and their role in affecting career decidedness: career adaptability, positive attitude toward the future, and future orientation. Specifically, the fully mediational role of positive attitude toward the future and future orientation on the relationship between career adaptability and career decidedness was tested. We involved 774 adolescents, of which 408 boys and 366 girls. Results showed that career

adaptability predicted indirectly, through positive attitude toward the future and future orientation, career decidedness. As regards practical implication, the results carried out emphasized the importance to support career adaptability, hope, optimism, and future orientation in adolescence.

**Ginting, S., Hartijasti, Y., & Rosnani, T. (2022).** Analysis of the mediation role of career adaptability in the effect of retirement planning for attitude formation of retirement credit union employees West Kalimantan. *International Journal of Social Science Research*, 5, 214-228.

This research aims to measure the mediating role of the variable of career adaptability in the relationship between retirement planning and attitudes toward retirement in West Kalimantan Credit Union employees. This research is a population research involving 415 respondents aged 40 years. The data was collected using a Google Form which was distributed to the contact number or email of the respondents and processed using the Multivariate Statistical Method, Structural Equation Modeling (SEM), WarpPLS6 Approach. The analysis proves that the four hypotheses proposed can be accepted well, so the researcher concludes that retirement planning has a positive and significant effect on career adaptability, retirement planning has a positive and significant effect on attitudes towards retirement, career adaptability has a positive and significant effect on attitudes towards retirement. , career adaptability is a positive and significant mediating variable in the relationship between the influence of retirement planning on attitudes towards retirement.

**Gonçalves, A. P., Martins, G. H., Salvador, A. P., Machado, G. M., Carvalho, L. F., & Ambiel, R. A. M. (2021).** *International Journal for Educational and Vocational Guidance*, 21, 379-394.

This study investigated relationships between career adaptability and personality and pathological traits using the network analysis approach. We administered CAAS, BFI-2-S, and IDCP-2 to 630 working adults. We observed positive associations between personality and career adaptability and negative associations between pathological traits and career adaptability. This paper contributes to the understanding of the associations between career adaptability and Big Five personality traits and pathological traits. We found stronger associations between career adaptability and personality traits as compared to pathological traits. Our findings suggest that Neuroticism and Conscientiousness contribute more to adaptation to professional development tasks than do pathological traits.

**Gong, Z., & Tiantian, L. (2019).** Relationship between feedback environment established by mentor and nurses' career adaptability: A cross-sectional study. *Journal of Nursing Management*, 27, 1568-1575.

The aim of this study was to explore nurses' feedback seeking, the contextual issues established by mentors and career adaptability in a Chinese context. In addition, this research explored the moderating role of nurses' political skill. Mentors play a direct, important and distinct role in supporting mentees. However, little is known about the relationship between the contextual elements of mentor feedback and nurses' career adaptability. This study was based on cross-sectional data collected from 303 frontline nurses. SPSS 22.0 was used for correlation and regression analysis, and the SPSS PROCESS macro was used for mediating, moderating and

conditional process analysis. Feedback environment established by the mentor is associated with nurses' feedback-seeking behaviour and career adaptability. The indirect association of feedback environment with career adaptability via feedback seeking is stronger for employees with high political skill than those with low political skill. When mentors create a suitable context for feedback, nurses' career adaptability can be enhanced through feedback seeking, especially for nurses with high political skill. Nurse managers should strive to build a supportive feedback environment established by mentor. It is necessary to improve nurses' political skills.

**Gong, Z., Yang, J., Gilal, F. G., Van Swol, L. M., & Yin, K. (2020).** Repairing police psychological safety: The role of career adaptability, feedback environment, and goal-self concordance based on the conservation of resources theory. *SAGE Open*, doi.org/10.1177/21582440209195

The purpose of this study is to investigate the role of career adaptability, feedback environment, and goal-self concordance in improving police psychological safety. Questionnaires with integral and regular answers were collected from 295 police officers from four provinces in China. The police officers completed a questionnaire that included items measuring goal-self concordance, supervisor feedback environment, psychological safety, and demographics. In a separate questionnaire, each supervisor rated the subordinate's career adaptability. Career adaptability indirectly influences psychological safety through the feedback environment. Career adaptability has a greater influence on improving psychological safety for police officers with lower goal-self concordance than for individuals with higher goal-self concordance. Police officers with lower goal-self concordance must care about their future work roles, control their personal professional activities, make education and career choices based on curiosity, and be confident in their own careers to improve their psychological safety.

**Gori, A., Topino, E., Svicher, A., & Di Fabio, A. (2022).** Towards meaning in life: A path analysis exploring the mediation of career adaptability in the associations of self-esteem with presence of meaning and search for meaning. *International Journal of Environmental Research and Public Health*, 19, 11901.

In the contemporary world of work, workers are engaged more frequently in career choices to cope with changing work and working conditions. In this scenario, the well-being of workers is under threat. This study aims to examine the effect of career adaptability as a preventive resource on the relationship between self-esteem and meaning in life. Three-hundred Italian workers (67.3% females, mean age = 41.90; SD = 12.54) completed an online survey enclosing the Career Adapt-Abilities Scale, the Rosenberg self-esteem scale, and the Meaning in Life Questionnaire. Data were analyzed through a path analysis by implementing a mediation model to test the hypothesized relationship. The results show that career adaptability partially mediated the relationship between self-esteem and meaning in life, both considering the presence of meaning and the search for meaning dimensions. The findings expand current knowledge on the relationship between self-esteem, career adaptability and meaning in life in workers with implications for research and intervention.

**Green, Z. A. (2023).** Strengthening career adaptation among school teachers in Pakistan: Test of strengths-based career intervention imparted through emotionalized learning experiences. *International Journal for Educational and Vocational Guidance*, 23, 43-75.

This study demonstrated that the *Exemplary Teaching* intervention offered to Pakistan's school teachers through the emotionalized learning experiences (ELE) format fared better than that offered through the teacher-centered methodology as regards the development of career adaptability, teaching self-efficacy, and work engagement from Time 1 to Time 2. Analyses to explore the development of career variables from Time 2 to Time 4 revealed that only the teachers who were offered the ELE intervention effectively engaged in step-by-step career construction over the academic year. Theoretical contributions of the results and implications for offering future career interventions amid COVID-19 are also discussed.

**Green, Z. A., Noor, U., Hashemi, M. N. (2020).** Furthering proactivity and career adaptability among university students: Test of an intervention. *Journal of Career Assessment*, 28, 402-424.

This study was based on a theory-driven training course, *Staying Relevant*. It aimed at developing university students' proactive personality and career adaptability resources (concern, control, curiosity, and confidence) with the assumption that 6 months later, they would demonstrate appropriate adapting responses (career planning, career decision-making self-efficacy, career exploration, and occupational self-efficacy). A randomized control trial, the study used the pretest–posttest–posttest one control group (n = 49) and one experimental group (n = 49) design. Compared to the control group, results indicated that the training group had higher proactivity and career adaptability resources immediately after the training and 6 months later as well as showed higher adapting responses 6 months later. Theoretical contributions and practical implications of these results are also discussed. The study concluded that the *Staying Relevant* course embodying an eclectic mix of intervention best practices could be successful in facilitating a smooth university-to-work transition.

**Green, Z. A., Yildirim, M., & Jjalal, R. (2022).** Testing the career construction model of adaptation in a sample of Afghanistan's working adults: A longitudinal study. *Journal of Career Assessment*, 31, DOI: 10.1177/10690727221084291

This study tested the Career Construction Model of Adaptation (CCMA) in a sample of Afghanistan's working adults amid the COVID-19 pandemic. The measures of adaptation were applied at three time points, that is, positive orientation toward future (adaptive readiness) at Time 1, career adaptability (adaptability resources) and competence need satisfaction at work (adapting responses) at Time 2, and meaningful work (adaptation result) at Time 3. Testing the model through Structural Equation Modeling (SEM) indicated that the indirect effect of positive orientation toward future at Time 1 on meaningful work at Time 3 via the combination of career adaptability and competence need satisfaction at work at Time 2 was significant and positive. Results support Afghan employees' career construction over time. Theoretical contribution of the results and strategies for assisting Afghan employees in crafting their careers in the current political situation are discussed. Study limitations and prospects for future research are also discussed.

**Gregor, M.A., Weigold, I. K. Wolfe, G., Campbell-Halfaker, D. Martin-Fernandez, Javier, & Gangis Del Pino, H. V. (2021).** Positive predictors of career adaptability among diverse community college students. *Journal of Career Assessment, 29*, 115-128.

Career Construction Theory (CCT) posits that an individual's vocational development occurs as a product of their readiness, resources, and responses to the environment in which they are situated. Thus, an individual's ability to adapt to environmental demands is predicated on a number of complex and interwoven inter- and intrapersonal factors. This is particularly relevant to the community college student population who, relative to their 4-year university counterparts, experience disparate rates of educational barriers. Therefore, the purpose of this study was to use CCT as a theoretical framework for investigating the relations among agentic characteristics (personal growth initiative and grit), barriers (perceptions of academic and educational barriers and coping with barriers), and career adaptability in a sample of diverse community college students. Data from a sample of 309 community college students indicated that perceptions of barriers significantly predicted career adaptability through coping with barriers, grit, and personal growth initiative. Serial mediation was supported for the effect of perceptions of barriers on career adaptability through personal growth initiative and coping with barriers. Results also indicated that the proposed model accounted for 55% of the variance in career adaptability. Implications of these findings for research and practice are discussed.

**Guan, M., Capezio, A., Restubog, S.L. D., Read, S., & Li, M. (2016).** The role of traditionality in the relationship among parental support, career decision-making self-efficacy and career adaptability, *Journal of Vocational Behavior, 94*, 114-123.

Integrating career construction (Savickas, 2013) and cognitive evaluation (Ryan & Deci, 2002) theories, we examined the moderating role of traditionality beliefs in the indirect relationships among parental support, career decision-making self-efficacy and career adaptability among Chinese university students. Data were collected from 731 undergraduate students in China at two measurement periods, 18 months apart. Results showed that Time 1 parental support was associated positively with Time 1 career decision-making self-efficacy and Time 2 career adaptability. In addition, the conditional indirect effects of Time 1 parental support in predicting Time 2 career adaptability via Time 1 career decision making self-efficacy was stronger among students with low as opposed to high traditionality beliefs. The implications of the results in terms of theory and practice are discussed.

**Guan, Y., Guo, Y., Bond, M. H., Cai, Z., Zhou, X., Xu, J., Zhu, F., Wang, Z., Fu, R., Liu, S., Wang, Y., Hu, T., & Ye, L. (2014).** New job market entrants' future work self, career adaptability and job search outcomes: Examining mediating and moderating models. *Journal of Vocational Behavior, 85*, 136-145.

Based on career construction theory and the model of proactive motivation, the current research examined the mediating and moderating models for the relations among future work self, career adaptability, job search self-efficacy and employment status. A survey study was conducted among Chinese university graduates (N = 270). The results showed that future work self (measured at wave 1) had positive effect on employment status (measured at wave 3), with this relationship partially mediated by career adaptability (measured at wave 1) and

job search self-efficacy (measured at wave 2). In addition, the results further revealed that the positive effect of future work self on job search self-efficacy was stronger among the graduates who had a higher level of career adaptability. In support of the hypothesized moderated mediation model, for individuals with a higher level of career adaptability, the indirect effect of future work self on employment status through job search self-efficacy was stronger. These findings carry implications for research on job search behavior, career education and career counseling.

**Guan, Y., Liu, S., Guo, M. J., Li, M., Wu, M., Chen, S. X., Xu, S. L., & Tian, L. (2018).** Acculturation orientations and Chinese student Sojourners' career adaptability: The roles of career exploration and cultural distance. *Journal of Vocational Behavior, 104*, 228-239.

Drawing on career construction theory and Berry's acculturation model, this study examined how student sojourners' acculturation orientations predicted their career exploration and career adaptability. We conducted a survey study among Chinese student sojourners ( $N = 222$ ) and the results showed that after the effects of big-five personality and approach/avoidance traits were controlled, both host culture orientation and home culture orientation had positive indirect effects on career adaptability through the mediation of career environmental exploration, but not self-exploration. In addition, cultural distance was revealed as a significant moderator on the effect of host culture orientation such that the relationship between host culture orientation and environmental exploration was only significant when the cultural distance between host country and home country was higher. The corresponding moderated mediation model was also supported such that the indirect effect of host culture orientation on career adaptability through career exploration was only significant when the cultural distance was higher. These findings carry implications for research on acculturation and career development.

**Guan, Y., Wang, Z., Gong, Q., Cai, Z., Xu, S. L., Xiang, Q., Wang, Y., Chen, S. X., Hu, H., & Tian, L. (2018).** Parents' career values, adaptability, career-specific parenting behaviors, and undergraduates' career adaptability. *The Counseling Psychologist, 46*, 922-946.

This study examined how Chinese parents' career values and adaptability predict their career-specific parenting behaviors and their children's career adaptability. We conducted a survey study with Chinese university students and their parents ( $N = 264$ ), and found support for the mediating roles of career-specific parenting behaviors in linking parents' vocational characteristics and children's career adaptability. Specifically, parental support is positively related to parents' intrinsic fulfillment values, work-life balance values, and career adaptability. Moreover, parental support mediates the relationship between these variables and undergraduates' career adaptability. Parental engagement mediates the negative effect of external compensation values and positive effect of work-life balance values on undergraduates' career adaptability. Parental interference is negatively related to parents' work-life balance values, and positively related to their external compensation values and career adaptability, but does not significantly predict undergraduates' career adaptability. These findings advance current understanding of the career construction theory.

**Guan Y., Wang F., Liu H., Ji Y., Jia X., Fang Z., Li Y., Hua H., & Li C. (2015).** Career-specific parental behaviors, career exploration and career adaptability: A three-wave investigation among Chinese undergraduates. *Journal of Vocational Behavior*, 86, 95-103.

The current research examined the effects of career-specific parental behaviors (reported by parents at time 1) on Chinese university students' career exploration (reported by students at time 2) and career adaptability (reported by students at time 3). A survey study was conducted among Chinese university graduates (N= 244) and their parents (N= 244). The results supported a mediation model such that a high level of parental support and a low level of parental interference had beneficial effects on Chinese undergraduates' career exploration, which in turn positively predicted their career adaptability. Lack of parental career engagement had a direct negative effect on career adapt-ability. Significant interaction effects were also found among these three types of parental behaviors such that at a lower level of lack of parental career engagement, the positive effects of parental support, as well as the negative effects of interference on career exploration were stronger. The corresponding moderated mediation models were also supported. These findings carry implications for research on career construction theory and career counseling practices.

**Guan, Y., Yang, W., Zhou, X., Tian, Z., & Eves, A. (2016).** Predicting Chinese human resource managers' strategic competence: Roles of identity, career variety, organizational support and career adaptability. *Journal of Vocational Behavior*, 92, 116-124.

Based on career construction theory, the predictors of human resource managers' strategic competence in the Chinese context were examined. Results from a survey administered to Chinese HR managers (N =220) showed that professional identification, career variety and organizational support for strategic human resource management positively predicted Chinese human resource managers' strategic competence. In addition, career adaptability served as a significant mediator for the above relations. The results further showed that the effect of professional identification on career adaptability was stronger among employees who perceived a higher (vs. lower) level of organizational support for strategic human resource management. The corresponding moderated mediation model was also supported such that the indirect effect of professional identification on strategic competence was stronger among employees who perceived a higher (vs. lower) level of organizational support for strategic human resource management. These findings carry implications for career construction theory and human resource managers' career development in China

**Guan, Y., Zhiou, W., Ye, L., Jiang, P., & Zhou, Y. (2015).** Perceived organizational career management and career adaptability as predictors of success and turnover intention among Chinese employees. *Journal of Vocational Behavior*, 88, 230-237.

Based on the theories of career construction and of social exchange, the current research examined the joint and interactive effects of perceived organizational career management and career adaptability on indicators of career success (i.e., salary and career satisfaction) and work attitudes (i.e., turnover intention) among 654 Chinese employees. The results showed that career adaptability played a unique role in predicting salary after controlling for the effects of demographic variables and perceived organizational career management. It was also found that

both perceived organizational career management and career adaptability correlated negatively with turnover intention, with these relationships mediated by career satisfaction. The results further showed that career adaptability moderated the relationship between perceived organizational career management and career satisfaction such that this positive relationship was stronger among employees with a higher level of career adaptability. In support of the hypothesized moderated mediation model, for employees with a higher level of career adaptability, the indirect effect of perceived career management on turnover intention through career satisfaction was stronger. These findings carry implications for research on career success and turnover intention

**Gulsen, F. U., & Sahin, E. E. (2022).** Basic psychological needs, academic self-efficacy, self-leadership, career adaptability, and life-satisfaction: Data-set from Turkish university students. *Data in Brief*, *40*, 107834.

This data article provides data set from variables related to career adaptability, academic self-efficacy, self-leadership, basic psychological needs, and life satisfaction among college students in Turkey. The data were collected with an online survey from May to July 2021, from a sample of 404 college students of several universities in Turkey. Among the participants, there were 272 (67.3%) females and 132 (32.7%) males, with an average age of 22.10 (SD = 3.13). Among the participants, 86 (21.3%) were freshmen, 49 (12.1%) were sophomores, 149 (36.9%) were juniors, and 120 (29.7%) were seniors from different faculties. They completed General Need Satisfaction Scale, Academic Self-Efficacy Scale, The Abbreviated Self-Leadership Questionnaire, Career Adapt-Abilities Scale–Short Form, and Satisfaction with Life Scale. The data was used for quantitative analysis through structural equation modeling to test the hypothetical model with latent variables. The researchers may be able to use the data to explore the relationships between career adaptability, basic psychological needs, academic self-efficacy, self-leadership, and life satisfaction of college students.

**Guo, Y., Guan, Y., Yang, X., Xu, J., Zhou, X., She, Z., Jianga, P., Wang, Y., Pan, J., Deng, P., Pan, Z., & Fu, M. (2014).** Career adaptability, calling and the professional competence of social work students in China: A career construction perspective. *Journal of Vocational Behavior*, *85*, 394-402.

Based on career construction theory, the current research examined individual and contextual predictors for the professional competence of Chinese undergraduates majoring in social work (N = 270). Results showed that career concern and career curiosity predicted social work students' professional competence, with these relations mediated by the calling in social work. It was also found that the positive effect of calling on professional competence was stronger among students who perceived a lower level of career-oriented learning environment. The corresponding moderated mediation model was supported such that the indirect effects of career concern and career curiosity on professional competence were stronger among students who perceived a lower level of career-oriented learning environment. These findings carry implications for research on career construction theory, as well as career education and career counseling practices.

**Haenggli, M., & Hirschi, A. (2020).** Career adaptability and career success in the context of broader career resources framework. *Journal of Vocational Behavior*, *119*, 103414.

Increasing dynamics of careers make the development and application of different career resources important for successful career development. The study aimed to understand how different career resources are related to each other and different forms of career success. Examining 574 employees with 3-waves of 1-month time lags, we assessed relations between key resources (i.e., self-esteem and optimism), career adaptability resources (i.e., concern, control, curiosity, confidence), and knowledge/skills, motivational, and environmental career resources and their predictive utility for different forms of subjective and objective career success (i.e., salary). Results showed that career adaptability resources are highly related to other types of career resources, but career adaptability and other career resources each explain unique variance in different facets of career success. Using relative weight analyses, we found that especially motivational and environmental career resources are meaningfully positively related to different facets of subjective career success, whereas knowledge and skills career resources are most prominently positively related to objective career success. Under consideration of other career resources, career adaptability related negatively to salary. The findings contribute to career construction theory by situating career adaptability within a broader resource framework in relation to career success.

**Haibo, Y., Xiaoyu, G., Xiaoming, Z., & Zhihin, H. (2018).** Career adaptability with or without career identity: How career adaptability leads to organizational success and individual career success. *Journal of Career Assessment, 26*, 717-731.

Based on career construction theory, this study examined the relationships between career adaptability, organizational success, and individual career success with the moderating effect of career identity. Using a time-lagged survey design, we tested the proposed model on a sample of 1,652 employees from 20 Chinese companies. The results showed that career adaptability was negatively related to turnover intention but positively associated with supervisor-rated job performance, career satisfaction, and yearly income. In addition, the relationship between career adaptability and turnover intention was significantly positive for employees with low levels of career identity. Moreover, the positive relationship between career adaptability and career satisfaction was stronger for employees with high levels of career identity, and the relationship between career adaptability and yearly income was significantly positive for employees with high levels of career identity. We discuss the research implications for the development of career adaptability and career counseling.

**Hameed, I., Brohi, S., & Shahab, A. (2020).** Impact of proactive personality on career adaptability and their intentions for expatriate. *Canadian Journal of Career Development, 19*, 04-13.

Career decision-making is the biggest priority in an individual's life and needs to be adapted more rigorously than anything else. Therefore, it is imperative to look for those factors that can have an influence on career adaptability. Guided by career construction theory, this research study explores the impact of proactive personality on career adaptability. This study examines the mediating effect of resilience between proactive personality and career adaptability, and the mediating effect of cultural intelligence between intentions on expatriate career and career adaptability, and the moderating role of gender between intentions for an expatriate career and

career adaptability. The study revealed interesting insights in relation to career adaptability and intention for an expatriate career.

**Hamtiaux, A., Houssemand, C., & Vrignaud, P. (2013).** Individual and career adaptability: Comparing models and measures. *Journal of Vocational Behavior*, 83, 130-141.

Adaptability, or the capacity to adapt, is a key element in coping or succeeding in our dynamic, ever-evolving world and as such is important across everyone's life in both private and professional settings. The present study investigates the individual adaptability scale proposed by Ployhart and Bliese (2006). We examine the theoretically defined eight-dimensional structure of individual adaptability and analyze convergent validity of the concept. Following the aim of validating the scale, correlations between individual adaptability and career adaptability (CAAS-France) are explored at a general as well as at a dimensional level. Results provide not only arguments in favor of an eight-dimensional structure of the concept but also elements of convergent validity.

**Han, H., & Rojewski, J. (2014).** Gender-specific models of work-bound Korean adolescents' social support on subsequent job satisfaction. *Journal of Career Development*, 42, 149-146.

A Korean national database, the High School Graduates Occupational Mobility Survey, was used to examine the influence of perceived social supports (family and school) and career adaptability on the subsequent job satisfaction of work-bound adolescents 4 months after their transition from high school to work. Structural equation modeling analysis revealed that social supports indirectly influenced job satisfaction by enhancing career adaptability. Perceived school support and family support were found to be highly correlated with each other, indicating individuals are cognitively consistent in their perceptions of environmental supports. Gender differences existed on all chosen variables (except for career planning), with women reporting greater levels than men. A significant gender difference was also found in the relationship between career adaptability and job satisfaction. Men were more influenced by career adaptability in experiencing job satisfaction than women. Interpretations of these findings were shared in light of career development theory and Korean culture.

**Harry, N., & Coetzee, M. (2013).** Sense of coherence, career adaptability and burnout of early-career Black staff in the call centre environment. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(2), Art. #1138, 10 pages. <http://dx.doi.org/10.4102/sajip.v39i2.1138>

Examined the relation between sense of coherence and career adaptability among 409 call center staff in South Africa. Used the CAAS-55 and Antonovsky's (1987) Orientation to Life Questionnaire. The CAAS-55 total score correlated .30 to the OLC total score, with correlations of .29 to Concern, .27 to Control, .15 to Curiosity, and .24 to Confidence. The CAAS total score correlated .45 to the meaningfulness score that indicates the degree to which one's life is meaningful and makes sense on an emotional and not just a cognitive level; and that life's demands are worthy of commitment.

**Hartung, P. H., & Cadaret, M. (2017).** Career adaptability: Changing self and situation for satisfaction and success. In Kobus Maree (Ed.) *Psychology of Career Adaptability, Employability, and Resilience* (Chapter 2). New York: Springer International.

Human beings must adapt to survive and thrive across all domains of life. Doing so in the work domain requires career adaptability—the particular capacity to hone and use psychosocial resources necessary to make changes in self and situation for career satisfaction and success. Rooted in life-span, life-space theory, the career adaptability construct has evolved both conceptually and practically since it was first introduced nearly 40 years ago. Career adaptability now represents a principal construct for comprehending vocational behavior and a focus of interventions to foster life-career design. As a meta-competency for effective career construction and life design, career adaptability today offers a cross-nationally valid and vital conceptual and practical frame for assisting individuals to manage their careers within changing world and local economies and job markets. The present chapter traces the origins and evolution of career adaptability as a psychological construct and discusses its significance for career studies and intervention. Career adaptability fits the contemporary landscape of careers as a focus for theory and practice to assist individuals to build resilience; change self and circumstances in relation to fluctuating career contexts; and successfully navigate career development tasks, career transitions, and work-based traumas.

**Hartung, P. W., Porfeli, E. J., & Vondracek, F. W. (2008).** Career adaptability in childhood. *Career Development Quarterly*, 57, 63-74.

Childhood marks the dawn of vocational development, involving developmental tasks, transitions, and change. Children must acquire the rudiments of career adaptability to envision a future, make educational and vocational decisions, explore self and occupations, and problem solve. The authors situate child vocational development within human life span and life course development paradigms and career development theory. They then consider the theoretical origins of career adaptability and examine it as a critical construct for construing vocational development. Two models derived from career construction theory offer guides for research and counseling practice designed to foster development through work and other social roles.

**Haynie, J., Flynn, C. B., & Herda, D. (2020).** Linking career adaptability to supervisor-rated task performance: A serial mediation model. *The Career Development International*, 25, 429–442.

Based on a combination of career construction theory (CCT) and conservation of resources (COR) theory, this study proposes and examines a serial mediation model connecting proactive personality with supervisor-rated task performance sequentially through career adaptability and job engagement. Design/methodology/approach: A sample of 177 supervisor–subordinate dyads in the United States participated in the multisource survey, and structural equation modeling was used to test the hypotheses. The proposed indirect effects were evaluated using a bootstrap procedure. Results indicated that career adaptability mediated the relationship between proactive personality and job engagement, job engagement mediated the relationship between career adaptability and supervisor-rated task performance and career adaptability and job engagement sequentially mediated the relationship between proactive personality and supervisor-rated task

performance. Research limitations/implications: Through an examination of the nomological network pertaining to career adaptability, the results provide strong evidence in support of integrating CCT with COR theory in this research stream. Future studies should continue to expand upon the model presented here by considering potential moderators that might influence certain paths within this relationship network and use longitudinal designs to allow for stronger causal inferences. Practical implications: Given the central role proactive personality plays in career construction and job engagement, organizations should encourage workers to be more proactive while on the job. This may help engender career adaptability and work engagement among employees—ultimately contributing to organizational success. Originality/value: This study responds to calls linking career adaptability to supervisory ratings of work performance. In doing so, it advances the literatures on proactive personality and career adaptability by highlighting the importance of considering the tenets of both CCT and COR theory.

**He, M., & Yu, Y. (2022).** Individual risky and protective factors influencing university new graduates' career adaptability during COVID-19: A moderated mediation model. *Journal of Health Psychology, 27*, 2632-2643.

This study examined the characteristics of university new graduates' career adaptability and the effects of individual internal factors during COVID-19. In January 2021, 1160 Chinese university new graduates completed self-report measures. Career adaptability was related to less intolerance of uncertainty and anxiety sensitivity and higher levels of proactive personality and resilience. Resilience mediated the relationships between intolerance of uncertainty, anxiety sensitivity, and career adaptability. Proactive personality buffered the negative effect of anxiety sensitivity on career adaptability. Implications for promoting career adaptability and alleviating the effects of intolerance of uncertainty and anxiety sensitivity in the COVID-19 epidemic and beyond are discussed.

**Hilder, I. (2021).** Career adaptability: The key to tackling workplace trauma at scale. *International Journal of Advanced Corporate Learning, 14*, 57-61.

Over the last 12 months, we have witnessed an acceleration of change within the traditional workplace. Digital disruption has only been exacerbated by Covid-19, displacement is rife, and the skills gap is widening exponentially. This report explores the concept of career adaptability, it's origin and development but also how it can form the backbone of the response to overcoming workplace trauma. Exploring a ground-breaking, human-centered response that will enable mentoring and employment support, at scale.

**Hirschi, A., Hermann, A., Keller, A. C. (2015).** Career adaptivity, adaptability, and adapting: A conceptual and empirical investigation. *Journal of Vocational Behavior, 87*, 1-10.

The literature on career adaptation is vast and based on a range of different measurement approaches. The present paper aims to explore how different operationalizations of career adaptability in terms of concern, control, curiosity, and confidence are related from a conceptual and empirical standpoint. Based on a cross-sectional analysis with 1260 German university students, we established that the adaptability resources of concern, control, curiosity, and confidence are significantly related to, but empirically distinct from, measures representing

adapting in terms of career planning, career decision-making difficulties, career exploration, and occupational self-efficacy. In a follow-up survey six months later, we found that the career adaptability dimensions partially mediated the effects of adaptivity (i.e., core self-evaluations and proactivity) on planning, decision-making difficulties, exploration, and self-efficacy. Interestingly, in both analyses, there was no clear match between adaptability resources and theoretically corresponding aspects of career adapting in terms of behaviors, beliefs, and barriers. The results suggest that psychological career resources in terms of concern, control, curiosity, and confidence partially mediate the effects of more context-general, trait-like adaptivity on different career-specific behavioral forms of adapting.

**Hirschi, A., & Valero, D. (2015).** Career adaptability profiles and their relationship to adaptivity and adapting. *Journal of Vocational Behavior, 88*, 220-229.

Research on career adaptability predominantly uses variable-centered approaches that focus on the average effects in terms of the predictors and outcomes within a given sample. Extending this research, the present paper used a person-centered approach to determine whether subgroups with distinct adaptability profiles in terms of concern, control, curiosity and confidence can be identified. We also explored the relationship between the various adaptability profiles and adapting (career planning, career decision-making difficulties, career exploration, and occupational self-efficacy beliefs) and adaptivity (core self-evaluations and proactivity). Using latent profile analysis, we found distinct adaptability profiles among 350 German university students. Students with different profiles differed significantly in their levels of adapting. This finding was confirmed in a second study of 1226 students selected from the same population. In both samples, the adaptability profiles differed mainly in terms of their adaptability levels but not their shape. Moreover, in both samples, the students whose profiles indicated generally higher adaptability showed more adapting compared with the students whose profiles indicated generally lower adaptability. Study 2 also showed that students with higher-adaptability profiles showed significantly higher adaptivity. The results suggest that level effects dominate adaptability profiles, implying the existence of a general adaptability factor within university students that is meaningfully related to adapting and adaptivity.

**Hlad’o, P., Juhanak, L., Hlouskova L., & Lazarova, B. (2022).** Exploring the roles of career adaptability, self-esteem and work values in life satisfaction among emerging adults during their career transition. *Emerging Adulthood, 10*, 135-148.

The present study examined the relationships of career adaptability and self-esteem with life satisfaction among emerging adults and the mediating effect of work values on these relationships. Five hundred and twelve emerging adults between the ages of 18 and 25 who graduated from vocational education and training were enrolled. Participants completed a questionnaire assessing study variables during their career transition: 2 months before (T1) and 10 months after graduation (T2). The results confirmed a direct and positive effect of self-esteem (T1) on life satisfaction (T2). However, career adaptability (T1) was not directly related to life satisfaction (T2). Additionally, work values (T2) served as a significant mediator between career adaptability (T1) and life satisfaction (T2). The study showed that mastery work values mediated this relationship. These results suggest that potential interventions should focus on

increasing career adaptability and self-esteem and on strengthening intrinsic work values to improve emerging adults' subjective well-being.

**Hlad'o, P., Kvaskova, L., Jezek, S., Hirschi, A., & Macek, P. (2020).** Career adaptability and social support of vocational students leaving upper secondary school. *Journal of Career Assessment*, 28, 478-495.

This study used a sample of 3,028 vocational upper secondary Czech students to validate the measurement model of the Career Adapt-Abilities Scale—Czech Form, assessing concern, control, curiosity, and confidence as the psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. We moreover examined the associations of parental psychosocial support, parental instrumental support (action), teacher support, and peer support with the four components of career adaptability. As expected, social support provided by significant others was positively associated with career adaptability. Diverse sources of social support related differently to various career adaptability components. Career concern and confidence were associated simultaneously with parental psychosocial support, teacher support, and peer support while control was associated only with the parental and friend support and curiosity was associated with the social support from teachers and friends. Moreover, parental instrumental support did not show any significant link to career adaptability components.

**Hocenski, M. (2021).** *Students' career adaptability and entrepreneurial intentions: The mediating role of emotional regulation and control*. Doctoral Dissertation University of Osijek. <https://urn.nsk.hr/urn:nbn:hr:145:531303>

Due to constant and unpredictable professional changes in the 21st century, starting one's company is merely one way of securing employment for students. With the aim of an effortless adjustment to both their private and professional surroundings, students should develop their career adaptability and learn how to regulate and control their emotions. The main goal of this doctoral research is to explore the role of *emotional regulation and control* in the relationship between students' *career adaptability* and *entrepreneurial intentions*. This research aims to contribute both theoretically and empirically to a deeper understanding of the relationships between the constructs. The primary research results indicate the importance of career adaptability and emotional regulation and control in predicting students' entrepreneurial intentions, while emotional regulation and control is proven to be a partial mediator of the relationship between career adaptability and entrepreneurial intentions.

**Hou, C., Wu, L., & Liu, Z. (2014).** Effect of proactive personality and decision-making self-efficacy on career adaptability among Chinese graduates. *Social Behavior and Personality*, 42, 903-912.

We studied the effect of proactive personality and career decision-making self-efficacy on career adaptability under employment pressure among 810 Chinese graduate students. Participants completed the Proactive Personality Scale, the Career Adapt-Abilities Scale—International Form 2.0, the Career Decision-Making Self-Efficacy Scale, and the Employment Pressure Scale. The results showed: (a) proactive personality affected career adaptability, (b) career decision-making self-efficacy played a mediating role in that relationship, (c) employment pressure moderated the mediating effect on the relationship in (a), and (d) students with a highly proactive personality

were more inclined to be influenced by the negative effects of employment pressure than were those with a less proactive personality when forming career decision-making self-efficacy.

**Hou, C., Wu, Y., & Liu, Z. (2019).** Career decision-making self-efficacy mediates the effect of social support on career adaptability: A longitudinal study. *Social Behavior and Personality: An International Journal*, 47, Issue 5. <http://dx.doi.org/10.2224/sbp.8157>

In constructivist approaches to research on career adaptability it has been conceptualized that the development of one's career is formed from the interplay between the individual and the environment. In this study we utilized structural equation modeling analysis of longitudinal data obtained from 145 Chinese undergraduate students to examine the effects of social support and career decision-making self-efficacy on career adaptability. Our results provided important evidence regarding the effects of career decision-making self-efficacy, which functions as a significant mediator of the effects of social support on career adaptability. We provide integrative conclusions for explaining the relationships between the environment, the individual, and the individual's career outcome, and have enriched constructivist theories of careers, providing implications for counseling and practice.

**Hou, J., Leung, S. A., Li, Xixi, Li, Xu., & Xu, H. (2012).** Career Adapt-Abilities Scale—China form: Construction and initial validation. *Journal of Vocational Behavior*, 89, 686-691.

The Career Adapt-Abilities Scale (CAAS)—China Form consists of four subscales, with six items each to measure Concern, Control, Curiosity, and Confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. This study investigated the construction and validation of its Chinese Form. Results indicated that 1) internal consistency estimates for the subscale and total scores ranged from good to excellent; 2) the factor structure of this scale was quite similar to the one computed with combined data from 13 countries; 3) the CAAS China Form was identical to the International Form; 4) male students displayed significantly higher scores than female students on all dimensions of CAAS except for Concern, and freshmen and juniors exhibited higher adaptability than sophomores. Implications and future research directions are examined.

**Hu, X., He, Y., Ma, D. Zhao, S., Xiong, H., & Wan, G. (2021).** Mediating model of college students' proactive personality and career adaptability. *Career Development Quarterly*, 69, 216-230.

College is a key period for students' specialty study and development, and an important stage of career exploration. We examined the relationship between proactive personality, career adaptability, and perceived social support and specialty identity among 610 Chinese college students. The mediating effect of perceived social support was greater than that of specialty identity. Therefore, providing more social support to college students may be more conducive to increasing their career adaptability. The chain intermediary effect of perceived social support indicated that specialty identity is also significant. Thus, college students with a more proactive personality can perceive more emotional support and study harder, thereby increasing their specialty identity and career adaptability. Results of this study can help guide universities in offering courses and activities that promote students' career adaptability with perceived social

support and specialty identity in mind. Results also provide a model for future study of the influence of proactive personality on college student career adaptability.

**Hui, T., Yuen, M., & Chen, G. (2018a).** Career adaptability, self-esteem, and social support among Hong Kong university students. *Career Development Quarterly*, *66*, 94-106.

Career adaptability manifests itself through 4 self-regulated internal resources for coping with occupational challenges and transitions: concern, control, curiosity, and confidence. Few studies have examined career adaptability specifically in the Hong Kong context. The Career Adapt-Abilities Scale–China Form (CAAS-China; Hou, Leung, Li, Li, & Xu, 2012) was administered, along with measures of self-esteem and social support, to 522 Hong Kong Chinese undergraduate students. Results indicated that the CAAS-China is a reliable and valid instrument for use with these students. Data also showed that self-esteem was strongly associated with career adaptability, and this relationship was partially mediated by perceived social support. Implications for careers counseling in universities and colleges are discussed.

**Hui, T., Yuen, M., & Chen, G. (2018b).** Career-related filial piety and career adaptability in Hong Kong university students. *Career Development Quarterly*, *66*, 358-370.

According to career construction theory, cultural beliefs represent a social construct that may shape an individual's career path. In Chinese society, the Confucian concept of filial piety is one such influential belief. More specifically, reciprocal filial piety involves mutually supportive processes between parents and their offspring, whereas authoritarian filial piety is characterized by the suppression of the offspring's own wishes to comply with those of their parents. The authors examined the extent to which Hong Kong undergraduate students ( $N = 522$ ) possess dual career-related filial piety and how it relates to their career adaptability during the school-to-work transition. Results indicated that career-related reciprocal filial piety was regarded as important and was associated with all career adaptability dimensions, whereas career-related authoritarian filial piety was not. The possible complex effect of dual career-related filial piety on career adaptability deserves attention from career counselors and researchers.

**Hummel, H. D. K., Boyle, E., A., Einarsdóttir, S., Pétursdóttir, A., & Graur, A. (2017).** Game-based career learning support for youth: Effects of playing the Youth@Work game on career adaptability. *Interactive Learning Environments*. DOI: 10.1080/10494820.2017.1402062

Choosing a career is one of the most important decisions that youth has to take but many young people find this a hard issue to engage with. Current career counselling practice does not appear very compelling or motivating to young people. Professional games could provide a more engaging and motivating way of acquiring professional awareness and competence for career decision making and learning. We present the design and effects of playing a game that aims to increase career awareness and adaptabilities in youth (13–19 years). In a Randomized Controlled Trial, 93 high school students from Iceland and Romania were asked to carry out career-oriented activities, with half playing an interactive game and the other half performing a paper-and-pencil version of the same activities. The students were compared on career adaptability, career learning and career awareness scores before and after these interventions.

Main results show that engaging players in these career-oriented activities has short term effects on outcome scores for career adaptabilities and for perceptions of career learning competences. Students who played the game report significantly faster growth on career adaptabilities that deal with “concern”, “control” and “confidence”. It can therefore be concluded that introducing game-based learning in career decision support for youth is a promising endeavor.

**Isik, E., Yegin, F., Koyuncu, S., Eser, A., Comlekeiler, F. & Yildirim, K. (2018).** Validation of the Career Adapt-Abilities Scale-Short Form across different age groups in the Turkish context. *International Journal of Educational and Vocational Guidance, 18*, 297-314.

A short 12-item version of the Career Adapt-Abilities Scale–Short For, was validated across three different groups in the Turkish context. Scale scores demonstrated adequate to high internal consistency and 4-week test-retest reliability, good fit with the original four-factor model, factorial invariance across gender and age groups, strong convergence with the 24-item version, negative associations with trait anxiety and work stress, and positive associations with career decision-making self-efficacy. It was concluded that the Turkish version of the CAAS-Short Form appears to be a valid and reliable measure for assessing adaptability and using it in career education and counseling process.

**Ismail, S. (2017).** Graduate employability capacities, self-esteem and career adaptability among South African young adults. *South African Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 43*, a1396.

Employers expect young graduates to have a well-rounded sense of self, to display a range of graduate employability capacities and to adapt to constant changes they are faced with in order to obtain and maintain employment. The goals of this study are (1) to investigate whether a significant relationship exists between graduate employability capacities, self-esteem and career adaptability, (2) to ascertain if a set of graduate employability capacities, when combined with self-esteem, has a significant relationship with a set of career adaptability capacities and (3) to identify the major variables that contribute to this relationship. The potential for career adaptability, graduate employability capacities and self-esteem of young adults promotes employability among graduates, thereby addressing and possibly reducing youth unemployment in South Africa. A quantitative, cross-sectional research design approach was utilized in which descriptive statistics, Pearson product-moment correlations and canonical correlation analysis were employed to accomplish the objectives of this study. Respondents (N = 332) were enrolled at further education and training (FET) colleges and were predominantly black (98.5%) and female (62%) students between the ages of 18 and 29. The results displayed positive multivariate relationships between the variables and furthermore showed that graduate employability capacities contributed the most in terms of clarifying the respondents’ career adaptability as compared to their self-esteem. This study proposes that young adults’ career adaptability can be enhanced through the development of their self-esteem and particularly their graduate employability capacities, thus making them more employable. Theoretically, this study proves useful because of the significant interactions found between graduate employability capacities, self-esteem and career adaptability. Empirical evidence is provided that confirms the need to enhance graduate employability and self-esteem capacities in order to improve the career adaptability of young adults. This will then assist them in dealing with the instability of the 21st-century world of work. Practically, the findings imply that

young adults differ with regard to their career adaptability and that graduate employability capacities and self-esteem influence their career adaptability. Therefore, in focusing on the enhancement of young adults' graduate employability capacities and self-esteem, an industrial psychologist and career counsellor can enhance young adults' career adaptability, thus making them employable and adaptable to the changes in the 21st-century world of work.

**Ispir, O., Elibol, E., & Sonmez, B. (2019).** The relationship of personality traits and entrepreneurship tendencies with career adaptability of nursing students. *Nurse Education Today*, 79, 41-47.

This study was performed to reveal the relationship of nursing students' personality traits and entrepreneurship tendency with career adaptability. The sample consisted of the junior and senior students in the nursing faculty of a state university in Istanbul (n=265). The data was collected using the Student Information Questionnaire, Career Adapt-Abilities Scale, Ten Item Personality Inventory, and Scale of University Students Entrepreneurship. The significant relationship between the personality traits, entrepreneurship tendency, and career adaptability scores of the students was weak and moderate. The regression model used to determine the variables that affect the career adaptability of nursing students was significant. Of the variables in the model, entrepreneurship tendency and being a fourth-year student significantly influenced the total score on career adaptability. The students with high entrepreneurship tendencies had better career adaptability.

**Jannesari, M., & Sullivan, S. (2019).** Career adaptability and the success of self-initiated expatriates in China. *Career Development International*, 24, 331-349.

Using a career lens, this study examines the psychological factors related to the career success (e.g., performance and adjustment) of self-initiated expatriates. Data were collected by surveying 273 self-initiated expatriates employed in professional jobs in China. As hypothesized, career adaptability was positively related to performance as well as to adjustment. Psychological availability mediated the relationships of career adaptability with performance and with adjustment. Contrary to expectations, supportive supervision did not moderate the relationship between career adaptability and either performance or adjustment. Additionally, this study examines the theoretical underpinnings of career construction theory, namely the previously hypothesized but untested relationship between career adaptability and adjustment.

**Jasmine, L. T. H. (2019).** *Employability and Job Insecurity*. Doctoral Dissertation. University of Valencia, Spain.

Despite the rising attention on the career adaptability as an element important for career success, scholars believe that employability will continue to be important as it provides individuals with competences to gain and maintain employment of preference. However, most of the recent studies have yet to examine the role of career adaptability and employability *together*, when predicting outcomes such as career success. That is to say, the impact of the two constructs in the presence of each other remains empirically unclear.

**Jia, Y., Hou, Z-J., & Shen, J. (2022).** Adolescents' future time perspective and career construction: Adaptability as a mediator and hope as a moderator. *Journal of Career Development, 49*, 202-217.

The current study examined a moderated mediation model of future time perspective (FTP; valence and connectedness) related to career construction with career adaptability as a mediator and hope as a moderator among 472 Chinese vocational school adolescents. Regression analysis revealed career adaptability partially mediated the relation from valence to career construction and fully mediated the relationship from connectedness to career construction. Furthermore, hope significantly moderated the mediation model, both mediating effects were more salient at the low level of hope, and the relations of valence and connectedness to career adaptability were stronger at the low level of hope. The result confirmed the motivational role of FTP as adaptivity in career construction model of adaptation. Implications about FTP and hope in career construction are discussed.

**Jhang, K. E., & Kim, D. (2021).** College students' adult attachment and career adaptability: mediation by maladaptive perfections and moderation by gender. *Journal of Career Development, 48*, 507-520.

Career adaptability is a prerequisite for ensuring college students' career development and effectively solving career-related problems. Given that secure attachment positively contributes to adaptive functioning, this study examined the mediating effect of South Korean college students' maladaptive perfectionism on the relation between adult attachment insecurity and career adaptability. Further, gender differences in the mediational pathways from attachment insecurity to career adaptability were investigated. Participants include 212 college students (male ¼ 49.1%, female ¼ 50.9%) aged between 19 and 31 years ( $M_{age} = 22.50$ ,  $SD = 2.15$ ) living in South Korea. Results indicated that for male and female students, the relation between attachment insecurity and career adaptability is mediated by maladaptive perfectionism. The multi-group analysis revealed that the relations between attachment insecurity, maladaptive perfectionism, and career adaptability differed by gender. These results emphasize the importance of understanding college students' personality profiles and supporting their career adaptability based on their personality traits.

**Jia, Y., Hou, Z-J., Zhang, H., & Xiao, Y. (2022).** Future time perspective, career adaptability, anxiety, and career decision-making difficulty: Exploring mediations and moderations. *Journal of Career Development, 49*, 282-296.

The current study investigates how future time perspective (FTP) is linked to career decision-making difficulty among 1,074 Chinese undergraduates. We specifically examined different components of FTP (valence and connectedness) as well as their interactions. The results confirmed the following: (1) Valence is positively associated with career decision-making difficulty, whereas connectedness is negatively associated with anxiety and career decision-making difficulty; (2) both career adaptability and anxiety significantly mediate the link from valence/connectedness to career decision-making difficulty, and the serial mediations of valence/connectedness–career adaptability–anxiety–decision-making difficulty are significant; and (3) connectedness moderates the association of valence with career adaptability and career

decision-making difficulty but not its association with anxiety. The relationship between valence and career adaptability is higher at a lower level of connectedness, and the relationship between valence and decision-making difficulty is weaker at a higher level of connectedness. Implications for incorporating FTP into adaptability-based career intervention practices are discussed.

**Jiang, Z. (2016).** The relationship between career adaptability and job content plateau: The mediating roles of fit perceptions. *Journal of Vocational Behavior, 95-96*, 1-10.

This study is the first to test career adaptability as an antecedent of the job content plateau. Based on career construction theory and person-environment fit theory, it examined the mediating effects of person-job fit and person-organization fit on the relationship between career adaptability and the job content plateau. Results from 270 full time workers showed that employees with higher levels of career adaptability were less likely to experience job content plateaus. Partial mediating effects were found for both person-job fit and person-organization fit. Specifically, career adaptability firstly led to increased person-job fit and person-organization fit, which in turn resulted in decreased job content plateaus. Additional analyses showed that the mediating effect of person-job fit was stronger for female than for male employees. This study identified a new antecedent (i.e., career adaptability) of the job content plateau and revealed the functional mechanism underlying the effect of this antecedent. It offers innovative and useful insights for career management practice.

**Jiang, Z. (2017).** Proactive personality and career adaptability: The role of thriving at work. *Journal of Vocational Behavior, 98*, 85-97.

This is a pioneer study to examine the mechanism underlying the relationship between proactive personality and career adaptability. Using a moderated mediation approach, it tested the mediating effect of thriving on this relationship and the moderating effect of proactive personality on the relationship between thriving and career adaptability. Three hundred and sixty-four adult employees participated in the survey study. Results demonstrated that proactive personality first promoted individuals' thriving at work, which in turn led to improved career adaptability. In addition, the effect of thriving on career adaptability was found to be stronger for those individuals with low rather than high proactive personality. In supporting this, the moderated mediation analysis further indicated that low proactive individuals, compared to their high proactive counterparts, relied more on thriving when developing career adaptability resources. These findings have important implications for career research and career counseling practices.

**Jiang, Z., Hu, X., & Wang, Z. (2018).** Career adaptability and plateaus: The moderating effects of tenure and job self-efficacy. *Journal of Vocational Behavior, 104*, 59-71.

This research examined the relationship between career adaptability and the job content plateau, focusing on the moderating roles of job tenure and job self-efficacy. In Study 1, a scenario-based experiment was conducted among working adults to test whether job tenure moderated the effect of career adaptability on the job content plateau. Results showed that this effect was stronger among employees with a long rather than short tenure. Study 2 verified this result based on data collected from another sample of workers using a field survey. Additionally, results from Study 2 demonstrated that the moderating role of job tenure was stronger for employees with low rather than

than high job self-efficacy. It was found that the relationship between career adaptability and the job content plateau was strongest when employees reported a long tenure and a low level of job self-efficacy. These findings have provided useful insights for organizational managers to plan and implement employee development strategies, and for career counselors to design psychological interventions, taking into account the conditions that will make career adaptability most effective to deal with job-related experiences (e.g., the job content plateau).

**Jiang, Z., Wang, Y., Li, W., Peng, K. Z., & Wu, C-H. (2022).** Career proactivity: A bibliometric review and a future research agenda. *Applied Psychology*, 72, 144-184.

Individuals often need to be proactive in order to successfully navigate their career development journeys. To what extent one is vocationally proactive has critical implications for his or her attitudes, behaviors, and other outcomes in career and work-related settings. However, research in career proactivity has been accumulating from divergent perspectives, resulting in a substantially fragmented literature that has not been comprehensively, objectively synthesized to guide the field to move forward. To advance the domain of career proactivity, this paper synthesizes theoretical and empirical literatures using two major bibliometric analyses. We first analyze the intellectual basis of the career proactivity literature by performing document citation analysis. We then review the developmental trends of main conceptual themes in career proactivity literature using a temporal co-word analysis. Informed by these bibliometric findings, we propose a roadmap for future research highlighting the need to clear up concepts, account for context, develop new meso-level theories, and bridge the domains of organizational behavior and vocational development.

**Johnston, C. S. (2018).** A systematic review of the career adaptability literature and future outlook. *Journal of Career Assessment*, 26, 3-30.

Researchers in the career domain have embraced the concept of career adaptability as denoted by a rapid growth in the number of published articles in recent years. Career adaptability is a psychosocial construct including both readiness and resources for successfully facing vocational tasks, occupational transitions, and unexpected challenges. To synthesize the research in this field and to suggest directions for future development, this article systematically reviews the studies on career adaptability. The 116 published pieces covered in the review include book chapters and articles, including cross-sectional, longitudinal, and qualitative papers, along with intervention studies, and theoretical contributions. First, the different instruments available to measure career adaptability are presented, after which the research is reviewed in the categories of adaptability resources and adapting responses. Both resources and responses contribute to positive transitions and personal functioning in teenagers through to adults. The article concludes by offering several suggestions for future research, highlighting the theoretical, practical, empirical, and methodological contributions that future work in this domain could make.

**Johnston, C. S., Broonen, J. P., Stauffer, S. D., Hamtiaux, A., Pouyard, J., Zecca, G., Houssemand, C., & Rossier, J. (2013).** Validation of an adapted French form of the Career Adapt-Abilities Scale in four Francophone countries. *Journal of Vocational Behavior*, 83, 1-10.

This study presents the validation of a French version of the Career Adapt-Abilities Scale in four,

Francophone countries. The aim was to re-analyze the item selection and then compare this newly developed French-language form with the international form 2.0. Exploratory factor analysis was used as a tool for item selection, and confirmatory factor analysis (CFA) verified the structure of the CAAS French-language form. Measurement equivalence across the four countries was tested using multi-group CFA. Adults and adolescents (N=1707) participated from Switzerland, Belgium, Luxembourg, and France. Items chosen for the final version of the CAAS French-language form are different to those in the CAAS international form 2.0 and provide an improvement in terms of reliability. The factor structure is replicable across country, age, and gender. Strong evidence for metric invariance and partial evidence for scalar invariance of the CAAS French-language form across countries is given. The CAAS French-language and CAAS international form 2.0 can be used in a combined form of 31 items. The CAAS French-language form will certainly be interesting for practitioners using interventions based on the life design paradigm or aiming at increasing career adapt-ability.

**Johnston, C. S., Luciano, E. C., Maggiori, C., Ruch, W. & Rossier, J. (2013).** Validation of the German version of the Career Adapt-Abilities Scale and its relation to orientations to happiness and work stress. *Journal of Vocational Behavior*, 83, 295-304.

Career adapt-ability has recently gained momentum as a psychosocial construct that not only has much to offer the field of career development, but also contributes to positive coping, adjustment and self-regulation through the four dimensions of concern, control, curiosity and confidence. The positive psychology movement, with concepts such as the orientations to happiness, explores the factors that contribute to human flourishing and optimum functioning. This research has two main contributions; 1) to validate a German version of the Career Adapt-Abilities Scale (CAAS), and 2) to extend the contribution of adapt-abilities to the field of work stress and explore its mediating capacity in the relation between orientations to happiness and work stress. We used a representative sample of the German-speaking Swiss working population including 1204 participants (49.8% women), aged between 26 and 56 (Mage = 42.04). Results indicated that the German version of the CAAS is valid, with overall high levels of model fit suggesting that the conceptual structure of career adapt-ability replicates well in this cultural context. Adapt-abilities showed a negative relationship to work stress, and a positive one with orientations to happiness. The engagement and pleasure scales of orientations to happiness also correlated negatively with work stress. Moreover, career adapt-ability mediates the relationship between orientations to happiness and work stress. In depth analysis of the mediating effect revealed that control is the only significant mediator. Thus control may be acting as a mechanism through which individuals attain their desired life at work subsequently contributing to reduced stress levels.

**Johnston, C. S., Maggiori, C., & Rossier, J. (2016).** Personal trajectories, individual characteristics, and staying satisfied and healthy. *Journal of Career Development*, 43, 81-98.

Staying satisfied and healthy in the face of a complex and uncertain professional world is a priority for individuals. This article examines the contribution of personality traits, career adaptability, and prior well-being as predictors of well-being over 1 year in four different professional trajectory groups: those who remained employed, those who experienced a professional change, those who moved from unemployment to employment, and those who remained unemployed. Results show meaningful differences between these groups in terms of

well-being over 1 year. Employed individuals have higher life satisfaction and self-rated health than unemployed individuals. Regaining employment contributes to improved well-being. Different professional situations correspond to varying levels of career adaptability, suggesting it may be a precursor for career changes. Personality traits and career adaptability predict well-being over time, but the strongest predictor of future well-being is prior well-being. Results are discussed in light of career development, personality, and well-being theory.

**Kanten, P., & Mart, C. O. (2017).** The effects of mentoring functions on career adaptabilities and career self-efficacy: The role of career optimism. *European Journal of Multidisciplinary Studies*, 6, 25-272.

This study aims to investigate the effects of mentoring functions on undergraduate student's career adaptabilities and career self-efficacy levels and the mediating role of career optimism. It is suggested in the literature that some factors stimulate student's career adaptability levels. Therefore, mentoring functions, career optimism and career self-efficacy are considered as predictors of career adaptabilities within the scope of the study. Accordingly, data which are collected by the survey method from 311 undergraduate students having an education on different field such as business administration, international trade and logistics, public management and labor economics are analyzed by using the structural equation modeling. The results of the study indicate that mentoring functions, which is labeled as role modeling, have significant effects on student's career adaptability, career optimism and career self-efficacy levels. However, it has been observed that career optimism has a significant effect on career self-efficacy and career adaptabilities. On the other hand, it is seen that career optimism has a fully mediating role between the role modeling and career adaptabilities. In addition, career optimism has a fully mediating role between role modeling and career self-efficacy.

**Kanten, S. (2012).** Kaeiyer uyum yetenekleri olcegi: Gecerlilik ve guvenilirlik carlismasi [Career Adaptability Scale: A study of validity and reliability]. *Journal of Süleyman Demirel University Institute of Social Sciences*, 16, 191-205.

This study adapted an international measurement model in Turkey which is known as Career Adapt-Abilities Scale. The sample has been constituted from 474 students who belong to three schools of Mehmet Akif Ersoy University. Using structural equation modelling (SEM), confirmatory factor analysis has been applied on collected data. The results revealed that the measurement model had high goodness of fit and it could be in Turkey. In addition to these results, it has been observed that career adaptability scores of students differ at significant levels for certain criteria.

**Kara, A. (2023).** Investigation of protective factors against career stress of senior university students using mixed pattern method. *Journal of Education in Science, Environment and Health*, 9, 162-177.

Career stress includes negative career experiences such as encountering career barriers, career indecision. This research aims to analyze and evaluate the protective factors against the career stress of senior university students with mixed-method research. For this purpose, an embedded design was used. A total of 353 individuals [Age Mean =23.55, Age Sd = 3.87], determined by

sampling method, participated in the research. Data, Dispositional Hope Scale, Career Adaptabilities Scale, Career Decision-Making Self-Efficacy Scale, Career Stress Inventory, and Online Questionnaire were used. Structural equation modeling was used in quantitative data analysis. The content analysis technique was used for qualitative data analysis. As a result of the structural equation modeling analysis in quantitative findings, a protective structural model was obtained against the career stresses of senior university students. The participants revealed several ways to cope with career stress in qualitative findings. The study also examines hope, expectations for self-development, orientation towards activities that make senior students feel good, presence of those experiencing similar stress, positive inculcation, and evaluation of the effects of intrinsic/extrinsic motivators.

**Karacan-Ozdemir, N. (2017).** The factors contribute to career adaptability of high-school students. *Eurasian Journal of Educational Research*. <https://doi.org/10.14689/ejer.2017.67.11>

Purpose: Regarded as an important means of career development, preparation, and transition, career adaptability is a lifelong skill that can enable individuals to overcome 21st-century work–life requirements and challenges. This study aims to investigate the factors contributing career adaptability of high-school students, which pose beneficial implications for career counseling research and practice. Research Methods: The sample comprised 1,610 students from public (n = 862) and private (n = 748) high schools in Ankara, Turkey. The Multidimensional Perceived Social Support Scale, Life Orientation Test - Revised, General Self-Efficacy Scale, and Career Adapt-Abilities Scale served as data collection instruments. Multi-sample structural equation modeling (SEM) was used to investigate model differences across school type. By the reason of model invariance, single-group SEM was used to examine the model on the entire dataset. Findings: Results indicated that the measurement model fit with the data, while results of multi-group confirmatory factor analysis confirmed measurement equivalence under the assumptions of configural and metric invariance. Results showed that the hypothesized model accounted for 46% of the variance in career adaptability and thus corroborated the effects of perceived social support and optimism in predicting career adaptability via general self-efficacy. Implications for Research and Practice: Findings highlight the role of general self-efficacy, optimism, and social support in high-school students' career adaptability. There is a need for a carefully planned guidance and career education program, beginning in the elementary grades and continuing through secondary school.

**Karacan-Ozdemir, N. (2019).** Associations between career adaptability and career decision-making difficulties among Turkish high school students. *International Journal for Educational and Vocational Guidance*, 19, 475-495.

The present study examined the influence of career adaptability and gender on career decision-making difficulties among Turkish adolescents. The sample consisted of 702 high school students, 55% girls. The results showed that concern correlated negatively with lack of readiness, but positively with lack of information and inconsistent information. Control was negatively associated only with lack of readiness. Curiosity correlated positively with lack of readiness but negatively with lack of information and inconsistent information. Confidence was unrelated to any difficulties. The model did not change according to gender. These findings can provide guidance for proactive career services in schools.

**Karacan-Ozdemir, N., & Ayaz, A. (2020).** School counseling and guidance programs: Examination of career adaptabilities. *Hacettepe University Journal of Education*, 35, 613-626. doi: 10.16986/HUJE.2018045437

The role of school counseling has become prominent in supporting the youth for their future career and the business world, according to the requirements of 21st century and its emerging challenges such as Industry 4.0. Along with this, it will be a proactive attempt if school counseling curriculums aim to support some crucial competencies like career adaptability in responding the requirements of our era. This study examined annual school counseling programs to assess *whether they include* interventions enhancing career adaptability of students. By using maximum variation sampling, eight high schools that represented different school types and districts of Gaziantep were selected. Using a coding schema based on Career Construction Theory, the programs were analyzed via a computer-assisted program of Maxqda 12. The results revealed that the programs mostly included the interventions regarding Curiosity (n=265, %58), especially for *self* and *occupational exploration*. Next, Concern (n=161, %35) including *preparing for future and orientation to future*, Confidence (n=29, %6) including *problem solving* were observed, consecutively. However, Control (n=3, %1) and its descriptors were almost absent in the programs. The findings implied that school counseling programs should be enriched to promote the 21st skills, especially for decidedness, the sense of control over career future, persistence, autonomy and confidence, in order to support the youth in constructing their careers.

**Karacan-Ozdemir, N. (2019).** Qualitative exploration of career adaptability of Turkish adolescents. *Australian Journal of Career Development*, 28, 83-91.

This article reports on a qualitative study that uses a phenomenological approach to investigate the differences between adolescents with high and low career adaptability levels, regarding adaptive strategies and needs. The sample included students categorized as above the 75th percentile and in the bottom 25th percentile according to their scores on the Career Adapt-Abilities Scale. The data were gathered from 20 high school students (12 male and 8 female) from Ankara, Turkey, using career construction interviews. A content analysis revealed that exploration (self and occupations), persistence, and inquisitiveness were frequently observed in the high career adaptability group. On the other hand, lack of persistence, lack of confidence, and emotion-focused problem solving were prominent in the low career adaptability group. The results suggest the need for career education programs in schools that promote confidence and problem-solving skills for Turkish adolescents, especially those low on adaptability.

**Karacan-Ozdemir, N., & Akyo-Yildiz, E. (2020).** From adaptive readiness to adaptation results: implementation of Student Career Construction Inventory and testing the Career Construction Model of Adaptation. *Journal of Career Assessment*, 29, 54-75.

This study evaluates the empirical applicability of the career construction model of adaptation (CCMA) by collecting evidence about the validity of the Student Career Construction Inventory (SCCI) from a sample of Turkish high school students and examining the relations between adaptive readiness, adaptability resources, adapting responses, and adaptation results. To test the model, we conducted two studies with samples of high school students in Ankara, Turkey (n<sub>1</sub> = 7

251;  $n_2 = 694$ ). In the first study, the SCCI was translated into Turkish and psychometric properties of the inventory were assessed. To validate the four-factor structure of the SCCI Turkish High School Form, two different levels of confirmatory factor analysis (CFA) were applied to 251 participants. The results of CFA demonstrated that the data for the SCCI Turkish high school sample fit the theoretical model very well. The internal consistency of the SCCI was determined as 0.72 for crystallizing, 0.75 for exploring, 0.85 for deciding, 0.73 for preparing, and 0.90 for the total. In the second study, the CCMA, consisting of four dimensions (adaptive readiness, adaptability resources, adapting responses, and adaptation results), was empirically tested by using the SCCI, which had been tested for validity in the first study. The results of serial mediation analysis supported the CCMA, indicating that adaptive readiness indirectly influenced adaptability resources, adapting responses, and adaptation results.

**Karacan-Ozdemir, N., & Ayaz, A. (2022).** Adolescents' future expectations of work and education within adaptation model of career construction theory. *Journal of Career Development, 49*, 1266-1282.

The current study suggested and tested a model to investigate the associations between adolescent future expectations of work and education (AFE-WE; adaptive responses) and positive future expectations (PFE; adaptivity) through concern, control, curiosity, and confidence (adaptability resources) as well as the role of the gender. The data were gathered from 806 high school students (59% girls), recruited from eight different public schools in Gaziantep, Turkey. Structural equation model was used. The results showed that the PFE predicted the AFE-WE and concern, control, curiosity, and confidence. Yet, concern contributed to the AFE-WE, only and partially mediated the relationships between the PFE and the AFE-WE. The proposed model did not change across gender. These findings were discussed within cultural context and addressed implications for theory, research, and practice.

**Karacan Ozdemir, N., & Koc, M. (2022).** Career adaptability of parents of children with autism spectrum disorder. *Current Psychology*. /doi.org/10.1007/s12144-021-02649-9

This descriptive phenomenological study examines career adaptability of parents of children with Autism Spectrum Disorder (ASD). Participants include 30 parents (18 fathers and 12 mothers; 6 of them were couples) ranging in age from 26 to 45 years, selected by a purposive sampling method. The semi-structured interview form developed by the researchers based on the Career Construction Theory was used to collect data after receiving expert verification on the questions. In addition, to triangulate data sources, the Participant Feedback Form filled by the participants on the day following the interview and the Researcher Diary filled by the interviewer during the data collection process were utilized. Colaizzi's seven-step method was followed to analyze the data. Four major domains emerged, highlighting traumas/changes in work-life after ASD, career adaptability, influences of COVID-19 pandemic, and post-interview awareness of this particular sample. Results from the study highlighted looking ahead, being persistent, career decision-making, career-exploration accompanied by some expectations such as more time, income and flexibility, and coping skills build upon the ASD, along with postponement and abandonment of previous career goals, alteration of future career plans, and lack of self-exploration. The results contributed to the theory by providing evidence for career adaptability of

parents of children with individual differences, including career adaptability resources and needs. Findings also implied the need for interventions to foster career adaptability skills of parents regarding looking ahead in a positive way, decision-making, self-exploration, and coping with career barriers and difficulties.

**Karatepe, O., & Olugbade, O. (2017).** The effects of work social support and career adaptability on career satisfaction and turnover intentions. *Journal of Management & Organization, 23*, 337-355.

Applying career construction theory, this study develops and tests a research model that investigates whether career adaptability mediates the effect of work social support on career satisfaction and turnover intentions. Data obtained from frontline hotel employees with a 2-week time lag in three waves in Nigeria were used to assess the previously mentioned relationships. The results from structural equation modeling suggest that work social support boosts career adaptability and career satisfaction, while it mitigates turnover intentions. Surprisingly, the results suggest that career adaptability triggers turnover intentions, while it has no bearing on career satisfaction. The results further suggest that career adaptability partially mediates the relationship between work social support and turnover intentions.

**Kaur, H., & Kaur, R. (2020).** The relationship between career adaptability and job outcomes via fit perceptions: A three-wave longitudinal study. *Australian Journal of Career Development, 29*, 196-204.

Drawing on the career construction theory and person–environment fit theory, the current research aimed to investigate whether career adaptability could enhance job outcomes. Further, the study examined the role of person–job fit as an underlying mechanism explaining the relationship between career adaptability and job outcomes. The data were collected in three waves from 239 Indian banking employees. The results suggest that possessing psychosocial meta-capacities in the form of career adaptability stimulates employees’ self-regulation in achieving a work–environment fit, consequently leading to favorable job outcomes. The current study is the first to validate the psychological pathways linking career adaptability and job outcomes via person–job fit. Study findings carry implications for career practitioners/ counselors to acknowledge the role of career adaptability in regulating individual capacities for career development. Elaborating the interconnection between domains of career and jobs, the study encourages organizations to consider career adaptability for improving fit and job outcomes

**Kaur, H., & Kaur, R. (2021).** Career adaptability and job outcomes: a moderated mediation model of proactivity and job content plateau in educational sector. *Higher Education, Skills and Work- Based Learning, 11*, 929-945.

The current research aims to investigate whether career adaptability influences job outcomes via job content plateau. Taking career construction theory (Savickas, 2005) as a base, the research model of this study posited that employee's favorable job outcomes, i.e. job satisfaction and

performance depend upon their psychosocial meta-capacities (career adaptability) and job content plateau. Further, the study is the first to examine the moderating role of proactivity among career adaptability, job content plateau and job outcomes relationship. It is a two-wave longitudinal study, quantitative in nature and has collected data from 357 faculty members of Indian universities. The hypotheses have been empirically tested through the structural equation modeling. The moderated mediation model was supported, and as predicted, (1) career adaptability was positively related to job outcomes and (2) the mediated relationship between career adaptability and job outcomes via content plateau was stronger for individuals with high levels of proactivity.

**Kaya, C., Akin, A., Sarican, H., & Ugur, E. (2014).** Turkish version of the Career and Work Adaptability Questionnaire: Validity and reliability study. *e-International Journal of Educational Research*, 5, 76-87.

The aim of this research is to examine the validity and reliability of the Turkish version of the Career and Work Adaptability Questionnaire (CWAQ; Nota, Ginevra, and Soresi, 2012). The validity and reliability of scale was investigated by test re-test, Cronbach alpha, confirmatory factor analysis and criterion related validity methods. The Career Adaptability and Optimism Scale was used for the criterion related validity. The participants of research were 332 (183 female and 149 male) teachers who were employed in different schools in Istanbul and Sakarya. Results of confirmatory factor analysis indicated that the five-dimensional Career and Work Adaptability model (confidence, control, cooperation, curiosity, and concern) was well fit ( $\chi^2 = 1082.87$ ,  $df = 416$ ,  $RMSEA = .052$ ,  $NNFI = .90$ ,  $CFI = .91$ ,  $IFI = .91$ ,  $RFI = .84$ ,  $GFI = .89$ ,  $SRMR = .047$ ). The internal consistency coefficients of five subscales were .83, .69, .88, .81, and .67 respectively. In the concurrent validity significant relationship ( $r = .43$ ) was found between the Career Adaptability-Optimism Scale and the Career -Work Adaptability Questionnaire. The overall internal consistency coefficient of the scale was .93. Test-retest reliability coefficient was .72. The corrected item-total correlations of CWAQ ranged from .40 to .63. The t-test results differences between each item's means of upper 27% and lower 27% points were significant. Overall findings demonstrated that this scale had high validity and reliability scores and that it may be used in order to measure degree of career adaptability accurately.

**Kempir Savoly, D. D., & Dost, M. T. (2020).** Effectiveness of a school-to-work transition skills program in a collectivist culture. *Australian Journal of Career Development*, 29, 127-136.

This study examined the effectiveness of a school-to-work transition skills program on the career adaptability and career optimism of senior year university students in Turkey. For this purpose, a career intervention program was adapted from one developed in the USA. Results indicated that participants in the intervention group (N=16) had higher career adaptability and career optimism after the program, and their scores were higher than the control group (N=16). The effectiveness of the program was confirmed by a follow-up test three months later. This study also discusses the theoretical and practical implications of career interventions in relation to the relevant literature.

**Kenny, M. E., Haase, R. F., Tsai, B. W., Medvide, M. B., & Davila, A. (2022).** Applying the psychology of working theory for understanding adaptive career progress of youth. *Journal of Career Assessment, 30*, 635–657

This study extends existing research on psychology of working theory by assessing components of the model among two community samples ( $N = 364$ ) of high school youth. We examined structural models linking student perceptions of external barriers to higher education to three indices of adaptive career progress, work volition, career adaptability, and school motivation. We also assessed the roles of student perceptions of proactive personality, critical motivation, and teacher social support as moderators of perceived external barriers for the three career progress indices. The findings reveal main effects, rather than moderating contributions for critical motivation and proactive personality, with only teacher support being a significant moderator for career adaptability and work volition. The moderating effect was inconsistent with theoretical expectations, however. The results are discussed with attention to further research and applicability for vocational intervention.

**Kim, J. (2022).** Development and effectiveness verification of an online career adaptability program for undergraduate students. *Frontiers in Psychology, 13*, Article 857111. doi: 10.3389/fpsyg.2022.857111

This study developed an online career adaptability improvement program as part of the undergraduate curriculum to improve college students' career adaptability and verify its effectiveness. This 13-week intervention program, developed using the Korea-Career Adaptability Scale (K-CAS), consists of three domains: (1) knowledge and recognition of the self and work environment, (2) self-directed coping related to career behavior, and (3) environmental interaction for career decisions and adaptation. Two sub-studies were conducted to achieve the research objectives: Study 1 included developing and testing a pilot program and Study 2 quantitatively analyzed the final program to test its effectiveness. In Study 1, preliminary program development and validity were verified, and in Study 2, the effectiveness of the final program was verified. As a strategy to achieve the research purpose, in Study 1, literature review and needs analysis, program design reflecting the results of the needs analysis, validity verification through Delphi survey, preliminary program implementation and evaluation, and the operation of the final program were performed. To test the effectiveness of the program in Study 2, a pre-posttest of career adaptability was conducted on experimental ( $n = 54$ ), comparison ( $n = 56$ ), and control groups ( $n = 53$ ) using the non-equivalent group pretest–posttest design, followed by a program satisfaction survey. This study is meaningful in that it developed an online program to help college students improve career adaptability and identified its effectiveness. This study yielded two results. First, it successfully developed a career adaptability improvement program for undergraduate students, wherein the career development tasks, and the sub-factors of career adaptability were organically interlinked. Second, it verified the statistically significant differences in the career adaptability scores among the experimental, comparison, and control groups. The highest mean score was obtained by participants in the experimental group, followed by the comparison and the control group.

**Kim, J. H., & Shin, H. S. (2020).** Effects of self-reflection-focused career course on career search efficacy, career maturity, and career adaptability in nursing students: A mixed-

methods study. *Journal of Professional Nursing*, 36, 395-403.

Career education in nursing can affect career search efficacy, career preparation behavior, career maturity, perception of the nursing profession, and decision-making style. Reflection is essential for an in-depth approach to learning, and plays an important role in professional practice as well as in improving learning. The aim is to investigate the effects of a self-reflection-focused career course, and what could improve a self-reflection-focused career course. An explanatory sequential mixed methods design was used. The career search efficacy, career maturity, and career adaptability were measured three times in both the experimental and the control group. After the class ended, a focus group interview was conducted with the students in the experimental group. The quantitative results suggested that the self-reflection focused career course was more effective on career adaptability than the general career course ( $F = 4.60, p < .001$ ). The qualitative findings supported the quantitative results and also provided new information, in which nursing students became acquainted with themselves through the self-reflection-focused career course, developed a positive mind about nursing, had realized that they were well-connected to nursing care, and that they would prepare the future nurse. The self-reflection-focused career course was effective tools in the career development of nursing students.

**Kim, J., & Smith, K. (2021).** Traumatic experiences and female university students' career adaptability. *Career Development Quarterly*, 69, 263-277.

We examined the influence of intimate partner violence (IPV) and adverse childhood experiences (ACEs) on the career development of female university students. Specifically, we predicted that IPV would mediate between ACEs and career adaptability. To test the data of 186 students, we performed structural equation modeling using SPSS and AMOS. Results indicated that ACEs were positively associated with IPV and negatively associated with career adaptability. Although IPV also showed a negative relationship with career adaptability, it did not significantly mediate the relationship between ACEs and career adaptability. We found evidence that childhood trauma can have long-lasting negative consequences on career development. Therefore, need exists for counselors' continued professional development about the influence of trauma on career development, as well as future empirical research with more educationally, ethnically, and culturally diverse samples.

**Kirchknopf, S. (2020).** Career adaptability and vocational identity of commercial apprentices in the German dual system. *Vocations and Learning*, 13, 503-526.

The construct of career adaptability has recently gained importance in research on vocational development and has led to a variety of theoretical and empirical approaches. Alongside with vocational identity it has been theorised as the crucial meta-competency of modern career construction. Due to its roots in adolescent career development, career adaptability is not limited to the vocational adjustments of working adults, but is also highly relevant for the pre-occupational orientation processes of adolescents initially developing a vocational identity. Despite the recent increase in empirical research on career adaptability, the field of vocational education has been largely neglected so far. Therefore, a quantitative survey among nearly  $N = 400$  commercial apprentices within the German dual system of VET has been conducted. This

study focuses on the replication of the Career Adapt-Abilities Scale (CAAS) among commercial apprentices within the German dual system, and its discrimination against alternative operationalisations of career adaptability. Furthermore, the relationship between career adaptability and vocational identity (operationalised as occupational and organizational identification) was explored. Results showed that the four-dimensional structure of career adaptability covered by the CAAS could be largely replicated in the dual system. In addition, it was found that the CAAS can in part be separated from alternative operationalisations. Finally, the results confirmed career adaptability positively predicts both foci of identification in a cognitive and affective manner. This indicates that career adaptability can be seen as a beneficial factor for vocational education and training as it fosters the vocational ties of apprentices in terms of their identity.

**Kirdok, O., & Boluksai, A. (2018).** The role of senior university students' career adaptability in predicting their subjective well-being. *Journal of Education and Training Studies*, 6, 47-54.

The aim of this study is to examine whether career adaptability and career adaptability subscales of senior undergraduates could predict subjective well-being. The research was a descriptive correlational study which was conducted on 310 senior students (173 women, 137 men) in a state-funded university on the Mediterranean coast of Turkey and participants participated in this study voluntarily. Participants ranged in age between 20 and 28 years. Career Adaptability Scale, Life Satisfaction Scale, Positive and Negative Affect Schedule were used as data collection tools in this study. Pearson's Product-Moment Correlation Analysis, Simple Regression Analysis, and finally Multiple Regression Analysis were performed to examine the effect of the total score of career adaptability and subscale scores of careers adaptability of senior undergraduate students on subjective well-being. All analyses were conducted using the SPSS version 20.0. The findings of the research showed that career adaptability predicts the subjective well-being of university senior students. Control as a subscale of career adaptability was found to be the strongest predictive variable for subjective well-being among senior university students. Concern and confidence as subscales of career adaptability were found to be other predictive variables of subjective well-being in this study. However, curiosity as a subscale was not found to be a predictor of subjective well-being. These findings are discussed through career construction theory.

**Koen, J., Klehe, U.C., & Van Vianen, A. E. M. (2012).** Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81, 395-408.

The transition from school to work is one of the most critical steps in graduates' careers, as it can determine vocational outcomes and future career success. Yet, these newcomers to the labor market often take longer than regular job seekers to find a suitable job, are more likely to experience a job mismatch and to suffer from under employment. In this study, we proposed that career adaptability might help remedy this problem. We therefore developed a training aimed at providing graduates with career adaptability resources, with the assumption that this may foster training-participants' later career adaptability and employment quality. A longitudinal field quasi-experiment compared the development of each career adaptability dimension between a training group (n=32) and a control group (n=24) over three points in time (pre-training

measurement, post-training measurement and follow-up measurement six months later). Repeated measures analyses showed an overall increase in concern, control and curiosity within the training group, whereas there was no increase (concern) or even an overall decrease (control and curiosity) within the control group. Consequently, the training succeeded in enhancing participants' control and curiosity in the long run. Furthermore, among participants who had found employment half a year later, training participants reported higher employment quality than did members of the control group. In sum, results show that providing graduates with career adaptability resources can raise their chances on finding a qualitatively good job.

**Kondratyuk, N. G., Burmistrova-Savenkova, A. V., & Morosanova, V. I. (2021).** A psychometric analysis of the Russian Career Adapt-Abilities Scale in high school students. *RUDN Journal of Psychology and Pedagogics, 18*, 555-575. (In Russian)

The aim of the research is to develop a Russian-language version of Career Adapt-Abilities Scale (CAAS) by M. Savickas and E. Porfeli and test its psychometric properties on a Russian sample of high school students from 9th, 10th, and 11th grade. The relevance of the study is determined by the modern society demand for the search, creation and development of effective tools for diagnosing meta-skills that are conducive to a person's professional self-determination, success and well-being. The study involved 607 people (360 girls and 247 boys) aged 15 to 19. The Russian-language version is identical to international form of Career Adapt-Abilities Scale. It includes 24 items that are summarized to give a total score for diagnosing career adaptability and are equally divided into four subscales to measure adaptability resources, including: concern, control, curiosity, and confidence. The internal consistency coefficients of the scale and its subscales ranged from 'good' to 'excellent' and were close to the corresponding parameters of the international version of CAAS. The study demonstrated the retest reliability of CAAS, the factor structure and correlations of the general indicator of career adaptability and its parameters with other psychological constructs associated with personality traits, regulatory mechanisms and processes of professional self-development. Thus, the adapted Russian-language form of Career Adapt-Abilities Scale is a reliable and valid tool for studying personal career adaptability and career-adaptive resources in Russian-speaking samples. Further research is related to the analysis of the age invariance of the method; it is also planned to study its invariance separately in men vs women groups. The article contains the text of the questionnaire, instructions and keys

**Konstam, V., Celen-Demirtas, S., Tomek,S., & Sweeney, K. (2015).** Career adaptability and subjective well-being in unemployed emerging adults: A promising and cautionary tale. *Journal of Career Development, 42*, 463-477.

Unemployment is associated with increased levels of anxiety, depression, and disconnection among emerging adults. Given the greater risk of unemployment for emerging adults (13.2% in the United States), career adaptability is relevant to understanding how emerging adults survive and thrive in today's challenging work environment. This study examined the effect of career adaptability on subjective well-being in 184 unemployed diverse emerging adults of age 21–29. Results revealed that emerging adults with higher levels of control and confidence had higher life satisfaction. Control was positively related to positive affect while at the same time negatively related to negative affect. Control was the most consistent informant of subjective well-being

(significant on all three subscale measures). The implications of the significant findings, and the caution warranted in relation to these findings, are discussed.

**Korkmaz, O. (2022).** Will hope and career adapt-abilities bring students closer to their career goals? An investigation through the career construction model of adaptation. *Current Psychology*, doi:10.1007/s12144-022-02932-3

Due to the globalization of the economy and rapid changes in technology, the need to focus on concepts that can have a significant impact on individuals' adaptation to uncertain and rapidly changing environments has emerged. To better understand the effect of personal resources on career, the study attempted to examine the relationship between hope, career adapt-abilities and career goal feedback within the framework of career construction model of adaptation. Participants of the study were 308 high school students (225 female, 83 male). Structural equation modeling was used within the scope of the study. The findings revealed that hope positively predicted career adapt-abilities. Hope and career adapt-abilities negatively predicted career goal feedback. In addition, career adapt-abilities mediated the relationship between hope and career goal feedbacks. The results of the research model supported the career construction model of adaptation. Findings showed that hope was the source of motivation for the individual to reach their goals, and career adapt-abilities offered strategies and progress to reach career goals by using the individual's motivation. The findings were discussed in the context of the relevant literature and suggestions were made for the literature.

**Korkmaz, O. (2023).** Lone wolf personality, career adapt-abilities, proactive career behaviors, and life satisfaction : A serial mediation analyses through the career construction model of adaptation. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 5, 194-212.

The aim of the study is to test the Career Construction Model of Adaptation (CCMA) in university students (N = 406). 319 of (78.6%) the participants are female and 87 (21.4%) are male. The Lone Wolf Scale, The Turkish Five-Factor Short Form of the Career Adapt-Abilities Scale, The Career Engagement Scale, and The Satisfaction with Life Scale were used as measures. Hayes' models were used for mediation analyzes in the research model. It was tested a mediation model in which adaptive readiness (i.e., lone wolf personality) foster career adapt-abilities, which conditions adapting responses (i.e., proactive career behaviors), which leads to adaptation results (i.e., life satisfaction). The results of the research model indicated that indirect effects of lone wolf personality (i.e., adaptive readiness) on life satisfaction (i.e., adaption results) via career adapt-abilities (adaptability resources) and proactive career behaviors (i.e., adapting responses). Results supported all of the hypotheses which are relations between CCMA.

**Korkmaz, O., & Kidok, O. (2023).** Development and validation of the Turkish five-factor short form of the Career Adapt-Abilities Scale (CAAS-5-SF). *International Journal for Educational and Vocational Guidance*, DOI: 10.1007/s10775-023-09594-y (X)

This study develops and validates the fifteen-item Turkish version of the Career Adapt-Abilities Scale Short Form (CAAS-5-SF) with a cooperation dimension. The data of the study were collected from 1.575 different high school students (aged between 15 and

18 years) in Turkey. It has been observed that the scale has acceptable validity and reliability values. Significant relationships were obtained between the CAAS-5-SF and perceived stress, problem-solving self-efficacy and career adaptation responses.

**Korkmaz, O. & Onder, F. C. (2019).** The relation between life goals and career adapt-abilities: an investigation of the mediating role of hope. *Education and Science, 44*, 59-76.

In this research, the mediating role of hope in the relation between high school students' life goals and career adaptability was examined. The study has been carried out with 353 high school students (195 girls, 158 boys). The mean age of the students was 16.05. The data have been collected by using "Career Adapt-Abilities Scale", "Life Goals Scale for Adolescents" and "Dispositional Hope Scale". The collected data was analyzed through correlation analysis, path analysis and, bootstrapping procedure for the significance of indirect effect test. As a result of the study suggest that career goals, body-sense goals, hope has a positively meaningful relation with career adaptability. Bootstrapping show that hope have a partial mediating role in the relation between career goals, body-sense goals and career adaptability. It is thought that the results obtained can be used to improve the career adaptability of high school students. In addition, it can be said that the results of the research will provide the basis for future studies.

**Kou, Q., Nurfazreen, R. M., Nasharudin, A. M., Rami, A. A. M., Peng, C., & Baki, N. U. (2023).** Does fit perception influence career exploration in a relational context? The mediating role of career adaptability. *European Journal of Training and Development*.  
<https://doi.org/10.1108/EJTD-04-2022-0050>

This study aims to examine the relationship between contextual factors and career exploration. Career adaptability mediates the relationship between social support, sense of belonging and career exploration. This quantitative study involved 291 undergraduates recruited from two universities in China. Data were analyzed using structural equation modeling. The results indicated that social support and sense of belonging were positively related to career adaptability. Career adaptability was found to be a mediator between relational predictors and career exploration. Contrary to our hypothesis, the direct path from sense of belonging to career exploration was insignificant. This study highlights the importance of career adaptability in connecting contextual indicators and career exploration in the Chinese context.

**Kozan, S., Isik, E., & Blustein, D. L. (2019).** Decent work and well-being among low-income Turkish employees: Testing the psychology of working theory. *Journal of Counseling Psychology, 66*, 317-327.

People from lower social classes experience significant difficulties in many life domains including work, yet their work lives continue to be understudied in psychology. This study examined the applicability of the Psychology of Working Theory (PWT), which emphasizes the role of socioeconomic constraints in shaping work and well-being outcomes, in a non-Western, collectivist cultural framework. Specifically, we tested the associations of social class with work volition and career adaptability in predicting decent work and job and life satisfaction with a sample of 401 low-income Turkish employees. Results of structural equation modeling analyses supported all hypothesized paths of the proposed model. Social class predicted decent work

directly and indirectly through work volition and career adaptability, and decent work predicted job satisfaction and life satisfaction. In addition to extending the research on the international utility of the PWT, these results support the notion that social class has a crucial role in low-income working adults' access to decent and fulfilling work along with their attainment of well-being. The results of this study also underline the importance of promoting decent work among low-income individuals to improve their personal and work lives. Implications for practice with low-income Turkish employees and directions for future research are discussed.

**Krause, F., Schmidt, S. L., & Schreyer, D. (2021).** Career adaptability and career success: A constructive replication study. *Journal of Personnel Psychology, 21*, 115-124.

In this study, we contribute to the ongoing incremental validation efforts of the Career Adapt-Abilities Scale (CAAS). Using primary personality and cognition data from 164 German athletes in vocational careers, we intended to replicate Zacher's (2014) seminal work in an alternative Western environment while also extending it in two significant ways: first, by adding two components of cognitive ability, and second, by introducing an alternative outcome variable – objective career success. In line with Zacher, we observe a significant role of career adaptability in predicting subjective career success. However, we also note that this initially robust relationship stems from a different psychosocial resource than expected. Interestingly, employing CAAS seems not to possess further incremental validity when predicting objective career success.

**Kulbaş, E., & Kara, A. (2021).** Investigation of career adaptability of teachers working in special education schools. *Turkish International Journal of Special Education and Guidance & Counselling, 10*, 75-85.

The purpose of this study is to investigate the career adaptability of Turkish teachers working in special education schools in terms of psychological well-being and job satisfaction. The study group consist of 214 Turkish teachers working in the special education training in İstanbul. Personal Information Form, Career Adaptability Scale, Minnesota Satisfaction Questionnaire and Psychological Well-Being Scale were collected in the study. In the analysis of the findings obtained in the study, multiple regression analysis, t-test and ANOVA techniques were used. When the research findings are examined, female Turkish teachers working in special education schools have higher career adaptability than male Turkish teachers. Besides, Turkish teachers in the age range of 36-40 have more career adaptability than other age groups. According to the results of the research, job satisfaction and psychological well-being are important variables explaining career adaptability of Turkish teachers working in special education schools.

**Kundi, Y. M., Hollet-Haudebert, S., & Peterson, P. (2021).** Career adaptability, job crafting and subjective career success: the moderating roles of lone wolf personality and positive perfectionism. *Personnel Review, 51*, 945-965. (X)

Using career construction theory, the authors empirically examine the mechanism by which career adaptability promotes employee subjective career success (career satisfaction and career commitment) through job crafting. Design/methodology/approach A moderated mediation model is tested using survey data from 324 full-time business professionals in France. Hypotheses are tested using structural equation modeling (SEM). Findings he authors found that job crafting 8

mediated the relationship between career adaptability and subjective career success (career satisfaction and career commitment). The positive effect of career adaptability on job crafting was greater under higher levels of lone wolf personality and positive perfectionism, as was the indirect effect of career adaptability on subjective career success via job crafting. Research limitations/implications data are cross-sectional in nature. Robust theoretical contentions and affective means of identifying common method variance (CMV) are addressed and evaluated. Practical implications High levels of career adaptability may be a useful strategy for promoting employee job crafting and subjective career success. In addition, individuals with lone wolf personality and positive perfectionism should be given opportunities to craft their jobs in the workplace. Originality/value This research confirms a moderated mediation model positioning job crafting as a mediator of career adaptability's effects on employee subjective career success and lone wolf and positive perfectionism as moderators of such effects. This study suggests that job crafting and career-focused personality traits are important factors that influence the relationship between career adaptability and subjective career success.

**Kurukulaadithya, T., Nair, R., Tariq, W., Wall, J., & Rodwell, J. (2023).** The career adaptability and support structures of pilots losing medical certification. *Social Sciences, 12*, 237.

The regulation of occupations such as aviation pilots can result in their facing the shock of losing their medical certification and thus, their license to work. What are the issues that these former pilots face upon losing their medical certification? The key issues may take the form of protean career characteristics and mechanisms such as identity, adaptability, and agency, which may help the individuals match to a new occupational environment. The method of convergent interviewing is used to inductively acquire the key common issues that arise when pilots lose their medical certification in Australia. The results indicate that the clarity and strength of the pilots' sense of occupational identity may amplify the impact of the shock when that career is denied to them. The findings highlight the importance of adaptability, although the reliance on adaptability varies depending on the pathway chosen to respond to the shock. Those in situations with less adaptability, agency, or support may be most in need of career and mental health counseling. Support and adaptability may be particularly important for those facing career shocks in occupations with substantial investments in their career identity.

**Kusyadi, Y. (2020).** Career adaptability in various theories; Review through multicultural perspectives. *Journal of Multicultural Studies in Guidance and Counseling, 4*, 14-27.

This paper intends to discuss the review of career adaptability in several different theoretical settings using a multicultural perspective. The scope of the discussion includes the definition, essence, aspect, and indicator of career adaptability in several theories. The methodology used is in the form of a literature review. This paper aims to provide benefits in providing descriptions of how career adaptability in several theories to gain a deeper understanding of the concept. The results obtained in the form of a review of the concept of "career adaptability" using a multicultural perspective from three different theories derived from the career construction counselling approach and the social-cognitive counselling approach. Each theory has been reviewed from four dimensions, namely: definition, essence, aspects, and indicators.

**Kvaskova, L., Hlado, P., Juhanak, L. & Macek, P. (2023).** Self-esteem and career adaptability: Moderating roles of parental and peer support. *Career Development Quarterly*, 1-13.

The present study aimed to examine the long-term associations between self-esteem and career adaptability and to investigate the moderating roles of parental and peer support in these associations. The two-wave longitudinal study used a sample of 3126 graduates from vocational upper secondary education during their career transition. Questionnaires were administered at two time points: 2 months before graduation (T1) and 10 months after graduation (T2). The results of linear regression and moderation analysis showed that (1) self-esteem had a longitudinal positive effect on career adaptability, (2) perceived parental and peer support did not have significant effects on career adaptability, and (3) peer support served as a moderator in the relationship between self-esteem and career adaptability. The findings emphasize the psychosocial nature of career adaptability and highlight the role of perceived peer support in the career adaptability of vocational education graduates during their career transition.

**Kvaskova, L., Hlado, P., Palisek, P., Sasinka, V., Hirschi, A., Jezek, S., & Macek, P., (2022).** A longitudinal study of relationships between vocational graduates' career adaptability, career decision-making self-efficacy, vocational identity clarity, and life satisfaction. *Journal of Career Assessment*, 31, <https://doi.org/10.1177/10690727221084106>

Career construction theory proposes that high career adaptability leads to positive adaptation outcomes during career transition. However, the specific pathways of how this happens remain underexplored. Drawing on the career construction model of adaptation, we hypothesized that career decision-making self-efficacy mediates the link of career adaptability with vocational identity clarity and life satisfaction as two measures of adaptation outcomes. We conducted a three-wave survey with an initial sample of 3126 Czech upper-secondary vocational graduates transitioning from vocational school to the labor market. Structural equation modeling revealed that career decision-making self-efficacy fully mediated the relationship between career adaptability before graduation and vocational identity clarity 20 months later. In contrast, the mediation effect of career decision-making self-efficacy on the relationship between career adaptability and life satisfaction was not supported. Additionally, in contrast to the previous literature, career adaptability was not directly related to vocational identity clarity and life satisfaction. Nevertheless, our findings demonstrated a positive long-term association of career adaptability with adaptation outcomes within the working life domain. Practical implications and future directions are discussed.

**Kwon, J. E. (2019).** Work volition and career adaptability as predictors of employability: Examining a moderated mediating model. *Sustainability*, 11, 7089.

Slow economic growth and cost reduction have caused a global increase in employment insecurity. For university students in the process of preparing for employment, these conditions can be a source of enormous stress. The effort to improve the employability of university students who experience difficulties in seeking a job and developing a career, therefore, becomes consequently meritorious. In order to provide new findings of the key antecedents affecting employability, this study investigates the dynamics of work volition and career adaptability. employability is predicted by integrating career adaptability, which originated in career

construction theory, and work volition, which originated in the psychology of working framework. To test the research hypotheses, survey data were collected from 251 students registered at three universities in South Korea and analyzed using a structural equation model and Hayes' process macro. Results indicated that the direct effect of work volition on employability and its indirect effect through career adaptability were significant. Next, the mediation effect of career adaptability between work volition and employability was varied positively by work volition. These results provide practical implications for efforts aimed at increasing the employability of university students and, as such, present a foundation for contribution to ensuring sustainable employability.

**LaGree, D., Tefertiller, A., & Olsen, K. (2021).** Preparing mass communications students for an evolving industry: The influence of emotional intelligence and extracurricular involvement on career adaptability. *Journalism & Mass Communication Educator*, 76, 65-77

Career paths of entry-level professionals in media fields are more ambiguous and complex than ever before. To make a successful transition into their careers, graduates must possess career management skills; they should be career adaptable. Grounded in a social psychological approach, a survey of college students ( $N = 320$ ) examined how emotional intelligence and extracurricular involvement influences career adaptability. Journalism and mass communications students were compared to other majors along these variables to bring insight into how career management training can be implemented. Results indicated a positive relationship between emotional intelligence and career adaptability, which was enhanced by extracurricular participation.

**Le, K. K., Hamzah, S. R., & Omar, Z. (2019).** Conceptualizing personal resources on career adaptability. *International Journal of Academic Research in Business and Social Sciences*, 9, 875–886.

The literature on career adaptation is vast and based on a range of different measurement approaches. The present paper aims to understand the influence of personal resources on career adaptability in terms of concern, control, curiosity, and confidence among graduates. This study is based on an extensive review of past research on personal resources and career adaptability using the career construction theory. To conduct the literature review, we used keywords such as personal resources, emotional intelligence, self-esteem, self-efficacy, and career adaptability. From the literature reviewed, three predictors of career adaptability have been identified. They are emotional intelligence, self-esteem, and self-efficacy. The framework offers a number of propositions, which explain the proposed model of career adaptability among the graduates as predicted by personal resources. Further research is suggested to test and validate the framework provide empirical evidence. Upon model validation, the paper could offer stakeholders to assist and develop graduates' personal resources in order to increase their career adaptability and then successful in their career path.

**LeBlanc, J., E., & Lyons, S. T. (2022).** Helicopter parenting during emerging adulthood: Consequences for career identity and adaptability. *Frontiers in Psychology*, 13:886979. doi: 10.3389/fpsyg.2022.886979

This study explores the relationship between parental over involvement and the career development of emerging adults. Specifically, it investigates how emerging adults' career meta competencies of vocational identity formation and career adaptability relate to perceived helicopter parenting. Participants included 491 emerging adults studying in a Canadian University (74.1% female, average age = 20.4 years old). We begin by reviewing the commonalities between helicopter parenting and other parenting constructs and styles. Next, using structural equation modeling, we explore the relationships between perceived helicopter parenting and the components of vocational identity (exploration: in depth exploration, in breadth; commitment: career commitment, identification with commitment; and reconsideration: career self doubt, career flexibility) and career adaptability, as well as the relationships between identity components and career adaptability. Third, we explore the association between perceived helicopter parenting and identity status progress (i.e., achievement, foreclosure, moratorium, undifferentiated, and searching moratorium). Results indicate that individuals reporting higher levels of perceived helicopter parenting experience significantly lower levels of career adaptability and in-depth exploration. Furthermore, these individuals report higher levels of career self doubt and are more likely to be in the vocational identity status of searching moratorium. Limitations and future research directions are discussed.

**Lee, A., & Jung, E. (2022).** University students' career adaptability as a mediator between cognitive emotion regulation and career decision-making self-efficacy. *Frontiers in Psychology, 13*, 896492.

As modern society experiences rapid changes, the unpredictability of the labor market is increasing. University students preparing to join the workforce may experience increased anxiety and stress due to the heightened uncertainty regarding their career plans. Regulating such negative emotions and adjusting to the changing circumstances may influence their career development. Thus, the current study aimed to investigate the relationship between cognitive emotion regulation (CER) — specifically adaptive CER and maladaptive CER — and career decision-making self-efficacy (CDMSE), with career adaptability (CA) as a mediating factor. The path analysis model consisting of adaptive CER, maladaptive CER, CA, and CDMSE was tested with 357 Korean university students who were facing the school-to-work transition. The results of the study were as follows. First, adaptive CER was positively related to CA and CDMSE, while maladaptive CER was negatively related to CA only. Second, CA and CDMSE were positively related. Third, CA partially mediated the relationship between adaptive CER and CDMSE and fully mediated the relationship between maladaptive CER and CDMSE. Based on these results, theoretical and practical implications are proposed, and the limitations of the study are discussed.

**Lee, I. H., Sovet, L., Banda, K., Kang, D., & Park, J. (2021).** Factor structure and factorial invariance of the Career Adapt-Abilities Scale across Japanese and South Korean college students. *International Journal for Educational and Vocational Guidance, 21*, 241-262.

The Career Adapt-Abilities Scale (CAAS) has been validated in several East Asian countries, but the measurement equivalence of its four dimensions and construct validity has not yet been evaluated in Japan. Results from Japanese ( $n = 298$ ) and South Korean ( $n = 301$ ) college students indicated good to excellent internal consistency estimates, and configural and metric invariance,

confirming the factor structure across the groups. Item intercepts across samples, however, were scalar non-invariant, preventing comparison of mean scores. Results also provided support for criterion-related validity of CAAS scores. This model for measuring career adaptability can apply to the Japanese college context.

**Lee, K.-J. (2022).** Adaptive expertise, career adaptability, and career success of R&D personnel. *Technology Analysis and Strategic Management*. doi:10.1080/09537325.2022.2053517

Cognitive rigidities have long been a serious concern in innovation research, such as disruptive innovation studies and not-invented-here syndrome studies. The existing literature, however, lacks a theoretical perspective and empirical evidence regarding why cognitive rigidities develop and how to deal with the problem. To address this paucity, this study investigates the role that research and development (R&D) personnel's adaptive expertise plays in coping with cognitive rigidities by analyzing its direct effect on career success and its path of influence through career adaptability. On the basis of a survey of 262 R&D personnel in South Korea, this study shows the direct effect of adaptive expertise on the career success of R&D personnel and the mediation effect of career adaptability on the relationship between the two variables. This research provides various theoretical and practical implications to cognitive rigidities in innovation studies, career development studies, and human resource management of R&D personnel.

**Lee, L., Mistry, T. G., Ponting, S. S-A., Wang, X., & Leung, X. Y. (2022).** Be adaptive to stay: A multidimensional examination of career adaptability among hospitality employees. *Journal of Hospitality and Tourism Research*. <https://doi.org/10.1177/10963480221133777> (X)

This study seeks to examine the relationship between career adaptability (concern, control, curiosity, and confidence) and attrition intention among hospitality employees through the attitudinal and emotional mediation of career satisfaction and anxiety, respectively. Based on career construction theory, the results reveal that career satisfaction mediates the relationship between the career adaptability dimensions of concern, confidence, and curiosity to attrition intentions of hospitality employees as an attitudinal response, whereas career anxiety mediates the relationship between concern and control to attrition intentions as an emotional response. Lastly, the study also tests the moderating role of employee status and suggests that career adaptability serves as a psychological resource for full-time employees but not for part-time employees. The findings of this study provide important practical contributions to preserving the future workforce of the hospitality industry.

**Lee, P. C., Xu, S., & Yang, W. (2021).** Is career adaptability a double-edged sword? The impact of work social support and career adaptability on turnover intentions during the COVID-19 pandemic. *International Journal of Hospitality Management*, *94*, 102875.

During the COVID-19 pandemic, many hospitality organizations are trying to help their employees overcome various challenges. Career adaptability has proven to be useful in helping employees handle challenges, while proactive personality is a critical factor affecting the formation of career adaptability. However, career adaptability can be a double-edged sword, and it is unclear how it may impact employees' turnover intentions. Drawing on social exchange

theory, the current study reconciles mixed findings in the literature by proposing a moderated mediation model suggesting that work social support moderates the indirect relationship between proactive personality and turnover intentions through career adaptability. Results based on data collected from 339 hotel employees in the United States indicate that proactive personality is positively associated with employees' career adaptability. More importantly, work social support significantly moderates the relationship between career adaptability and turnover intentions. Theoretical and managerial implications are discussed.

**Leung, S. A., Mo, J., & Cheng, Y-L. G. (2021).** Interest and competence flexibility and decision-making difficulties: Mediating role of career adaptability. *Career Development Quarterly*, 69, 184-200.

Using the career adaptability framework of Savickas and Porfeli (2012), we examined the relationship of career adaptability to interest and competence flexibility and career decision-making difficulties. Participants were 535 male and 795 female Chinese senior secondary students in Hong Kong. Findings from hierarchical multiple regression analyses showed that competence flexibility was associated with fewer career decision-making difficulties and higher levels of career adaptability. Conversely, interest flexibility was associated with more decision-making difficulties and lower levels of career adaptability. Path analyses revealed that career adaptability partially mediated the relationship of competence and interest flexibility with decision-making difficulties. The mediating effects were significant for lack of information and inconsistent information (Gati et al., 1996), but not for readiness. Overall, findings supported the career adaptability framework. Research and practice implications are discussed, especially in relation to the career development needs of students in Chinese communities.

**Levin, N., & Lipshits-Braziler, Y. (2022).** Facets of adaptability in career decision-making. *International Journal for Educational and Vocational Guidance*, 22, 535-556.

We investigated the conceptual similarity and empirical overlap between the Career Adapt-Abilities Scale (CAAS) and the career decision-making adaptability (CDA) indicator, and their contribution to the prediction of (1) decisional difficulty and distress and (2) decision status. The associations between CAAS and CDA dimensions in a sample of 2146 Americans were medium. The CAAS *control* and the CDA *procrastination* and *speed of making the final decision* were significant predictors of decisional difficulty and distress ( $R^2 = .40$ ). The CAAS *concern* and the CDA *procrastination* were significant predictors of decision status ( $R^2 = .25$ ). Implications for research and practice are discussed.

**Li, H., Ngo, H-y., & Cheung, F. (2019).** Linking protean career orientation and career decidedness: The mediating role of career decision self-efficacy. *Journal of Vocational Behavior*, 115, 103322.

This study examines the linkage between protean career orientation and career decidedness. It also explores the possible mediating roles of career decision self-efficacy and career adaptability in the above relationship. Several hypotheses are developed and tested with data collected from university students in Hong Kong and the United States. Results of structural equation modeling and bootstrapping indicate that protean career orientation is positively related to career decision

self-efficacy and career adaptability. Career decision self efficacy, but not career adaptability, is found to mediate the relationship between protean career orientation and career decidedness. The two samples show the same structural model results, based on cross cultural equivalence test.

**Li, Y., Guan, Y., Wang, F., Zhou, X., Guo, K., Jiang, P., Mo, Z., Li, Y., & Fang, Z. (2015).** Big-five personality and BIS/BAS traits as predictors of career exploration: The mediation role of career adaptability. *Journal of Vocational Behavior*, 89, 39-45.

Based on career construction theory, the current research examined whether career adaptability mediates the relations of the personality traits (Five-Factor Model personality traits and behavioral inhibition and activation systems) to career exploration behavior. Results from a survey in Chinese university students ( $N = 264$ ) showed that career exploration correlated negatively with neuroticism, and positively with openness to experience, extroversion, agreeableness, conscientiousness and BAS. Results of regression analyses further showed that openness to experience, agreeableness, conscientiousness and BAS served as the strongest predictors for career exploration. In addition, career adaptability was shown to be a key mediator for the relationships between personality traits and career exploration behavior. Career concern and career curiosity were the more important dimensions in the mediation model. These findings advance current understandings on how different personality traits predict career exploration behavior.

**Liang, Y., Zhou, N., Dou, K., Cao, H., et al. (2020).** Career-related parental behaviors, adolescents' consideration of future consequences, and career adaptability: A three-wave longitudinal study. *Journal of Counseling Psychology*, 67, 208-221.

Career adaptability is a critical psychological resource for adolescents during their transition from secondary to postsecondary education. Based on prospective data from 451 Chinese adolescents ( $M = 16.87$ ,  $SD = 0.63$ ; 46.3% females), this study examined the mediating role of adolescents' consideration of future consequences (CFCS) in the association between career-related parental behaviors and adolescents' career adaptability. Results demonstrated that career-related parental support at Wave 1 was associated positively with adolescents' career adaptability and its sub-dimensions (i.e., career concern, control, curiosity, and confidence) at Wave 3 (i.e., 10 months later). Adolescents' CFCS at Wave 2 (i.e., 5 months later after Wave 1) served as a mediator linking career-related parental support at Wave 1 and career concern, control, and curiosity, but not confidence at Wave 3. Neither parental lack of engagement nor interference at Wave 1 predicted adolescents' career adaptability at Wave 3. These results suggest that interventions assisting parents in performing supportive behaviors, such as engaging in adolescents' career exploration activities and offering information about various kinds of jobs, might be useful strategies to foster adolescents' curiosity and confidence in choosing future career paths. Additionally, counselors and parents may offer adolescents strategies to strengthen their abilities to consider the potential influences of their current behaviors on future career paths.

**Lim, H. J., Hwang, M. H., & Ha, H. (2021).** The relationship of Grit, career adaptability, self-regulated learning, and academic adjustment: Focusing on the multiple mediation effects. *Hong Kong Journal of Social Sciences*, 57, 184-195.

This study aimed to examine the relationship of grit, career adaptability, self-regulated learning, and academic adjustment for students in the Open University in Korea. We specifically investigated how grit can be mediated by career adaptability and self-regulated learning. We administered survey questionnaires for 300 university students and analyzed 289 responses using confirmatory factor analysis and structural equation modeling. Results showed that the direct effect of grit on academic adjustment was not statistically significant; however, indirect effects via career adaptability and self-regulated learning were statistically significant. It suggests that when students' grit is higher, they are more likely to have higher career adaptability and self-regulated learning, impacting academic adjustment. Our research was conducted with students in the Open University, where the students took online-based courses throughout four academic years. The present findings indicate that grit can significantly facilitate academic adjustment for students in non-traditional institutions.

**Lin, Z., & Jiang, Y. (2023).** Character strengths, meaning in life, personal goal, and career adaptability among impoverished college students: A chain-mediating model. *Heliyon*, 9, e13232.

Career adaptability is an important building block for career success. Research on the career adaptability of disadvantaged students is therefore essential. The study aimed to explore the impact mechanism of career adaptability among impoverished students. Using the Character Strengths Questionnaire, the Meaning in Life Questionnaire, the Personal Goal Scale and the Career Adaptability Scale, 1119 impoverished college students were surveyed. The results revealed that character strengths can not only positively predict career adaptability, but also indirectly affect career adaptability of impoverished students through the chain mediation meaning in life and personal goal. The results showed the mechanism of character strengths on the career adaptability among impoverished students. Our study found that meaning in life along with personal goal can enhance the positive impact of character strengths on career adaptability. These findings have implications for the practice of career counseling for impoverished college students.

**Ling, H., Teng, S., Liu, X., Wu, J., & Gu, X. (2022).** Future work self salience and future time perspective as serial mediators between proactive personality and career adaptability. *Frontiers in Psychology*, 13, 824198.

In recent years, employment has become a growing problem for Chinese college students, who often face issues of slow employment and lazy employment. Guided by the framework of career construction theory, we explored how proactive personality strengthens career adaptability. A total of 423 Chinese college students effectively completed the online survey. The results showed a positive correlation between proactive personality, future work self salience, future time perspective, and career adaptability. Additionally, proactive personality can directly affect career adaptability through three indirect paths: the separate intermediary effect of future work self salience, future time perspective, and the continuous mediating role of future work self salience and future time perspective. The results indicate that proactive personality increases career adaptability through the mediating role of future work self salience and future time perspective. This study contributes to our understanding of the mechanisms underlying the

relationship between proactive personality and career adaptability. Additionally, the findings have implications for the career development of college students.

**Liu, Y., Ling, B., & Chen, D. (2023).** A network approach to the relationship between career adaptability and starting salary among graduates. *Current Psychology*, doi.org/10.1007/s12144-023-04655-5

Career adaptability is a psychological resource for individuals to deal with career events, and it is a system of human-environment interaction. The components of the career adaptability concept are not independent of each other but rather an interactive network. The present study aims to shed light on the nomological network of career adaptability and the starting salary by investigating their indicators using network analysis to reveal their structural networks and interrelationships. In addition, we compared the similarities and differences between the networks of different gender groups. Results indicate that career adaptability directly connects to starting salary for graduates, and some indicators are the core factors that influence starting salary. Besides, the global structure of gender-specific networks is very similar. However, some differences have been detected, such as becoming curious about new opportunities is the male network's core, while the core of the female network is doing the right thing.

**Low, T. H. J., Yeves, J., Latorre, F., & Ramos, J. (2020).** Validating the Career Adapt-Ability Scale in Mexico and examining the relative importance of career adaptability and employability in career success. *Revista Psicologia: Organizações e Trabalho*, 20, 1177-1187.

Employability and career adaptability are two related constructs that are considered significant factors in career success. Career adaptability is the readiness to cope with current and anticipated career-related tasks, transitions, and changes, whereas employability is the ability to retain or obtain a job in the labor market. This paper presents a Spanish translation of the Career Adapt-Abilities Scale (CAAS) and analyses the relative importance of career adaptability and employability in predicting career success (job performance and job satisfaction) in a sample of 160 young Mexican working adults. Our results supported the internal consistency and factor structure of CAAS. Relative weights and commonality analysis indicated that both constructs shared explained outcome variance, but they had different importance in predicting career outcomes. Thus, employability is still relevant despite the rising importance of career adaptability. Career adaptability should be included in employability programs, refining the two concepts into a more parsimonious measure.

**Lu, L., & Jia, Q. (2022).** Do college students with future work self-salience demonstrate higher levels of career adaptability? From a dual perspective of teachers and students. *Frontiers in Psychology*, 13, 1011447.

Faced with tremendous employment pressure, how to enhance effective career exploration and career adaptability is crucial for college students' career. This study uses self-assessed data from 840 undergraduate students at three time points to reveal the formation mechanism of career adaptability from a dual perspective of teacher support and students' effective part-time

behavior. In particular, the mediating role of career exploration is introduced based on self-regulation theory, and the moderating role of teacher support and students' effective part-time work is introduced based on social cognitive career theory. The results show that (1) future work self-salience positively influences career adaptability; (2) future work self-salience indirectly influences career adaptability through career exploration; (3) both teacher support and students' effective part-time behavior positively moderate the indirect relationship between future work self-salience and career adaptability through career exploration. This study attempts to provide practical guidance for college graduates to engage in career exploration and career construction.

**Luke, J., McIlveen, P., & Perera, H. N. (2016).** A thematic analysis of career adaptability in retirees who return to work. *Frontiers in Psychology*, 7, 193-215.

Retirement can no longer be conceptualized as disengagement, as the end of a person's career, as it is in the life-span, life-space theory. Increasingly, retirees are returning to work, in paid and unpaid positions, in a part-time or full-time capacity, as an act of re-engagement. Vocational psychology theories are yet to adequately conceptualize the phenomenon of retirees' re-engagement in work. The research reported in this paper is the first attempt to understand re-engagement through the theoretical lens of career construction theory and its central construct, career adaptability. The study involved intensive interviews with 22 retirees between the ages of 56 and 78 years ( $M = 68.24$ ), who had retired no less than one year prior to the study. Participants were engaged in a discussion about their reasons for returning to the world of work. Thematic analysis of interview transcripts extracted evidence of the four career adaptability resources: concern, control, curiosity, and confidence. In addition, the influence of family and making a contribution were discerned as important themes. These findings are the first evidence that the career construction theory and career adaptability provide a new conceptual lens to theorize and conduct research into the phenomenon of retirement.

**Ma, Y., Chen, S-C., & Zeng, H. (2020).** Male student nurses need more support: Understanding the determinants and consequences of career adaptability in nursing college students. *Nursing Education Today*, 91, 104435.

To better understand nursing students' high attrition rates, especially for male student nurses, it is important to understand their academic satisfaction and compare it based on gender. To examine the relationships between proactive personality, core self-evaluations, types of support (emotional/instrumental/informational support), career adaptability, and academic satisfaction in nursing college students using the career construction theory. This study uses a cross-sectional design. 1062 students recruited from one health vocational college in northwest China completed questionnaires measuring proactive personality, support, career adaptability, and academic satisfaction. Data was analyzed by structural equation modeling, and mediation and moderation analyses were performed. Proactive personality ( $B = 0.24$ ,  $p < 0.001$ ), core self-evaluations ( $B = 0.31$ ,  $p < 0.001$ ) and informational support ( $B = 0.21$ ,  $p < 0.001$ ) were positively correlated with career adaptability, and career adaptability was positively ( $B = 0.43$ ,  $p < 0.001$ ) associated with academic satisfaction. Career adaptability mediates the relationships between proactive personality, core self-evaluations, informational support and academic satisfaction. For male student nurses, emotional support ( $B = 0.31$ ,  $p < 0.01$ ) has a positive association with career adaptability. In nursing students, personal features (e.g., proactive personality, core self-evaluations) and supporting materials (e.g., informational support) have a positive association

with career adaptability, and career adaptability has a mediating role in the relationships. Male student nurses need extra emotional support to promote their academic satisfaction. Targeted interventions may improve nursing college students' academic satisfaction.

**Maggiori, C., Johnston, C. S., Krings, F., Massoudi, K., & Rossier, J. (2013).** The role of career adaptability and work conditions on general and professional well-being. *Journal of Vocational Behavior*, 83, 437-449.

This study, conducted with a representative sample of employed and unemployed adults living in Switzerland (N = 2002), focuses on work conditions (in terms of professional insecurity and job demands), career adaptability, and professional and general well-being. Analyses of covariance highlighted that both unemployed and employed participants with low job insecurity reported higher scores on career adaptability and several dimensions (notably on control) than employed participants with high job insecurity. Moreover, structural equation modeling for employed participants showed that, independent of work conditions, adaptability resources were positively associated both with general and professional well-being. As expected professional outcomes were strongly related to job strain and professional insecurity, emphasizing the central role of the work environment. Finally, career adaptability partially mediated the relationship between job strain and professional insecurity, and the outcome well-being.

**Marcionetti, J. & Rossier, J. (2021).** A longitudinal study of relations among adolescents' self-esteem, general self-efficacy, career adaptability, and life satisfaction. *Journal of Career Development*, 48, 475-490.

Self-esteem, general self-efficacy, and career adaptability, which include career concern, control, curiosity, and confidence, are important resources for adolescents who are required to make important educational and professional choices. No studies have investigated how these resources co-develop over time and their impact on life satisfaction. To more precisely study this co-development and the impact of these resources on well-being, 357 Swiss adolescents were assessed 3 times during the last 17 months of compulsory school. The results showed an interrelationship between career adaptability and self-efficacy and a unidirectional effect of self-esteem on life satisfaction over time. They also highlighted the importance of career adaptability concerns for predicting the other three career adaptabilities. Overall, the results suggested that in adolescents, higher levels of career adaptability may favor higher levels of general self-efficacy and that higher levels of self-esteem may induce higher levels of life satisfaction. Implications for practice are discussed.

**Maree, J. G. (2012).** Career Adapt-Abilities Scale—South African Form: Psychometric properties and construct validity. *Journal of Vocational Behavior*, 81, 730-733.

The Career Adapt-Abilities Scale—South African Form (CAAS) consists of four scales, each with six items that measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was similar to the structure computed for combined data from 13 countries.

**Maree, J. G. (2022).** Enhancing group self- and career construction counseling: A review of outcome research. *Cypriot Journal of Educational Sciences*, 17, 1405-1426.

This article reviews the outcomes of five purposely selected group career construction research projects conducted in a developing country context. Thematic data analysis was done on the results of these projects to identify qualitatively the strengths and areas for development (weaknesses) of the approach followed in these projects. The findings demonstrated the value of career constructing in contexts that differed substantially from the context in which the career construction counselling was originally developed. Overall, the quantitative findings in regard to career adaptability revealed that the women benefited more from the intervention than the men. The findings in regard to career decision-making difficulties also uncovered gender differences. The qualitative outcomes revealed that the participants' psychological self as an autobiographical author benefited more from the intervention than either the social actor or the motivated agent. Future research should focus on the application of group career construction counselling with larger groups, using instruments based on career construction counselling theory developed locally. Moreover, given current developments (including the impact of the Covid-19 pandemic on employment), special emphasis should be placed on research among the unemployed.

**Matijas, M., & Sersic, D. M. (2021).** The relationship between career adaptability and job-search self-efficacy of graduates: The bi-factor approach. *Journal of Career Assessment*, 29, 683-698.

Career adaptability is an important resource for dealing with career transitions such as the transition from university to work. Previous research emphasized the importance of focusing on career adaptabilities instead only on general career adaptability. The aim of this research was to investigate whether career adaptability can be conceptualized as a bi-factor model and whether general and specific dimensions of career adaptability have a relationship with job-search self-efficacy of graduates. In an online cross-sectional study, 667 graduates completed the Career Adapt-Abilities Scale and Job Search Skill and Confidence Scale. The CFA analysis showed that the bi-factor model of career adaptability had a good fit where general factor explained most of the items' variance. The SEM analysis revealed that general career adaptability and the specific factor of confidence positively correlated with job-search and interview performance self-efficacy. Control only correlated with interview performance self-efficacy. Neither concern nor curiosity showed a significant relationship with job-search and interview performance self-efficacy.

**McIlveen, P. & Midgley, W. (2015).** A semantic and pragmatic analysis of career adaptability. In K. Maree & A. DiFabio (Eds.), *Exploring new horizons in career counseling: Turning challenges into opportunities* (pp. 235-247). Rotterdam, The Netherlands: Sense Publishers.

In this chapter, we begin with an overview of concepts that relates to the theoretical notion *career adaptability* (Savickas, 2005). Next we raise concerns about conflation of terminology and concepts. We subsequently present a semantic and pragmatic analysis of career adaptability in order to demonstrate its similarities and differences to social cognitive constructs and suggest how its conceptual articulation in the scientific literature may progress. We conclude the chapter by presenting some implications for research and practice, particularly with regards to measurement of constructs.

**McIlveen, P., Perera, H. N., Baguley, M., van Rensburg, H., Ganguly, R., Jasman, A., & Veskova, J. (2018).** Impact of teachers' career adaptability and family on professional learning. *Asia-Pacific Journal of Teacher Education*, 1-15. doi: 10.1080/1359866X.2018.1444141

Teachers' engagement in professional learning is vital to the profession's sustainability. Their professional learning is influenced by the demands of balancing work, family, and the strain of balancing the two. This challenge is addressed through the notion resilience, operationalized as career adaptability. In a sample of teachers (N = 193), the present research explored the relations between career adaptability, family-to-work conflict (time-based and strain-based), and engagement in professional learning. Structural equation modelling revealed that time-based conflict mediated the relation between career adaptability and strain-based conflict. Strain-based conflict, in turn, negatively predicted engagement with professional development studies. It is recommended that strategies for teachers' professional learning are inclusive of contextual factors, such as family-to-work conflict, and focused on enhancing their career adaptability.

**McIlveen, P., Perera, H. N., Hoare, P. N., & McLennan, B. (2018).** The validity of CAAS scores in divergent social occupations. *Journal of Career Assessment*, 26, 31-51.

This research investigated the latent structure and measurement invariance of the Career Adapt-Abilities Scale (CAAS) in three independent samples of social occupations for the first time, namely, preservice teachers (n = 344), retail workers (n = 394), and mothers (n = 160). Convergent and divergent validity of the CAAS data was tested against scores on the Career Adaptability Scale of the Career Futures Inventory (CA-CFI) using a multi-trait-multimethod (MTMM) framework. The criterion validity of the CAAS scores with respect to data on self-efficacy and satisfaction with life was also investigated. The results support the multi-dimensional, hierarchical latent structure of the CAAS data. The invariance of the retained structure across the distinct samples as well as support for convergent, divergent, and test-criterion validity further attests the suitability and wide applicability of the CAAS as a measure of career adaptability.

**McLenna, B., McIlveen, P., & Perera, H. N. (2017).** Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. *Teaching and Teacher Education*, 63, 176-185.

Teachers' self-efficacy is positively associated with job satisfaction and commitment. What is less clear in the teacher education literature is to what extent pre-service teachers' self-efficacy influences and is influenced by other psychological factors associated with career engagement. The current research contributes to understanding the complex of interrelations by demonstrating that pre-service teachers' self-efficacy directly predicts their career optimism and mediates the effect of career adaptability on career optimism. With regard to pre-service teacher education, these findings are significant because, like self-efficacy, career adaptability and career optimism are amenable to promotion via learning experiences. Thus, professional learning activities may be tailored to focus on the development of self-efficacy to indirectly enhance pre-service teachers' career adaptability and career optimism.

**McKenna, B., Zacher, H., Ardabili, F. S., & Mohebbi, H. (2016).** Career Adapt-Abilities Scale-Iran Form: Psychometric properties and relationships with career satisfaction and entrepreneurial intentions. *Journal of Vocational Behavior, 93*, 81-91.

This study examined the psychometric properties of a Persian translation of the Career Adapt-Abilities Scale (CAAS-Iran Form) and its relationships with career satisfaction, business opportunity identification, and entrepreneurial intentions. It was hypothesized that career adaptability relates positively to these three outcomes, even when controlling for demographic and employment characteristics. Data were provided by 204 workers from Iran. Results showed that the overall CAAS score and sub-dimension scores (concern, control, curiosity, and confidence) were highly reliable. Moreover, confirmatory factor analyses indicated that the CAAS-Iran Form measures four distinct dimensions that can be combined into a higher-order career adaptability factor. Findings also demonstrated criterion-related validity of the scale with regard to career satisfaction and entrepreneurial intentions. In contrast, overall career adaptability was not significantly related to opportunity identification, while concern related positively, and control related negatively to opportunity identification. Overall, the CAAS-Iran Form has very good psychometric properties and predicts important career outcomes, suggesting that it can be used for career counseling and future research with Persian-speaking workers.

**McMahon, M., Watson, M., & Bimrose, J. (2012).** Career adaptability: A qualitative understanding from the stories of older women. *Journal of Vocational Behavior, 80*, 762-768.

This article reports on an international qualitative study investigating career pathways through the stories of transition and adaptability of older women. Informed by grounded theory, the study explored how this group of women coped with and adapted to changes and transitions related to career. Data were gathered by means of interviews with 36 older women from Australia, England and South Africa. An inductive data analysis informed by grounded theory produced nine themes with 19 subthemes of which one subtheme was career adaptability. A second stage deductive data analysis of the career adaptability subtheme was conducted using qualitative descriptors developed by the researchers of the five dimensions of concern, control, curiosity, confidence, and cooperation as well as three levels of career adaptability proposed by Savickas (2008). Three case studies are discussed. The results support a qualitative interpretation of career adaptability.

**Mei, M., Yang, F., & Tang, M. (2021).** Does practice enhance adaptability? The role of personality trait, supervisor behavior, and career development training. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2020.594791

Drawing upon career construction theory, we examined the mediating effect of deliberate practice (DP) on career adaptability (CA) and the effects of learning goal orientation (LGO) and supervisor incompetence accusations (SIA) as well as career development training (CDT) on DP. Using data collected from 204 Chinese PhD students in three waves over a period of 2 months, we found that individuals who were inclined to learn new skills and obtain new knowledge were more likely to deliberately practice professional activities in their fields. When a PhD student's professional competence was questioned by his or her supervisor, the student was more prone to negative emotions and would reduce his or her effort in the development of expertise. CDT - contrary to expectations - negatively predicted DP of professional activities. One possible reason

is that the participants in this study have strong autonomy so that those who really struggling are participating in training and seeking help and those who with strong professional abilities are not accessing training programs. Moreover, results showed that DP of professional activities significantly promoted PhD students to adapt to their academic circumstances. Implications for career-related practice within the academic domain are provided.

**Merino-Tejedor, E., Hontangas-Beltran, P. M., & Boada-Grau, J. (2016).** Career adaptability and its relation to self-regulation, career construction, and academic engagement among Spanish university students. *Journal of Vocational Behavior*, 93, 92-102.

This study analyzed the psychometric properties of the Career Adapt-Abilities Scale (CAAS) in a Spanish speaking sample and then its relationships with adaptive readiness (i.e., self-regulation) career construction and adapting responses (i.e, vocational coping behaviors) and adaptation results (academic engagement, burnout, and vocational identity). The measures were completed by 577 Spanish university students. The psychometric properties of the newly translated CAAS-Spanish Form included internal consistency values ranging from good to excellent for the total score and for the subscales. The results obtained through the confirmatory factor analysis verified the presence of the four CAAS: concern, control, curiosity, and confidence, which were the same factors observed in other international studies with other languages. The significant correlations obtained between the CAAS and the adaptivity, adapting, and adaptation measures confirmed the validity of the CAAS scores. In addition, this study tested a theoretical model of mediation between variables, adding further support to the distinction between the three dimensions leading to adaptation.

**Merino-Tejedor, E., Hontanga, P. M., & Petrides, K. V. (2018).** Career adaptability mediates the effect of trait emotional intelligence on academic engagement. *Revista de Psicodidactica*, 23, 77-85.

The present study tested the mediating role of career adaptability on the existing relation between trait emotional intelligence (EI) and academic engagement. The sample consisted of 590 Spanish university students with a mean age of 21.66 years. The results confirmed the positive relations of trait EI with career adaptability, as well as with academic engagement. A key finding concerns the confirmation of the mediating role of career adaptability on the relation between trait EI and academic engagement, supporting a model of total mediation. In confirming the existence of total mediation, this study makes a new and valuable contribution that allows for better and more precise clarification of the links between trait EI, career adaptability, and academic engagement. The discussion focuses on issues concerning the relation between these variables and the possibility of developing interventions to improve career adaptability and academic engagement in undergraduate populations.

**Mirkovic, B., Suvajdzic, K., & Dostanic, J. (2020).** Career adaptability in Serbia: Examining the CAAS model. *Psihologija*, 53, 1-21.

This study examined the psychometric properties of a Serbian translation of the Career Adapt-Abilities Scale (CAAS – Serbian Form). Two different studies involving Serbian employed adults were conducted. In the first study (n = 374), the results of confirmatory factor analyses supported the four-factor structure of the scale and it is shown that the overall CAAS score and sub-dimension scores were highly reliable. The second study (n = 270) demonstrated the external

validity of the instrument. Correlations with narcissism, career satisfaction, supervisory support, perceived social support, and burnout were consistent with the theoretical expectations and results of previous studies, suggesting good external validity of the instrument. The configural, metric, scalar, and residual measurement invariance of the CAAS – Serbian Form among two samples were established. It was concluded that the CAAS – Serbian Form has adequate psychometric properties, and hence could be considered as a reliable and valid instrument for measuring career adaptability of employed adults.

**Mittal, S. (2020).** Ability-based emotional intelligence and career adaptability: Role in job-search success of university students. *Higher Education, Skills and Work-Based Learning*. doi:10.1108/HESWBL-10-2019-0145

This study aims to investigate the specific role of the components of ability-based emotional intelligence (their relative importance) in building different aspects of career adaptabilities and job-search success of university students. This study employed survey data from 729 full-time students enrolled in an Indian university. Hierarchical regression analyses were conducted to test the hypotheses, and the size of indirect effect was tested using SPSS PROCESS macro. The ability-based emotional intelligence, along with the use and regulation of emotion in job-search success, plays a significant role in shaping career adaptabilities and job-search success. The ability to use and regulate emotions does have its impact on job-search success through a self-regulatory psychological resource of control and confidence over one's career. Self-emotional appraisal is necessary for an individual to be concerned for a career which forms the initiation of any job-search. Ability-based approach of enhancing emotional intelligence allows the university students to take a developmental approach in employment. This approach benefits the more “targeted approach to training interventions” provided by various stakeholders in the university, associated with career and employment. Further, the study focuses on the psychological difficulties (over operational) faced by students in their employment endeavor. Both emotions and psychological resources are believed to play an important role in the career intervention. For instance, past researches have studied trait-based emotional intelligence as a personality construct. However, this study considers emotional intelligence as an ability-based aspect of intelligence, which “readily lends itself to interventions that can be enhanced through targeted training, coaching or counselling”.

**Monteiro, D., & Almeida, L. S. (2015).** The relation of career adaptability to work experience, extracurricular activities, and work transition in Portuguese graduate students. *Journal of Vocational Behavior*, 91, 106-112.

This study analyzed the psychometric properties and the factor structure of the Career Adapt-Abilities Scale (CAAS)—Portugal HE Form with 406 graduate students and explored the relationship between career adaptability, work experience, extracurricular activities and work transition. The analysis allows us to conclude that CAAS can be a valid and useful measurement for assessing career adaptability in Portuguese graduates. The differential analysis evidenced that participants with student worker status and with work experiences reported displayed higher scores on the subscales of control and curiosity, respectively. No statistical differences emerged regarding experience of extracurricular activities. Also, participants who referred to anticipating difficulties in work transition scored significantly lower on the subscales of control than did their peers who do not anticipate difficulties in such transitions. The obtained results support the

importance of considering practical experiences and fostering career adaptability during higher education studies as a way to help graduates manage the transition to professional contexts.

**Monteiro, S., Ferreira, J. A., & Almeida, L. L. (2018).** Self-perceived competency and self-perceived employability in higher education: The mediating role of career adaptability. *Journal of Further and Higher Education*, 44, 408-422.

In a time where employability issues are at the top of the political agendas and employment prospects represent the most important predictor of satisfaction with higher education, the question about how higher education institutions can better prepare their graduates for the labor market becomes increasingly more important. Taking the Career Construction Theory as the main theoretical framework, this study intends to explore the role of career adaptability as a mediating variable between competencies developed during Higher Education studies and perceived employability. The participants were 373 students attending the last year of master's degree programs, who completed the Career Adapt-Abilities Scale, the Self-Perceived Employability Scale and a Survey exploring students' perceptions about their competencies at the end of their university program. The results indicated that career adaptability has a mediating role between self-perceived competency and self-perceived employability. Although academic competencies represent a prerequisite for employability, the findings suggest that graduating students should also be equipped with career management resources to handle their own attributes and to transition smoothly into the current labor market. Theoretical reviews have presented career management as a variable fostering the set of competencies relevant for the employability of graduates. However, there has been no empirical evidence of such relationship to date. These findings are particularly important because they reveal how Higher Education institutions can foster the employability of graduates by integrating training opportunities in career management during graduation programs.

**Monteiro, S. C., Taveira, M., & Almeida, L. S. (2019).** Career adaptability and university-to-work transition: Effects on graduates' employment status. *Education and Training*. doi: 10.1108/ET-10-2018-0206

In a socioeconomic context that is undergoing continuous change, career adaptability emerges as a central construct for understanding the employability of graduates. The purposes of this study are: (i) to analyze intra-individual differences in career adaptability among graduates between the end of graduation (time 1) and integration into the labor market 18 months later (time 2); (ii) to analyze the effect of career adaptability on graduates' employment status 18 months after completing graduation. A sample of 183 graduates in four different study fields (Economics, Engineering, Social Sciences and Humanities, and Law) completed the Career Adapt-Abilities Scale at two different points in time: when they graduated and 18 months after graduation. To assess intra-individual differences over time and the effect of career adaptability on graduates' employment status, a repeated measures design was used. The obtained results confirmed a positive association of the four dimensions of career adaptability, with higher scores for the group of employed graduates, in the two measurement times. No statistical differences emerged within personal variables. This study evidences the relation of career adaptability and employability and demonstrates that it is possible to identify those students who are more

vulnerable in terms of career adaptability resources before university-to-work transition and, on this basis, to outline specific interventions to promote their employability.

**Motlova, V., & Honsova, P. (2021).** The effects of a 13-week career development programme on career-adapting thoughts and behaviours. *International Journal of Educational and Vocational Guidance*, *21*, 571-588.

This quasi-experimental design study investigated an interactive and practical Career Development Programme (CDP), a 13-week career guidance and counselling (CGC) intervention, on a sample of 224 Czech students. Students who received the CGC intervention and those from the “waiting list” who expressed interest in gaining support through the CDP were assessed at the beginning and at the end of the 13-week intervention. The findings indicated the benefits of CDP for the transition from university to working life: as hypothesized, the CDP increased career adaptability and cooperation, career construction and career maturity of students and graduates.

**Nalis, I., Kubicek, B., & Korunka, C. (2022).** Resources to respond: A career construction perspective on demands, adaptability, and career crafting. *Career Development Quarterly*, *70*, 138-152.

This study tests and extends the career construction theory’s model of adaptation and provides valuable insights into the interplay of agency and structure in career self-management. It studies the interactive effect of career adaptability resources with intensified career demands on career crafting by examination of structural predictors for adapting responses, and the role of career adaptability as a moderator between intensified demands and career crafting responses. Using a representative sample of the German working population (N = 2000), the authors test the model with structural equation modeling. Latent structure analysis showed that each of the four career adaptabilities strengthens the relationship between intensified career demands and the career crafting responses of goal setting/networking and reflection. It suggests to focus strongly on the development of career resources in order to enable career crafting.

**Ndlovu, V., & Ferreira, N. (2019).** Students’ psychological hardiness in relation to career adaptability. *Journal of Psychology in Africa*, *29*, 598-604.

This study explored the relationship between psychological hardiness and career adaptability of students at Technical and Vocational Education and Training (TVET) Colleges. Participants were a convenience sample of 198 college students, predominantly single (96 .0%), female (57 .6%), black African students (92 .9%), aged 21 years and younger (93 .9%). They completed a Personal Views Survey (PVS III-R) and the Career Adapt-Abilities Inventory (CAAI). Stepwise regression analysis indicated gender and the hardiness attributes (commitment, control, and challenge) to predict career adaptability. Student development services should seek to leverage college students’ psychological hardiness for career development counselling.

**Nejad, H. G., Nejad, F. G. ., & Farahani, T. (2021).** Adaptability and workplace subjective well-being: The effects of meaning and purpose on young workers in the workplace. *Canadian Journal of Career Development*, *20*, <https://doi.org/10.53379/cjcd.2021.70>

Adaptability is described as the apt mental, behavioral, and/or emotional modifications apt mental, behavioral, and/or emotional modifications individuals make to deal with change, challenges, and uncertainty. The present paper builds on the recently developed measurement work of the adaptability construct, investigates the relationship between adaptability and meaning and purpose (a well-being factor), and the role of adaptability in predicting workplace subjective well-being (work engagement, job satisfaction, and handling work stress) relevant to the young workforce. The adaptability study concluded that implicit theories and personality significantly projected adaptability. Further, adaptability is shown as the predictor of well-being (including meaning and purpose) after accounting for the effects of presage factors. These results presume implications for executives and practitioners pursuing to identify and address young workers' approaches to their challenging and adverse workplace demands, and how meaning and purpose may assist these workers in better adjustment and engagement in their workplace.

**Negru-Subtirica, O., & Pop, E. I. (2016).** Longitudinal links between career adaptability and academic achievement in adolescence. *Journal of Vocational Behavior*, 93, 163-170.

In order for schools to prepare youth for their future work lives, career adaptability and academic achievement should be reciprocally and positively linked throughout adolescence. To address the gap in longitudinal research on the relations between academic achievement and career adaptability, we investigated the cross-lagged associations between these two constructs in a three-wave longitudinal study, testing the moderating role of adolescents' gender, type of schooling, and age. Participants were 1,151 adolescents (41.3% boys), who completed the same measures three times during an academic year. Results showed positive reciprocal associations between career concern and academic achievement. This indicates that adolescents with a strong future orientation, who were already invested in career planning activities tended to perform better in school and vice-versa, high academic achievement further strengthened adolescents' positive outlooks on their vocational future. We also depicted positive unidirectional links from academic achievement to career control and career confidence across one academic year. Interestingly, we did not find significant longitudinal links between career curiosity and academic achievement. These patterns of longitudinal relations equally applied to boys and girls, to those attending university-preparatory and work-bound schools, and to early-to-middle and middle-to-late adolescents. Research and applied implications of these findings are detailed.

**Neto, R., Rodrigues, V. P., Polega, M., & Persons, M. (2019).** Career adaptability and entrepreneurial behaviour in the K-12 classroom. *Teachers and Teaching: Theory and Practice*, 25, 90-109.

With data from 311 K-12 public school teachers working in the United States, we tested a predictive model of entrepreneurial behaviour that included demographic characteristics and career adaptability, and identified differences between highly and minimally entrepreneurial teachers on how and why they adapt their teaching practices. Statistical analysis identified education and career adaptability to predict entrepreneurial behaviour. Qualitative analysis revealed that highly entrepreneurial teachers considered their professional development and the broader school system, while teachers scoring low on entrepreneurial behaviour focused on behaviour management and coping with imposed regulations when adapting their practices. The discussion includes theoretical and practical implications.

**Neureiter, M., & Traut-Mattausch, E. (2017).** Two sides of the career resources coin: Career adaptability resources and the imposter phenomenon. *Journal of Vocational Behavior*, 98, 56-69.

Considering the impostor phenomenon (IP) as an important psychological construct in the context of career development requires a theoretical grounding. Using the career construction model of adaptation as a guiding framework, we investigated how the IP is related to adaptive readiness (represented by core self-evaluations), career adaptability resources, and adapting responses, namely, career planning, career decision-making difficulties, career exploration, and occupational self-efficacy. We used parallel multiple mediation modeling to investigate specific indirect effects through concern, control, curiosity, confidence, and the IP. We conducted an online study with 289 university students. Results indicated a positive effect of core self-evaluations on career planning, career exploration, and occupational self-efficacy and a negative effect on career decision-making difficulties through adaptability resources. The IP emerged as a “maladaptability” resource: That is, it might be a hindrance to adaptive coping and behavior and consequently promote maladaptive coping and behavior by decreasing career planning and occupational self-efficacy and increasing career decision-making difficulties. Supplementary negative effects of the IP on adaptability resources are discussed.

**Newman, S., Dunwoodie, K., Jiang, Z., & Nielsen, I. ((2022).** Openness to experience and the career adaptability of refugees: How do career optimism and family social support matter? *Journal of Career Assessment*, 30, 309-328.

The present study examines the antecedents of the career adaptability of people from a refugee background. Drawing on career construction theory, it specifically examines whether openness to experience fosters career adaptability through enhancing career optimism. In addition, it examines whether family social support moderates the relationship between openness to experience and career optimism, and moderates the mediated relationship between openness to experience and career adaptability through career optimism. Analysis of three waves of data from people from a refugee background seeking employment in metropolitan Australia found support for the hypothesized relationships. In particular, career optimism was found to fully mediate the relationship between openness to experience and career adaptability. In addition, family social support was found to substitute for low levels of openness to experience.

**Ng, S. I., L, Q., H., Cheah, J-H., Ho, J., & Tee, k. K. (2022).** A moderated-mediation model of career adaptability and life satisfaction among working adults in Malaysia. *Current Psychology*, 41, 3078-3092.

Career adaptability refers to the concept of individuals taking charge of their own career development by staying concern, control, curious and confident. Since the career adaptability measurement scale was made available in 2012, the concept has been extended to various samples and consistently found its applicability across many countries. This study intends to continue with this line of research by extending its nomological network to another country (i.e. Malaysia) using a unique sample (work and study adults who enroll in a post-graduate degree program). We also responded to the call for identifying the conditions and mechanisms in which career adaptability may bring differential effect to the life satisfaction outcome. Based on 200

sets of data collected, it was found that career adaptability predicted life satisfaction through a moderated (connectedness) and mediation (job satisfaction) relationship. The results provided empirical evidence on the universality of the career adaptability scale, Career Construction Theory and the Life-Span, Life-Space theory. Juggling between work and studies, individuals with higher career adaptability was found to enjoy higher job satisfaction under the condition of high connectedness (getting support and help from family, university, neighbor and friends). The joy of job satisfaction then spilt over to other life domains and manifested in life satisfaction.

**Newman, A., Dunwoodie, K., Jiang, Z., & Nelson, I. (2022).** Openness to experience and the career adaptability of refugees: How do career optimism, and family social support matter? *Journal of Career Assessment, 30*, 309-328.

The present study examines the antecedents of the career adaptability of people from a refugee background. Drawing on career construction theory, it specifically examines whether openness to experience fosters career adaptability through enhancing career optimism. In addition, it examines whether family social support moderates the relationship between openness to experience and career optimism, and moderates the mediated relationship between openness to experience and career adaptability through career optimism. Analysis of three waves of data from people from a refugee background seeking employment in metropolitan Australia found support for the hypothesized relationships. In particular, career optimism was found to fully mediate the relationship between openness to experience and career adaptability. In addition, family social support was found to substitute for low levels of openness to experience.

**Nilforooshan, P. (2020).** From adaptivity to adaptation: Examining the career construction model of adaptation. *Career Development Quarterly, 68*, 98-111.

The author examined a multiple mediation model and a moderation model for the relationships among adaptivity (in terms of future work self and proactivity), career adaptability, adapting responses (in terms of career decision self-efficacy [CDSE] and career engagement), and adaptation (in the form of academic satisfaction) among 282 university students. Results showed that career adaptability, CDSE, and career engagement fully mediated the relations of future work self and proactivity with academic satisfaction. Career adaptability also had a mediation role in the relationships of future work self and proactivity with CDSE and career engagement. The relationship between career adaptability and academic satisfaction was fully mediated by CDSE and career engagement. Career adaptability did not moderate the relationships between adaptivity indices and adapting indices. These results support the serial multiple mediation model, which is introduced in the adaptation model. Career education and career coaching could improve clients' agency through working on their self-regulation resources, self-efficacy beliefs, and overt career behaviors.

**Nilforooshan, P., & Salimi, S. (2016).** Career adaptability as a mediator between personality and career engagement. *Journal of Vocational Behavior, 94*, 1-10.

The current study examined the role of career adaptability as a mediator between personality dimensions and career engagement. This investigation was conducted in Iran using a sample of university students (N = 201) who completed the Zuckerman-Kuhlman-Aluja Personality Questionnaire, the Career Adapt-Abilities Scale-Persian, and the Career Engagement Scale. Career adaptability dimensions related positively with activity, negatively with neuroticism, and positively with career engagement. The results indicated that career adaptability dimensions partially mediated the relationships between activity (work compulsion, general activity, restlessness, and work energy) and career engagement, whereas they were a full mediator between neuroticism (anxiety, depression, dependency, and low self-esteem) and career engagement. Among career adaptability dimensions, curiosity fully mediated the effect of sensation seeking on career engagement. These findings suggest that career adaptability is a dynamic mechanism that helps to regulate the relationship between specific dispositional traits and career adapting behaviors.

**Nikander, J. A. O., Aunola, K., Tolvanen, A., & Ryba, T. V. (2022).** Associations between student-athletes' self-esteem and career adaptability across high school years. *Scandinavian Journal of Medicine & Science in Sports*, *32*, 789-797.

The key challenges in sustainable elite sports concern young athletes' holistic development. Consequently, preparation for dual careers has been recommended to enhance athletes' well-being and equip them for life after sports. The aim of this study was to examine the developmental associations between self-esteem and career adaptability among adolescent athletes across the high school years and investigate the role of gender in these developmental trajectories. A total of 391 student-athletes were followed up four times from the beginning of high school (T1) to its end (T4) using the Dual-Career Form of the Career Adapt-Abilities Scale and the Self-Esteem Questionnaire. The results indicated that individual differences in student-athletes' self-esteem and career adaptability were relatively stable across the high school years and were thus modeled via the between-persons factors capturing differences between individuals across time. The results further showed that the overall levels of self-esteem and career adaptability were positively associated. Males showed higher overall levels of career adaptability and self-esteem than females. This study suggests that it is important to facilitate youth athletes' self-regulation resources by involving them in vocational developmental tasks. Further, gender differences should be considered when supporting student-athletes' development.

**Nikander, J., Tolvanen, A., Aunola, K., & Ryba, T. (2022a).** The role of individual and parental expectations in student-athletes' career adaptability profiles. *Psychology of Sport & Exercise*, *59*, 102127.

To support holistic development, adolescent student-athletes are encouraged to integrate sport with education/academics (i.e., dual careers). Career adaptability, as a psychological resource, may help youth athletes cope with transitions and successfully manage their careers. Individuals with a plan and higher expectations for the future demonstrate higher career adaptability and are better prepared for the future. In the present study, we examined what kinds of distinct career adaptability profiles could be identified among youth athletes in Finland at the transition stage to a sports high school (i.e., specialized school for athletes). Moreover, we investigated whether

youth athletes' success expectations about school and sport, and corresponding parental expectations, predicted the probability of student-athletes demonstrating a certain career adaptability profile. Next, we examined how gender was represented in the different profiles. The present study is part of the Longitudinal Finnish Dual Career study. A total of 391 student-athletes (51% females) from six sports high schools in Finland, and 448 parents (42% fathers) participated in the study. The student-athletes answered questionnaires on career adaptability (Career Adapt-Abilities Scale – Dual Career Form) and success expectations at the beginning and then again at the end of the first year of sports high school. At the beginning of sports high school, parents responded to a questionnaire about their expectations of success for their children in both academics and in sport. The data were analyzed using structural equation modeling and latent profile analysis. Five distinct adaptability profiles across time were identified: stable, very low adaptability, stable low adaptability, stable moderate adaptability, stable high adaptability, and increased adaptability. Student-athletes' high success expectations in academics and sport, and mothers' high success expectations in academics, increased the probability of student-athletes showing higher adaptability profiles. The student-athletes' high level of expectations for both sport and academics are associated with career adaptability, and mothers' high expectations of student-athletes' academic success relate to higher career adaptability profiles among student-athletes and can thus be considered an important factor in supporting their dual careers.

**Obschonka, M., Hahn, E., & Bajwa, N. u. H. (2018).** Personal agency in newly arrived refugees: The role of personality, entrepreneurial cognitions and intentions, and career adaptability. *Journal of Vocational Behavior, 105*, 173-184.

In light of recent developments in the world of work towards increased uncertainty, a rapid pace of change and new possibilities for intentional self-development, subsequent research has strongly emphasized the role of personal agency (e.g., self-initiative, entrepreneurship, and adaptability capacities) in taking advantage of this environment. Here, we adopt this view of personal agency to study early integration processes of refugees facing personal situations that involve examples of extreme uncertainty combined with new opportunities. Specifically, we examine the relationship between personality factors, entrepreneurial alertness and intentions, and career adaptability in a sample of N=267 refugees (M=27.56 years, 78.1% male), mostly from Syria, newly arrived in Germany after their flight. Employing structural equation modeling, the data revealed that entrepreneurial alertness is a crucial proximal predictor of entrepreneurial intentions and career adaptability in newly arrived refugees. In addition, the personality factors self-efficacy and resilience were relevant background factors: they predicted entrepreneurial alertness, which in turn mediated the direct link between these background factors and career adaptability. The results underscore the relevance of an agentic perspective in the study of refugees by highlighting the importance of entrepreneurial cognitions and underlying personality factors for the early integration process.

**Ocampo, A. C. G., Restubog, S. L. D., Liwag, M. E., Wang, L., & Petelczyc, C. (2018).** My spouse is my strength: Interactive effects of perceived organizational and spousal support in predicting career adaptability and career outcomes. *Journal of Vocational Behavior, 108*, 165-177.

The mid-career stage is marked by a wider diversity of roles and responsibility in work and non-work life domains. To attain career success, mid-career workers cannot solely depend on their 1

organization for information, skills, and training. Integrating career construction (Savickas, 2002) and conservation of resources (Hobfoll, 1989) perspectives, we developed a model linking perceived organizational support (POS), perceived spousal support, career adaptability, and subjective and objective indicators of career success. We tested the model using a sample of 160 independent employee-supervisor dyads across three measurement periods over two years. Results revealed that (a) POS was indirectly related to both subjective and objective career success via career adaptability; (b) perceived spousal support was indirectly related to both subjective and objective career success via career adaptability; and (c) the conditional indirect effects of POS in predicting subjective and objective career success via career adaptability were stronger for employees with high as opposed to low levels of perceived spousal support. Implications for theory and practice are discussed.

**Ocampo, A. C. G., Reyes, M. L., Chen, Y., Restubog, S. L. D., Chih, Y-Y., Chua-Garcia, L., & Guan, P. (2020).** The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model analysis. *Journal of Vocational Behavior*, 120, 103426.

Career adaptability has been conceptually and empirically linked with successful career transitions. However, research on the antecedents of career adaptability dimensions (i.e., concern, control, curiosity, and confidence) among students in school-to-work transition contexts remains sparse. In this paper, we investigate whether internship participation develops career adaptability over time and whether interns' conscientiousness supports faster development of career adaptability. Data were obtained from 173 undergraduate hotel and restaurant management students in China across five measurement periods. Growth mixture modeling analyses revealed that all career adaptability dimensions increased linearly over time after internship participation. In contrast, there was no growth in career adaptability except for the concern dimension among those who did not participate in internship. Interns' conscientiousness did not increase the rates in which career adaptability develops. The ancillary results of the study, however, showed that pre-internship levels of career adaptability dimensions influence their eventual development. Overall, our findings offer theoretical and practical implications for vocational scholars and career counsellors in supporting and sustaining students' career adaptability development.

**Ohme, M., Zacher, H. (2015).** Job performance ratings: The relative importance of mental ability, conscientiousness, and career adaptability. *Journal of Vocational Behavior*, 87, 161-170.

According to career construction theory, continuous adaptation to the work environment is crucial to achieve work and career success. In this study, we examined the relative importance of career adaptability for job performance ratings using an experimental policy-capturing design. Employees (N=135) from different vocational backgrounds rated the overall job performance of fictitious employees in 40 scenarios based on information about their career adaptability, mental ability, conscientiousness, and job complexity. We used multilevel modeling to investigate the relative importance of each factor. Consistent with expectations, career adaptability positively predicted job performance ratings, and this effect was relatively smaller than the effects of conscientiousness and mental ability. Job complexity did not moderate the effect of career adaptability on job performance ratings, suggesting that career adaptability predicts job

performance ratings in high-, medium-, and low-complexity jobs. Consistent with previous research, the effect of mental ability on job performance ratings was stronger in high- compared to low-complexity jobs. Overall, our findings provide initial evidence for the predictive validity of employees' career adaptability with regard to other people's ratings of job performance.

**Ojala, J., Nikander, A., Aunola, K., De Palo, J., & Ryba, T. V. (2023).** The role of career adaptability resources in dual career pathways: A person-oriented longitudinal study across elite sports upper secondary school. *Psychology of Sport & Exercise*, 67, 102438.

Obtaining education is an important milestone in athletes' preparation for their professional career after sport. Literature indicates that combining school and sport is not an easy task for many aspiring youth athletes. It has been proposed that career adaptability, which refers to psychosocial resources enabling individuals to solve complex occupational transitions, present and anticipated vocational development tasks, and career related challenges could be a relevant concept for applied work with student-athletes. In this study, we examined whether there are distinct developmental profiles of career adaptability among adolescent athletes across the upper secondary school years. We also investigated the associations between career adaptability and sport withdrawal and academic achievement. A total of 391 Finnish-speaking student-athletes completed the questionnaire on career adaptability (Career Adapt-Abilities Scale – Dual Career Form; Ryba & Aunola, 2015; Ryba et al., 2017) at the beginning and end of upper secondary school. The participants' background information about their sport participation and grade point average were collected upon completion of each grade of upper secondary school. The data were analyzed using cluster analysis, cross-tabulation, and one-way analysis of variance. Four distinct adaptability profiles were identified: higher adaptability, lower adaptability, increasing adaptability, and decreasing adaptability. Higher and lower adaptability profiles showed stable levels of adaptability across time, whereas the adaptability level either increased or decreased in the other two profiles. Student-athletes with a lower career adaptability profile were overrepresented among those who withdrew from competitive sports, and they reported lower grade point averages than those with higher scores of career adaptability. High scores of career adaptability were associated with high grades, whereas low scores of career adaptability were associated with low grades and a probability to withdraw from competitive sport. Therefore, it is recommended that career adaptability be considered as important self-regulation resources for sustaining dual career pathways over time.

**Oliveira, Í. M., de Castro, I., Silva, A. D., & Taveira, M. d. C. (2023).** Social-emotional skills, career adaptability, and agentic school engagement of first-year high school students. *International Journal of Environmental Research and Public Health*, 20, 5597.

The transition to the first year of high school constitutes a critical moment because it corresponds to the implementation of a career choice, which can impact students' satisfaction and psychosocial adjustment. The career construction model of adaptation holds potential to explain how students adapt to high school, by suggesting linkages among adaptive readiness, resources, responses, and results. However, research applying the career construction model to school transitions, combining social-emotional, career, and academic variables is still needed. This study explores the roles that social-emotional skills (an indicator of adaptive readiness) and career adaptability (an indicator of adaptability resources) play in explaining first-year high

school students' agentic school engagement (an indicator of adapting responses). Measures of social-emotional skills, career adaptability, and school engagement were completed by 136 students (63.2% girls; M age = 15.68). Results from the hierarchical linear regression analysis suggest that social-emotional skills and career adaptability explain 32% of the variance and significantly contribute to explaining agentic school engagement. These findings seem illustrative of the potential of the career construction model of adaptation to deepen knowledge and understanding about the transition to high school and the implementation of career choices. Aligned with the literature, this study supports the calls for integrative psychological practices that acknowledge social-emotional, career, and academic variables when fostering students' psychosocial adjustment.

**Olugbade, O. A. (2016).** The Career Adapt-Abilities Scale – Nigeria form: Psychometric properties and construct validity. *Journal of Vocational Behavior, 95-96*, 111-113.

This study examined the psychometric properties of Career Adapt-Ability Scale (CAAS) in Nigeria. The CAAS consists of four subscales, each with six items that measure concern, control, curiosity and confidence as psychosocial resources for coping with occupational tasks, work traumas and transitions. The participants in this study included bank (N=143) and hotel (N=128) employees. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was similar to that of the CAAS-International Form. While the result revealed that age was significantly related to confidence, gender and education had no significant relationships with the four dimensions of adaptability.

**Othman, R., Kamal, N. M., Alias, N. E., Ismail, S., & Sahiq, A. N. M. (2018).** Positive psychological traits and career adaptability among millennials. *International Journal of Academic Research in Business and Social Sciences, 8*, 1420–1433.

Individual of the Millennial Generation are born along with technologies improvement. Consequently, it has created rapid changes in working structure as well as working environment that requires how they could continuously learn and adapt with new situation on their work future. Career adaptability is a critical variable, which convey meaning the ability to adjust oneself thus, fit with change in their career. Thus, in time with increasingly diverse, the ability to navigate and adapt with changes and challenging work are most important. Positive Psychological Traits are major predictors that been recognized as vital capacities on how these students are able to cope with turbulent changes in future work. Therefore, the purpose of this research is to investigate Positive Psychological Traits and Career Adaptability among Millennials as well as to identify the most influential factor in Positive Psychological Traits that influence career adaptability among students at Universiti Teknologi Mara Melaka City Campus. This study used convenience sampling techniques and online questionnaire as an instrument to collect data. The data from 70% out of 329 students are collected then evaluated by using Statistical Package for the Social Science (SPSS) Version 23 Software. The result from multiple regression analysis indicates that all the elements in Positive Psychological Traits, which is resilience, optimism and hope have positive significant relationship with career adaptability. Moreover, regression analysis revealed that, resilience found to be the most influential variables towards career adaptability among these millennials at Universiti Teknologi Mara Melaka City Campus.

**Omar, F., Rahim, A. R. A., & Hafit, N. I. A. (2022).** Perceived career counselling: Establishing career adaptability among newly hired graduates. *International Journal of Academic Research in Business and Social Sciences*, 12, 1170–1184.

This paper was designed to deliberate the perceived role of career counselling in establishing career adaptability among newly hired graduates. It is derived from counselling for career construction as the element of guidance in deciding on work roles to prepare for the transition adaptation. Considering the life-career well-being of an individual in enhancing their capacity to adapt and deal with occupational challenges. The individual's intention to seek career counselling to obtain information about a future decision or to rectify the decision made is a strategy for thriving in the challenging labor market. The industrial pressure acquires talented talents with relevant skills forces newly employed graduates to self-regulate, be flexible and capable of applying self-capabilities in the future. However, newly employed graduates lack self-awareness of their capabilities and strength and limited information related to industrial demand, which entrapped them in career choice and decision-making. Thus, perceived career counselling enables newly employed graduates to understand industrial demand better, supporting them in adapting to their job and implicitly planning their career trajectory. Indeed, this paper encourages better comprehension of the perceived career counselling in establishing career adaptability to gain optimal and suitable employment.

**Omar, S., & Noordin, F. (2013).** Career adaptability and intention to leave among ICT professionals: An exploratory study. *Turkish Journal of Educational Technology*, 12, 11-18.

Adaptability was found to be one of the important aspects for employees in order for them to survive in their career especially to those in the ICT industry. The ICT work nature involved with consistent work changes, intensive creative thinking, and advanced technological upgrading. Although organizations supposed to encourage career adaptability among the employees, previous studies however showed that such encouragement contributed to the employees' turnover rather than retention. In order to generalize the previous findings into the Malaysian work context, this study explored whether career adaptability would have such influence on intention to leave the organization and the career. Findings of this study found that career concern, career control, career curiosity and career confidence were negatively correlated to both intentions to leave. However, only career control and career confidence were found to be significance in explaining the study model in multiple regression analyses. Implications of this study and recommendation for future studies were discussed.

**Omar, S., & Noordin, F. (2016).** Moderator influences on individualism-collectivism and career adaptability among ICT professionals in Malaysia. *Procedia Economics and Finance*, 37529-537.

Career adaptability has been identified as one of the skills needed for individual who works in ICT industry due to fast and consistent technological upgrading. Individualism-collectivism has been studied by many researchers in cross-cultural to assess certain research constructs including work behaviors. This study assessed whether the relationship between the culture constructs and career adaptability is significant, and whether several demographic characteristics have

moderating effect on the relationship using structural equation modelling (SEM). It was found that only horizontal individualism, vertical individualism, and horizontal collectivism have positive relationships with career adaptability. Among several demographic characteristics tested, only age and position level has moderating influences on the relationships. Implications of the research are discussed and suggestion for future studies is included at the end of the study.

**Oncel, L. (2013).** Career Adapt-Abilities Scale: Convergent validity of subscale scores. *Journal of Vocational Behavior, 85*, 13-17.

This study examined the convergent validity of scores from the four subscales in the Career Adapt-Abilities Scale. The differential relation of each subscale to theoretically-related constructs was examined in a sample of 332 graduating university students. The results were as predicted. Career concern related highest to future time perspective; career control related highest to both locus of control and core self-evaluations as well as inversely to neuroticism; career curiosity related highest to proactive personality; and career confidence related highest to generalized self-efficacy. The only relation that was not as predicted involved self-esteem, which was predicted to relate highest to confidence. It related higher to career control ( $r = .42$ ) and career concern ( $r = .41$ ).

**Orie, S., & Semeijn, J. H. (2022).** Stay of leave? He role of career adaptability and organizational embeddedness for turnover intentions. *Journal of Career Development, 49*, 1196-1211.

The purpose of this article is to investigate the relationship between career adaptability (CA) and organizational embeddedness (OE) and organizational and occupational turnover intention among employees in the Netherlands. Logistic regression analysis was utilized to examine survey data obtained from 173 employees with various occupations, who worked for (semi-)public and private organizations in the Netherlands. The variable measuring CA did not contribute to explaining organizational or occupational turnover intention. The variable measuring OE contributed to explaining organizational and, to a lesser extent, occupational turnover intention. In addition, for moderately to higher embedded workers, the odds of organizational turnover increased when they had higher CA. Our results suggest that the fostering of CA, in general, does not influence the likelihood of workers making transitions. Implications for practice and future research are discussed.

**Ozdemir, N. K., & Koc, M. (2021).** Career adaptability of parents of children with autism spectrum disorder. *Current Psychology*, doi.org/10.1007/s12144-021-02649-9

This descriptive phenomenological study examines career adaptability of parents of children with Autism Spectrum Disorder (ASD). Participants include 30 parents (18 fathers and 12 mothers; 6 of them were couples) ranging in age from 26 to 45 years, selected by a purposive sampling method. The semi-structured interview form developed by the researchers based on the Career Construction Theory was used to collect data after receiving expert verification on the questions. In addition, to triangulate data sources, the Participant Feedback Form filled by the participants on the day following the interview and the Researcher Diary filled by the interviewer during the data collection process were utilized. Colaizzi's seven-step method was followed to analyze the data. Four major domains emerged, highlighting traumas/changes in work-life after

ASD, career adaptability, influences of COVID-19 pandemic, and post-interview awareness of this particular sample. Results from the study highlighted looking ahead, being persistent, career decision-making, career-exploration accompanied by some expectations such as more time, income and flexibility, and coping skills build upon the ASD, along with postponement and abandonment of previous career goals, alteration of future career plans, and lack of self-exploration. The results contributed to the theory by providing evidence for career adaptability of parents of children with individual differences, including career adaptability resources and needs. Findings also implied the need for interventions to foster career adaptability skills of parents regarding looking ahead in a positive way, decision-making, self-exploration, and coping with career barriers and difficulties.

**Oztemel, K., & Yildiz-Akyol, E. (2021).** The predictive role of happiness, social support, and future time orientation in career adaptability. *Journal of Career Development, 48*, 199-212.

In the 21st century, young adult people who are prepared for the world of work are expected to be individuals who have the responsibility to manage their careers and have career adaptability skills. In this regard, it seems useful to understand the factors that may affect career adaptability. The purpose of this study was to investigate whether the happiness, social support, and future time orientation can predict career adaptability of young adults. The participants consisted of 525 students (389 female and 136 male) who were enrolled at different faculties of a university in Ankara, Turkey. The instruments that were used in the study were the Career Adapt-Abilities Scale, Oxford Happiness Questionnaire–Short Form, Multidimensional Scale of Perceived Social Support, Attitudes Toward the Future Scale, and a Personal Information Form prepared by the researchers. The results showed that happiness, perceived social support, positive attitude toward the future, and planned attitude toward the future were significantly positively related to career adaptability. These results indicated that individuals with a high level of happiness and positive and planned attitudes toward the future, and those who receive positive social support from their social contacts such as parents, friends, and significant others, are more career adaptive. The results were discussed in the context of the relevant literature.

**Oztemel, K., & Akyol, E. Y. (2021a).** From adaptive readiness to adaptation results: Implementation of Student Career Construction Inventory and testing the career construction model of adaptation. *Journal of Career, Assessment, 29*, 54-75.

This study evaluates the empirical applicability of the career construction model of adaptation (CCMA) by collecting evidence about the validity of the Student Career Construction Inventory (SCCI) from a sample of Turkish high school students and examining the relations between adaptive readiness, adaptability resources, adapting responses, and adaptation results. To test the model, we conducted two studies with samples of high school students in Ankara, Turkey ( $n_1 = 251$ ;  $n_2 = 694$ ). In the first study, the SCCI was translated into Turkish and psychometric properties of the inventory were assessed. To validate the four-factor structure of the SCCI Turkish High School Form, two different levels of confirmatory factor analysis (CFA) were applied to 251 participants. The results of CFA demonstrated that the data for the SCCI Turkish high school sample fit the theoretical model very well. The internal consistency of the SCCI was determined as 0.72 for crystallizing, 0.75 for exploring, 0.85 for deciding, 0.73 for preparing, and 0.90 for the total. In the second study, the CCMA, consisting of four dimensions (adaptive readiness, adaptability resources, adapting responses, and adaptation results), was empirically 1

tested by using the SCCI, which had been tested for validity in the first study. The results of serial mediation analysis supported the CCMA, indicating that adaptive readiness indirectly influenced adaptability resources, adapting responses, and adaptation results.

**Pajic, S., Ulcelsue, M., Kismihok, G., Mol, S. T., & den Hartong, D. N (2018).** Antecedents of job search self-efficacy of Syrian refugees in Greece and the Netherlands, *Journal of Vocational Behavior, 105*, 159-172.

The goal of the current study was to investigate the relationships among psychological resources, career barriers, and job search self-efficacy in a sample of post-2014 Syrian refugees. Participants included 330 refugees in Greece and the Netherlands. Data were obtained using paper-based surveys, with all measures translated into Arabic. Drawing from career construction theory (Savickas, 2005), we hypothesized that adaptive readiness, operationalized in terms of psychological capital, would be positively related to job search self-efficacy through career adaptability. In addition, social and administrative career barriers were hypothesized to moderate the first stage of the indirect effect between psychological capital and job search self-efficacy, such that this relationship is weaker when refugees experience higher career barriers. Results indicated that individuals with higher psychological capital more confidently engaged in job search behavior in the destination country, mostly due to their enhanced career adaptability. However, this relationship weakened when participants experienced higher social barriers and strengthened when they experienced higher administrative barriers. The findings provide further support for the career construction model of adaptation (Savickas & Porfeli, 2012) and pinpoint career adapt-ability resources as critical self-regulatory strengths that help individuals in this particularly vulnerable group adapt to occupational transitions. Moreover, the results highlight the potentially detrimental role of social barriers in this process. Based on the results, we offer implications for formulating training and career construction theory-based career counseling focused on enhancing career adaptability and psychological capital.

**Pan, J., Guan, Y., Wu, J., Han, L., Zhu, F., Fu, X., & Yu, J. (2018).** The interplay of proactive personality and internship quality in Chinese university graduates' job search success: The role of career adaptability. *Journal of Vocational Behavior, 109*, 14-26.

Based on the job characteristics model and career construction theory, this study examined the role of internship quality in the employment success of Chinese university students. A four-wave survey study was conducted in a sample of university graduates (N=207) and the results showed that after the effects of baseline career adaptability (Time 1) were controlled, internship quality (Time 2) and proactive personality (Time 2) positively were both associated with subsequent career adaptability (Time 3), which was further related to indicators of employment success (number of job offers, starting salary, and job search efficiency) at Time 4. In addition, internship quality was also found to be a significant moderator of the relationship between proactive personality and career adaptability as well as employment success, such that when internship quality was lower, the indirect effect of proactive personality on job search success through career adaptability was stronger. The corresponding moderated mediation model was also supported by the results. These findings carry implications for future studies on school-to-work transition and organizational recruitment practices.

**Park, S. Y., Cha, S-B., Joo, M-H., & Na, H. (2022).** A multivariate discriminant analysis of university students' career decisions based on career adaptability, social support, academic major relevance, and university life satisfaction. *International Journal for Educational and Vocational Guidance*, 22, 191-206.

Career adaptability and its four sub-factors (concern, control, curiosity, and confidence) are helpful in understanding students' career choices and decisions. A sample of 1,297 university students in Seoul, South Korea, participated in this study. Among them, 728 students (56.13%) had already made their career decision, while 569 (43.87%) had not. A multivariate discriminant analysis was carried out to identify its significance in discriminating students' career decisions after the execution of two factor analyses to verify construct validity. We concluded that the multivariate function was appropriate for discriminating students' career decision status, and its predictive accuracy was relatively high based on canonical correlation (.37) and Wilks' lambda (.87). Career concern was identified as the most discriminate variable.

**Parmentier, M., Pirsoul, T., & Nils, F. (2019).** Examining the impact of emotional intelligence on career adaptability: A two-wave cross-lagged study. *Personality and Individual Differences*, 151, 109446.

Developing career meta-competencies has become crucial to cope with the unpredictability of today's global work context, both at the emotional and cognitive levels. It is often argued that individuals rely on both emotional intelligence (Di Fabio & Kenny, 2014) and career adaptabilities (Savickas, 2005) to respond to career changes. Though the link between emotional intelligence and career adaptability has been previously demonstrated, no longitudinal evidence has been provided yet. The present study investigates the impact of emotional intelligence on career adaptability in a two-wave longitudinal study among a sample of adult learners (N=282 for Time 1; N=208 for Time 2). Using cross-lagged panel analysis, our results supported the causal relationship from emotional intelligence to career adaptability. Emotional intelligence at Time 1 predicted career adaptability at Time 2 while controlling for prior levels of career adaptability and socio-demographic variables. Neither a reversed causality model nor a reciprocal causality model provided a better fit to the data. While this study brings additional evidence for the career construction model and emphasizes the role of two career meta-competencies in crafting sustainable careers, it also raises the importance to consider career development in the context of adult learning.

**Parmentier, M., Pirsoul, T., & Nils, F. (2022).** Career adaptability profiles and their relations with emotional and decision-making correlates among Belgian undergraduate students. *Journal of Career Development*, 49, 934-950.

This study used a person-centered approach to investigate university students' profiles of career adaptability and determine whether different combinations of concern, control, curiosity, and confidence could be identified. We also explored the relations of these profiles with emotional intelligence, anticipatory emotions, and career decision-making self-efficacy. We found six distinct profiles of career adaptability among 307 university students who differed both on their level and on shape. Emotional intelligence was associated with profiles displaying higher levels of career adaptability. Furthermore, profiles of career adaptability significantly displayed

differences in terms of positive anticipatory emotions at the prospect of the school-to-work transition and career decision-making self-efficacy but not in terms of negative anticipatory emotions. These results highlight that differentiating profiles of career adaptability provide insights for the design and the implementation of career-related interventions among university students.

**Parola, A., & Marcionetti, J. (2022).** Career decision-making difficulties and life satisfaction: The role of career-related parental behaviors and career adaptability. *Journal of Career Development, 49*, 831-845.

According to the Career Construction Model of Adaptation, career decision-making difficulties (CDD) and life satisfaction are important adaptation results, and career adaptability is a crucial resource to attain positive adaptation results. This study focused on the influence of parental career-related behaviors on career adaptability, CDD and life satisfaction, and the mediating role of career adaptability between parental career-related behaviors and CDD and life satisfaction. Five hundred thirteen Italian students (182 of middle school, 141 of high school, and 190 of university) were involved. The results showed that parental support influences CDD and life satisfaction both directly and indirectly through the mediation of career adaptability. Parental interference and lack of engagement have a positive direct effect on CDD. Finally, CDD and life satisfaction are significantly and negatively associated. The data support the key role of parental support and career adaptability in CDD and life satisfaction. Practical implications are discussed.

**Peila-Shuster, J. P. (2018).** Fostering hope and career adaptability in children's career development. *Early Child Development and Care, 188*, 452-462.

Today's children, more than ever, will live their life trajectories with indistinct and/or elusive maps, and must find their own ways of being in this world. While finding one's way of being in the world is difficult enough, it is even more challenging for children experiencing barriers and lack of opportunities, often resulting from oppressive forces. Nurturing children's hope and career adaptability can help support, sustain, and prepare them for successful lives as they navigate this ever-changing world. In this article, the author explores hope theory and the construct of career adaptability from career construction theory to inform and stimulate the promotion of childhood career development and life design, while also identifying potential avenues to help deconstruct and mitigate oppressive messaging and forces that can be absorbed early in life, often unconsciously.

**Peng, P., Song, Y., & Yu, G. (2021).** Cultivating proactive career behavior: The role of career adaptability and job embeddedness. *Frontiers in Psychology, 12*, 603890.

Scholars have widely acknowledged that proactive career behavior is essential for individuals to proactively build their careers, as well as facilitate positive career outcomes. However, there are still many questions about how to activate proactive career behavior. In the current study, we consider whether, how and when regulatory focus of individuals would evoke their proactive career behavior. Based on career construction theory, we utilized the career adaptability framework to develop and test the mediating effect of individual regulatory focus on proactive career behavior through career adaptability. Moreover, we further proposed that job

embeddedness plays a contingency role in moderating the extent to which regulatory focus contributes to proactive career behavior with the mediation of career adaptability differently and uniquely. Using a sample of 247 participants and collecting data in three waves, we found that the promotion focus of employees positively influences their proactive career behavior through the mediation of career adaptability. Furthermore, the indirect effect of promotion focus on proactive career behavior *via* career adaptability was moderated by the dichotomy of job embeddedness of individuals respectively and differently. Specifically, the positive relationship between promotion focus and proactive career behavior via the mediation of career adaptability was strengthened by the on-the-job embeddedness of employees, whereas the relationship was weakened by their off-the-job embeddedness. The overall findings broaden our understanding in terms of the underlying mechanism of proactive career behavior, suggesting that the promotion focus of individuals fosters proactive career behavior *via* career adaptability, and on-the-job and off-the-job embeddedness as contingency factors alter the effect of career adaptability.

**Perera, H. N., & McIlveen, P. (2017).** Profiles of adaptivity and their relations with adaptability, adapting, and adaption. *Journal of Vocational Behavior*, 98, 70-84.

Career adaptivity is the first factor in a chain of putative effects posited in the career construction theory (CCT): Adaptivity → Adaptability → Adapting → Adaptation. Hitherto, research on adaptivity has chiefly used variable-centered strategies to investigate the independent effects of adaptivity-related traits on adaptability, adapting, and adaptation averaged over all individuals constituting a sample. The present research, comprising two studies, seeks to extend this work by using person-centered analytic strategies to identify distinct profiles of adaptivity based on combinations of the Big-Five personality dimensions. We also examine the associations of profile membership with adaptability, adapting, and adaptation from the CCT perspective. Latent profile analyses revealed that a comparable 3-profile solution, comprising so-called “adaptive ready”, “ordinary”, and “rigid” adaptivity profiles, fit best in both studies using distinct measures of the Big-Five. Furthermore, across both studies, the latent subgroups were found to differ on levels of adaptability measured using two distinct instruments. Adaptability was highest in the “adaptive ready” subgroup followed by the “ordinary” and “rigid” subgroups, respectively. Finally, Study 2 showed that the adaptivity profiles differed with respect to indices of adapting (*viz.*, organized study behaviors) and adaptation (*viz.*, academic and career-choice satisfaction) in line with expectations from the CCT. The present findings constitute the first evidence showing that career adaptivity can be adequately represented via trait interactions. The findings also add to the empirical literature underpinning the CCT. Furthermore, this research is an informative demonstration of the utility of finite mixture analyses.

**Pires, P. P., Pinto, G. H. S., Souza, M. A., Macambira, M. O., & Figueira, G. L. (2021).** Career adaptability, engagement and job satisfaction: A psychological network in the military education context. *Revista de Administração Mackenzie*, 22, 1–28.

Evidence indicates that career adaptability and engagement are characteristics that improve coping with challenges inherent in a military career. Job satisfaction appears as a variable that interacts with both because it improves the maintenance of performance. The objective of this paper is to examine a psychological network (PN), including these variables. The interaction among these is

well documented in the literature; nevertheless, it has not been researched in the context of military education. Information on the network can provide important insights for the development of strength-based training directed towards highly influential behaviors and attitudes of students. The research design was sectional and based on a quantitative analysis framework. A total of 962 male students from the second ( $n = 323$ ; 33.6%), third ( $n = 345$ ; 35.9%), and fourth ( $n = 294$ ; 30.6%) years of the Academia Militar das Agulhas Negras (Aman), between 18 and 26 years old, completed our survey. Instruments included a demographic questionnaire, Job Satisfaction Scale, Career Adaptabilities Scale, and Utrecht Work Engagement Scale for Students. PNs were estimated for the complete sample and also for every academic year. One of our main findings indicates that the PN tends to lose connections across the academic years, especially considering job satisfaction and engagement items. Aman students might experience a natural process of disconnection from the academic environment and, therefore, constructs showing, for example, engagement for students lose configuration as a graphical community. A longitudinal study is needed in order to confirm differences detected among students from different years.

**Pociūtė, B., Kairys, A., Urbanavičiūtė, I., & Liniauskaitė, A. (2014).** High school students' vocational identity and adaptability. *Acta Paedagogica Vilnensia*, 33, 46-59.

This study focuses on two career development variables: vocational identity and career adaptability. Vocational identity reflects the way an individual defines oneself in a particular occupational area or a career path. Similarly to other forms of identity, it is thought to develop over time. Late adolescence is of an extreme importance in terms of vocational identity formation, as this is the time when high school students start seriously considering their future careers and prepare for the transition from school to higher education or work. Building on the works of J. Kroger and J. Marcia (2011), E. Crocetti et al. (2008), and W. Meeus et al. (1999), at least three identity dimensions can be distinguished: in-depth exploration, commitment, and reconsideration of commitment. They can be analyzed separately or as a combined pattern which reflects the dynamic nature of this construct. Although the above-mentioned identity dimensions are often explored in relation to various socio-demographic variables (for instance, gender or age), it is nonetheless important to look for their psychological or psychosocial correlates. Drawing on the Career Construction Theory, this study focuses, therefore, on the construct of career adaptability (Savickas & Porfeli, 2012) encompassing such adapt-abilities as concern, control, curiosity, and confidence in constructing one's future career. These are defined as psychosocial resources to cope with occupational transitions and developmental tasks, and are hypothesized to play a role in the development of adolescents' vocational identity. The current study had a twofold aim: a) to analyze the inter-relation between high-school students' vocational identity and socio-demographic variables (gender, age, grade, GPA), and b) to explore the link between vocational identity and career adaptability. In total, 518 high school students took part in the study, of them 40.3% were male and 59.7% were female. Their age ranged from 14 to 19 years (mean, 16.46 years). The respondents filled out a composite questionnaire which included a demographic question list, the Utrecht Management of Identity Commitments Scale (U-MICS; Crocetti et al., 2008), and the Career Adapt-abilities Scale (CAAS; Savickas & Porfeli, 2012). The results showed no gender differences in terms of vocational identity. However, age was negatively correlated with the commitment dimension, whereas GPA was positively related with it (even after controlling for career adapt-ability). Compared among different grades, 10<sup>th</sup> grade students the showed strongest vocational identity in terms of

commitment. In addition, vocational identity seems to be related to career adapt-ability. Two of the three identity dimensions (in-depth exploration and commitment) positively correlated with all career adapt-abilities, proving the relevance of this psychosocial construct for a better understanding adolescent vocational identity. Commitment correlated to adaptability .44 with highest correlation being to concern at .45. In-depth exploration correlated .40 to adaptability, with highest correlation being to curiosity at .41.

**Pong, H. K., & Leung, C. H. (2022).** Cross-sectional study of the relationship between trait emotional intelligence and career adaptability of Chinese youth. *BMC Public Health, 23*,514.

This research examined the relationship between trait emotional intelligence and the career adaptability of Chinese youths in Hong Kong. Cross-sectional data (N = 500) were collected from two universities in 2019 and 2020. The 2019 sample consisted of 256 Chinese university students (117 males, 139 females; ages 21-25). The 2020 sample included 244 Chinese university students (132 males, 112 females; ages 21-25). The participants were asked to complete the Wong and Law Emotional Intelligence Scale (WLEIS) to evaluate their emotional intelligence in the domains of self-emotion appraisal, other people's emotion appraisal, regulation of emotion, and use of emotion. The participants completed the Career Adapt-Abilities Scale (CAAS) to assess their career adaptability in the areas of concern, control, curiosity, and confidence. All domains of trait emotional intelligence were positively associated with career adaptability. Multiple Regression analysis showed that self-emotion appraisal and other people's emotional appraisal were the most predictive of career adaptability. Together, these two dimensions of emotional intelligence explained 12.5%, 26.2%, 13.4% and 69.4% of the variance in students' concern, control, curiosity, and confidence in relation to career adaptability, respectively. The results highlight the importance of incorporating emotional intelligence into the curriculum for students, so they are better prepared for changes over the course of their careers.

**Pouyaud, J., Vignoli, E., Dosnon, O., Lallemand, N. (2012).** Career Adapt-Abilities Scale-France Form: Psychometric properties and relationships to anxiety and motivation. *Journal of Vocational Behavior, 80*, 692-697.

The CAAS-France Form consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from moderate to good. The factor structure was quite similar to the one computed for combined data from 13 countries. The CAAS France Form is identical to the International Form 2.0. Concurrent validity evidence was collected relative to motivation and anxiety given that adaptability has been identified as a meta-competency for career construction in information societies. Relations between career adaptability and motivation measures were as predicted. However, they provide partial support to the relations between career adaptability and general or career anxiety

**Presbitero, A., & Quita, C. (2017).** Expatriate career intentions: Links to career adaptability and culture intelligence. *Journal of Vocational Behavior, 98*, 118-126.

Given the increasing rate of global mobility, it is important to have a greater understanding of the factors that influence intentions for expatriate careers. Guided by the Career Construction Theory and Intelligence Theory, this study takes the view that self-initiated expatriation as a form of global mobility is an adaptive vocational behavior driven by an individual's self-regulatory capacity to thrive in another country and work to build one's career. This study posits that individuals who want to work overseas rely mainly on their adaptive resources to develop their careers. Additionally, career adaptability, as a self-regulatory competency, is posited to be reinforced by an individual's intercultural capability (i.e., cultural intelligence). To test these assertions, data were collected in a sample of university students ( $n = 514$ ) in the Philippines, a country reported to have high rates of overseas migration for economic and career-related reasons. Career adaptability was found to be positively and significantly related to overseas career intentions. In addition, cultural intelligence was found to moderate the said relationship. These results offer the groundwork for understanding the earlier stages of expatriate careers and, in particular, how the intention to have a career in another country is developed and influenced by the interaction between the self-regulatory characteristics and intercultural capability of individuals.

**Presbitero, A., & Teng-Calleja, M. (2021).** Effective planning for an expatriate career: What roles do career adaptability and cultural intelligence play? *Journal of Employment Counseling*, 58, 119-140.

Grounded in the theories of career construction, planned behavior, and intelligence, this study examined the antecedents or mechanisms of effective planning for an overseas career among university students. Two studies were conducted (for Study 1,  $N = 243$  students in the Philippines; for Study 2,  $N = 274$  students in Australia). Results indicated that career adaptability (and its dimensions) was significantly related to expatriate career planning effectiveness and that expatriate career intention and cultural intelligence (and its dimensions) played important roles in the relationship. Findings contribute to the knowledge base regarding expatriation and offer practical insights relevant for career counselors, particularly in the assessment and effective preparation of students aiming to embark and establish overseas careers.

**Prescod, D. J., & Zeligman, M. (2018).** Career adaptability of trauma survivors: The moderating role of posttraumatic growth. *Career Development Quarterly*, 66, 107-120.

Impaired functioning in occupational domains is a diagnostic characteristic of posttraumatic stress disorder, and yet the interactions between trauma and career remain understudied. This study examined the relationships between trauma symptoms, posttraumatic growth, and career adaptability in college students who identified as trauma survivors ( $N = 215$ ). Results indicated that (a) trauma symptoms and posttraumatic growth were both significantly predictive of career adaptability and (b) posttraumatic growth moderated the relationship between trauma and career adaptability. The impact of demographic factors and implications for career counselors and counselor educators are also discussed.

**Qiao, T., Song, Z., Huang, J., Yan, J., Zhang, X., Wang, Y., Liu, C., & Wang, Y. (2022).** The relationship between pre-service kindergarten teachers' professional identification and career adaptability: A chain mediation model. *Frontiers Psychology*, 13, 1045947.

The healthy development of preschool education requires the support of stable and high-quality preschool teachers. However, there are still many deficiencies in preschool teachers in China at present. For pre-service kindergarten teachers, it is very significant to improve their career adaptability and enter professional positions smoothly. Numerous studies have found the effect of professional identification on the career adaptability of pre-service kindergarten teachers, but few studies have explored the potential influencing mechanisms among variables. On the basis of previous studies, this study explores the chain mediating effect of teacher efficacy and self-leadership on the relationship between professional identification and career adaptability of pre-service kindergarten teachers. Three hundred eighty-eight participants were recruited from two schools in Zhejiang Province. After screening, 377 questionnaires for pre-service kindergarten teachers were used for data analysis. The questionnaire included self-reported demographic information, professional identification, teacher efficacy, self-leadership, and career adaptability. We collected information on variables by using PISNS, TSE, RSLQ, and CFI, and analyzed the data using SPSS. Results show that (1) professional identification and career adaptability have a significant positive correlation. (2) the influence of occupational identification on the career adaptability of pre-service kindergarten teachers was carried out in three different ways: professional identification → teacher efficacy → career adaptability, professional identification → self-leadership → career adaptability, and professional identification → teacher efficacy → self-leadership → career adaptability. Teacher efficacy and self-leadership may mediate the relationship between professional identification and career adaptability of pre-service kindergarten teachers. This study highlighted the complexity of the link between preschool teachers' professional identification and career adaptability. The paper also discussed the limitations and implications of this study.

**Qiao, X. P., & Huang, J-H. (2019).** Effect of college students' entrepreneurial self-efficacy on entrepreneurial intention: Career adaptability as a mediating variable. *International Journal of Educational Methodology*, 5, 305-313.

The aim of this study is to explore the relationship among college students' entrepreneurial self-efficacy, career adaptability, and entrepreneurial intention. Based on the Theory of Planned Behavior (TPB), this study adopted the entrepreneurial self-efficacy scale, career adaptability scale and entrepreneurial intention scale to investigate 1039 college students from a university in Shan Dong province, China. The results indicated the following: (a) entrepreneurial self-efficacy of college student significantly and positively affected entrepreneurial intention; (b) entrepreneurial self-efficacy of college student significantly and positively affected career adaptability; (c) career adaptability significantly and positively affected entrepreneurial intention; and (d) career adaptability partially mediated the effect of entrepreneurial self-efficacy on entrepreneurial intention. The results of this study can serve as a reference for universities wishing to implement career education and provide entrepreneurship guidance.

**Rajabpour, E. (2020).** The Effects of mindfulness on job success: The mediating role of job adaptability and burnout. *Journal of Management and Development Process*, 33, 49-70.

Mindfulness, as a multi-dimensional construct, plays a phenomenal role in employees' career and organizations' future. The present study intends to investigate the impact of mindfulness on career success, job adaptability and job burnout among the employees of public banks of

Bushehr City. A sample size of 242 answered the questionnaires and structural equations modeling was applied. Results show that mindfulness has a positive significant impact on the variables of job adaptability and career success; whereas, it has a negative significant impact on job burnout. Moreover, job adaptability positively affects career success but it has a negative significant impact on job burnout. Career success, too, has a negatively significant impact on job burnout of the banks' employees.

**Ramos, K., & Lopez, F. G. (2018).** Attachment security and career adaptability as predictors of subjective well-being among career transitioners. *Journal of Vocational Behavior, 104*, 72-85

One's career adaptability can provide valuable information regarding the quality of their life satisfaction and life meaning during important career transitions. To date, however, few studies have examined the dispositional antecedents of career adaptability and no studies have specifically explored whether these relationships operate similarly or differently across distinct groups of adult career transitioners. To address this gap, we had 298 young adults (i.e., college seniors or recent graduates poised to enter the workforce) and 169 older adults (i.e., workers who were either contemplating retirement or recently retired) complete measures of adult attachment orientations, career adaptability, life satisfaction, and life meaning. Results demonstrated that attachment security and career adaptability were associated in expected directions with, and explained unique variance in, each of our indicators of subjective well-being, and that career adaptability scores mediated observed relations between adult attachment insecurity and transitioners' well-being. Exploratory analyses further showed that, for both groups of transitioners, career concern and control strategies emerged as significant mediators of these relationships. Future research directions and practical implications of our findings for counseling interventions with career transitioners are discussed.

**Rasheed, I., Okumus, F., Weng, Q., Hameed, Z., & Nawaz, M. S., (2020).** Career adaptability and employee turnover intentions: The role of perceived career opportunities and orientation to happiness in the hospitality industry. *Journal of Hospitality Management, 44*, 98-107.

Employee turnover is an important concern for organizations in the hospitality industry. Drawing on career construction theory (CCT), this paper demonstrates how career adaptability is related to hospitality employee turnover intentions. Suggesting orientation to happiness (OTH) as an underlying reason, this study collected three waves of data from employees working in hotels of varying star ratings situated in the eastern region of the People's Republic of China. Study results found career adaptability to be negatively related to employee turnover intentions via OTH. In addition, perceived career opportunity (PCO) was determined to be an important boundary condition in that the mediated relationship was weaker when lower levels of PCO were present.

**Rasyidi, S. N. A., Akhmad, S. N., Sudrajat, D., & Nadhirah, N. A. (2021).** The career adaptability among young adulthood: A systematic literature review. *Journal of Professionals in Guidance and Counseling, 2*, 14-19.

The success of a person completing typical developmental tasks at certain stages of development lies in career adaptability. Career adaptability is an individual's readiness for a career in accordance with the effort to complete career-related developmental tasks. To suggest future

development directions, this article systematically reviews the review literature on future adaptations. This article uses a systematic literature review (SLR) approach. This article uses 47 articles from 17 journals with research that has been conducted in various Asian countries, Europe, South America and other countries such as South Africa, China, Korea and Australia as the source. This article concludes that the adaptability possessed in adulthood is included in the high or mature category. Where it focuses more on aspects that are owned by the career and adult reasons why the adaptation at that time is high and the advantages that are owned when having the abilities possessed by a high or mature career. This article concludes with some suggestions for further research that could be produced in the future.

**Rivera, M., Shapoval, V., & Medeiros, M. (2021).** The relationship between career adaptability, hope, resilience, and life satisfaction for hospitality students during times of Covid 19. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100344.

This study investigates the antecedents and effects of hospitality students' coping mechanisms during the COVID-19 pandemic. The relationship between career adaptability, hope, resilience, and life satisfaction are explored to unveil students' adaptability during times of crisis. The findings confirmed that hope is an important driver of resilience and life satisfaction. Despite all the negativity and uncertainty about jobs and careers during the COVID-19 pandemic, resilience has a double acting effect on the students' life satisfaction via individual and community resilience. Critical implications for academic institutions and the hospitality industry are presented. As the industry recovers from the pandemic and moves toward normality, the potential impact of career adaptability, hope, resilience, and life satisfaction on future job pursuit and career magnetism towards particular industry or organizations should be considered.

**Rossier, J., Urbanaviciute, I., Gander, F., Hofmann, J., Masdonati, J., & Ruch, W. (2023).** Vulnerabilities and psychological adjustment resources in career development. In D. Spini & E. Widmer (Eds.), *Withstanding Vulnerability throughout Adult Life* (pp. 253-267). Singapore: Palgrave Macmillan/Springer Nature.

*Career adaptability* is a personal resource that has gained considerable attention in the last 10 years (Johnston, 2018) and can be defined as 'a psychosocial construct that denotes an individual's readiness and resources for coping with current and imminent vocational development tasks, occupational transitions, and personal traumas' (Savickas, 2005, p. 51). Career adaptability includes four dimensions—career concern, control, curiosity, and confidence—that reflect specific abilities to manage the work-related challenges mentioned above (Savickas & Porfeli, 2012). Our LIVES research team has offered compelling evidence regarding how career adaptability may promote well-being within and outside of the work domain. For instance, a study by Fiori et al. (2015) investigated adaptive psychological mechanisms in the workplace and demonstrated that adaptability resources were related to higher job satisfaction and lower work stress over time through affect regulation. In addition, Maggiori et al. (2013) revealed that career adaptability maintained its positive effects on work-related well-being even in cases of adverse working conditions (i.e., job insecurity and job strain). Our study also showed the broader role of career adaptability in general well-being either via direct impact or by reducing the detrimental effects of the work environment, which notably hints at career adaptability as a transversal resource. In line with the theoretical literature (e.g., Rossier,

2015), the results of our research have generally shown that adaptability resources may mediate the relationship between the work environment or personal dispositions and well-being by reducing the detrimental effects of environmental factors and potentiating people's positive dispositions.

**Rossier, J., Zecca, G., Stauffer, S. D., Maggiori, C., & Dauwalder, J. P. (2012).** Career Adapt-Abilities Scale in a French-speaking Swiss sample: Psychometric properties and relationships to personality and work engagement. *Journal of Vocational Behavior, 80*, 734-743.

The aim of this study was to analyze the psychometric properties of the Career Adapt-Abilities Scale (CAAS) in a French-speaking Swiss sample and its relationship with personality dimensions and work engagement. The heterogeneous sample of 391 participants (Mean=39.59, SD=12.30) completed the CAAS-International and a short version of the Utrecht Work Engagement Scale. To assess personality dimensions, participants completed either the Zuckerman-Kuhlman-Aluja Personality Questionnaire (n=283) or the NEO-FFI-R (n=108). The internal consistencies for the four subscales and total scores of the CAAS ranged from good to excellent, and skewness and kurtosis values indicated that scores were normally distributed. Gender differences and correlations with age were small or negligible. Several CFA models confirmed the factor structure of the French version of the CAAS-International, with loadings very similar to the ones observed for the international form. Adaptability was related to different personality dimensions, particularly neuroticism and conscientiousness, and also to work engagement. When predicting work engagement, career adaptability had a significant incremental validity over personality dimensions. Finally, career adaptability partially moderated the relationship between personality and work engagement, suggesting that career adaptability also contributes to regulating the expression of personality dispositions.

**Ryba, T., V., Aunola, K., Kalaja, S., Seldne, H., Ronkainen, J., & Nurmi, J-E. (2016).** A new perspective on adolescents' transition into upper secondary school: A longitudinal mixed methods study protocol. *Cogent Psychology, 3*, 1142412.

The challenge of combining elite sport and education into a dual career pathway remains to be a source of concern for many high-performance athletes. Previous research findings suggest that committed participation in both domains is highly demanding and success in one pursuit often comes at the expense of the other. There are emergent studies, however, that argue for the beneficial and complementary nature of dual career pathways. Consequently, we emphasize the importance of understanding the processes underlying differences in the development of athletes' life trajectories. This article presents a study protocol to explore new methodological and analytical approaches that may extend current understandings of the ways psychological and sociocultural processes are interconnected in the construction of adolescent athletes' identities, motivation, well-being, and career aspirations in the transitory social world.

**Ryba, T., V., Zhang, C-Q., Huang, Z., & Aunola, K. (2017).** Career Adapt-Abilities Scale—Dual Career Form (CAAS-DC): Psychometric properties and initial validation in high-school student-athletes. *Health Psychology and Behavioral Medicine, 5*, 85-100.

Talented adolescent athletes attempting to sustain academic and vocational training alongside the increasing demands of their athletic career often encounter difficulties, including lower vocational readiness and the challenge of adapting to life after elite sport. Therefore, it is necessary to better understand the specific competencies that youth athletes can draw upon to successfully combine sport and education into a dual career pathway. Building on the existing Career Adapt-Abilities Scale [Savickas & Porfeli, (2012). Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661–673], we developed a Dual Career Form of the Career Adapt-Abilities Scale (CAAS-DC) for use with adolescent student-athletes. A sample of 391 Finnish-speaking athletes completed the CAAS-DC at the beginning of their freshman year in sport high school. Adequate factorial validity of the CAAS-DC and internal consistency reliabilities of its five subscales were demonstrated in both exploratory structural equation modeling and confirmatory factor analysis. The concurrent validity of the CAAS-DC was demonstrated by positive and significant associations with self-esteem, sport task values, school task values, and career construction; and negative associations with school and sport burnout. Finally, partial strong measurement invariance was also observed across males and females. The evidence from this study suggests that the CAAS-DC is a promising self-report inventory that can be used by researchers and applied practitioners to assess young athletes' self-regulation capacities in dual career pursuits.

**Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017).** Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation. *Journal of Vocational Behavior*, 98, 17-34.

Career adaptability, a psychosocial resource for managing career-related tasks, transitions, and traumas, is a central construct in career construction theory and the field of vocational psychology. Based on the career construction model of adaptation, we conducted a meta-analysis to examine relationships of career adaptability with measures of adaptivity, adapting responses, adaptation results, and demographic covariates. Results based on a total of 90 studies show that career adaptability is significantly associated with measures of adaptivity (i.e., cognitive ability, big five traits, self-esteem, core self-evaluations, proactive personality, future orientation, hope, and optimism), adapting responses (i.e., career planning, career exploration, occupational self-efficacy, and career decision-making self-efficacy), adaptation results (i.e., career identity, calling, career/job/school satisfaction, affective organizational commitment, job stress, employability, promotability, turnover intentions, income, engagement, self-reported work performance, entrepreneurial outcomes, life satisfaction, and positive and negative affect), as well as certain demographic characteristics (i.e., age, education). Multiple regression analyses based on meta-analytic correlations demonstrated the incremental predictive validity of career adaptability, above and beyond other individual difference characteristics, for a variety of career, work, and subjective well-being outcomes. Overall, the findings from this meta-analysis support the career construction model of adaptation.

**Rusu, A., Măirean, C., Hojbotă, A. M., Gherasim, L. R., & Gavrioloaiei, S. I. (2015).** Relationships of career adaptabilities with explicit and implicit self-concepts. *Journal of Vocational Behavior*, 89, 92-101.

Career adaptability is a psychosocial construct that incorporates a set of essential resources to one's career development. The adaptability resources' relevance is even higher when it comes to former communist countries, such as Romania, where job security and stability were seen as central benefits for workers. The aim of this study was to provide a more comprehensive understanding of the stable underpinnings of career adaptabilities by exploring their relationships with aspects of the self that are driven by automatic processes and that are less affected by self-presentation biases. A sample of 359 participants completed the Career Adapt Abilities Scale (CAAS)-Romanian form, out of which a subsample of 212 participants also completed a set of scales comprising explicit and implicit measures of conscientiousness, extraversion, neuroticism, and self-esteem. Results revealed non-significant additive contributions of the implicit self-concept measures over what was already explained by the explicit self-concepts. The most noticeable effect resides in the significant interaction between explicit and implicit self-esteem in relation to control, confidence, and overall adaptability. These results reveal that individuals with high explicit and low implicit self-esteem perceive themselves as being the most adaptable. Notably, these results were obtained using a Romanian version of CAAS that possesses very good psychometric properties (i.e., excellent internal consistencies, the same four-factor multidimensional solution, replicated patterns of associations between CAAS and explicit self-concepts of personality).

**Safavi, H. P., & Bouzari (2019).** The association of psychological capital, career adaptability and career competency among hotel frontline employees. *Tourism Management Perspectives*, 30, 65-74.

Referring to career construction theory, this study tried to examine the association between psychological capital, career adaptability and career competency. Data were collected from 193 frontline employees in five-star hotels in North Cyprus in three different waves through a two-week time lag. The results clearly proved that there is a significant relationship between psychological capital and career adaptability. Additionally, career adaptability has a positive impact on career competency. In this relation, career adaptability mediates the relationship between psychological capital and career competency. Implications for practitioners and managers, study limitations and future research direction are discussed in this study

**Safavi, H. P., & Karatepe, O. K. (2018).** High-performance work practices and hotel employee outcomes: The mediating role of career adaptability. *International Journal of Contemporary Hospitality Management*, 30, 1112-1133.

The purpose of this paper is to test career adaptability (CA) as an underlying mechanism linking high-performance work practices (HPWPs) to met expectations, creative performance and extra-role performance. Data were obtained from 313 customer-contact employees two weeks apart in three waves in the hotel industry in Iran. The proposed relationships were tested via structural equation modeling. Employees who perceive that management offers various HPWPs display elevated levels of CA. These employees in turn find that their jobs have met their expectations. They exhibit higher creative and extra-role performances. In short, CA is a mediator between HPWPs and the aforementioned employee outcomes. Management should invest in HPWPs to enable employees to manage various work- and career-related demands. Management should also create an environment where employees can take advantage of career opportunities for

growth and development. In this environment, employees can prepare themselves for the future in the current organization and gain new skills.

**Sahin, E., E., & Gulsen, F. U. (2022).** The mediating role of self-leadership in the relationship between basic psychological needs satisfaction, academic self-efficacy and career adaptability of Turkish undergraduates when life satisfaction is controlled. *Personality and Individual Differences, 195*, 111709.

The positive consequences of career adaptability among university students have been well established in the literature. On the other hand, the predictors of the phenomenon were not sufficiently studied. Multiple models were tested to investigate the mediating role of self-leadership in the relationships between basic psychological needs satisfaction, academic self-efficacy, and career adaptability to fill this gap. When testing the model, the effect of life satisfaction was controlled. The data were collected through an online survey from May to July 2021 from a sample of 404 undergraduates. The participants responded to measures of basic psychological needs satisfaction, academic self-efficacy, self-leadership, career adaptability, and life satisfaction. The findings reveal that self-leadership partially mediates the relationship between basic psychological needs satisfaction, academic self-efficacy and career adaptability when life satisfaction is controlled. Self-leadership levels of the students can be enhanced, and life satisfaction levels should be considered when studying career adaptability.

**Salim, R. M. A., Istiasih, M. R., Rumalutur, N. A., & Situmorang, D., D., B. (2023).** The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon, 9*, e14711.

This study aims to determine the role of career decision self-efficacy (CDSE) as a mediator of the relationship between peer support and career adaptability among college students. Furthermore, students are in a realistic period of career development, but in reality, the level of adaptability is still low because the knowledge and career guidance in Indonesia only start at the college level, or at least high school. This condition makes recent graduates experience confusion in determining careers, thereby affecting their ability to adapt. One of the most influential external factors of career adaptability is peer support, where students spend more time with friends and provide information, career suggestions, emotional support, and being role models to each other. CDSE was selected as a moderator because career adaptability can be enhanced through self-efficacy sources. The participants used were final-year college students in Indonesia (N = 538). Data was then collected using convenience sampling techniques. The instruments used in this study include Career Adapt-Abilities Scale, Career-Related Peer Support, and Career Decision Self- Efficacy-Short Form. The results showed that CDSE fully mediated peer support on adaptability ( $c = 0.247$ ;  $p < .001$ ). Furthermore, peer support as an external factor is inadequate to enhance career adaptability. This indicates that internal factors are needed to help students adapt to changes in the working world and career choices. Students who only obtain social support from campus friends regarding career cannot adapt when they lack the confidence to make decisions with the information and knowledge provided.

**Salimi, S., Nilforooshan, P., & Sadeghi, A. (2023).** Towards career satisfaction by career adaptation model among individuals with visual impairment. *Journal of Career Development, 50*, 200-215.

The present study aimed to examine the fit of the career adaptation model for individuals with visual impairment. This study was conducted on 319 individuals with visual impairment. The results demonstrated the relationship between adaptivity and adaptation was fully mediated by adaptability and adapting. In addition, career adaptability partially mediated the relationship between adaptivity and adapting. However, the results did not confirm the mediating role of adapting in the relationship between adaptability and adaptation. Finally, the results indicated the full mediator role of adaptability in the association between adaptivity and adaptation. The findings highlighted the important role of adaptability in the career adaptation model to explain career satisfaction. Therefore, intervention programs based on career adaptability can empower individuals with visual impairment and promote career satisfaction.

**Salvador, R., & Teckchandi, A. (2020).** Incorporating career exploration into an introductory organizational behavior course. *Management Teaching Review*, 5, 172-195.

Although undergraduate students value preparing themselves for careers that have personal meaning, relatively little curricular attention has been paid to facilitating this goal. In this article, we present a targeted review of the literature on career exploration as a basis for an approach to integrate it into the core undergraduate organizational behavior course offered at most business schools. The approach consists of four components, each consisting of activities that provide opportunities for career exploration. The goal of this approach is to develop a higher level of career adaptability in students, improving their ability to manage career changes and challenges.

**Salvador, A. P., Ambiel, R., A., M., & Martins, G. H. (2021).** Career Adapt-Abilities Scale (CAAS-Brazil): Propriedades psicométricas, diferenças em função de variáveis sociodemográficas e padrões normativos. *Psico-USF*. <https://doi.org/10.1590/SciELOP>

This article aimed to propose normative standards for the Career Adapt-Abilities Scale (CAAS-Brazil) considering differences in terms of sociodemographic variables: gender, marital status, age group, education level, and income range. The sample consisted of 2999 individuals, ages ranging from 14 to 77 years, mostly female (63%) and representatives from 21 Brazilian states. The psychometric properties of CAAS-Brazil were investigated using Item Response Theory and Omega coefficient. The results showed invariance for the CAAS-Brazil and greater differences in means in the variables of age, education, and income. From this, normative standards for the general sample were presented and divided considering the variables that showed differences. The normative standards presented in this article will enable career and career guidance professionals to interpret, based on standards, the career adaptability scores of their mentees, making the assessment more substantive.

**Salvador, A. P., Goncalves, A. P., Martins, G. H., & Carvalho, L. F. (2022).** Pathological traits and adaptability as predictors of engagement, job satisfaction, burnout, and workaholism. *Psicologia: Teoria e Pesquisa*, 38, e38551.

This study aimed to test the predictive capacity of pathological traits of personality and career adaptability on four constructs that compose the well-being at work: work engagement, job satisfaction, burnout, and workaholism. A total of 204 Brazilian working adults ( $M$  age = 34.02,

$SD = 10.39$ ) participated in the study, which responded to scales measuring pathological traits, career adaptability resources, and well-being components at work. Our findings indicate that pathological traits are, in general, negatively related to job satisfaction and work engagement and positively associated with burnout and workaholism. After the insertion of career adaptability, there was an increase in most of the models' explanation. The contribution of adaptability was significant only for job satisfaction prediction.

**Santilli, S., Grossen, S., & Nota, L. (2020).** Career adaptability, resilience, and life satisfaction among Italian and Belgian middle school students. *Career Development Quarterly*, *68*, 194-207.

Youth need help with planning their future, developing positive life trajectories, and coping with socioeconomic conditions. Using a life design approach, we analyzed the relationship between career adaptability, resilience, and life satisfaction among Belgian ( $N = 158$ ) and Italian ( $N = 158$ ) middle school students. We hypothesized that career adaptability, directly and indirectly via resilience, would predict life satisfaction. Furthermore, we predicted that the conceptual model would be comparable between countries. Each participant completed self-report measures to assess career adaptability, resilience, and life satisfaction. The results obtained using a two-step approach to structural equation modeling suggest that career adaptability is directly and indirectly, through resilience, related to students' life satisfaction in both Italian and Belgian students. These results have important implications for supporting middle school students in their life design process.

**Santilli, S., Marcionetti, J., Rochat, S., Rossier, J., & Nota (2017).** Career adaptability, hope, optimism, and life satisfaction in Italian and Swiss adolescents. *Journal of Career Development*, *44*, 62-76.

The consequences of economic crisis are different from one European context to the other. Based on life design (LD) approach, the present study focused on two variables—career adaptability and a positive orientation toward future (hope and optimism)—relevant to coping with the current work context and their role in affecting life satisfaction. A partial mediational model between career adaptability and life satisfaction, through a positive orientation toward future (hope and optimism), was tested across Italian and Swiss countries. Seven hundred twenty-six Italian and 533 Swiss young people between the ages of 12 and 16 years were involved. Results provided support for the model in the Italian group and a full mediation model for the Swiss one. The data suggest that the context may have an effect on how career adaptability has an impact on general life satisfaction. These results have important implications for practice and underscore the need to support adolescents in their LD process.

**Santilli, S., Nota, L., Ginvera, M. C., & Soresi, S. (2014).** Career adaptability, hope, and life satisfaction in workers with intellectual disability. *Journal of Vocational Behavior*, *85*, 67-74.

The unpredictable and unstable current work market is impacting in particular at-risk workers, such as individuals with disability. Based on Life Design approach, the present study focused on two variables, career adaptability and hope, relevant to coping with the current work context and their role in affecting life satisfaction. A partial mediational model between career adaptability and life satisfaction, through agency and pathway (hope), was tested. 120 (60

women and 60 men) adult workers with mild intellectual disability were involved. Results provided support for the model. Specifically, career adaptability indirectly, through agency and pathway, predicted life satisfaction. These results have important implications for practice and underscore the need to support workers with disability in their life design process.

**Santilli, S., Nota, L., & Hartung, P. J. (2019).** Efficacy of a group career construction intervention with early adolescent youth. *Journal of Vocational Behavior, 111*, 49-58.

Career construction for life design aims to assist individuals across developmental age periods to anticipate and manage career transitions. We developed and implemented a group career construction intervention based on the My Career Story (MCS) workbook and compared it with a traditional career intervention for fostering life-career design among early adolescent youth. Participants (N=108) were assigned based on convenience to an experimental group (27 girls, 27 boys) or a control group (27 girls, 27 boys). All participants responded pre- and post-intervention to measures of career adaptability, hope and optimism, and resilience and future orientation. Results indicated increased post-intervention scores on career adaptability and future orientation measures for the experimental group but not for the control group. Likewise, moderation analysis revealed post-intervention increases in scores on measures of the concern and control dimensions of career adaptability for the experimental group only. No significant changes occurred in hope and optimism or resilience scores for either group. Social validity analysis supported participants' perceived efficacy, usefulness, and satisfaction with the career construction counseling group intervention. The MCS shows promise as a narrative-based intervention to promote particular aspects of youth life-career construction. Future research is needed to further examine and support the efficacy of the MCS for this purpose.

**Santisi, G., Magnano, P. Zammitti, A., & Zarbo, R. (2021).** Training to improve career adaptability, optimism, and hope as resources to promote professional development. *Counseling, 14*, 76-91.

The world of work has profoundly changed in the last decade, and this has required people to actively work at constructing their professional lives. For these reasons, career counselors have recognized the need to consider the role of resources such as professional adaptability, optimism and hope. To support these resources, a training programme was developed, involving 180 students, aged between 13 and 17 years, divided equally into experimental and control groups. Data analyses showed an increase in the resources that the training included.

**Santra, S., & Giri, V. N. (2019).** Role of career adaptability and its resources in predicting vocational attitudes of Indian IT professional. *Management and Labour Studies, 44*, 168-192.

Indian Information Technology (IT) market is going through a dynamic state of existence with employment uncertainties, but simultaneously creating promising opportunities. Amidst such unpredictability and possibilities, Indian IT professionals have been striving hard to build a career identity, demonstrating their capabilities to withstand unforeseen and abrupt vocational shocks. In career construction, such capability comes from career adaptability, reflected through resources of concern, control, curiosity and confidence. Yet, attention towards career adaptability is sparse in Indian IT vocational literature. The present study attempts to fill that gap by examining career adaptability and its links with vocational attitudes of career satisfaction and

turnover intention. For this, data were collected from 434 Indian IT professionals. Overall, career adaptability was positively related to career satisfaction while turnover intention was independent of it. At the dimensional level, independently, all resources of career adaptability were positively related to career satisfaction. Concern and confidence had relatively greater degree of positive association than curiosity and control. Further, concern led to increased turnover intention, other resources being unrelated to it. Findings may facilitate human resource management of Indian IT organizations and independent career practitioners to enhance the vocational success of their employees and clients.

**Sattar, M., A., Rasheed, M. I., Khan, I., U., Tariq, H., & Iqbal, J. (2017).** Why adaptable individuals perform better: The role of orientation to happiness. *Australian Journal of Career Development, 26*, 134-141.

Based on career construction theory, this research aimed to investigate the mediating role of orientation to happiness in the relationship between career adaptability and in-role and extra-role performance of employees in the hospitality industry. Using data collected from 360 respondents working in 6 five-star hotels in Pakistan, the authors found that career adaptability was positively associated with orientation to happiness, in-role performance, and extra-role performance. Moreover, orientation to happiness mediated the relationship between career adaptability and both in-role and extra-role performance. The study has important theoretical and practical implications.

**Savickas, M. L. (1997).** Adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly, 45*, 247-259.

The four segments in the life-span, life-space approach to comprehending and intervening in careers (individual differences, development, self, and context). Constitute four perspectives on adaptation to life roles. Adaptation serves as a bridging construct to integrate the complexity engendered by viewing vocational behavior from four distinct vantage points. To correspond to adaptation as the core construct, career adaptability should replace career maturity as the critical construct in the developmental perspective on adaptation. Moreover, adaptability could be conceptualized using developmental dimensions similar to those used to describe career maturity, namely planning, exploring, and deciding.

**Savickas, M. L., & Porfeli, E. J. (2012a).** Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior, 80*, 661-673.

Researchers from 13 countries collaborated in constructing a psychometric scale to measure career adaptability. Based on four pilot tests, a research version of the proposed scale consisting of 55 items was field tested in 13 countries. The resulting Career Adapt-Abilities Scale (CAAS) consists of four scales, each with six items. The four scales measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. The CAAS demonstrated metric invariance across all the countries, but did not exhibit residual/strict invariance or scalar invariance. The reliabilities of the CAAS subscales and the combined adaptability scale range from acceptable to excellent when computed

with the combined data. As expected, the reliability estimates varied across countries. Nevertheless, the internal consistency estimates for the four subscales of concern, control, curiosity, and confidence were generally acceptable to excellent. The internal consistency estimates for the CAAS total score were excellent across all countries. Separate articles in this special issue report the psychometric characteristics of the CAAS, including initial validity evidence, for each of the 13 countries that collaborated in constructing the Scale.

**Savickas, M. L., & Porfeli, E. J. (2012b).** Career Adapt-Abilities Scale-USA Form: Psychometric properties and relation to vocational identity. *Journal of Vocational Behavior, 80*, 748-753.

This article reports construction and initial validation of the United States form of the Career Adapt-Abilities Scale (CAAS). The CAAS consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. An attempt to strengthen the subscale internal consistency estimates and coherence of the factor structure by adding additional items failed. In the end the USA Form is identical to the International Form. Concurrent validity evidence was collected relative to career identity, given that adaptability and identity have been identified as meta-competencies for career construction in information societies. Relations between career adaptability and vocational identity formation processes and status outcomes were as predicted.

**Schuesslbauer, A. F., Volmer, J., & Goritz, (2018).** The goal paves the way: Inspirational motivation as a predictor of career adaptability. *Journal of Career Development, 45*, 489-503.

To cope with a changing work world, organizations look for job applicants who rate high on career adaptability. The present study investigates whether leadership influences employees' career adaptability. Specifically, we investigated whether inspirational motivation fosters career adaptability and whether employees' future temporal focus mediates this impact. With a time lag of 3 months, 766 employees working in various branches answered two questionnaires. Inspirational motivation by their leaders predicted employee career adaptability, mediated by employee future temporal focus. Findings yield implications for personnel recruitment and development.

**Schultz, N. (2017).** *Crossing the Finish Line: Career Adaptability and its Relationship to Athletic Identity, Academic Motivation, and Role Conflict for Division I Student-Athletes.* University of Minnesota Ph.D. Dissertation.

The responsibilities of being a Division I student-athlete often leave little time for experiences outside of sport that are critical for their future careers. Many student-athletes have unrealistic expectations of competing in their sport after college, while others expend little effort exploring potential careers. This study examines how career adaptability, the skills and competencies necessary to navigate work responsibilities and transitions over one's lifespan, is related to athletic identity, academic motivation, and role conflict for student-athletes. The findings are based on data from a survey of 662 student-athletes at six Division I institutions and indicate that

private (intrinsic) athletic identity, academic motivation, and role balance are positively associated with career adaptability. This study clarifies career development's relationship with athletic identity and supports academic motivation and role conflict as constructs influential to student-athletes' career development.

**Shabeer, S., Mohammed, S. J., Jawahar, I. M., & Bilal, A. R. (2019).** The mediating influence of fit perceptions on the relationship between career adaptability and job content and hierarchical plateaus. *Journal of Career Development, 19*, 332-345.

Very little research has examined how career constructs are related to career plateaus. Given the dysfunctional consequences of plateauing, it is important to understand how career constructs, such as career adaptability, influence plateauing. Drawing on career construction theory and the theory of work adjustment, we propose that fit perceptions will mediate the career adaptability and plateauing relationship. Using data collected from 294 banking employees from the Punjab Province of Pakistan, we used the PROCESS macro to test for mediation. Results indicate that career adaptability reduces the likelihood of experiencing job content and hierarchical plateaus. Perceptions of fit related negatively to perceptions of plateauing, with one exception—demands–ability fit perceptions were unrelated to hierarchical plateaus. Mediation analysis indicated that needs–supply fit perceptions mediate the influence of career adaptability on both job content and hierarchical plateaus, whereas demands–ability fit perceptions mediate the influence of career adaptability on job content plateau but not hierarchical plateau. Implications of results for theory and practice are discussed.

**Sharma, S., Sunny, N., & Parmar, J. S. (2017).** Role of work values in predicting career adaptability: A study of university students of the state of Himachal Pradesh. *Global Journal of Commerce & Management Perspective, 6*, 14-18.

The present study aims to examine the relationship between work values and career adaptability of university students. The data was collected from students of private universities located in Shimla and Solan districts of Himachal Pradesh. Questionnaires were distributed among 225 students out of which 129 questionnaires were returned by the respondents yielding a response rate of 57%. The participants consisted of graduate and post graduate students. Data thus collected have been analyzed with the help of SPSS 17. The various statistical tools viz. principal components analysis, correlation analysis and regression analysis were used to examine the data. Exploratory factor analysis using PCA with varimax rotation was used to analyze the dimensional structure of participants work values. The results of the study showed a positive relationship between the work values of students and their career adaptability. Further, the results of the study indicated the intrinsic values as more influential factors in predicting the career adaptability of the university students as compared to extrinsic values.

**Shava, H., & Chinyamurindi, W. T. (2021a).** The moderating role of career adaptability on the relationship between workplace spirituality and employee mental and physical health. *South African Journal of Human Resource Management, 19*(0), a1437. <https://doi.org/10.4102/sajhrm.v19i0.1437>

This study investigated the influence of career adaptability on workplace spirituality and employee mental and physical. Quantitative data were gathered through a self-administered questionnaire,

and 214 teachers took part in this study. Simple linear regression and hierarchical regression analyses were performed to make meaning of the data. Respondents of the study were teachers in rural high schools of South Africa. The results indicate that workplace spirituality significantly influences mental and physical health. Furthermore, career adaptability moderates the relationship between workplace spirituality and employee health.

**Shava, H., & Chinyamurindi, W. T. (2021b).** The effects of work resources and career adaptability on employee health: A case of sample of teachers in South Africa. *South African Journal of Industrial Psychology*, 47(0), a1816. <https://doi.org/10.4102/sajip.v47i0.1816>

This research examined the effects that work resources have on employee health and its two facets of physical and mental health. In addition, it determine if career adaptability moderates the relationship between work resources and employee health. A quantitative research approach utilizing a survey data-collection technique was utilized. Simple linear regression and a hierarchical regression were performed to analyze the data. Work resources do predict employee mental and physical health. Further, career adaptability does not moderate the relationship between work resources and employee health among teachers.

**Shava, H. & Chinyamurindi, W. T. (2021c).** The influence of career adaptability on career calling and health of teachers. Chapter in Blandina Bernal-Morales (Ed.) *Health and Academic Achievement - New Findings* (pp. 1-14). London, United kingdom: IntechOpen.

The challenge of work often imposes a range of physical and mental health challenges to teachers. There is a need not only to find strategies that promote the health of teachers but also to assist teachers in their profession, albeit challenges that may exist. The chapter explains whether the presence of a career calling predicts employee mental and physical health. Focusing on a sample of teachers in rural high schools, the moderating effect of career adaptability on the relationship between the presence of a career calling and employee mental and physical health was investigated. Quantitative data were collected from a sample of 214 teachers through a self-administered questionnaire. Simple linear regression and hierarchical regression analysis were the statistical techniques performed to make meaning of the data. Simple linear regression results indicated that the presence of a career calling significantly influenced mental health but had no statistical significant influence on physical health. The hierarchical regression results revealed that career adaptability negatively influenced the relationship between the presence of a career calling and both aspects of health (mental and physical). Based on the findings, strategies are put in place that are three fold aimed at improving career development and health of teachers.

**Shi, J. (2022).** The relationship between academic performance, achievement motivation and career adaptability of Chinese high school students. *Journal of Educational Technology and Innovation*, 2, No. 01.

Given the importance of career adaptability to personal career and success, there is growing interest how to cultivate youth's career adaptability in schools. This study explores the predictors of career adaptability and examines the mediating role of academic performance in the relation between achievement motivation and career adaptability. Using survey data of 147 Chinese high school students, a series of regression models find that academic motivation and academic performance have significant effects on career adaptability, as well as its four dimensions. Structural equation modeling further showed that achievement motivation can not only directly 1

affect career adaptability, but also indirectly affect career adaptability through academic performance after controlling for the effect of gender, location, parent education, and family social and economic status.

**Shin, Y-J., & Lee, J-Y. (2017).** Attachment, career-choice pessimism, and intrinsic motivation as predictors of college students' career adaptability. *Journal of Career Development, 44*, 311-326.

The purpose of this study was to examine the cross-cultural validity of the effects of attachment, career-choice pessimism, and intrinsic motivation on career adaptability (CA) in American ( $n = 198$ ) and Korean ( $n = 294$ ) college students. We hypothesized that the association between attachment and CA is sequentially mediated by career-choice pessimism and intrinsic motivation in both samples, and the results supported the hypothesized multilevel model. These results have important implications for practice to promote CA for college students across cultures by providing evidence for cross-cultural validation of factors influencing on CA.

**Shin, Y-J., & Lee, J-Y. (2019).** Self-focused attention and anxiety: The mediating role of career adaptability. *Career Development Quarterly, 67*, 110-125.

The purpose of this study was to examine how two forms of self-focused attention, self-reflection and self-rumination, influence career anxiety. The authors hypothesized that the association between these 2 types of self-focused attention and career anxiety would be mediated by career adaptability on the basis of a career construction model of adaptation. The participants were 326 undergraduate students in South Korea. The results of this study supported the hypothesized mediation model by indicating significant indirect effects of self-reflection and self-rumination on career anxiety via career adaptability. The direct effect of self-rumination on career anxiety was significant ( $B = .44, p < .01$ ), but the direct effect of self-reflection on career anxiety was not significant ( $B = -.05, p > .05$ ). The authors discuss implications for counselors to help college students manage career anxiety by encouraging and supporting increased career adaptability. Future research to examine the cross-cultural validity of the current findings is needed.

**Shin, Y-J., Lee, E. S., & Seo, Y. (2019).** Does traditional stereotyping of career as male affect college women's, but not college men's, career decision self-efficacy and ultimately their career adaptability? *Sex Roles, 81*, 74-86.

In South Korea, strong beliefs about traditional gender roles in accordance with Confucian and patriarchic atmosphere still strongly influence daily life and the career development process. Cultural and contextual factors impact the development of gender role socialization, which influences an individual's career decision self-efficacy (CDSE) and adaptability to manage the challenging career decision-making process. In our study, we recruited 291 South Korean undergraduate students (138 women, 153 men) and investigated how an implicit gender-career stereotyping impacts career adaptability via CDSE and whether there is a gender difference on the direct and indirect effects of implicit gender-career stereotyping on career adaptability. The Implicit Association Test (IAT) was implemented to measure implicit gender-career stereotyping. By testing a moderated mediation model, we found a mediated effect of CDSE in the link between implicit gender-career stereotyping and career adaptability in the female

students. Moreover, the direct relationship between implicit gender-career stereotyping and CDSE was significant only for female students. Given the findings, practitioners and educators who work with South Korean women need to explore the degree of clients' traditional gender role stereotyping and provide tailored interventions to increase their level of career adaptability by minimizing the negative impacts of gender role stereotyping and by increasing CDSE.

**Sibunruang, H., Garcia, P. R. J. M., & Tolentino, L. (2016).** Ingratiation as an adapting strategy: Its relationship with career adaptability, career sponsorship, and promotability. *Journal of Vocational Behavior*, 92, 135-144.

Guided by the Career Construction Theory (Savickas, 2013), our research model posits that individuals rely on their adaptability resources and implement adapting responses, in the form of ingratiation, to increase their promotability at work. In addition, the indirect relationship between career adaptability and promotability via ingratiation is further strengthened by high career sponsorship. The research model was tested and the translated Career Adapt-Abilities Scale (CAAS) Thailand form was validated using a cross-sectional survey of 265 subordinate-supervisor dyads. Results demonstrate adequate levels of internal consistency ( $\alpha = .96$ ) and the factor structure corresponded with prior CAAS international validation. The moderated mediation model was supported and as expected: (a) ingratiation, as an adapting response, mediated the positive relationship between career adaptability and promotability, and (b) the mediated relationship between career adaptability and promotability via ingratiation was stronger for individuals with higher career sponsorship. Taken together, the findings support the cross-national measurement equivalence and utility of CAAS in non-Western and developing countries. More importantly, our study offers the groundwork for understanding adapting responses and the augmenting role of career-specific contextual support.

**Sidiropoulou-Dimakakou1, D., Mikedaki, K., Argyropoulou, K., & Kaliris, A., (2018).** A psychometric analysis of the Greek Career Adapt-Abilities Scale in university students. *International Journal of Psychological Studies*, 10, 95-108.

Based upon substantial research on career adaptability, and on specific cross-cultural validation research of the Career Adapt-Abilities Scale (CAAS) (Savickas & Porfeli, 2012) we recruited a sample of Greek university students ( $N = 452$ ) in order to test further the Greek form of the scale. Confirmatory Factor Analysis models showed that the four-factor structure was supported for the Greek form, comprising four dimensions: concern, control, curiosity, and confidence. The original six items per dimension structure was also maintained. Internal consistency estimates were satisfactory, and test-retest reliability reached acceptable levels. Indications of convergent validity were found as CAAS positively correlated with self-esteem. To further explore for the construct validity of the scale score differences by gender and year of studies were also examined. Overall, the observed differences were found to be in the expected direction. This validity study indicates that CAAS may be safely applied to the Greek students.

**Simunovic, M., Sverko, I., & Babarovic, T. (2020).** Parental career-specific behaviors and adolescent career adaptability. *Journal of the National Institute for Career Education and Counselling*, 45, 41-50.

Parents are a major influence on adolescents' career development. However, past studies have mostly explored general rather than career-specific parenting aspects. According to Dietrich and Kracke (2009) parental support, parental interference, and lack of parental career engagement are basic dimensions of career-specific parental behaviors. This study examined the relationship between these parental behaviors and career adaptability in a sample of high school students ( $N = 197$ ;  $M_{age} = 16.79$ ). The data were collected in a group online testing. Student career adaptability was measured with the Career Adapt-Abilities Scale (Savickas & Porfeldt, 2012) and parental career-specific behaviors were measured by the scale developed by Dietrich and Kracke (2009). Parental support emerged as the most important positive predictor of career adaptability since it predicted both global career adaptability and separate dimensions. Parental interference negatively predicted career control, career confidence, and overall career adaptability but only when parents' career engagement was higher. The results point out that in understanding parental influences in students' career development it is important to consider different parenting practices and also examine separate students' career adaptability resources. Parents should be helped to recognize their career-related parenting practices and to understand the potential of these behaviors in facilitating their children's career adaptability. Special counselling interventions should be provided for students who perceive that their parents are not providing enough career-related support.

**Soares, J., do Céu Taveira, M., de Oliveira, M.C. et al. (2021).** Factors influencing adaptation from university to employment in Portugal and Brazil. *International Journal for Educational and Vocational Guidance*, 21, 507-529.

The career adaptation model helps to explain the process of transitioning from university to employment among college students. This study tested the invariance of the model for gender and for Portuguese and Brazilian cultural contexts. Participants included 638 students (69% women, 66.1% Brazilian), aged 18 to 56 ( $M = 23.78$ ,  $SD = 20.33$ ). Individuals' adaptability resources, adapting responses, and adaptation results were considered and assessed. Multi-group path analysis results indicated invariance of the model only for contexts, indicating that the adaptation process, in university to employment transition, is equivalent in Portugal and Brazil, guiding career interventions in both contexts.

**Son, S. (2018).** The more reflective, the more career adaptable: A two-wave mediation and moderation analysis. *Journal of Vocational Behavior*, 109, 44-53.

Drawing on career construction theory, the current study examined the mechanism underlying the relation between career adaptivity (i.e., core self-evaluations and learning goal orientation) and career adaptability by investigating the mediating role of self-reflection. In addition, the moderating role of mentors in the relation between self-reflection and career adaptability was explored. A two-wave survey was conducted on 136 Korean university students. The results indicated that self-reflection mediates the relation between career adaptivity and adaptability. Moreover, the existence of a mentor moderates the relation between self-reflection and career adaptability and the indirect effect of learning goal orientation on career adaptability. However, it does not impact the indirect effect of core self-evaluations on career adaptability.

**Song, C., Hashim, S. B., Xu, X., & Ling, H. (2023).** Career adapt-ability scale -short form: Validation among early career stage of Chinese university graduates. *Frontiers in Psychology, 14*, Article 1110287. doi: 10.3389/fpsyg.2023.1110287

The Career Adapt-Ability Scale (CAAS) is the favored method among researchers for measuring career adaptability. The 12-item version of CAAS-SF, which was made by Maggiori, Rossier, and Savickas based on a change to CAAS, has been slowly used by different groups in different countries and regions. As samples for the validation of the scale in this study, 571 Chinese university graduates in the early stages of their professions were chosen. Principal component analysis and confirmatory factor analysis suggest that CAAS-SF and CAAS have very similar psychological measurement features and factor structures. And the internal consistency of each subscale and total scale are equivalent to or greater than that of the CAAS assessment. These findings indicate that the CAAS-SF is a valid and reliable instrument for evaluating China's career adaptability. In addition, limitations, issues for further research, and suggestions are emphasized.

**Song, Y., Mu, F., Zhang, J., & Fu, M. (2022).** The relationships between career-related emotional support from parents and teachers and career adaptability. *Frontiers in Psychology, 13*, 823333.

Career-related support from parents and teachers plays an essential role in the process of promoting young people's career development. This study examined the relationship between parents' and teachers' career-related support and career adaptability among Chinese male primary school preservice teachers (N = 772). The participants completed the Career Adapt-Abilities Scale-Short Version (CAAS), the Career-Related Parental Support Scale (CRPSS), and the Career-Related Teacher Support Scale (CRTSS). Results showed that a high level of emotional support from parents and teachers had more effects on the career adaptability of Chinese male primary school preservice teachers than other aspects in the scale, and teachers' emotional support is more important than parents' emotional support. Notably, there is a complex correlation among education level and occupation of parents and their children's occupational adaptability. These findings carry implications for supporting teachers and parents in facilitating preservice teachers' career adaptability. Future research could identify the differential effects of different forms of teacher support and parental support relate to career adaptability.

**Soresi, S., Nota, L., & Ferrari, L. (2012).** Career Adapt-Abilities Scale-Italian form: Psychometric properties and relationships to breadth of interests, quality of life, and perceived barriers. *Journal of Vocational Behavior, 80*, 705-711.

The Career Adapt-Abilities Scale (CAAS)-Italian Form consists of four 6-item scales, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. The 24-item CAAS-Italian Form is identical to the International Form 2.0. The factor structure was similar to the one computed for combined data from 13 countries. Internal consistency estimate for the four subscale and total scores was good. Concurrent validity evidence was collected on perceived internal and external barriers, breadth of interests, and quality of life. Correlations resulted as

predicted and showed adaptability related negatively to perceived barriers and positively to breadth of interests and quality of life. As expected, analyses of variance showed that adolescents with higher adaptability perceive fewer barriers, express a broader range of interests, and report a higher quality of life.

**Sou, E. K. L., Yuen, M., & Chen, G. (2021).** Development and validation of a Chinese five-factor short form of the career adapt-abilities scale. *Journal of Career Assessment, 29*, 129–147.

The Career Adapt-Abilities Scale (CAAS) is a widely used measure to assess career adaptability. The initial design covered four areas — concern, control, curiosity, and confidence. Recent research validated a 12-item version of the scale (CAAS-SF) and a five-factor version that includes the additional factor of cooperation (CAAS-5). The study reported here developed and validated a brief 15-item Chinese version of Career Adapt-Abilities Scale (CAAS-5-SF) to include five factors. Based on data obtained in Macao from a sample of 326 university graduates who had gained employment, it was found that the scale has good factor structure and internal consistency. Significant correlations between CAAS-5-SF and career success, as well as between cooperation subscale and social capital, provided evidence for convergent validity of the instrument and the cooperation subscale respectively. It was also found that CAAS-5-SF and CAAS-5 were strongly associated in their subscales and overall scale. Results suggested that CAAS-5-SF is a suitable alternative to CAAS-5 for research and practice purposes with Chinese speakers. Implications for research and practice are discussed

**Sou, E. K. L., Yuen, M., & Chen, G. (2022).** Career adaptability as a mediator between social capital and career engagement. *Career Development Quarterly, 70*, 2-15.

The Chinese short form of Career Adapt-Abilities Scale (CAAS-SF) is a newly validated scale to measure career adaptability. The present study examined the psychometric properties of this measure and the role of career adaptability as a mediator between social capital and career engagement. Based on data obtained from a sample of 610 university students in Macao, it was found that the scale has good psychometric properties and is suitable for use among college students. In addition, results showed that social capital was moderately correlated with career engagement and the relationship was partially mediated by career adaptability. Implications for practice were discussed.

**Spurk, D., Vomer, J., Orth, M. & Goritz, A. S. (2020).** How do career adaptability and proactive career behaviors interrelate over time? An inter- and intra-individual investigation. *Journal of Occupational and Organizational Psychology, 93*, 158-186.

Using and extending career construction theory (CCT), this study disentangled parallel and attenuating relationships between career adaptability and proactive career behaviors on both the inter-individual and intra-individual levels. Using a large heterogeneous sample of working adults, univariate and bivariate latent growth curve analyses were conducted (three measurement points, 9-month time span). On the one hand, career adaptability and proactive career behaviors showed positive relations of initial inter-individual levels. Furthermore, intra-individual changes in career adaptability and proactive career behaviors were positively related, pointing towards a

parallel development. On the other hand, as predicted, the initial level of career adaptability was negatively related to the slope of developmental trajectories of proactive career behaviors. In other words, because the average growth rate for proactive career behaviors was negative, this means that individuals with higher initial career adaptability showed stronger decreases in proactive career behaviors. Finally, only the intra-individual developments of career adaptability, but not of proactive career behaviors, positively predicted higher levels of career satisfaction. These findings point towards diverse developmental relationships between career adaptability and proactive career behaviors. Results are discussed against the background of CCT and successful career development.

**Srivastava, D., & Dangwal, P. (2023).** Career adaptability, self-esteem, mental well-being among working professionals with caregiving responsibilities: Ex-post facto research. *International Journal of Research Publications and Reviews*, 4, 184-193.

This study aims to investigate whether there is a significant difference in Career Adaptability, Self-Esteem, and Mental Well-Being between Working Professionals with caregiving responsibilities and Working Professionals with no caregiving responsibilities. The study utilized a sample of 72 participants, with Working Professionals with caregiving responsibilities and Working Professionals with no caregiving responsibilities. The results indicated a significant difference between the two groups in Self-Esteem and Mental Well-Being with Working Professionals with caregiving responsibilities and Working Professionals with no caregiving responsibilities. However, there was no significant difference found in Career Adaptability. The study suggests that having the responsibility of caring for others while maintaining a career may have a positive impact on an individual's self-esteem and mental well-being. The study also highlighted the importance of addressing the needs of working professionals with caregiving responsibilities to promote their mental health and well-being. Given the unique challenges faced by working professionals with caregiving responsibilities, such as juggling work and caregiving responsibilities, employers and policymakers should consider implementing policies and support systems to help working professionals who are also caregivers manage their workload and maintain their mental health. These findings may be useful in guiding interventions aimed at promoting the well-being of working individuals, particularly those who are also

**Stauffer, S. D., Abessolo, M., Zecca, G., & Rossier, J. (2019).** French-language translation and validation of the Protean and Boundaryless Career Attitudes Scales: Relationships to proactive personality, career adaptability, and career satisfaction. *Journal of Career Assessment*, 27, 337-357.

In this research, we validated the French-language version of the Protean and Boundaryless Career Attitudes Scales and then investigated relationships among protean and boundaryless career orientations, proactive personality, career adaptability, and career satisfaction. Study 1 results demonstrated acceptable psychometric proprieties for the scales using an innovative translation (N = 49) and verification (N = 228) method. Study 2 answered how and to what extent protean and boundaryless career orientations are related to career satisfaction in a convenient and heterogeneous sample of employees (N = 234) in the French-speaking part of Switzerland. Correlational, regression analysis, and structural equation modeling techniques were used to test the hypotheses. Career adaptability mediated the positive relationship between protean and boundaryless career orientations and career satisfaction. These findings highlight the

explanatory utility of career adaptability in relationships of protean and boundaryless career orientations to career satisfaction. Future research and career counseling implications also are discussed.

**Stead, G. B., LaVeck, L. M., & Rua, S. M. H. (2023).** Career adaptability and career decision self-efficacy: Meta-analysis. *Journal of Career Development, 49*, 951-964.

The relationship between career adaptability and career decision self-efficacy was examined due to its importance for clients in the career development and career decision-making process. Multivariate meta-analyses using 18 studies with a total population of 6,339 participants were employed. Moderator variables important to this relationship were country of participants, mean age, and career adaptability measures. Estimated correlations between career adaptability subscales and career decision self-efficacy measures ranged from .36 to .44. Findings are discussed in relation to career research and counseling.

**Stoltz, K. B., Wolff, L. A., Monroe, A. E., Farris, H. R. & Mazahreh, L. G. (2013).** Adlerian lifestyle, stress coping and career adaptability: Relationships and dimensions. *Career Development Quarterly, 81*, 194-209.

In the new millennium, workers are vested with the responsibility of managing their own careers. Additionally, workers are expected to engage in the continual development of skills applicable across various work environments. With this need for continual development come frequent work transitions and the need for building career adaptability. Stress can ensue from this constant need to update skills and transition to new work environments. The purpose of this study was to explore relationships among Adlerian lifestyle attributes, stress coping, and career adaptability. Canonical correlation was used to explore the relationships among these variables. The results indicated that 3 dimensions were significant and interpretable: socially attuned, compliant, and impassive. The results partially support the hypothesis that high feelings of belongingness are associated with high coping resources. However, the results also highlight that a high need for acceptance from others and for following social norms may impede the development of career adaptability.

**Stormea, M., Celik, P., & Myszkowski, N. (2019).** Career decision ambiguity tolerance and career decision-making difficulties in a French sample: The mediating role of career decision self-efficacy. *Journal of Career Assessment, 27*, 273-288.

In the current work, we investigated the relationship between career decision ambiguity tolerance (CDAT) and career decision-making difficulties among French-speaking university students. In a preliminary validation study (N = 246), we examined the psychometric properties of the CDAT Scale. Our results showed that the French CDAT Scale had satisfactory levels of scale score reliability, that its factor structure was consistent with the original three-factor structure, and that it had incremental predictive power over general ambiguity tolerance when predicting career decision self-efficacy and career adaptability. In a second study (N = 412), building on social cognitive career theory, we hypothesized that career decision self-efficacy mediates the relationship between CDAT and career decision-making difficulties. Results were consistent with our hypotheses. Theoretical and practical implications of the results are discussed.

**Stromea, M., Celik, P., & Myszkowski, N. (2020).** A forgotten antecedent of career adaptability: A study on the predictive role of with-in person variability in personality. *Personality and Individual Differences, 160*, 109936.

Several studies have focused on stable personality traits as antecedents of career adaptability, but few have investigated more dynamic aspects of personality in relation to career adaptability. Recent theories on personality such as Whole Trait Theory (Fleeson, 2015) recognize that traits are often aroused in one situation but not in another (Allport, 1937), and that individuals are more or less flexible in responding to different situations. This flexibility is defined as within-person variability in personality. In the present paper we integrate Whole Trait Theory and Career Construction Theory (CCT, Savickas, 2005) – the latter stating that flexibility is a key antecedent of career-adaptability – and hypothesize that career-adaptability can be predicted by within-person variability in personality descriptions (Lang et al., 2019). In a sample of business administration students (N=452) we found that, over and beyond effects of average trait levels, within-person variability in personality descriptions positively predicted career adaptability. Our findings have important theoretical and practical implications

**Su, X., Wong, V., & To, S-M. (2020).** Amotivation, career engagement, and the moderating role of career adaptability of youth not in education, employment, or training. *Asian Pacific Career Development Journal, 3*, 1-18.

NEET youth who are not in education, employment, or training are characterized by heterogeneity, dynamic experience, and different levels of vulnerability. This study examined the impact of amotivation and career adaptability on NEET youth's career engagement and the moderating role of career adaptability in the relationship between amotivation and career engagement. A total of 2,677 valid pre-intervention questionnaires were collected from NEET youth participants aged 15-21 all over Hong Kong. The findings showed that amotivation had a negative association with career engagement, whereas career adaptability had a positive association with career engagement. We also identified an interaction effect between career adaptability and amotivation on career engagement among NEET youth. Our results revealed that a higher level of career adaptability and its four dimensions (i.e. concern, control, curiosity, and confidence) changed the direction of association between amotivation and career engagement of NEET youth. Implications for developing career support services to NEET youth were discussed.

**Sulistiani, W., & Handoyo, S. (2018).** Career adaptability: The influence of readiness and adaptation success in the education context: A literature review. *Advances in Social Science, Education, and Humanities Research, 113*, 195-205.

Late adolescence or by the age of 20, adolescence enter during the transition to early adulthood. One of the developmental tasks experienced by individuals during this period is the establishment of career identities. In an effort to meet the establishment of identity is required career adaptability. Career adaptability is a psychosocial construct that shows individual resources to overcome and anticipate tasks, transitions, traumas in job roles, to some degree large or small, that alter the social integration of individuals. Based on the theory of career construction, the authors conducted a literature review of 16 journals on empirical studies of

factors that cause career adaptability and its influence in the educational context. The results show that career adaptability is associated with multiple demographic factors (age, gender), career adaptivity (conscientiousness, positive emotional disposition, belief in ability, future orientation, hope, optimism, adversity quotient and self-regulation), and external factors (social support parents, family support, school environment). The success of career adaptability in the educational context is associated with life satisfaction, sense of power, career management, career certainty, classroom involvement, academic achievement and academic fatigue. The main findings are career adaptability influenced by demographic factors, career readiness: internal factors (personality) and individual external factors. Career adaptability leads to positive and negative effects on the individual in the educational context.

**Sumarmi, S., Sari, D. N., & Muchran, M. (2023).** The effect of career adaptability and work motivation on employee performance, A. Kusuma Wardana (Ed.) *Proceedings of the 1<sup>st</sup> UPY International Conference on Education and Social Science*. Paris, France: Atlantis Press. [https://doi.org/10.2991/978-2-494069-39-8\\_36](https://doi.org/10.2991/978-2-494069-39-8_36)

In an organization, human resources have a vital role where human resources are data seekers, data sources, and implementers of data processing results. For this reason, organizations need the role of qualified employees as planners, thinkers, and controllers of existing activities. However, sometimes, employees find it challenging to improve their performance due to the ability to adapt to their careers and their weak work motivation to explore existing capabilities. This study aims to determine the effect of career adaptability and work motivation on employee performance, using all employees at the Education and Training Personnel Board of Sleman Regency, Daerah Istimewa Yogyakarta, as respondents. The number of employees used as the research sample is 60 people, and the research uses saturated sampling. Multiple regression analysis and t and F tests were used to test the hypothesis. The instrument was tested first to ensure that the questionnaire items were valid and reliable. Then, instrument testing is done through validity and reliability tests. The results showed that adapting career and work motivation affects employee performance either partially or simultaneously. Research findings indicate that organizational leaders need to socialize about the possibility of employee career development and contribute to employee career advancement. In addition, it provides a stimulus and works motivation to improve employee performance.

**Sun, C., Xing, Y., Wen, Y., Ding, Y., Cu, Y., Xu, W., Wang, X., Xia, H., Zhang, Q., & Yuan, M. (2023).** Association between career adaptability and turnover intention among nursing assistants: The mediating role of psychological capital. *BioMed Central (BMC) Nursing*, 22, 29.

Career adaptability is an important determinant in reducing turnover intention, but little research has explored the mechanism from the perspective of psychological capital. The aim of this study was to analyze the association between career adaptability and turnover intention and to examine the mediating role of psychological capital between career adaptability and turnover intention among nursing assistants in mainland China. A cross-sectional online study was conducted among 276 nursing assistants from eight nursing homes in Nanjing, China. The participants' career adaptability, psychological capital, and turnover intention were obtained. SPSS 26.0 and Amos 24.0 software were employed for statistical analysis. Career adaptability was positively related to psychological capital and negatively linked to turnover intention ( $P < 0.01$ ).

Psychological capital played a fully mediating role ( $\beta = -0.085, P < 0.05$ ) in the relationship between career adaptability and turnover intention, and the largest indirect effect was generated through the curiosity dimension. The management of long-term care facilities should focus on assessing the level of career adaptability of nursing assistants. The overall improvement of career adaptability and psychological capital is conducive in reducing turnover intention. Targeted interventions are recommended to improve career adaptability and reduce turnover intentions by increasing career curiosity. Online career adaptability programs can be developed for nursing assistant students to improve their psychological capital and facilitate career transitions.

**Super, D. E., & Knasel, E. G. (1981).** Career development in adulthood: Some theoretical problems and a possible solution. *British Journal of Guidance and Counselling, 9*, 194-201.

The use of the concept of ‘vocational maturity’ in describing adult career attitudes and competences is considered. Its origins in the study of adolescent career development is described, and its extension to the description of adult workers is discussed. It is argued that the developmental model implied by the term may not be appropriate in an adult context. ‘Career adaptability’ is proposed as an alternative, stressing more appropriately the interplay between the individual and the environment. Some implications for practice are considered.

**Sverko, I., & Babarovic, T. (2016).** Integrating Personality and Career Adaptability into vocational interest space. *Journal of Vocational Behavior, 94*, 89-103.

The relations between interests, personality and career adaptability were explored in two separate studies. In the first study, the RIASEC measure Occupational Preference Scale was applied along with personality inventories HEXACO-PI-(R)-100 and IPIP-50 on a sample of 602 university students and young adults. In the second study, PGI-Short, HEXACO-60 and Career Adapt-Abilities Scale were applied on a sample of 981 high-school graduates. Results from both studies were discussed together, and general conclusions about overlapping of interests, personality and career adaptability domains were drawn on the basis of correlational analyses and property vector fitting. Both studies have shown weak to moderate relations between interests and personality. In the HEXACO framework, it was found that Openness to Experience was positively related to creative interests, Emotionality was positively related to social interests and negatively related to technical interests, Extraversion was positively related to social and managing interests, and Honesty-Humility was negatively related to interests for business and finance. In the Big Five framework, Agreeableness was related to Social and Artistic interests, and Intellect to Artistic interests. The HEXACO personality domains showed predictive advantage for explaining interests in comparison to Big Five dimensions. The relation between career adaptability and interests was weak, and almost negligible when personality was included in hierarchical regression analysis. Career adaptability was weakly related to highly prestigious interests. Adaptability facets Concern, Control and Confidence were oriented towards data pole of interest space. The general factor of interests was weakly correlated with Openness, Extraversion, Career Adaptability, and adaptability facets Confidence and Curiosity. Observed findings are as expected and in line with previous research.

**Sverko, I., & Babarovic, T. (2019).** Applying career construction model of adaption to career transition in adolescence: A two study paper. *Journal of Vocational Behavior, 111*, 59-73.

This paper evaluates the applicability of career construction model of adaptation for explaining after-school career transition in adolescence by examining the relationships between measures of adaptive readiness, adaptability resources, adapting responses, and adaptation results. To test the model, we conducted two studies on samples of high school students in Croatia (N1=622; N2=299). The first study focused primarily on the cross-sectional relations between adaptability resources and adapting responses, while the second study explored the full process of career adaptation in the longitudinal framework including all four dimensions of adaptation. As measures of adaptive readiness, GPA, personality traits and core self-evaluations were used. The adaptability resources were measured as four adaptability facets (concern, control, curiosity and confidence), while the adapting responses were operationalized as engagement in career construction and career decision-making difficulties. Adaptation results were operationalized as study satisfaction, study engagement and self-reported study performance. The results of the path analysis supported the career construction model of adaptation in both studies. Overall, the findings from the two studies supported the career construction model of adaptation indicating that adaptability resources and adapting behaviors had a mediating role in the process of career construction in adolescence. Furthermore, it was confirmed that adaptive readiness indirectly and directly influenced adaptability resources, adapting responses, and adaptation results. Career construction model of adaptation provides suitable framework for exploring career transition after high school.

**Taber, B. J., & Blankemeyer, M. (2015).** Future work self and career adaptability in the prediction of proactive career behaviors, *Journal of Vocational Behavior, 86*, 20-27.

This study examined the motivational resource of future work self salience and the additive effect of career adaptability dimensions in the prediction of career planning, proactive skill development, and proactive career networking in a sample of university students (N= 113). It was hypothesized that greater clarity of future work self would predict engagement in each of the proactive career behaviors and that specific dimensions of career adaptability would have an additive effect in predicting particular proactive career behavior in line with the theory of career construction. Results indicated that future work self predicted career planning and that career concern had an additive effect. Future work self also predicted proactive skill development and proactive career networking. However, career confidence and career curiosity mediated these relationships in the prediction of skill development and networking respectively. In sum, results suggest that future work self and career adaptability play an influential role in the engagement of proactive career behavior.

**Tak, J. (2012).** Career Adapt-Abilities Scale — Korea Form: Psychometric properties and construct validity. *Journal of Vocational Behavior, 80*, 712-715.

The Career Adapt-Abilities Scale (CAAS) — Korea Form consists of four subscales, each with six items. The subscales measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent.

The factor structure was quite similar to the one computed for combined data from 13 countries. The CAAS Korea Form is identical to the International Form 2.0.

**Teixeira, M. A. P., Bardagi, M. P., Lassance, M. C. P., Magalhaes, M. d. O., & Duarte, M. E. (2012).** Career Adapt-Abilities Scale—Brazilian form: Psychometric properties and relationships to personality. *Journal of Vocational Behavior, 80*, 680-685.

The Career Adapt-Abilities Scale—Brazilian Form (CAASBrazil) consists of four scales which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. CAASBrazil is similar to the International Form, with the exception of two items that were not included in Brazilian version. Concurrent validity evidence was collected relative to personality factors from the Five-Factor Model of Personality. The relationships between career adaptability and personality factors were as predicted.

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**Teychenne, M., Parker, K., Teychenne, D., Sahlqvist, S., Macfarlane, S., & Costigan, S. (2019).** A pre-post evaluation of an online career planning module on university students' career adaptability. *Journal of Teaching and Learning for Graduate Employability, 10*, 42–55.

Indecisiveness and negative thinking regarding career pathways can hinder university students' career planning, motivation, and mental health. Students intending to enter the workforce after graduation therefore need to develop skills related to career adaptability (i.e. career planning, decision-making, problem solving/confidence and exploration), particularly since career planning and construction is linked to gaining employment. The career-focused online module, based on the constructs of Savickas' (2005) theory of career construction, and tailored to students' skills and interests, was developed and embedded into the University curriculum of a second-year exercise and public health-related unit. In 2018, 80 students completed the online module, along with pre- and post-intervention questionnaires assessing career adaptability elements including career planning, decision making, problem solving/confidence, and exploration. Dependent t-tests were conducted to assess differences in these measures pre- and post-intervention. Post-intervention, significant increases in career-planning strategies used ( $t(69)=5.45, p<0.001$ ), career planning concern ( $t(69)=3.73, p<0.001$ ), decision making (i.e. career path identification) ( $t(70)=3.86, p<0.001$ ), decision making confidence ( $t(65)=2.69, p<0.01$ ), and problem solving/confidence ( $t(65) = 2.16, p=0.03$ ) were observed. Further, 80% of participants identified jobs at post-intervention not previously identified pre-intervention (exploration) and 71% of participants perceived improvements in confidence regarding job ideas/making career choices. Findings from this research indicated that completing a brief online career education module, tailored to an individual's skills and interests, improved all dimensions of the participating students' career adaptability. Further research utilizing longer-term follow-up and randomized controlled trial designs are required to confirm the reliability and transferability of the findings.

**Teychenne, M., Sahlqvist, S., Teychenne, D., Macfarlane, S., Dawson, P., & Costigan, S. A. (2017).** The development of a tailored, career-focused interactive online learning tool for physical activity and health students: A pilot study, *Journal of Teaching and Learning for Graduate Employability*, 8, 60-74.

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Students enrolled in university courses often lack knowledge of potential jobs and career paths they can take, which can inhibit their ability to plan, job seek and make decisions about their careers, and negatively impact on their ability to gain employment. To address this problem we developed and piloted a tailored, career-focused interactive online learning tool for public health and exercise science students, based on constructs of Savickas' (2005) theory of career construction. This paper reports a mixed-methods study to understand student experiences of using that tool, and their perception of how well it prepared them for career planning. Twenty-two second-year students completed an online survey using both qualitative and quantitative methods to assess the perceived feasibility and acceptability of the interactive online learning tool. Descriptive (for quantitative data) and inductive content analyses (for qualitative data) were performed. Most students (86%) indicated that they would use the tool again. All students reported that the tool was user-friendly, engaging and informative and provided them with jobs that matched their personal and work-related skills and strengths. Qualitative data reflected these findings and identified seven key themes, including: value, career exploration, design, and tailoring, with themes partly reflecting components of Savickas' theory. The tailored, career-focused interactive online learning tool was perceived to be a feasible and effective strategy to support university students in their career planning and job seeking behaviors prior to graduation. These findings can be used to inform and refine the development of career-focused tools for students undertaking other University courses.

**Tian, S., Zhang, Z., & Jia, L. (2022).** Career adaptability of interpreting students: A case study of its development and interactions with interpreter competences in three Chinese universities. *Frontiers in Psychology*, 13:974417.

The issue of employability has already become a well-delineated topic of study among interpreting educators. However, the current literature still lacks descriptive research on interpreting students' employability development and ignores the developmental effects of interpreter competences in this process. Moreover, the advantage of using career adaptability for measurement is also under-researched. This exploratory case study aims at taking an initial step forward, surveying interpreting students' career adaptability development and the developmental effects of different interpreter competences on major adaptability resources, and ultimately diagnosing curriculum problems and making modifications accordingly. Thirty grade 2019 interpreting students from three Chinese universities contributed to data collection, through six questionnaires in a two-wave survey. The results highlight that, throughout the Chinese MTI program, interpreting students could become more concerned and well prepared for their future (concern), more curious to explore themselves and their surroundings (curiosity), and more capable of solving problems (confidence). The results also indicate that students' knowledge and language competence serve as the major facilitators in this process, and that other interpreter competences, such as psychological competence, transfer competence, professionalism, and

cross-cultural competence, are also instrumental. In order to further boost their adaptability constructs, the results suggest that students' language and knowledge competence, professionalism, and cross-cultural and mental agility still need to be improved. Five suggestions for curriculum revision have been raised accordingly. As an initial effort, the current study will hopefully inspire further studies on interpreting students' career adaptability and add more knowledge to the curriculum design from this viewpoint.

**Tian, Y., & Fan, X. (2014).** Adversity quotients, environmental variables and career adaptability in student nurses. *Journal of Vocational Behavior*, 85, 251-257.

The cross-sectional study aimed to investigate the career adaptability and its associated factors among 431 student nurses. Participants completed questionnaires on demographics, career adaptability, adversity quotient, clinical learning environment and social support. Findings revealed that student nurses' adversity quotients, individualized clinical learning environment, and family social support associated positively with their degree of career adaptability, even after multiple adjustments. Additionally, career adaptability scores were higher among associate degree student nurses and those who had served as student leaders. These findings may provide referable evidence for schools and educators to improve student nurses' career adaptability.

**Tien, H-L. S., Lin, S-H., Hsieh, P-J., & Jin, S-R. ((2014).** The Career Adapt-Abilities Scale in Macau: Psychometric characteristics and construct validity. *Journal of Vocational Behavior*, 84, 259-265.

The purpose of the study was to determine if the CAAS could be used with middle school students. Currently no study has been done for the application of CAAS on middle school students. We examined the reliability and validity of the Career Adapt-Ability Scale (CAAS) in Macau for middle school and high school students. The CAAS consists of four scales, each with six items, which measure concern, control, curiosity, and confidence. We tested the internal consistency and factor structure with 270 middle school students and 188 high school students. We also compared students' performance on CAAS in terms of gender and age. The results indicated that internal consistency estimates for the subscale and total scores were good for both high school and middle school students. The factor structure was quite similar to the one computed for combined data from 13 countries (Savickas & Porfeli, 2012). In addition, we found that high school students scored significantly higher than middle school students on the CAAS scales. Based on the results, the CAAS-Macau Form appears ready for use by researchers and practitioners who wish to measure adaptability resources among middle school and high school students in Macau.

**Tien, H-S., Wang, Y. C., Chu, H-C., & Huang, T. L. (2012).** Career Adapt-Abilities Scale — Taiwan Form: Psychometric properties and construct validity. *Journal of vocational Behavior*, 80, 744-747.

The present study tested the reliability and validity of the Career Adapt-Ability Scale — Taiwan Form (CAAS-Taiwan Form). The CAAS consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates

for the subscale and total scores were excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. The CAAS-Taiwan Form is identical to the International Form 2.0. Based on the results, the CAAS-Taiwan Form, appears ready for use by researchers and practitioners who wish to measure adaptability resources among adults.

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**Tladinyane, R. & Van der Merwe, M. (2015).** Age and race differences on career adaptability and employee engagement amongst employees in an insurance company. *Journal of Governance and Regulation*, 4, 720-726.

The objective of the study was to determine whether age and race groups differ significantly regarding career adaptability (measured by Career Adapt-Abilities Scale (CAAS) and employee engagement measured by Utrecht Work Engagement Scale (UWES). A quantitative survey was conducted with a convenience sample (N = 131) of employees in an insurance company within South Africa. Descriptive and inferential statistical analyses were performed to achieve the objective of the study. The results showed significant differences between age and race groups in relation to the constructs. Organizations need to recognize biographical differences with regards to career adaptability and employee engagement with reference to engagement interventions and the career counselling setting.

**Tokar, D. M., Savickas, M. L., & Kaut, K. P. (2020).** A test of the career construction theory model of adaptation in adult workers with Chiari malformation. *Journal of Career Assessment*, 28, 381-401.

The present study examined the career construction theory (CCT) model of adaptation using a sample of working adults diagnosed with Chiari malformation. Specifically, we tested a mediation model in which adaptivity (i.e., proactivity, openness, and conscientiousness) fosters adaptability, which conditions adapting (i.e., competence need satisfaction at work), which leads to adaptation (i.e., work well-being and subjective well-being). Results of structural equation modeling supported all of the hypothesized direct and indirect relations between CCT constructs, thus providing strong support for the applicability of the model of adaptation among workers with Chiari malformation. Prior to testing the model of adaptation, we examined and found support for the hypothesized hierarchical structure of the Career Adapt-Abilities Scale–Short Form, a recently developed operationalization of career adaptability

**Tolentino, L. R., Garcia, P. R. J. M., Lu, V. N., Restubog, S. L. D., Bordia, P., & Plewa, C. (2014).** Career adaptation: The relation of adaptability to goal orientation, proactive personality, and career optimism. *Journal of Vocational Behavior*, 84, 39-48.

This study examines the psychometric properties of the Career Adapt-Abilities Scale (CAAS) and its relation to adaptivity (i.e., learning goal orientation, proactive personality, and career optimism) among Australian university students (N = 555). Results demonstrated adequate levels of test–retest reliability ( $r = .61$  to  $.76$ ) and internal consistency ( $\alpha = .83$  to  $.94$ ) for the CAAS full scale and subscales over a 4-week interval between measurements. Confirmatory factor analysis also supported the multidimensional and hierarchical model of career adaptability resources. The factor structure generally corresponded with that obtained from

other CAAS international validation, thus, expanding its cross-national measurement equivalence. In addition, correlation results supported the predicted positive association between career adaptability and adaptivity in the form of learning goal orientation, proactive personality, and career optimism. Taken together, the present findings confirm the psychometric utility of CAAS in the Australian context and substantiate the proposition that higher personal adaptive readiness relates to better career adaptability among young people.

**Tolentino, L. R., Garcia, P. R. J. M., Lu, V. N., Restubog, S. L. D., Bordia, P., & Tang, R. L. (2013).** Validation of the Career Adapt-Abilities Scale and an examination of a model of career adaptation in the Philippine context. *Journal of Vocational Behavior*, 83, 410-418.

This paper presents the validation of the Career Adapt-Abilities Scale (CAAS) in the Philippine context. The CAAS consists of four subscales, with six items each, measuring self-regulative psychosocial resources (e.g., concern, curiosity, control, and confidence) for coping with occupational tasks and transitions. Filipino university students (N = 289) and working adults (N = 495) participated in the study. Internal consistency estimates for the full scale and subscales ranged from .87 to .97. Confirmatory factor analyses supported the multidimensional and hierarchical model of career adaptability. The factor structure was similar to that obtained from the CAAS international validation from 18 countries. Results also suggested that career adaptability was positively associated with adaptivity in the form of tenacious goal pursuit and flexible goal adjustment as well as with adaptation outcomes of career satisfaction and promotability. Overall, the findings confirm the utility of CAAS in the Philippine context and support the model that states higher levels of personal adaptivity (willingness) and career adaptability (competence) relate to better adaptation outcomes in terms of career success.

**Tolentino, L. R., Sedoglavich, V., Lu, V. N., Raymund, J., P., Garcia, J. M., Restubog, S. L. D. (2014).** The role of career adaptability in predicting entrepreneurial intentions: A moderated mediation model. *Journal of Vocational Behavior*, 85, 403-412.

Guided by the Career Construction Theory (Savickas, 2013), we view entrepreneurship as an adaptive vocational behavior driven by an individual's self-regulatory capacity to thrive in a complex entrepreneurial career context. Our research model posited that individuals rely on their adaptive resources and entrepreneurial self-efficacy as they form entrepreneurial intentions. Career adaptability, as self-regulatory competencies, is further strengthened by prior exposure to family business. We collected data over three measurement periods from Serbian business students (n=380) and validated the Career Adapt-Abilities Scale (CAAS). The moderated mediation model was supported and as predicted: (a) career adaptability was positively associated with entrepreneurial intentions and (b) the mediated relationship between career adaptability and entrepreneurial intentions via entrepreneurial self-efficacy was stronger for individuals with prior exposure to family business. In addition, we provide evidence for the psychometric properties of CAAS by examining its internal consistency, test-retest reliability, and factor structure. Taken together, our study offers the groundwork for understanding successful adaptation in the entrepreneurial career context and supports the cross-national measurement equivalence and utility of CAAS in a developing economy

**Tolentino, L. R., Sibunruang, H., Garcia, P. R. J. M. (2019).** the role of self-monitoring and academic effort in students' career adaptability and job search self-efficacy. *Journal of Career Assessment*, 27, 726-740.

This article examines the relationship between career adaptability, self-monitoring, academic effort, and job search self-efficacy among university students. Guided by the career construction and self-monitoring theories, we propose that self-monitoring mediates the relationship between career adaptability and job search self-efficacy. Furthermore, we hypothesize that the indirect relationship is stronger for those with high academic effort. We test our proposed model using two samples (Sample 1 = 340, Sample 2 = 547) of university students from Thailand. Results confirm our hypothesized relationships and suggest that career adaptability is positively associated with job search self-efficacy above and beyond the effects of gender. Moderated mediation analyses revealed that the conditional indirect effect of career adaptability in predicting job search self-efficacy via self-monitoring is stronger for students with high as opposed to low levels of academic effort. Implications for theory and practice are discussed.

**Topino, E., Svicher, A., Di Fabio, A. & Gori, A. (2022).** Satisfaction with life in workers: A chained mediation model investigating the roles of resilience, career adaptability, self-efficacy, and years of education. *Frontiers in Psychology*, 13, 1011093.

Satisfaction with life is a core dimension of well-being that can be of great importance in the workplace, in light of the close link between worker health and organizational success highlighted by the perspective of healthy organizations. This study aimed at analyzing the factors associated with satisfaction with life, focusing on the role of resilience, career adaptability, self-efficacy, and years of education. A sample of 315 workers (67% women; Mage = 34.84 years, *SD* = 12.39) filled out the Satisfaction with Life Scale, General Self-Efficacy Scale, Career Adapt-Abilities Scale, the 10-item Connor-Davidson Resilience Scale, and a demographic questionnaire. Data were analyzed by implementing a chained mediation model. Results showed a significant and positive relationship between resilience and satisfaction with life, partially moderated by the chained effect of career adaptability and self-efficacy, controlling for education. When inserted as a covariate, education showed a significant and negative association with satisfaction with life. Such findings contribute to enriching the field of research on the factors that contribute to the well-being of workers and may have important practical implications for interventions in organizations.

**Tuna, M., Kanten, P., Yesiltas, M., Kanten, S., & Alparslan, A. M. (2014).** The effect of academic advising on career adaptabilities: A study on tourism and hotel management students. *The Macrotheme Review: A Multidisciplinary Journal of Global Macro Trends*, 3, 139-155.

This study aims to investigate the impact of academic advising on undergraduate students' career adaptabilities. Career adaptabilities are considered as a significant predictor for positive outcomes. In literature, it is suggested that some factors trigger students' career adaptabilities. Therefore, in this study academic advising systems are examined as predictors for career adaptabilities. Accordingly, this study aims to determine the effects of some academic advising types on undergraduate students' career adaptabilities. In this respect, data which are collected from 397 undergraduate students getting a tourism and hotel management education by the

survey method are analyzed by using the structural equation modelling. The results of the study indicate that intellectual and affective academic advising types have a positive effect on students' career adaptabilities. In addition, it has been found that instrumental academic advising has a negative effect on students' career adaptabilities

**Udayar, S., Fiori, M., Thalmayer, A. G., & Rossier, J. (2018).** Investigating the link between trait emotional intelligence, career indecision, and self-perceived employability: The role of career adaptability. *Personality and Individual Differences, 135*, 7-12.

Trait emotional intelligence (TEI) is emerging as a useful and promising individual difference in predicting vocational behavior (e.g., Di Fabio & Saklofske, 2014). Little is yet known about the underlying processes that may lead TEI to associate with career related outcomes. This study investigates the role of career adaptability in mediating the association between TEI and career decision-making difficulties and self-perceived employability in a sample of Swiss university students (N=400). The results of a series of path analysis in which we controlled for intelligence, sex and personality showed that career adaptability fully mediated the effect of TEI on self-perceived employability and career decision-making difficulties, in particular the subscales of lack of information and inconsistent information. Our findings shed light on the role of regulatory processes in shaping the effects of TEI on career-related outcomes.

**Urbanaviciute, L., Pociute, B., Kairys, A. & Liniauskaite, A. (2016).** Perceived career barriers and vocational outcomes among university undergraduates: Exploring mediation and moderation effects. *Journal of Vocational Behavior, 92*, 12-21.

This study explores the role of perceived internal and external career barriers on undergraduates' vocational outcomes, such as academic major satisfaction and vocational identity commitment. Moreover, it tests career adaptability as a moderator in the barriers-vocational outcomes link. The study was carried out in three public universities in Lithuania. In total, 288 first and second year undergraduate students took part in it. Results demonstrated internal but not external barriers to be negatively associated with undergraduates' vocational outcomes. Furthermore, academic major satisfaction was found to be a partial mediator in the perceived career barriers-vocational identity commitment link. Finally, introducing career adaptability as a moderator, revealed significant moderated mediation effects. In this case, both internal and external career barriers were found to negatively relate to vocational identity commitment through academic major satisfaction, the effect being particularly salient at the low values of career adaptability.

**Urbanaviciute, L., Kairys, A., Pociute, B., & Liniauskaite, A. (2014).** Career adaptability in Lithuania: A test of psychometric properties and a theoretical model. *Journal of Vocational Behavior, 85*, 433-442.

The Career Adapt-Abilities Scale-Lithuanian Form consists of four six-item subscales measuring concern, control, curiosity, and confidence. These are thought to be the main dimensions of career adaptability reflecting individual psychosocial resources to cope with occupational transitions, developmental tasks, and work traumas. Two studies were administered in a sample (N = 767) of Lithuanian high school students. The results showed factor structure to be identical to that of the CAAS-International Form. Moreover, good to excellent scale internal consistency coefficients were obtained. With a slight exception, MIMIC model analysis revealed no major

effects of demographic variables upon the CAAS factor or factor indicator scores. Concurrent validity analysis showed career adaptability, as measured by the CAAS-Lithuanian Form, to be significantly related to career aspirations, to the frequency of career exploration behaviors and to career decidedness. Finally, as hypothesized by the career construction model of adaptation, career exploration behaviors mediated the link between career adaptability and decidedness.

**Urbanaviciute, I., Udayar, S., Maggori, C., & Rossier, J. (2020).** Precariousness profile and career adaptability as determinants of job insecurity: A three-wave study. *Journal of Career Development, 47*, 146-161.

The present study compares the mean levels and growth in job insecurity across employees' precariousness profiles as defined by a combination of perceived employability and financial difficulties. Drawing on the labor market precariousness and workplace stress literature, we hypothesized that employees with the most precarious profile would report elevated levels of job insecurity followed by a growth trend. Moreover, career adaptability was expected to act as a resource for counteracting job insecurity. The study was based on three waves of a longitudinal "Professional Paths" survey (National Centre of Competence in Research LIVES) conducted in Switzerland. The data of 799 professionally active adults were analyzed using latent growth modeling. In line with our hypothesis, the findings showed the highest levels of job insecurity and the most pronounced growth trend among employees with the precarious profile. Interestingly, different career adaptability facets played differing roles in predicting job insecurity, potentially revealing some of its under-researched aspects.

**Urbanaviciute, I., Udayar, S., & Rossier, J. (2019).** Career adaptability and employee well-being over a two-year period: Investigating cross-lagged effects and their boundary conditions. *Journal of Vocational Behavior, 111*, 74-90.

The present study investigates the role of career adaptability in employee well-being within a period of two years. In addition, it aims to shed light on the boundary conditions that potentially determine the use of adaptability resources and thereby may moderate the relationship between career adaptability and work and life outcomes. The study was based on a representative sample of a Swiss working population from the French- and German-speaking parts of Switzerland. A total of 1007 employed adults participated in the survey two years apart. Cross-lagged structural equation modeling analyses demonstrated a positive cross-lagged effect from career adaptability to job and life satisfaction. Conversely, a negative effect was observed with regard to perceived stress in life. In addition, our findings suggest that certain conditions (such as perceived limitation in career prospects and recent experience of significant work-related events) may strengthen some of the cross-lagged relationships between career adaptability and its positive outcomes. The present study contributes to the career construction literature in two ways. First, it tests a comprehensive cross-lagged model to inspect the longer-term effects of career adaptability on work-related and general well-being, thereby suggesting that career adaptability may have a role in longer-term adaptation due to its contribution to the maintenance of well-being levels. Second, we respond to a call for action regarding the boundary conditions under which career adaptability differentially predicts work and life outcomes (Rudolph, Lavigne, & Zacher, 2017). By identifying recent significant events and perceived career prospects as moderators, we begin to expose some of the complexities of career adaptability and career construction.

**Usman, M., Anwar, M., Haq, U., Ahmad, S., Hussain, J., Ali, Z., & Hussain, A. (2022).** Political skill and career success: Exploring the mediating role of mentoring and moderating role of career adaptability. *SAGE Open*, *12*, pages 21582440221.

What determines success in academia? Both researchers and academics have disagreements regarding the notion of success and its determinants in academia. The aim of this paper is to investigate the impact of political skill on employees' subjective career success and the mediating and moderating role of mentoring and career adaptability in the said relationship respectively. The hypothesized relationships were tested utilizing a representative stratified random sample of 362 faculty members employed in the public sector universities of Pakistan. Results revealed that political skill positively influences subjective career success. The mediation model was supported and as expected: mentoring mediated the link between political skill and career success. The moderated relationship between mentoring and career success was stronger for individuals with higher career adaptability. The study adds to the understanding of underlying mechanisms involved in the political skill-career success nexus. Moderating role of career adaptability in the relationship between political skill and subjective career success was also probed, which further adds to the theoretical contribution of the study. The findings suggest that academics must realize that they need to be politically skilled, should be proactive in seeking mentoring relationships and should better equip themselves to cope with the work uncertainties.

**Uy, M. A., Chan, K-Y., Sam, Y. L. Ho, M-h. R., & Chernyshenko, O. S. (2015).** Proactivity, adaptability and boundaryless career attitudes: The mediating role of entrepreneurial alertness. *Journal of Vocational Behavior*, *86*, 115-123.

We examined the role of entrepreneurialism in careers in the information society and global economy, bringing together key constructs in the fields of career studies and entrepreneurship. Specifically, our study involving a diverse group of 750 undergraduate students from Singapore showed that entrepreneurial alertness to opportunities partially mediates the relation of proactive personality to boundaryless career mindset and career adaptability, but not to self-directed or protean career attitudes. Findings are discussed in relation to the contribution of entrepreneurialism to careers research and the larger issues of workforce development.

**van Rensburg, H., Perera, H. N., McIlveen, P., Asad, F., & Hoare, N. (2022).** Measures of career adaptability and employability in Bahasa Indonesia. *International Journal for Educational and Vocational Guidance*, <https://doi.org/10.1007/s10775-022-09576-6> (X)

There is emergent evidence of the Career Adapt-Abilities Scale's utility in the Global South. The present research provides evidence about the measurement properties of a Bahasa Indonesia language version of the Career Adapt-Abilities Scale and comparator measures, the Career Futures Inventory-Revised and the Self-perceived Employability Scale, using a sample of students ( $N = 277$ ) enrolled in Indonesian college degrees. Furthermore, for the purpose of cross-cultural comparisons, the measurement properties of the Indonesian version of the Career Adapt-Abilities Scale were compared with an independent dataset ( $N = 387$ ) using an Australian English language version. The Indonesian version had acceptable measurement properties.

**van Vianen, A. E. M., Klehe, U. C., Koen, J., & Dries, N. (2012).** Career adapt-abilities scale — Netherlands form: Psychometric properties and relationships to ability, personality, and regulatory focus. *Journal of Vocational Behavior, 80*, 716-724.

The Career Adapt-Abilities Scale (CAAS) — Netherlands Form consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from satisfactory to excellent. The factor structure was quite similar to the one computed for the combined data from 13 countries. The Dutch version of the CAAS-Netherlands Form is identical to the International Form 2.0. The convergent validity of the CAAS-Netherlands was established with relating the CAAS subscales to self-esteem, Big Five personality measures, and regulatory focus. Relations between the subscales and these stable personality factors were largely as predicted. The discriminant validity of the CAAS-Netherlands was established by relating the CAAS scores to general mental ability; no significant relationship between career adaptability and general mental ability was found.

**Vashisht, S., Kaushal, p., & Vashisht, R. (2021).** Emotional intelligence, personality variables and career adaptability: A systematic review and meta-analysis. *Vision – The Journal of Business Perspective*. doi:10.1177/0972262921989877

This study conducted a systematic review and meta-analysis to examine the relationship between emotional intelligence, personality variables (Big V personality traits, self-esteem, self-efficacy, optimism and proactive personality) and career adaptability of students. Data were coded on CMA software version 3.0. Product-moment correlation coefficient ( $r$ ) was considered as the effect size measure for this study. Publication bias was assessed using Egger's regression test along with Orwin's fail-safe  $N$ , but no significant publication bias was detected. From the results of 54 studies, it was found that all variables of the study had meta-analytic correlation with career adaptability of students. For heterogeneity, subgroup analysis was conducted, and significant differences were found.

**Veres, A & Kotta, I. (2021).** Perceived career barriers as a mediator between career adaptability and life satisfaction. *European Journal of Behavioral Sciences, 4*, 38-52.

Career adaptability is a widespread concept that is embedded in the career construction theory, the essence of which is that the individual integrates their professional self-image into their career during career development. The relationship between career adaptability and life satisfaction among university students has not yet been clarified. Perceived career barriers occur due to the rapid changes and developments on a global scale expose all individuals to ongoing problems and barriers which they may not be able to cope with. These barriers can be interpreted subjectively, that is, what represents a barrier for an individual, may not be one for another. This study examining the relationship between career adaptability and life satisfaction and the perceived barriers with potentially mediating effects. A total of 562 students from the

psychology and special education faculty were surveyed. Results show that career adaptability predicts life satisfaction, moreover, this relationship is mediated by perceived career barriers and coping efficacy of perceived career barriers. The aim of the research was to gain a clearer picture of university students' career development, and to help the work of career counseling centers, which aim at reducing attrition rate. The results suggest that it is worthwhile to increase career adaptability and to identify perceived barriers to facilitate a smoother career development process.

**Vilhjálmsson, G. (2021).** Young workers without formal qualifications: experience of work and connections to career adaptability and decent work. *British Journal of Guidance & Counselling, 49*, 242–254.

The purpose of this research on working young adults who are without formal education is to explore how they experience work, their career adaptability and if they view their work as decent. Participants were 154 young working adults, aged 18–29, and unqualified. It was found that participants worked mainly in low-skilled jobs, but many aspired to become professionals or technicians. Participants were significantly lower on concern and control sub-scales of the Career Adapt-Ability Scale (CAAS), compared to peers. Results support a proposition in Psychology of Working Theory that individuals with lower levels of career adaptability are less likely to engage in decent work. Results indicate that self-determination is not met at work, whereas work fulfills financial and social needs

**Vilhjálmsson G., Kjartansson, G. B., Smáradóttir, S. B., & Einarsdóttir, S. (2012).** Career adapt-abilities scale — Icelandic form: Psychometric properties and construct validity. *Journal of Vocational Behavior, 80*, 698-704.

This study examined the psychometric characteristics and construct validity of the Icelandic form of the Career Adapt-Abilities Scale (CAAS-Iceland). The CAAS consists of four scales that measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. The 24-item measure was translated from English and administered to 1566 Icelandic students aged 14–30. Internal consistency estimates of reliability for the subscale and total scores ranged from .77 to .92. The construct validity of the measure was tested using confirmatory methods. The results indicated that the four-factor hierarchical model of career adaptability shows an acceptable fit in Iceland. The mean scores on the scales are high compared to the other countries, indicating that there may be problems with the translation of the response scale. The results indicate that the CAAS-Icelandic form is reliable and valid and can be used with minor modifications in career counseling and research in Iceland.

**Volmer, J., Spurk, D., Orth, M., & Göritz, A. (2022).** Reciprocal effects of career adaptability and occupational self-efficacy: A three-wave longitudinal study with varying time lags. *Journal of Career Assessment*, doi:10.1177/10690727221140050

Researchers widely agree upon the pivotal role of career self-management in vocational development. Yet, little is known about how core self-management constructs denoting agentic capacity affect each other reciprocally over time. We address the shortage of existing

longitudinal change investigations by proposing and testing a reciprocal model in which career adaptability and occupational self-efficacy as core career self-management constructs are reciprocally interrelated. Cross-lagged panel analyses of three-wave data from a large and heterogeneous sample of employees indicate support for the presence of substantial reciprocal effects of career adaptability and occupational self-efficacy across time lags of three, six, and nine months. From a series of exploratory multi-group analyses, this pattern of results emerges as robust across a range of sociodemographic variables, including gender, age, education, leadership position, and organizational tenure. Moreover, the results remained stable after considering further controls (e.g., future temporal focus, grade point average). Our findings broaden the scope of dynamic vocational research by demonstrating the utility of a change-oriented approach in elucidating the emergence of individuals' career self-management. We discuss practical implications concerning career intervention strategies, study limitations, and prospects for future research.

**Walden, C., Forbes, T., Swanson, M., Lake, D., Oehlert, J. K., & Scott, E. (2022).** Career adaptability: An innovative measurement to aid professional development of new graduate nurses. *Journal of Nurses in Professional Development, 38*, 145-150.

This cross-sectional quantitative study explored career adaptability and career intentions in newly licensed nurses working in acute care hospitals throughout North Carolina. Data were analyzed from 277 registered nurses completing an online study instrument. Findings demonstrate a relationship between levels of career adaptability and career intentions, offering career adaptability as a new measurement to explore newly licensed nurses' desire to pursue career and educational change and expand transition programs to include developing career trajectories within organizations.

**Wang, D., Hou, Z.-J., Ni, J., Tian, L., Zhang, X., Chi, H.-Y., & Zhao, A. (2020).** The effect of perfectionism on career adaptability and career decision-making difficulties. *Journal of Career Development, 47*, 469-483.

This study investigated categorization of perfectionism subtypes for Chinese undergraduates and the effects of perfectionism subtypes on career outcomes based on two prominent, competing models of perfectionism, the tripartite model and 2 × 2 model. Indices of career outcome were defined with career adaptability (positive) and career decision-making difficulties (negative). The results of both cluster analysis and latent profile analysis coincided with the four-subtype structure of the 2 × 2 model. The result of Bolck–Croon–Hagenaars modeling indicated that the pure high standard subtypes were the most functional while pure discrepancy subtypes were most dysfunctional. Mixed perfectionism subtypes were identified as having high career adaptability but also high risk for career decision-making while non-perfectionism subtypes possess low career decision-making difficulties but also low career adaptability. Based on these findings for perfectionism subtypes, we extrapolate practical recommendations for how this information could be pertinent to career counseling.

**Wang, D., & Liu, X. (2023).** Intervention and evaluation of the life design counseling: A case study. *Frontiers in Psychology, 13*, 1045898.

This article aims to explore the effectiveness of Life Design Counseling (LDC) for a high school student before choosing the subject. To evaluate LDC outcomes, the Career Adapt-Abilities Scale-China Form was used before and after the intervention. Two measures were used to evaluate the process of LDC: the Innovative Moments Coding System (IMCS) and Future Career Autobiography (FCA). The results show that the LDC approach produced a significant change in career adaptability. In addition, the findings demonstrate a significant narrative movement or change with the evaluation of the process. Implications for future research and practice are discussed.

**Wang, E., Zhang, J., Peng, X., Li, H., Teng, C., & Zeng, B. (2023).** Explore career via the iceberg metaphor: an Satir Growth Model-based career intervention in enhancing college freshmen' career adaptability, *British Journal of Guidance & Counselling*, doi 10.1080/03069885.2023.2165626.

This study introduced Satir Growth Model (SGM) into career intervention to enhance Chinese college freshmen's career adaptability. The effect of SGM-based career intervention was examined by the randomized controlled trial design. Results indicated that the experimental group experienced a significant increase in career exploration and career adaptability after seven sessions of the SGM-based career intervention. Our study also found that career exploration could partly mediate the relationship between experimental condition and career adaptability. One year later, the experimental group accomplished a follow-up test, which showed that the effect of SGM-based career intervention could remain in a long run. These results suggested that the SGM-based career intervention could be a new approach for the enhancement of career adaptability.

**Wang, F., Xu, Y., Zhou, X., Fu, A., Guan, Y., She, Z., Wang, Z., & Bi, Y. (2022).** Are adaptable employees more likely to stay? Boundaryless careers and career ecosystem perspectives on career adaptability and turnover. *Applied Psychology, 71*, 1326-1346.

Employees with higher career adaptability (CA) have been shown in previous research to be more likely to build high-quality social exchange relations with current employers, thereby displaying a lower intention to leave. Based on boundaryless careers and career ecosystem perspectives, this study aimed to challenge and enrich the extant understanding of this important question by examining the mixed effects of CA on turnover behavior. Results from a three-wave survey study with 179 Chinese employees show that after controlling the baseline turnover intention (Time 1), CA (Time 1) predicted both affective commitment and relative deprivation at Time 2 (6 months after Time 1), which in turn produced opposite effects on voluntary turnover behavior at Time 3 (12 months after Time 1). Moreover, the boundaryless career mindset positively moderated the relationship between CA and relative deprivation and strengthened the indirect positive effect of CA on turnover behavior via relative deprivation. These results offer a more comprehensive and balanced view of the mixed role of CA in employees' turnover behavior and carry important implications for human resource management.

**Wang, H., Kodzo, L. D., Wang, Y., Zhao, J., Yang, X., Wang, Y. (2022).** The benefits of career adaptability on African international students' perception of social support and quality of life in China during the COVID-19 pandemic. *International Journal of Intercultural Relations*, 90, 1-10.

With economic globalization, there has been a rapid increase in the number of sojourners in the workforce and in international education. However, little is known about the impact of career adaptability (a key psychosocial resource for managing career transitions) on international students' adaptation in cross-cultural contexts, particularly their quality of life during the COVID-19 pandemic. Based on career construct theory, this study examined how career adaptability directly and indirectly enhances international students' quality of life through perceived online and offline social support, and how the COVID-19 pandemic affected their adaptation in cross-cultural context. With a sample of 328 African international students in China, we found that career adaptability and perceived online/ offline social support were positively related to the quality of life during the COVID-19 pandemic. Furthermore, perceived offline social support, but not perceived online social support, was an adapting response through which career adaptability enhances international students' quality of life in cross-cultural context. The mediating effect of perceived offline social support diminished when the self-rated COVID-19 impact on international students was severe. These findings provide a basis for future psychosocial interventions to enhance international students' adaptation to cross-cultural contexts during and after the COVID-19 pandemic.

**Wang, Y-C., & Tien, H-L. S. (2018).** The relation of career adaptability to work–family experience and personal growth initiative among Taiwanese working parents. *Journal of Employment Counseling*, 55, 27-40.

This study aimed to explore the effect of career adaptability on 598 working parents in Taiwan. The results showed that career adaptability served an important role in moderating and mediating the effects between work–family conflict, work–family strength, and personal growth initiative.

**Wang, Z., & Fu, Y. (2015).** Social support, social comparison, and career adaptability: A moderated-mediation model. *Social Behavior and Personality: An International Journal*, 43, 649-660.

Our aim in this study was to identify the social factors that underpin the career adaptability of college graduates in China by examining the effects of social support and career self-efficacy on career adaptability among a sample of 879 Chinese college graduates. We also emphasized the moderating role of social comparison in influencing this relationship. The results showed that, (a) social support enhanced career adaptability, (b) career self-efficacy played a mediating role in the relationship between social support and career adaptability, and (c) social comparison orientation moderated the mediation model; specifically, a high social comparison orientation weakened the enhancing effect of social support on career self-efficacy and career adaptability. Theoretical and practical implications of these findings are discussed

**Wehrle, K., Kira, M. & Klehe, U-C. (2019).** Putting career construction in context: Career adaptability among refugees. *Journal of Vocational Behavior*, *111*, 107-124.

This qualitative study, derived from 36 interviews with refugees in Germany, contributes to the literature on career construction theory by exploring career adaptation in the context of forced migration. We focus on the complexity of refugees' adaptive coping responses and study how refugees resort to and develop these adaptive responses in the host country. Our findings highlight the strong influence of context on refugees' ability to adapt their careers, suggesting that problems in career construction are also contextually conditioned. Fundamental uncertainties, lacking personal resources, and having lost and losing time were overarching barriers. Restricted by the context's unfamiliarity and these barriers, refugees' coping was characterized by strong self-regulation. Many of them expressed concern and took control by disregarding uncertainties and set clear career goals and kept moving on regardless of the obstacles faced. They chose positive, appreciative mindsets to take control and strengthen their confidence, and shaped and explored their career dreams, thus exhibiting curiosity. Context not only impaired, but also facilitated refugees' ability to adapt their careers through social connections and the richness of local work opportunities. The present study offers new insights into research on career construction by highlighting how context can impede individuals' use of their adaptability resources and competences, and how despite difficulties, individuals can direct and actively shape their careers to re-build their work trajectories after the resettlement.

**Wilkins-Yel, K. G., Roach, C. M. L., Tracey, T. J. G., & Yel, N. (2018).** The effects of career adaptability on intended academic persistence: The mediating role of academic satisfaction. *Journal of Vocational Behavior*, *108*, 67–77.

In the current study, we investigated the linkage between career adaptability, academic satisfaction, and intended academic persistence. The psychometric properties of the Career Adapt-Abilities Scale (CAAS) in a sample of undergraduate students from Trinidad and Tobago were also examined. The results provided further support for the incremental validity of the CAAS. We also found that career adaptability was significantly and positively related to intended academic persistence and academic satisfaction. Similarly, career adaptability predicted academic satisfaction which in turn predicted sub-dimensions of intended academic persistence. Furthermore, academic satisfaction was found to significantly mediate the relations between career adaptability and intended academic persistence. These results suggest that for undergraduate students, feeling adaptable in one's career links to an enhanced commitment to remain in their chosen academic field, in part due to feeling more satisfied with their chosen academic domain. Implications and future research directions are discussed.

**Whiston, S. C., Feldwisch, R. P., Evans, K. M., Blackman, C. S., & Gilman, L. (2015).** Older professional women's views on work: A qualitative analysis. *Career Development Quarterly*, *63*, 98- 112.

This qualitative study reports on the career experiences of older professional women using consensual qualitative research. Thirteen women over age 50 were interviewed regarding the influences of gender and age on work. In general, all participants reported career adaptability, and many participants also reported specific subthemes of career adaptability (i.e., concern, control, curiosity, and confidence) as resources. These subthemes denote participants' future

orientation, self-discipline as evidenced by their conscientiousness in career decisions, active information seeking, and certitude that they have the ability to solve career-related problems. Relationships with colleagues were also considered critical, and participants acknowledged the benefits and drawbacks of being a woman and being older. These women were able to achieve flexibility and autonomy in their work and spoke about the importance of work–family balance and boundaries. Practitioners are encouraged to consider how career adaptability is manifested within the interplay between gender and age, because this can influence career counseling with older women.

**Wilkins, K. G., Santilli, S., Ferrari, L., Nota, L., Tracey, T. J. G., & Soresi, S. (2014).** The relationship among positive emotional dispositions, career adaptability, and satisfaction in Italian high school students. *Journal of Vocational Behavior*, 85, 329-338.

Using a sample of 242 Italian high school students, we examined the direct relation of hope and optimism on four dimensions of career adaptability (i.e. curiosity, confidence, control, and concern) as well as the mediating effect of these four adaptability dimensions on the relations of hope and optimism on the subcomponents of satisfaction. The results of the study demonstrated that both hope and optimism significantly predicted various dimensions of career adaptability. Additionally, the degree to which hope related to students' subcomponents of satisfaction was mediated by two of the four dimensions of career adaptability (i.e. curiosity and confidence). The dimensions of adaptability did not mediate the relations of optimism on satisfaction. These findings have implications for both research and practice.

**Wong, L., P., W. (2022).** Issues concerning the interpretation and assessment of career adaptability: Perspective from Hong Kong, China. *Youth*, 2, 181–194.

The concept of career adaptability has been widely applied across cultural and educational settings in the hope of finding working solutions to facilitate school-to-work transition. In Hong Kong, China, there are signs showing that career adaptability scores are increasingly being used as the dominant benchmark to measure the effectiveness of career interventions designed for student populations. However, this concept is developed primarily based on western values. For it to fulfill its theoretical promises, the concept needs to be reinterpreted in the local context. This means that issues concerning the measurement and interpretation of career adaptability need to be clarified due to cultural differences. This paper attempts to address this issue by reviewing published studies on adaptability across other disciplines of psychology. Results showed that most published studies in Hong Kong on career adaptability did not use data and methodological triangulation research methodologies. Overall, this review shows that a reductionist approach has been applied to the study of career adaptability in Hong Kong. The current understanding of career adaptability remains largely at the psychological level only. Cognitive and behavioral changes are seldom studied or reported despite their importance. Implications on how future research could be enhanced are discussed.

**Woo, H. R. (2020).** Perceived over-qualification and job crafting: The curvilinear moderation of career adaptability. *Sustainability*. 12(24), 10458.

Developments in direct and indirect educational systems have increased the number of individuals with competencies that are higher than the required expectations of their current jobs<sup>1</sup>

This concept of over-qualification is drawing interest today, while under-qualification was the focus in the past. Currently, research on perceived over-qualification (POQ) has focused on its negative influences; however, this study aimed to explore the positive and nonlinear influence of POQ on job crafting and the moderating effect of career adaptability on these functions. Data were collected from 257 individuals in three Korean telecom companies. The results of hierarchical regression analysis indicate that POQ had a reverse U-shaped nonlinear influence on job crafting, indicating that an appropriate level of POQ can drive job crafting, leading to performance improvements in organizations and individuals. Moreover, career adaptability moderated the relationship between POQ and job crafting. When career adaptability was at an average or high level, the reverse U-shaped nonlinear influence of POQ on job crafting strengthened. These results are expected to assist in creating both an environment to reduce the negative influence of POQ and healthy sustainability in human resources development.

**Wu, J., Dong, Y., Xiong, J., & Cao, Y. (2016).** The mediating role of achievement motivation between college students' proactive personality and career adaptability and its gender differences. *Psychological Development and Education, 32*, 547-556.

This study used Career Adaptability Questionnaire, Proactive Personality Questionnaire and Achievement Motivation Scales to survey 864 college students, and tested the mediating role of achievement motivation on the relationship between proactive personality and career adaptability. The gender difference of the effect was also explored. The results showed the following: (1) Achievement motivation partially mediated the relationship between proactive personality and career adaptability. (2) There were also significant gender differences in the mediating effect of achievement: the mediating effect of motivation of achieving success between proactive personality and career adaptability was significant in both male and female group; as to motivation of avoiding failure, the mediating effect was only significant in the female group while not significant in the male group. These findings thus offer a new insight into how college students' proactive personality influences their career adaptability.

**Xiao, Y., He, Y., Gao, X., Lu, L., & Yu, X. (2021).** Career exploration and college students' career adaptability: The mediating role of future work self-salience and moderating role of perceived teacher support. *Discrete Dynamic in Nature and Society*, Volume 2021, Article ID 35322239.

Based on the theory of career construction, a moderated mediation model is built in this paper to probe into the relationship between career exploration and career adaptability, discussing the mediating role of future work self-salience and the moderating role of perceived teacher support. With the research sample of 1101 unemployed college students, SPSS and AMOS, a structural equation modeling software is employed for modeling so as to perform the linear regression analysis of three-stage data. The research findings are about four aspects; to start with, students' career exploration is positively related to career adaptability; besides, future work self-salience plays a partial role in mediating between college students' career exploration and career adaptability; next, perceived teacher support positively moderates two kinds of positive relationship: one is between career exploration and future work self-salience of college students and the other between their future work self-salience and career adaptability. Lastly, the indirect effect of the future work self-salience between career exploration and career adaptability is

moderated by perceived teacher support. As opposed to a lower level of teacher support, this moderated mediating effect is significant only at a higher level of perceived teacher support. This research clarifies the link between career exploration and career adaptability through future work self-salience and practical enlightenment about how to enhance career adaptability via perceived teacher support.

**Xie, B., Xia, M., Xin, X., & Zhou, W. (2016).** Linking calling to work engagement and subjective career success: The perspective of career construction theory. *Journal of Vocational Behavior, 94*, 70-78. Drawing on career construction theory, this study examined the relationship between calling and work engagement and subjective career success (i.e., career satisfaction) and the mediating role of career adaptability with a sample of 832 Chinese employees. Results from a time-lagged survey study showed that: (1) calling (measured at time 1) positively related to an employee's career adaptability, work engagement, and career satisfaction (measured at time 2), and (2) career adaptability mediated the relationship between calling and work engagement and career satisfaction. Based on the findings, theoretical and practical implications of this study and directions for future research are discussed.

**Xu, C., Gong, X., Fu, W., Xu, Y., Xu, H., Chen, W., & Li, M. (2020).** The role of career adaptability and resilience in mental health problems in Chinese adolescents. *Children and Youth Services Review, 112*, 104893.

The mechanism of how career adaptability could contribute to adolescent's mental health problems remains unclear in mainland China. The present study aims to explore the relationship between career adaptability, resilience, and mental health problems in a sample of Chinese adolescents. A total of 372 Chinese high school students aged 14–19 years ( $M = 17.25$ ;  $SD = 0.53$ ), including 141 (37.9%) boys and 231 (62.1%) girls participated. The results found that career adaptability negatively predicted mental health problems and resilience mediated the relationship between career adaptability and mental health problems. In light of these results, several managerial suggestions related to career education and career counseling practices for adolescents, as well as implications for future researches are provided. These findings could provide cross-cultural for theoretical implications and contribute to evidence-based social policy and social work intervention to promote adolescent's mental well-being.

**Xu, H. (2020a).** Development and initial validation of the Constructivist Beliefs in the Career Decision-Making Scale. *Journal of Career Assessment, 28*, 303-319.

Although career adaptability and constructivist beliefs both capture important aspects of career construction, previous research has predominantly focused on career adaptability and ignored the importance of constructivist beliefs. Drawing on career construction theory and decision-making science, the current study proposes two factors (i.e., satisficing decision and agentic creation) of constructivist beliefs in career decision-making (CBCD) and develops and initially validates a scale measuring the two factors. Study 1 develops the CBCD Scale and supports the two-factor structure of the CBCD through exploratory factor analysis. Study 2 supports the internal consistency reliability of the CBCD and cross-validates the two-factor structure of the CBCD through confirmatory factor analysis. Additionally, Study 2 finds support for the incremental predictions of the CBCD for career indecision and career decision ambiguity management over

and beyond career adaptability. The theoretical and practical implications of the CBCD are discussed, as are the limitations and suggestions for future research.

**Xu, H. (2020b).** Career Indecision Profile-Short: Reliability and validity among employees and measurement invariance across students and employees. *Journal of Career Assessment*, 28, 91-108.

While the Career Indecision Profile–Short (CIP-Short) has demonstrated sound reliability and validity as a brief measure of career indecision in students, its psychometric performance in employees remains unclear. To facilitate research and practice on career indecision within the employee population, the present study examined the internal consistency reliability, structural validity, and convergent validity of the CIP-Short in employees. Additionally, the present study examined the measurement invariance of the CIP-Short across students and employees. Based on a sample of students ( $n = 330$ ) and a sample of employees ( $n = 436$ ), the results revealed that (1) the CIP-Short demonstrated good internal consistency reliability in employees, (2) the CIP-Short validly measured the four-factor structure of career indecision in employees, (3) the CIP-Short was positively associated with career decision ambiguity aversion and negatively associated with career adaptability in employees, and (4) the CIP-Short demonstrated measurement invariance on configural, metric, and scalar levels across students and employees. The theoretical and practical implications of this study are discussed, along with limitations and suggestions for future research.

**Xu, H. (2020c).** Incremental validity of the career adapt-abilities scale total score over general self-efficacy. *Journal of Vocational Behavior*, 119, 103425.

Past research has predominantly used the Career Adapt-Abilities Scale total score to indicate career adaptability and found promising evidence for the importance of career adaptability. However, there remains a critical gap between the research popularity and the incremental validity of the CAAS total score, which concerns its additive predictions for career criteria beyond general self-efficacy. To solidify the empirical foundation of career adaptability, we used a sample of employees ( $n = 284$ ) and a sample of students ( $n = 279$ ) to examine the incremental predictions of the CAAS total score for career adaptation responses and results over and beyond general self-efficacy. The results revealed that while the CAAS total score additively predicted career decision self-efficacy over and beyond general self-efficacy in students, the CAAS total score demonstrated no or little additive predictions for occupational self-efficacy, career decision self-efficacy, career decision ambiguity aversion, career satisfaction, major satisfaction, and career indecision over and beyond general self-efficacy. We discussed the implications of this study for adaptability research, assessment, and practice together with the limitations and suggestions for future research.

**Xue, Y. (2022).** A theoretical review on the interplay of EFL/ESL teachers' career adaptability, self-esteem, and social support. *Frontiers of Psychology*. 13:915610.

Second/foreign language education has been considered a complex profession due to the interaction of numerous internal and external factors. Owing to such complications, the teaching profession is seen as a tough task, for which L2 teachers must be psychologically ready. To provide effective education, teachers need to have career adaptability to manage the challenges 1

and the transition of roles in academia. This ability may be affected by many factors like teachers' self-esteem and perceived social support. Despite the significance of these three constructs, few (if any) studies have focused on their interaction. Against this lacuna, this study presented a theoretical review of the concepts, definitions, dimensions, and related studies to EFL/ESL teachers' CA, self-esteem, and social support. The study also offers some implications for teachers, trainers, school principals, and researchers trying to increase their awareness of psycho-social factors involved in L2 education.

**Yalcin, S. B., Carkit, E., & Kocakoglu (2022).** The mediating role of resilience between career adaptability and life satisfaction. *Journal of Teacher Education and Lifelong Learning*, 4, 99-109.

This study sought to investigate the mediating role of resilience between career adaptability and life satisfaction among Turkish university students, drawing on the LD approach. A total of 287 university students, 226 (78.7%) of whom were female and 61 (21.3%) were male, participated in the study. Participants' ages varied, from 19 to 37, with a mean of 21.23 (SD = 2.36). The mediating role of resilience in the relationship between career adaptability and life satisfaction was tested using structural equation modelling. In this study, it was found that resilience has a partial mediating role in the relationship between career adaptability and life satisfaction. This finding shows that career adaptability positively predicts life satisfaction both directly and indirectly via resilience in university students. The results indicated that it is easier for university students with high career adaptability to adapt to adverse conditions and recover themselves. Thus, these university students may evaluate their lives as more satisfactory. Both theoretical and practical consequences of the study's findings are given.

**Yang, C., & Chen, A. (2020).** The double-edged sword of career calling on occupational embeddedness: Mediating roles of work-family conflict and career adaptability. *Asian Nursing Research*, 14, 338-344.

Based on the conservation of resource theory, we proposed a two-path model to examine the double-edged sword effects of career calling on occupational embeddedness via work-family conflict (WFC) and career adaptability. The proposed theoretical model and hypotheses were tested by structural equation modeling technology with a sample of nurses from five hospitals in China (total N = 368). Career calling has a double-edged sword effect on occupational embeddedness via WFC and career adaptability. Career calling has positive effects on WFC and career adaptability. WFC and career adaptability, in turn, negatively and positively influence occupational embeddedness, respectively. In addition to the well-established positive effects, career calling may also have adverse effects on occupational outcomes. Given the worldwide shortage of nursing staff, how career calling affects nurses' occupational embeddedness needs to be more understood. This study highlights the importance of career calling and occupational embeddedness. Nurse managers need to improve the level of nurses' career adaptability and reduce their level of WFC and hence increase their occupational embeddedness.

**Yang, L., Sin, K. F., & Savickas, M. L. (2023).** Assessing factor structure and reliability of career adaptability scale in student with special educational needs. *Frontiers in Psychology, 14*:1030218. doi: 10.3389/fpsyg.2023.1030218

Despite the importance of career guidance and life planning education in helping students' career development, considerably limited research has been done to provide a good educational assessment to identify SEN students' strengths and weaknesses of career adaptability. This study aimed to assess the factor structure of the career adaptability scale in mainstream secondary students with special educational needs. The results support adequate reliabilities of the total scale and subscales of the CAAS-SF among over 200 SEN students. The results also support the four-factor structure of the career adaptability construct in assessing career concern, control, curiosity and confidence. We also found its measurement invariance across gender at the scalar invariance level. The positive and significant correlation patterns between boys' and girls' career adaptability and its sub-dimensions with self-esteem are similar. Overall, this study support that the CAAS-SF is a good measure with adequate psychometric properties for assessing and developing practical career guidance and life planning activities and programs for SEN students to support their career development needs.

**Yang, W., Guan, Y., Lai, X., She, Z., & Lockwood, A. J. (2015).** Career adaptability and perceived over-qualification: Testing a dual-path model among Chinese human resource management professionals. *Journal of Vocational Behavior, 90*, 154-162.

Based on career construction theory, the current research examined the relationship between career adaptability and perceived over-qualification among a sample of Chinese human resource management professionals (N = 220). The results of a survey study showed that career adaptability predicted perceived over-qualification through a dual-path model: On the one hand, career adaptability positively predicted employees' perceived delegation, which had a subsequent negative effect on perceived over-qualification. At the same time, career adaptability also positively predicted career anchor in challenge, which in turn positively predicted over-qualification. This dual-path mediation model provides a novel perspective to understand the mechanisms through which career adaptability affects perceived over-qualification, and demonstrates the coexistence of opposite effects in this process. In addition, the results also showed that the effects of perceived delegation and career anchor in challenge on perceived over-qualification were stronger among employees with a higher (vs. lower) level of organizational tenure. These findings carry implications for both career development theories and organizational management practices.

**Yang, X., Feng, Y., Yuchen, M., & Yong, Q. (2019).** Career adaptability, work engagement, and employee well-being among Chinese employees: The role of guanxi. *Frontiers of Psychology, 10*, 1029. doi:10.3389/fpsyg.2019.01029

The present study examined whether and how career adaptability predicts employee well-being (EWB) based on career construction theory. A three-wave questionnaire design was used to collect the data, and 338 employees participated in the study. The results suggest that career adaptability has a significant effect on work engagement, which, in turn, predicts EWB. In addition to developing a mediation model, we tested the effect of guanxi as a moderator on the former part of the model. Thus, a moderated-mediation model was constructed in this research. 1

In addition to the finding of the mediating role of work engagement, the discussion of guanxi represents a more important novel aspect that draws attention to contextual factors that may shape how employees respond to career adaptability. The results revealed that the indirect effect of career adaptability on EWB through work engagement when guanxi is low is stronger than that when guanxi is high. Furthermore, we discuss the limitations of this study and the implications for future research on career adaptability and EWB.

**Yang, X., Guan, Y., Zhang, Y., She, Z., Buchtel, E. E., Mak, M. C. K., & Hu, H. (2020).** A relational model of career adaptability and career prospects: The roles of leader-member exchange and agreeableness. *Journal of Occupational and Organizational Psychology*, 93, 405-430.

Drawing on career construction theory and leader-member exchange (LMX) theory, this research examined the mediating role of LMX in explaining the effect of employee career adaptability on career prospects, as well as the moderating role of agreeableness in this process. Two field studies were conducted among Chinese employees and their supervisors to test this model. In study 1, time-lagged multisource data were collected from 252 employees and 69 supervisors. The results showed that supervisor-rated LMX (Time 2) mediated the relationship between employee-rated career adaptability (Time 1) and supervisor-rated career prospects (Time 2). In study 2, a cross-lagged panel study among 149 employees and 47 supervisors across 4 months replicated the mediating effect of LMX for the relationship between career adaptability and career prospects. Results of study 2 also showed that LMX (Time 1, supervisor-rated) did not significantly predict career adaptability (Time 2, employee-rated), providing support for the unidirectional relationship from career adaptability to LMX in this context. The moderating role of agreeableness was supported such that the effect of career adaptability on LMX, as well as the indirect effect of career adaptability on career prospects via LMX, was stronger among employees with a higher level of agreeableness. We discussed the theoretical and practical implications of these findings and offered directions for future research.

**Yen, H-C., Cheng, J-W., Hsu, C-T., & Yen, K-C. (2019).** How career adaptability can enhance career satisfaction: Exploring the mediating role of person-job fit. *Journal of Management and Organization*, 1-18.

This study examined the operation of resources as a mechanism underlying the relationship between career adaptability and career satisfaction. Based on career construction theory and conservation of resources theory, we examined the interactive effects of career adaptability, career satisfaction, person-job fit, and job uncertainty. The results of two-wave data collection from 234 full-time workers revealed that employees with stronger career adaptability were more likely to report career satisfaction. The full mediating effect was found of person-job fit. Specifically, we found that career adaptability enhances person-job fit, which results in greater career satisfaction. Additional analysis revealed that job uncertainty interferes with the mediation model. We identified a new antecedent of career satisfaction (i.e., person-job fit) and revealed the functional mechanism underlying the effect of this antecedent. This study provides novel insights valuable to the field of career management.

**Yu, H., Dai, Y., Guan, X., & Wang, W. (2020).** Career Adapt-Abilities Scale – Short Form (CAAS-SF): Validation across three different samples in the Chinese context. *Journal of Career Assessment*, 28, 219-240.

Based on career construction theory, we conducted a cross-cultural validation study of the Career Adapt-Abilities Scale–Short Form (CAAS-SF) proposed by Maggiori, Rossier, and Savickas across three sample groups (college students, civil servants, and enterprise employees) in the Chinese context. Results of the principal component analyses and confirmatory factor analyses suggested a four-factor solution and confirmed the hierarchical structure of the Chinese version of the CAAS-SF. In addition, this short form achieved satisfactory configural invariance, full metric invariance, and scalar invariance. These findings support the use of the CAAS-SF as a valid and reliable measure to assess career adaptability in China. Limitations and suggestions for future research are discussed.

**Yucel, I., & Polat, M. (2015).** Career Adapt-Abilities Scale (CAAS) – Turkey Form psychometric properties and construct validity. *International Journal of Economics, Commerce and Management*, 3, 67-74.

The conducted study evaluated the reliability and validity of the Turkey form of the Career Adapt-Abilities Scale (CAAS). The Career Adapt-Ability Scale - Turkey form consists of four scales and each of these four scales were included with six sub items in order to measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from satisfactory to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. The CAAS Turkey Form is ready to be used so as to measure adolescents and adults' adaptabilities in terms of concern, control, curiosity, and confidence resources.

**Yuen, M., & Yau, J. (2015).** Relation of career adaptability to meaning in life and connectedness among adolescents in Hong Kong. *Journal of Vocational Behavior*, 91, 147-156.

This study examined relationships among career adaptability, meaning in life, and connectedness in Hong Kong with Chinese male and female Grade 9 students (n = 543). The results indicated that presence of meaning in life positively predicted connectedness; and in the males career concern was predicted by presence of meaning in life. Also in males, career control was predicted both by presence and search for meaning in life, while career curiosity was predicted by connectedness to school, and by presence and search for meaning in life. Career confidence was predicted by connectedness to school, and presence and search of meaning in life. In the females, career concern was predicted by presence of meaning in life and connectedness in school, but negatively by connectedness to peers. Career control and career curiosity were predicted by presence and search for meaning in life. Career confidence was predicted by presence of meaning in life. Limitations of the study are identified; and implications for future research and guidance with Chinese adolescents in schools are discussed.

**Yuftseven, N. & Dulay, S. (2022).** Career adaptability and academic motivation as predictors of student teachers' attitudes towards the profession: A mixed methods study. *Journal of Pedagogical Research*, 6, 53-71.

The attitudes towards the teaching profession reflect teachers' perception of the profession and strongly shape their professional behavior. As understanding the teaching profession and developing positive attitudes requires a long process, it is important to determine factors affecting attitudes towards teaching profession before the students engage in actual work behavior. Therefore, this study aims to determine the predictive power of career adaptability and academic motivation on student teachers' attitudes towards the teaching profession. The study was carried out through convergent parallel mixed methods design. 251 student teachers at different state and foundational universities in Turkey participated in the quantitative part of the study. For the qualitative part, five voluntary students attended the focus group interview. Quantitative data were collected with three scales while the qualitative data were collected through a focus group interview. The quantitative data were analyzed through stepwise multiple regression analysis and the qualitative data were analyzed through content analysis. Quantitative findings indicated that career adaptability and academic motivation predicted the attitudes towards the teaching profession, significantly. Correspondingly, the qualitative data also gave parallel results with the quantitative data, indicating that students' adaptation to career and their academic motivation were important predictors of their attitudes towards the teaching profession.

**Zacher, H. (2014a).** Career adaptability predicts subjective career success above and beyond personality traits and core self-evaluations. *Journal of Vocational Behavior*, 84, 21-30.

The Career Adapt-Abilities Scale (CAAS) measures career adaptability as a higher-order construct that integrates four psychosocial resources of employees for managing their career development: concern, control, curiosity, and confidence. The goal of the present study was to investigate the validity of the CAAS with regard to its effects on two indicators of subjective career success (career satisfaction and self-rated career performance) above and beyond the effects of employees' Big Five personality traits and core self-evaluations. Data came from a large and heterogeneous sample of employees in Australia (N = 1723). Results showed that overall career adaptability positively predicted career satisfaction and self-rated career performance above and beyond the Big Five personality traits and core self-evaluations. In addition, concern and confidence positively predicted the two indicators of subjective career success. The findings provide further support for the incremental validity of the CAAS.

**Zacher (2014b).** Individual difference predictors of change in career adaptability over time. *Journal of Vocational Behavior*, 84, 188-198.

Career adaptability is a psychosocial construct that reflects individuals' resources for managing career tasks and challenges. This study investigated the effects of demographic characteristics and three sets of individual difference variables (Big Five personality traits, core self-evaluations, and temporal focus) on changes over time in career adaptability and its dimensions (concern, control, curiosity, and confidence). Data came from 659 full-time employees in Australia who participated in two measurement waves six months apart. Results showed that age and future temporal focus predicted change in overall career adaptability. In addition, age, education,

extraversion, neuroticism, openness to experience, core self-evaluations, and future temporal focus differentially predicted change over time in one or more of the four career adaptability dimensions. While the lagged effects found in this study were generally small, the findings suggest that certain individual difference characteristics predispose employees to experience change in career adaptability over time.

**Zacher, H. (2015).** Daily manifestations of career adaptability: Relationships with job and career outcomes. *Journal of Vocational Behavior, 91*, 76-86.

Most research on career adaptability has examined the construct as an individual differences variable and neglected that it may vary within an individual over a short period of time. In two daily diary studies, the author investigated the relationships of career adaptability and its four dimensions (concern, control, curiosity, and confidence) along with their daily manifestations to job and career outcomes. Both Study 1 ( $N = 53$ ) and Study 2 ( $N = 234$ ) demonstrated substantial within-person variability in employees' behavioral expressions of career adaptability across five work days. Results further showed that daily career adaptability and daily confidence positively predicted daily task and career performance, as well as daily job and career satisfaction. Daily control positively predicted daily task performance, as well as daily job and career satisfaction. Daily concern positively predicted daily career performance and satisfaction, and daily curiosity positively predicted daily career satisfaction.

**Zacher, H. (2016).** Within-person relationships between daily individual and job characteristics and daily manifestations of career adaptability. *Journal of Vocational Behavior, 92*, 105-115.

Previous research showed that daily manifestations of career adaptability fluctuate within individuals over short periods of time, and predict important daily job and career outcomes. Using a quantitative daily diary study design ( $N = 156$  employees; 591 daily entries), the author investigated daily job characteristics (i.e., daily job demands, daily job autonomy, and daily supervisory career mentoring) and daily individual characteristics (i.e., daily Big Five personality characteristics, daily core self-evaluations, and daily temporal focus) as within-person predictors of daily career adaptability and its four dimensions (concern, control, curiosity, and confidence). Results showed that daily job demands, daily job autonomy, daily conscientiousness, daily openness to experience, as well as daily past and future temporal focus positively predicted daily career adaptability. Differential results emerged for the four career adaptability dimensions. Implications for future research on within-person variability in career adaptability are discussed.

**Zacher, H., Ambiel, R. A. M., & Noronha, A. P. P. (2015).** Career adaptability and career entrenchment. *Journal of Vocational Behavior, 88*, 164-173).

Career adaptability constitutes a resource that can help employees to effectively manage career changes and challenges. The goal of this study was to investigate the relationship between the two higher-order constructs of career adaptability and career entrenchment (i.e., the perceived inability and/or unwillingness to pursue new career opportunities), as well as relationships among the dimensions of career adaptability and career entrenchment. We hypothesized a negative relationship between overall career adaptability and career entrenchment, and more differentiated associations among their dimensions. Data for this study came from 404

employees in Brazil. Results of structural equation modeling showed that overall career adaptability weakly negatively predicted overall career entrenchment (standardized effect =  $-.13$ ), after controlling for age, gender, education, and job tenure. More differentiated findings emerged at the dimension level. Future research should examine the mechanisms and boundary conditions of the relationship between career adaptability and career entrenchment.

**Zacher, H., & Griffin, B. (2015).** Older workers' age as a moderator of the relationship between career adaptability and job satisfaction. *Work, Aging and Retirement, 1*, 227-236.

Research on career adaptability and its relationships with work outcomes has so far primarily focused on the cohort of younger workers and largely neglected older workers. We investigated the relationship between career adaptability and job satisfaction in a sample of 577 older workers from Australia (Mage = 59.6 years, SD = 2.4, range 54–66 years), who participated in a 4-wave sub-study of the 45 and Up Study. Based on socioemotional selectivity theory, we examined older workers' chronological age (as a proxy for retirement proximity) and motivation to continue working after traditional retirement age as moderators of the relationship between career adaptability and job satisfaction. We hypothesized that the positive relationship between career adaptability and job satisfaction is stronger among relatively younger workers and workers with a high motivation to continue working compared to relatively older workers and workers with a low motivation to continue working. Results showed that older workers' age, but not their motivation to continue working, moderated the relationship between career adaptability and job satisfaction consistent with the expected pattern. Implications for future research on age and career adaptability as well as ideas on how to maintain and improve older workers' career adaptability and job satisfaction are discussed.

**Zammatti, A. (2021).** Career planning during the COVID-19 pandemic: Training for strengthening courage and career adaptability and lowering fear levels of COVID-19. *Psychology Hub, 3*, 37-46.

Career development starts from childhood and during adolescence professional planning becomes a very important activity that is influenced by internal and external factors: the COVID-19 pandemic can be one of these factors. To overcome the fear that may arise about the current situation and to be able to plan their future considering recent changes in the world of work, adolescents need positive resources such as courage, defined as the tendency to act despite fear, and career adaptability, the ability to adapt to changes in the world of work. With the aim of lowering the levels fear of COVID-19 and raising the levels of courage and career adaptability, a training was developed that involved 63 adolescents (experimental group); another 62 adolescents (control group) were involved in pre- and post-training measurements. The results showed that the experimental group, after training, had lowered the levels of fear of COVID-19 and raised personal resource levels, while the control group showed higher levels of fear of COVID-19 in the second administration. This means that guidance practices can have an impact on the emotional experience of young people in the period of the pandemic and support them in planning their future

**Zatti, F., & Luna, I. N. (2022).** Expansion of higher education and career construction: Multi-case study with undergraduates. *Psicologia Esolar e Educacional*, 6, 1-11.

The expansion of higher education in Brazil in recent decades has produced distinct and heterogeneous contexts, contributing to the change in the sociodemographic profile of students. Within the scope of studies on career construction in higher education and based on the Life Designing model, this investigation examined the process of career construction of undergraduates from public institutions in Alto Uruguai gaúcho, a region affected by the expansion and establishment of universities in the interior of the states of Brazil. This is a multiple case study with six undergraduates who showed different levels of career adaptability. Based on the emerging categories of analysis, the results indicated that the proximity of Higher Education institutions, the family context, the need to reconcile study and work and the perspective of social mobility associated with the transition to adulthood are relevant themes in the process of participants' career construction, highlighting the importance of public policies for higher education.

**Zeng, Q., Li, J., Huang, S., Wang, J., Huang, F., Kang, D., & Zhang, M. (2022).** How does career-related parental support enhance career adaptability: the multiple mediating roles of resilience and hope. *Current Psychology*, <https://doi.org/10.1007/s12144-022-03478-0>. (X)

Career-related parental support plays an important role in career adaptability. However, the condition and mechanism of parental career-related support on four dimensions of career adaptability are little known. Guided by the social cognitive career theory, positive psychological capital theory, and career construction theory, the current study investigates resilience and hope as two potential mediators between career-related parental support and different aspects of career adaptability. A sample of 636 vocational high school students responded to this study. The results indicated that: (a) students who often discussed future career plans with their parents had a higher level of career concern, career control, career curiosity, and career confidence than those who occasionally or never discussed future career plans; (b) career-related parental support positively related to the four dimensions of career adaptability; (c) parental career-related support was associated with more resilience, which related to a higher level of hope; ultimately, more hope related to higher career adaptabilities (i.e., career concern, career control, career curiosity, and career confidence); (d) parental career-related support related to different aspects of career adaptability through indirect pathways by more resilience or more hope. These findings advise educators to give various career-related support and pertinent career training to vocational high school students.

**Zhai, C., Chai, X., Shrestha, S., Zhong, N. (2023).** Grit and career construction among Chinese high school students: The serial mediating effect of hope and career adaptability. *Sustainability*, 15.

Career construction is a crucial developmental task of adolescence. Previous research widely examined predictors of career construction resources but rarely explored the antecedents of career construction behaviors. Based on the career construction model of adaptation, this study explored how adolescents' grit affects career construction behaviors. Data were collected from a cross-sectional survey. Participants were 573 students ( $M_{age} = 15.34$ ,  $SD = 0.51$ ; 51%

boys) drawn from two public high schools. The results showed that grit positively predicted students' career construction. Meanwhile, hope and career adaptability mediated the association between grit and career construction. The serial mediation analysis indicated that students with high grit tended to report a high level of hope, which increased career adaptability and consequently promoted career construction. This study contributes significant knowledge of how precise interventions can be developed for high school students to assist them to cope with career challenges.

**Zhang, J., Chen, G., Yuen, M. (2019).** Validation of the Vocational Identity Status Assessment (VISA) using Chinese technical college students. *Journal of Career Assessment, 27*, 675-692.

Developing a vocational identity is one of the most important tasks facing any adolescent, and vocational identity has become a focus of attention in career education and guidance for decades. However, few studies have been conducted on this topic in China due to a lack of relevant measures. The purpose of this study was to validate a Chinese version of the Vocational Identity Status Assessment (VISA) using 1,650 Chinese technical college students. The 30-item VISA–Chinese Version was found to have sound reliability and validity and with measurement invariance across age groups. This study contributes to the vocational identity literature by demonstrating the usefulness of VISA–Chinese Version.

**Zhang, J. Yuen, M., & Chen, G. (2021).** Career-related parental support, vocational identity, and career adaptability: Interrelationships and gender differences. *Career Development Quarterly, 69*, 130-144.

identity, and career adaptability in a sample of 1,163 Chinese technical college students. Structural equation modeling of the relationship between career-related parental support and students' career adaptability revealed positive mediation effects of three types of vocational identity (career commitment making, identification with career commitment, and in-depth career exploration). In contrast, career self-doubt exhibited a negative mediation effect. Multi-group structural equation modeling showed that there were stronger relationships in male-identified students than in female-identified students between career-related parental support and career commitment and career exploration. Among male-identified students, in contrast to female-identified students, there was a significant and negative association between career self-doubt and concern, and there was a positive association between in-depth career exploration and concern. These results have implications for supporting parents in facilitating children's career adaptability. Future research could identify the differential effects of paternal and maternal support on career adaptability.

**Zhang, J., Zhao, C., Li, F., Wang, X., Xu, H., Zhou, M., Huang, Y., Yang, Y., Yu, G., & Zhang, G. (2023).** Longitudinal relationships among career adaptability, resilience, and career commitment in Chinese nursing undergraduates: testing differences in career interest between cross-lagged models. *BMC Nursing, 22*, 81.

Various physiological and psychological negative situations experienced by nurses as a result of COVID-19 pandemic have been shown to increase their perception of organizational difficulty and decrease their career commitment, thereby accelerating the turnover rate of nurses.

Resilience and career adaptability have important influences on career commitment, so there is a need to evaluate the relationships between them and the underlying mechanisms. Patients and methods Using a cross-lagged design, the Career Adaptability Scale, the Chinese version of career commitment, and Davidson's Resilience Scale as research methods, we studied 692 nursing students for two consecutive years to evaluate the relationship among career adaptability, resilience, and career commitment. Career adaptability at T1 substantially and positively predicts the career commitment at T2. Career adaptability and resilience are mutually predictive. No interaction is found between resilience and career commitment over time. There is a substantial difference in the cross-lagged relationship among career adaptability, resilience, and career commitment for low- and high-career interest. Our results show the importance of developing career commitment early on. Developing career adaptability, enhancing resilience, and increasing career interest in nursing students might help to increase career commitment.

**Zhang, L., Li, Q., Zhou, T., Li, C., Gu, C., & Zhao, X. (2022).** Social creativity and entrepreneurial intentions of college students: Mediated by career adaptability and moderated by parental entrepreneurial background. *Frontiers in Psychology, 13*, 893351.

Drawing on social cognitive career theory, this study aims to ascertain how social creativity influences college students' entrepreneurial intentions, based on the mediating role of career adaptability and the moderating role of parental entrepreneurial background. A total of 715 college students completed an online survey designed to collect information on these variables. SPSS (version 25.0) was used to test the model. The results indicate that after controlling for gender and individual entrepreneurial experience, college students with a high level of social creativity were likely to have a high level of entrepreneurial intention. Career adaptability partially mediates the association between social creativity and entrepreneurial intention. Moreover, both direct and indirect associations between social creativity and entrepreneurial intention were moderated by parental entrepreneurial background. Specifically, compared with college students whose parents had no entrepreneurial background, the relationships between social creativity and entrepreneurial intention, social creativity and career adaptability, and career adaptability and entrepreneurial intention were stronger among college students whose parents had an entrepreneurial background. The findings help to develop promotion programs that are more suitable for college students' entrepreneurship intentions.

**Zhao, F., Li, P., Chen, S., Hao, Y., & Qin, J. (2022).** Career exploration and career decision self-efficacy in Northwest Chinese pre-service kindergarten teachers: The mediating role of work volition and career adaptability. *Frontiers in Psychology, 12*, 729504.

Studies have documented that career exploration is significantly associated with CDSE, but how this association occurred is not clear yet. This study committed to clarifying the mechanism underlying the relationship between career exploration and CDSE by investigating the mediation effect of work volition and career adaptability among 586 pre-service kindergarten teachers. The participants are recruited from Ningxia Hui Autonomous Region in northwest China, covering Han, Hui, and other minorities. They took part in a two-wave (6 months apart) longitudinal survey and reported on their career exploration at T1, work volition, career adaptability, and

career decision self-efficacy (CDSE) at T2. Results showed that T1 career exploration is directly related to the T2 CDSE. Further, career exploration contributed to the CDSE through both the separated mediation path and the chained mediation path of T2 work volition and T2 career adaptability. The results suggest that individuals who engage in more career exploration activities are likely to have more confidence in their abilities to make career decisions over time, which was partially and serially explained by individuals' perception of capacity despite constraints and greater self-regulatory strength. This study is a first attempt to deeply clarify the link between career exploration and CDSE, and the findings shed light on the independent and serial mediating effects of work volition and career adaptability. The implications and limitations are discussed.

**Zheng, L., Meng, H., Wang, S., Liang, Y., Nie, R., Jiang, L., Li, B., Cao, H., & Zhou, N. (2022).** Adolescents' family socioeconomic status, Teacher-student interactions, and career ambivalence/adaptability: A three-waves longitudinal study. *Journal of Career Development, 50*, 445-464.

Using three-wave longitudinal data, this study tested the potential mediating roles of teacher-student relationship quality and teachers' career support efficacy in the association between Chinese adolescents' family socioeconomic status (SES) and career development (N = 1410). Results showed that adolescents' family SES at Wave 1 was negatively associated with their career ambivalence at Wave 3 via positive associations with both teacher-student relationship quality and teachers' career support efficacy at Wave 2. Moreover, adolescents' family SES at Wave 1 was positively related to career adaptability at Wave 3 via its positive association with teachers' career support efficacy at Wave 2. This study highlighted the important role of teacher-student interaction in adolescents' career development.

**Zhou, N. Nie, Y., Li, X., Yu, S., et al. (2020).** Career-related parental processes and career adaptability and ambivalence among Chinese adolescents: A person-centered approach. *Journal of Research on Adolescence, 30*, 234-248

Using latent profile analyses and based on two-wave data from 5,388 Chinese adolescents (Mage = 15.79, SD = 0.66; 51.99% females), this study examined the variety of ways in which adolescents' perceived career-related parental processes (i.e., parental expectations, support, interference, barriers to engagement, and parent-child congruence) may be configured within families and how such configurations may be associated with adolescents' career adaptability and ambivalence one year later. Three meaningful profiles were identified: the "Supportive but not Intrusive" (SNI) profile, the "Unsupportive but not Permissive" (UNP) profile, and the "Ambivalent and Controlling" (AC) profile. Adolescents in the UNP profile reported higher levels of career ambivalence and lower levels of career adaptability than did those in either the SNI or the AC profiles. Implications for career development among Chinese adolescents were discussed.

**Zhou, N., Nie, Y., Yu, S., Deng, L., Zang, N., Sun, R., Fang, X. Cao, H., Li, X., Liang, Y., & Buehler, C. (2019).** Career-related parental processed and career adaptability and ambivalence among Chinese adolescents: A person-centered approach. *Journal of Research on Adolescence, 30*, 234-248.

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**Zhou, W., Guan, Y., Xin, L., Kuan, M. C. K., & Deng, Y. (2016).** Career success criteria and locus of control as indicators of adaptive readiness in the career adaptation model. *Journal of Vocational Behavior, 94*, 124-130.

The present research had two goals. The first goal was to identify additional individual characteristics that may contribute to adaptive readiness. The second goal was to test if these characteristics fit the career adaptation model of readiness to resources to responses. We examined whether career success criteria (measured at Time 1) and career locus of control (measured at Time 1) would contribute to adaptivity and predict university students' Career decision-making self-efficacy (measured at Time 2) through the mediation of career adaptability (measured at Time 1). Results based on a two-wave survey among a sample of 437 Chinese university students showed that the criteria of intrinsic fulfillment and work-life balance, as well as internal career locus of control positively predicted Chinese university students' career adaptability, which in turn predicted career decision-making self-efficacy. These findings support the career adaption model and carry implications for career construction theory and university students' career development.

**Zhu, F., Cai, Z., Buchtel, E. E., & Guan, Y. (2019).** Career construction in social exchange: A dual-path model linking career adaptability to turnover intentions. *Journal of Vocational Behavior, 112*, 282-293.

Although the negative relationship between career adaptability and turnover intention has been established in previous research, understanding of the mechanisms and boundary conditions is still incomplete. In this study we attempt to address this gap by developing a dual-path moderated-mediation model based on career construction theory, social exchange theory and trait activation theory. Specifically, we propose two mediators - career satisfaction and perceived organizational support (POS) - to explain the negative effect of career adaptability on turnover intention. Moreover, following the trait activation perspective, we propose that organizational brands, including symbolic and instrumental brands, could separately moderate these two mediation paths. We collected multi-source data among a sample of 1013 employees and 200 HRs from 200 organizations in China to test these ideas. The results show that both career satisfaction and POS mediate the negative effect of career adaptability on turnover intention. Moreover, the mediation path through career satisfaction to turnover intention is stronger in

companies with more favorable symbolic brands, and the mediation path through POS to turnover intention is stronger in companies with more favorable instrumental brands. The findings have important implications for both career construction research and organizational career management practices.

**Zhuang, M. She, Z., Cai, Z., Huang, Z., Xiang, Q., Wang, P., & Zhu, F. (2018).** Examining a sequential mediation model of Chinese university students' well-being: A career construction perspective. *Frontiers in Psychology*, 9, 593. doi: 10.3389/fpsyg.2018.00593

Career construction theory attends to individual subjective career and provides a useful lens to study well-being, yet extant research has yielded limited insights into the mechanisms through which career construction variables influence individual well-being. To address this important gap, the present study examined a mediation model that links indicators of career adaptivity (big-five personality and approach/avoidance traits) to psychological well-being (psychological flourishing and life satisfaction) through a sequence of career adaptability and meaning of life (presence of life meaning and search for life meaning) among a sample of Chinese university students (N = 165). The results of a two-wave survey study showed that career adaptability and presence of life meaning mediated the effects of openness to experience, conscientiousness, approach trait, and avoidance trait on individual well-being. The results also showed that approach trait's effect on presence of meaning was partially mediated by career adaptability; career adaptability's effect on psychological flourishing was partially mediated by presence of meaning. These findings advance understanding of antecedents to individual well-being from a career construction perspective, and carry implications for career education and counseling practices.

**Zorver, C. E. (2018).** *Effect of career group guidance program on university students' career adaptability levels.* Unpublished doctoral dissertation, Ankara University, Ankara, Turkey.

Aim of this study is to examine the effect of Career Group Guidance Program on university students' career adaptation levels. Pre-test post-test follow-up test and experimental design with control group was used in the research; and its working group consists of 39 volunteer undergraduate students in total who are studying in different faculties of Ankara University and to whom the aim of the study has been told. 11 of these students are in experiment group and 28 of them are in control group. Career Adapt-Abilities Scale –Short Form (CAAS-SF) which was adapted to Turkish by the researcher was used in the study in order to determine the career adaptation levels of the participants. Also, Qualitative data were gathered via open ended Qualitative Questions Form which was applied the participants in experiment group in order for being filled at the first and last session; and via Group Sessions Evaluation Abstract Form which was filled by the practitioner at the end of each session. Career Adapt-Abilities Scale –Short Form (CAAS-SF) was given to experiment and control groups as pre-test. Eight week Career Group Guidance Program was applied to the experiment group by the researcher. Any study wasn't made with the control group. At the end of the program Career Adapt-Abilities Scale –Short Form (CAAS-SF) was applied to both of the groups as post test and after two months it was applied again as follow-up test. In order to find the effect of Career Group Guidance Program which was applied to experiment group, Mann Whitney U test and Wilcoxon Signed Rank Test were used for making comparison between the measurements. Descriptive analysis

technique was used for summarizing and interpreting the qualitative data obtained from experiment group. At the end of the research there is a meaningful difference in favor of experiment group between post-test and pre-test points differences of experiment group participated in career group guidance program based on career construction theory and post-test and pre-test points differences of control group in terms of total point and confidence sub-scale points. The difference between post-test points and mean ranks of follow-up test which was applied after two months was examined in order to understand the permanent effect of career group guidance program in time. There is no meaningful difference between total scale points and mean ranks of sub-scales; this situation shows that the effect of the program is permanent. When qualitative findings were examined; results supporting theoretic framework, related researches and quantitative findings gathered within the scope of the research were obtained.

**Zorver, C. E., & Yesilyaprak, B. (2021).** Adaptation of Career Adapt-Abilities Scale Short Form (CAAS-SF) to Turkish: Validity and reliability study. *Ankara University Journal of Faculty of Educational Science*, 54, 1, 91-116.

The aim of this study is to carry out the validity and reliability study of the scale within the scope of adaptation of the Career Adapt-Abilities Scale Short Form (CAAS-SF), which is developed for determining career adaptation skills of the individuals, to Turkish. Studies are applied to a research group involving 648 undergraduate students. Item-total point correlation, linguistic equivalence, confirmatory factor analysis for construct validity, validity based on criterion and measurement invariance by gender are examined within the scope of CAAS-SF's validity studies by taking the developmental steps of the original scale which is adapted into consideration; and, Cronbach's alpha internal consistency coefficients are calculated medium and high. The findings obtained show that the Turkish form of CAAS-SF is at the level of validity and reliability for the use of university students.

**Zyberaj, J., Seibel, S., Schowalter, A. F., Pötz, L., Richter-Killenber, S., & Volmer, J. (2022).** Developing sustainable careers during a pandemic: The role of psychological capital and career adaptability. *Sustainability*, 14, 3105.

The Coronavirus disease 2019 (COVID-19) has not only had negative effects on employees' health, but also on their prospects to gain and maintain employment. Using a longitudinal research design with two measurement points, we investigated the ramifications of various psychological and organizational resources on employees' careers during the COVID-19 pandemic. Specifically, in a sample of German employees (N = 305), we investigated the role of psychological capital (PsyCap) for four career-related outcomes: career satisfaction, career engagement, coping with changes in career due to COVID-19, and career-related COVID-19 worries. We also employed leader-member exchange (LMX) as a moderator and career adaptability as a mediating variable in these relationships. Results from path analyses revealed a positive association between PsyCap and career satisfaction and career coping. Furthermore, PsyCap was indirectly related to career engagement through career adaptability. However, moderation analysis showed no moderating role of LMX on the link between PsyCap and career adaptability. Our study contributes to the systematic research concerning the role of psychological and organizational resources for employees' careers and well-being, especially for crisis contexts.

