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Masters in international Management

**Title: Understanding the dynamic process of employability development across the
life-span: A systematic Literature Review**

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Dedication

I dedicate my work to my late father, Omar Badjie Senior and my Late Brother Lamin Badjie. A special gratitude to my Mother Ndey Bojang , My wife Wuday Sinyan , my friend Kaddijatou Manneh, and My Brother Omar Badjie Jnr for their words of encouragement and pushing me beyond my limits .

Special thanks goes to my supervisor and adviser Prof Imam Hassan for support throughout the process. I will always be grateful for their support during the course program.

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Declaration

I, Musa Badjie hereby declare that this thesis titled “Understanding the dynamic process of employability development across the life-span: A systematic Literature Review” has been undertaken by me for the award of a Master’s in International Management at Ca Foscari University of Venice. I also declare that all work in the thesis was undertaken by me. Information derived from the review of literature has been duly acknowledged in the text, and in-text citations and a list of references provided. No part of this thesis has been previously submitted for another degree or diploma at this or any other institution.

Musa Badjie

Date

Abstract

The work presented here aims to understand the dynamic process of employability development across the lifespan. This article addresses the problem of identity construction in the current context of globalized work, characterized by increasingly changing careers and high demands for employability. To understand the process of identity construction and negotiation throughout the career and its relationship to employability, career stages and models were analyzed through systematic literature review.

A concept used by almost everyone, generally associated with getting a job or not. For this, the chosen method is the systematic literature review. The results found show that there is an extensive literature in relation to employability and its development across life. This concept is studied from different perspectives and several disciplines, resulting in a complex concept that has been under development because, in addition to having a connotation of job placement capacity, it defines a relationship between organizations, work and learning. Based on this, I conclude that employability cannot be attacked from a single perspective as it is built up by multiple social actors.

Keywords: Employability, skills, career development, career stages, life span and dynamic process

Chapter 1

INTRODUCTION

1. Introduction

Employability and being employable have received significant attention in scientific literature, political discourses, and social action. Neoliberalism, globalization, and crisis are generating tremendous changes in the world of work, such as the liberalization of falls, laissez-faire regulation, lack of job security, diminished labour rights, etc.

There is increasing interest in graduate employability amongst policymakers and non-policy makers alike. For policymakers, there are concerns over creating the right environment for graduates to be equipped with skills that meet the demands of the labour market. Policymakers particularly consider higher education institutions to play a central role in the demands of ‘new economic imperatives’ (Tomlinson, 2012).

Organizations and their workers are right now standing up to a context-oriented perspective on work improvement in ecological advancement that underlines the significance of adaptability, transformation and development (Corridor et al., 2018). Simultaneously, in more industrialized nations, the retirement period of representatives is expanding as the extent of more seasoned labourers increments (Comp, 2018; Test, 2015). Notwithstanding this pattern, professions are turning out to be more intricate. Hence, getting and upgrading worker work at both the life and vocation stages is a significant establishment for financial and social reasons (de Vos, van der Heijden and Ackermann, 2020; Le Blanc, van Wuren and van der). Hizden, 2017).

Employability has become quite possibly the most famous examination topic in the field of business and management, more precisely organizational psychology, contemplates lately (Ackerman and Kubash, 2017; Lee et al., 2014; Lefkowitz, 2021).

Advancements in technology have led to changes in the world of work. In addition to that, these changes are derived from globalization, and neoliberalism has put employability in the focus of economic and social development. Nevertheless, the lack of consensus in the theories and the dimensions that define it calls for an analysis of research that allows its use as a strategy for social change. The goal of this research is to conduct a comprehensive evaluation of theoretical frameworks on employability development at various phases of life and careers.

1.1. Background of the study

Employability is a topic that has generated significant interest in different disciplines, e.g., business etc. However, despite the volume of scientific literature published, there is no specific area of knowledge. Few studies have developed an integration of its contents (Llinares, Zacarés & Córdoba, 2018). Suleman (2018), for his part, made a review of the literature since 2000 on the concept of employability in general databases.

The work of Ashford and Taylor (1990) raised the issue of the link between an individual's career identity and his personal employability. The work of Nauta et al. (2009) brings out employability as a good compromise between individual and organizational interests. Several recent works emphasize the role of employability in explaining organizational phenomena. Specifically, Nauta et al. (2009) suggest that organizations that need to adapt to changing environments should establish a strong employability culture because such a culture stimulates orientations towards the employability of their employees while simultaneously reducing intentions to leave. Garavan (1999) refers to employability, as opposed to job security, now seen as the new form of the psychological contract between employers and employees. The employee seems to transfer his preferences to employability and the possibilities of professional development.

Individuals with a normative orientation employ a consultative approach to decision-making that relies on others to address problems, and they tend to conform to others' expectations. Those with an indecisive orientation have a pattern of decision-making that involves procrastination and avoidance of action; they often avoid problem-solving until situational demands force a decision. Finally, those who are information-oriented actively seek and evaluate information before making a decision; they are more autonomous in decision making. Thus information-oriented employees seek and internalize the information that improves their situation in the context of work in particular and in their career in general. And they are probably best suited to deal with employment contexts. Therefore, an information-based identity model can increase a person's ability to identify and realize career prospects (i.e., employability).

However, this is a temporary limitation at the level because it is restrictive, as at the content level, since it is not addressed to the Social Sciences and Psychology databases. Other theoretical

reviews addressed the structuring of some of its areas of applicability, such as, for example, university students, but not to all studies on it (see, for example, Boffo, 2018).

Along with it, not all Studies that analyze employability and evaluate it delimit the concept or the perspective from which they start. This fact results in the lack of agreement on the concept and use of the term in scientific studies. In addition, the lack of unanimity in its conceptualization leads to difficulties in its terminological delimitation (Suleman, 2018).

I will attempt in this paper to demonstrate the role that employability through skills can play on the career identity of an employee. Specifically, it is a question of understanding if the company, through the development of employability, would motivate the employee to adapt activities in order to realize career possibilities corresponding to his professional aspirations.

1.2. Problem statement

For more than two centuries, the labour market and the employment relationship have continued to evolve; evolving there observes limits and contradictions.

Access to employment is not the case today for shortage occupations, bringing together professions that are unable to attract new candidates and retain their staff. It is in this sense that we speak today of employability, which is the ability of a company to recruit new candidates, retain its employees and develop them. Attractiveness and the employer brand are now determining factors in the employment relationship. The problem of the image of occupations mainly affects certain occupations called "occupations in tension", such as occupations in the hotel and catering industry, construction, personal assistance and computer engineering. These sectors suffer from a shortage of candidates, the consequences of a poor social image of the profession and unattractive working conditions. It is therefore necessary to take working conditions into account in order to study employability.

The objective of this work is to carry out a systematic review of the studies that propose some theoretical framework on employability, identifying its premises and their indicators. The investigation of employability growth across life and career stages is a special emphasis of this study.

1.3. Significance of the study

This is relevant at a theoretical level since, as Rasheed (2020) states, systematic reviews help progress the topic being analyzed. However, it is also relevant on a practical level because it allows evidence-based social practice and is a fundamental tool in making decision-making for all social agents.

In this sense, promoting employability is an objective of social and economic policy agendas both at the international and national levels. A systematic review carried out by Alharahsheh and Pius (2021) in the context of employability in business education in the UK stated that it is important to analyse this domain in detail. Another study by Jackson and Tomlinson (2020) emphasized the importance of analysing association among employability and other domains for better understanding. Therefore, this study aims to help social reforms so that the glass barriers that limit the most vulnerable groups can become a tool for socio-labour inclusion. It is, therefore, necessary for all university professors who are obliged to include it in their curricula, social agents working on labour inclusion, states that seek general sustainable and egalitarian societies, etc.

Another significance of this study is the requirement for a more relevant way to deal with research that reveals insight into the precursors, results, strategies and limit states of specific classifications. Studies on employability have given away to the concepts that disregard the related and relevant nature of the peculiarity (Fourier et al., 2018). Researchers have regularly taken on a 'general way to deal with employability. However there are still a few investigations on employability in specific classifications or common workers, for example, unique business levels (i.e., blue versus middle class occupations), contract types (i.e., permanent versus adaptable specialists), business professionals between various life and vocation levels (e.g., graduates, mid-profession experts, span workers just as the jobless and those working in various social/public settings. Additionally, it is probably going to influence the work development of others. For instance, the nature of correspondence with the association and with one's administrators generally affects employability (cf. Phillips et al., 2017).

This research also contributes to other disciplines such as economics and sociology, since it gives an account of factors such as forms of employment, hiring, unemployment factors, gaps in

the preparation of the population concerning the profile of vacancies, the influence of the factors contextual as public policies in demand for employment.

1.4. Research question

- 1) What is the quality of life in terms of both life and work? What can new theoretical approaches be employed to better understand the dynamic mechanism that underpins functional improvements over time?
- 2) What concepts can be the boundaries for improving performance across life and career levels? For example, is the nomological net of different functions at different working groups, levels of operation, and in other countries and cultures?

Research objectives

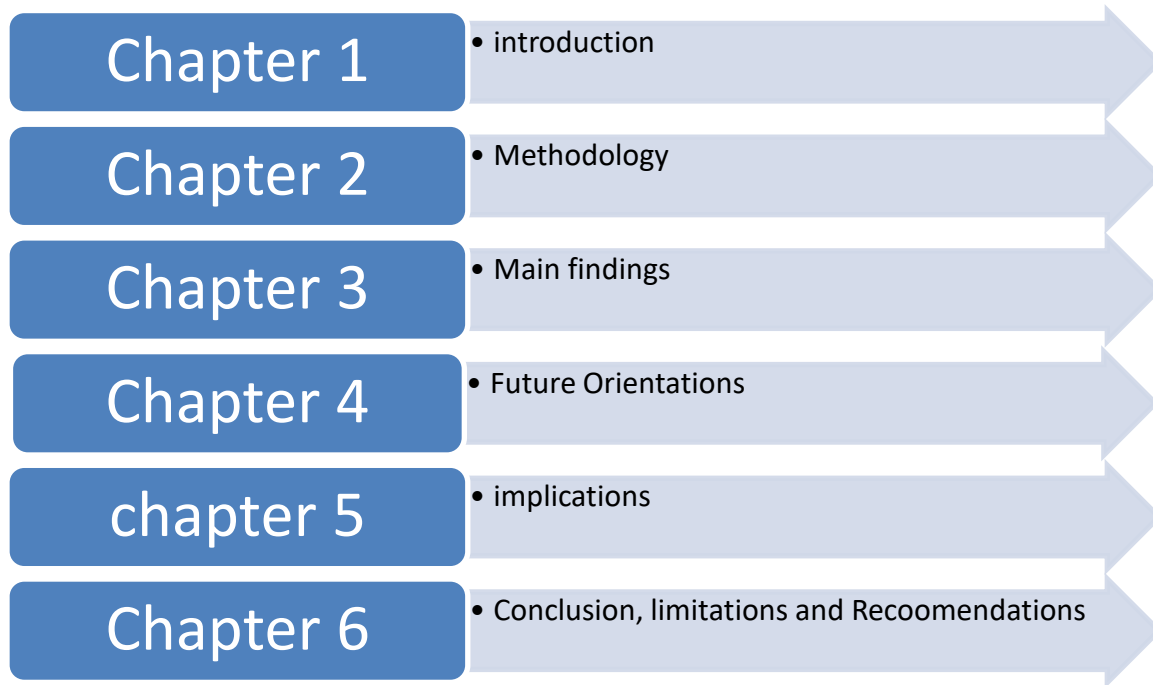
- To examine new theoretical approaches be employed to better understand the dynamic mechanism that underpins functional improvements over time.
- To see what type of concepts the boundaries for can be improving performance across life and career levels.

1.5. Outline of the Thesis Structure

The remainder of this thesis is organised as follows. Chapter 2 presents the method employed by the researcher to answer the research questions, chapter 3 presents and discusses the key findings, chapter 4 explicates future orientations, chapter 5 discusses the implications of the thesis and chapter 6 summarises the key findings of the thesis and proposed recommendations.

Figure 1 below presents a graphical illustration of the thesis structure.

Figure 1: Outline of Thesis Structure



Chapter 2

METHODOLOGY

2. Introduction

This chapter presents the methodology and methods adopted by the researcher to provide the answers to the research question of the thesis. The chapter begins with an outline of the methods employed by the researcher – systematic literature review and its suitability for investigating research questions. Next, the research outlines the systematic literature review process followed. Next, an outline of the article inclusion and exclusion criteria and reasons for inclusion/exclusion are delineated.

Finally, numbers of articles (outputs) after application of article inclusion and exclusion criteria are presented.

The chapter ends with a summary

2.1. Methodology

This study systematically reviews the theoretical framework on employability development across life- and career stages from scientific studies. The objective of this study is to synthesize the scientific information available to organize and translate it systematically. The survey of writing for this theory utilized both an account writing audit and a precise writing survey on employability. The point of the account survey was to fundamentally audit, reflect and fathom current information/work on employability overall. Resulting to the story writing audit, a systematic literature review followed, a survey interaction was trailed by Tranfield, Denyer and Savvy, (2003). The interaction was utilized to guarantee clearness, objectivity, and straightforwardness in the audit of the writing (Thorpe 2005), hence prompting an engaged and compelling technique for information blend (Pittaway, Holt and Expansive 2013). This is particularly significant in the human asset discipline, a field expanding getting a plenty of theoretical and exact examination. The standards of lucidity, objectivity, concentration and straightforwardness as recognized by Thorpe (2005) fill in as the core values in this examination. Precise Writing Audit has generally been utilized in more settled fields like administration, and

financial matters, however it has been utilized for this situation employability, a peculiarity that is arising with not exactly a time of writing.

Systematic literature review arose out of the clinical science field (Tranfield, 2003), because of the need to get rid of eccentric strategies for enquiry and create thorough and objective techniques for assessing optional information (Pittaway, Holt and Wide 2013). These principles of systematic literature review make it particular from the conventional account writing survey. Regardless of the kind of survey led, the fundamental goals of a writing audit are: to build up what work has been finished by different scientists and the primary discoveries of their work, what the critical ideas of the field of enquiry, test nations or units and exploration techniques utilized among others (Hart 2018).

The Systematic literature review was done in eight stages, detailed description of each stage of the review process has been given in table below, subsequently an exclusion criteria was developed to ensure that the review remained focused and follows a systematic process. The Exclusion criteria employed and reasons for exclusion were clearly outlined in the table below key issues that emerged from the review of literature and were classified into thematic areas to facilitate discussion and analysis.

Following identification of keywords: a search string was created using keywords, Employability career stages, career development, skills and models of employability

The tables below detail the systematic literature review process, the article inclusion and exclusion criteria and the research protocol of the researcher.

Table 1: Systematic Literature review process

Process Stage	Description
1	The researcher used the universities’ databases to search for resources on employability. Inclusion and omission standards was developed
2	The criterion index applied to the search, was year of publication (from 2010 to 2021), this was around the same time when the first research paper on employability was published. The articles and resources

	downloaded were reviewed to identify key words that will form the basis of search strings.
3	Scopus, Business Source complete, ABI/INFORM and science direct were used to as databases to identify relevant literature using year of publication applying year of publication (2010-2021) as a limit.
4	The Researcher also conducted a forward and backward search on databases and checked the bibliographies of papers read in order to capture more papers for the first pilot review. Papers captured were exported to Reworks, a bibliography manager.
5	After the completion of the search, the abstracts of papers were read. The papers whose abstracts did not met the exclusion criteria were excluded from the sample. Further, the researcher checked to see if the papers included were those that met the inclusion criteria.
6	Following the review of literature, key themes were identified and categorised into themes.
7	The thematic analysis was categorised into different themes: the concept of employability, evolution of employability, skills and employability and career stages.
8	The researcher finally reported the findings of the review

Table 2: Article Inclusion Criteria

Number	Criterion	Reason for Inclusion
1	Scholarly Journal articles	Articles undergo rigorous peer review process
2	Quantitative and Qualitative research design papers	To get a deeper understanding of the subject under research

3	Not limited to Human resource database	Employability is a multi-disciplinary field
4	Theoretical and empirical papers	The theoretical papers form the basis for explaining Employability, whilst empirical papers serve as bridge between theory and practice.

Table 3: Article Exclusion Criteria

Number	Criterion	Reason for Exclusion
1	Foreign Language	The researcher excluded all articles that were not written in English language as researcher is non-multilingual
2	Non employability models	All papers that were not based on employability models were excluded since the focus of the paper was on employability.
5	Non-Scholarly articles	Non-Scholarly articles such as news feeds were excluded to ensure that the articles reviewed had undergone rigorous review process.

In total around 120 articles were reviewed and 90 were included in the study after considering inclusion criteria of the study. Inclusion criteria included following points:

Articles for employability, articles from last 5 years, articles in English.

2.2. Summary

In this chapter a systematic literature review was discussed as the method used to provide answers to the two main research questions of the thesis.

The systematic literature review followed an eight staged review process: starting with the search of the university databases such as scopus and business source complete resources and ending with reporting findings.

Criteria for the inclusion of articles in the review and reasons for the inclusion were also explicated. Some of the criteria for inclusion included scholarly journal articles because these articles undergo a rigours review process. Another article inclusion criteria was theoretical and empirical papers given that theoretical papers form the basis for advancing understanding on employability. Empirical papers serve as the bridge between theory and practice.

In the chapter, the researcher also identified article exclusion criteria and the reason for exclusion. One of the article exclusion criteria was exclusion of articles not written in English. The reason for this exclusion is non-multilingual, another exclusion criteria is articles on non-employability models since focus of the thesis is on employability.

The next chapter discusses the findings from the review.

Chapter 3

MAIN FINDINGS

3. Introduction

The main thrust of this chapter is to present the findings of this study. The findings of this study are based on themes/patterns drawn from the systematic review of the literature. The key patterns identified include extant literature on definition of employability, the evolution of employability, employability in new career discourses, socio demographic factors at the heart of employability and models of employability.

Following a discussion of extant literature on the fore-stated themes, the chapter presents a summary of key points discussed

3.1. The main definitions of employability

Human resource management sciences and employment policies are increasingly interested in the study and conceptualization of employability. In the 1990s, this phrase emerged in science, economics, and management sciences. Psychology and sociology were then taken up and enriched (Dengler, 2018; Karman, 2020; Peng, 2019). However, several authors agree that there is still no consensus on the definition of employability and its dimensions (Römgens et al., 2020). Bollérot (2017) explains that this concept has acquired different meanings and definitions throughout time, depending on whether it was used by physicians, statisticians, social workers, various players in employment policy, or human resource managers. The definition of employability gives rise today to quarrel semantics, reflecting a long-standing ideological debate on the distribution of responsibilities between the company and the person (Gazier, 2017). We note that the definitions of this term and its analytical perspectives revolve around two approaches: an approach centred on the person and a more comprehensive person-centred approach in interaction with the organization and the labour market context. The definitions of employability according to these two methods will be presented in this section.

3.2. A person-centred approach defines employability

The person-centred approach focuses on attributes, predispositions, and individual behaviours. It develops conceptual employability models made up of cognitive and psychosocial factors related to the person. As an example, we can mention the definition of Pelosse et al. (cited by Monteiro

et al., 2020). This author defines employability as the ability of an individual to keep themselves in a condition to find a job other than their own, inside or outside the trade exercised at a given time. Wehl (2020) speaks of initiative employability. This form of employability emphasizes a certain number of "predispositions." It is about the human and social capital of the person. They are composed of accumulated personal skills. They consist of the network and relationships of the person who supports him in his job search and development professional. Thrasher et al. (2021) approach employability as a series of components centred on the person who, thanks to their synergy, help workers to adapt effectively to work-related changes. This person-centred approach goes with flexicurity, which shifts responsibility for career management from employers to employees. In other words, for these authors, the responsibility for the acquisition of skills valued by employers is the responsibility of individuals. As a result, the components of employability predispose the person to improve their situation proactively and be malleable in the context of changes to meet the demands of the environment. Employability is defined by Thrasher et al. (2021) as "knowledge, skills, abilities, and other traits (KSAOs: Knowledge, skills, abilities/capacities, and other characteristics / other characteristics) that an employee acquires and that are valued by current employers and prospective. Employability predisposes individuals to improve their situations proactively. Active and changeable to meet the demands of their environment and negotiate demands of its environment. Thrasher et al. (2021) establish a three-dimensional model of employability. Career identity, personal adaptability, and social and human capital (or professional identity, personal adaptability, and human and social capital) are the three dimensions.

Schultz pioneered the concept of human capital in the 1960s and 1970s (Galiakberova, 2019). This theory emphasizes the investment in training and teaching that increases skills and knowledge and by the productivity of the employees' work and their remuneration. Human capital this is essential resource in work. He influences the person's career advancement and employability. The knowledge, skills, abilities, and other traits that a person possesses for productive purposes are referred to as human capital. Partly innate, the capital human being is acquired through education, school, and university teaching, even though professional experiences, through the transmission of knowledge and qualifications (Li et al., 2018).

As a result, the skills acquired will be mobilized by the person within the framework of his work. Empirical studies relating to human capital theory show the impact of training investment on productivity and compensation. Social capital is a competitive advantage that provides employment, promotion, and quarries (Lin et al., 2017). It provides valuable recommendations for job search and internal and external promotion. The capital social is essential for low-skilled people and people affected by a nomadic career.

To describe the distinct components of employability, Fugate and Kinicki (2008) develop a conceptual model called "Dispositional employability." They focus their research on a dispositional view of employability. This dispositional approach allows the person to identify opportunities to engage in learning and development staff. It gives the person the capacity to be in an attitude of proactivity and adaptability. It also strengthens the pursuit of professional interests. This model has five dimensions that demonstrate the active and adaptable nature of a dispositional employability strategy. It comprises variables from the psychology and psychology fields. This model can serve as a model for reflection and as a guide for helping individuals adjust to a job and understand that their employability may change.

Van Dam (2004) introduces the concept of employability orientation, or orientation toward employability, in his study. Through this notion, Van Dam (2004) explains employability as the set of employee attitudes to be flexible in order to adapt to organizational and contextual changes. He identifies two personality traits that allow the person to be employable in times of change. Openness and initiative help the person to progress within his company or elsewhere and thus to maintain his employability. Openness is directly linked to the person's conviction of the importance of improving and training (Pardo-Garcia, & Barac, 2020).

Working life is defined by a high number of competing demands that are difficult to balance; as a result, this dimension indicates an individual's ability to adapt to a wide range of demands. Anticipation, optimization, and personal flexibility are pillars essential to adapt to the change in the content of work and career in the largest. In other words, it is the adaptation to change in the content of the work and its conditions. It's possible that the adaption is linked to relocation or reorganization. To successfully adapt to a future change at work, the person must mobilize their anticipatory skills. Through her personal flexibility, she succeeds in transitions and adapts easily to any type of internal and/or external change (Cain et al., 2018).

3.3. Employability is defined by a global approach

Employability definitions have widened to include circumstances beyond the individual's control. These definitions, resulting from a generalist approach, adopt a vision that articulates the factors individually, organizational, and contextual (Smith et al., 2018). Employability gains a dynamic and diversified idea as a result of this approach. It is no longer just person-centred. Acquiring a holistic approach, the concept of interactive employability has emerged (Mtawa et al., 2021). The latter comes to explicitly articulate the dynamic individual capacities in interaction with the environment and the labour market in which the person is located. Fugate and Kinicki (2008) talk about the interaction between individual characteristics and environmental, combining the two perspectives of supply and demand for employment. Glazier emphasizes this interaction between the person and the labour market in his definition of interactive employability: "employability is the ability of the individual to obtain a job significant given the interaction between personal characteristics and the job market" (Ekberg & Ståhl, 2020; p 375). In the literature review, I observe several terminologies defining employability in a global approach. The concept of interactive employability is one of them.

An employable person is capable at any moment of his life professional, to keep, find, or finding a job within a reasonable time, taking into account the economic situation (De Vos et al., 2020). To do this, the person must have sustainable employability skills, which are skills of a transverse. The acquisition of these skills depends on certain factors related to the person (his motivation to learn, interest in the economic environment, etc.) and others related to the company (tutoring system, training, etc.). Companies become stakeholders in the improvement of their employees' employability. The authors agree that both the employer and the employee share responsibility for employability. This co-responsibility is governed by a win-win logic according to which the employee, by investing in his work and training, contributes to the competitiveness of the company.

Sousa and González-Loureiro (2017) identify managerial and organizational variables that develop employability, such as the organization of the work situation and internal mobility for the skill development; the fulfilment of the conditions necessary to facilitate the empowerment of employees to be actors in their professional project; the establishment of a system for evaluating, validating, and certifying skills.

Van Dam (2004) identifies organizational factors that help people develop their employability. He explains that the support given by the line manager to the development of oneself and one's career affects the career development activities of employees. Another managerial factor is the sense of organizational support. Van Dam (2004) defines this factor as the employees' general beliefs about the measures appreciations and welfare were taken by the organization in return for their contributions. Many definitions in the literature review explain employability by a more holistic approach. The Development and Employment Cabinet defines employability as being the skills of employees and the conditions management of human resources enabling them to access a job, within or outside the company, within favourable deadlines and conditions. This explicit definition shared responsibility for employability. It broadens the definition of employability outside the confines of the firm.

Van Harten and Vermeeren (2021) explain employability as a maximum congruence relationship between supply and demand to meet job requirements. Employability, according to this concept, refers to a match between job supply and demand. It links employability to job satisfaction job requirements. At the macroeconomic level, this interaction takes the form of an excellent economic situation that creates jobs, which is then favourable to the employability of job seekers. This interaction is also analysed at the "company" level, insofar as where the characteristics of the individual meet the needs and requirements of the latter.

Loufrani-Fedida and Saint-Germes (2018) develop a model for assessing employability and individual skills. This model proposes to use two sources of information to assess employability. The first source focuses on the person, and the second calls the collective. The individual level uses diplomas, qualifications, and skills owned by the person. The collective level includes the job, the collective skills proven, and workgroup and company performance. Similarly, Griep and Zacher, (2021) analyzed and interpreted employability in the light of two lines of reference: individual or collective resources and the state static or dynamic.

Loufrani-Fedida and Saint-Germes (2018) outline four types of employability using this paradigm.

- Biographical employability: The first assessment register relates to the resource's individual on the initial capital endowment portfolio and accumulated during its professional and personal background (human, social, cultural, career capital). This form of employability takes into

account the skills possessed by employees, whatever the work situation. This form of employability is assessed by descriptions of professional experiences and achievements (CV and data biographical and psychological tests). The assessment of this form of employability does not then consider the collective resources and is limited to a static state.

- Differential employability: The evaluation is based here on the skills of the individual valued (or not) by collective resources. Let's talk about skills recognized by the environment and which allow the person to position themselves according to the importance given by the hierarchy to the skills held. The organization assesses the employability of the person on depersonalized assessment devices and collective (job descriptions, skills, or professions reference systems, etc.).

- Average employability: The assessment focuses on collective managerial adjustments economic and social factors that determine the level of support and strengthening of the environment for the employability of the individual and his skills. These are the skills mobilized in the work situation in the company. They depend on business and economic conditions as well as policies HRM, employment, assessment, and develop individual skills. This form of employability requires a system of HRM, skills management, and career.

- Projective employability: This employability focuses on individual adjustments, on the deployment of the individual of his potential skills independently of the demands of his job. That is to assess the proactive aspect of the personality, the self-confidence, learning ability, appreciation and development of skills of an individual in another job and other professional situations and therefore know-how to evolve.

3.4. The historical evolution of employability

Employability is an evolving concept. Different versions of definitions of employability have been used by social workers, statisticians, manager's policies, and human resource managers. Employability has thus evolved in integrating, according to each context, the use of dimensions of different natures linked to variables psychological, mental, medical, skills, collective, and environmental (Valeri, 2021). I will present this context in two parts: before and after the wage crisis (emergence of the new psychological contract). Wage crisis is defined as the difference or change in wage currently paid for an employee compared to a locally negotiated wage. The

increase can be for several reasons such as overtime work, bonus payment by the company, etc. Job stability characterizes the first period. The second refers to the instability of the economic context. The person becomes responsible for his employability, inside or outside the company. New career forms appear. We speak, for example, of a nomadic career and boundary-less career or career without borders.

3.5. Employability before the wage crisis

Dichotomous employability

Employability was born during the industrial revolution to distinguish poor people, those whose social integration in this new society was successful, and those who would benefit from public aid (Wallinder, 2021). Its goal is to discriminate between the employable and the unemployable poor. In other words, the concept of employability was used in a contradictory way. It established a cleavage between poor, unmotivated, unstable, and undisciplined workers who consist of fake unemployed and employable people who can and want to work regularly. Later, the notion of employability developed in the United States in conjunction with unemployment problems due to the severe economic crisis that followed the stock market crash of 1929. At that time, with the unemployment rate continuing to rise, the Roosevelt government implemented to put in place an interventionist policy in favour of employment. The determining criterion, by nature statistical, is obtained by crossing the criterion of the age of validity and the criterion of dependence domestic. The context environment and family features are added to these individual qualities. As Aissani and Boubaya (2021) state, a person's employability is determined by the individual and the context in general.

Socio-medical employability

In the sixties, during economic expansion and full employment, the term in Europe, more specifically in Germany and Scandinavian countries, has emerged with a medical connotation (Myllykangas, & Hyrkäs, 2021). This medical approach aims to promote the rehabilitation of people with biological pathologies to increase their employability. We are then witnessing an approach that considers the functional aptitudes (physical and mental illnesses) and who is interested in the adaptation or rehabilitation of people with disability. We promote the professional integration of people such as the sighted, deaf, and mentally disabled people or people with chronic health problems like alcoholics. The idea is to identify the reasons (medical,

social, economic) for which people are less employable. Scales of employability and medical check-ups linked to pathologies have been established (Valeri, 2021).

The political employability of the workforce

From the 1960s, employability was approached as a significant objective of policies public in the French context. This term is used by education specialists and covers everyone's productive skills and aptitude to exercise a profession. The goal is to actively support this "non-employability" through active public policies (creation center for assistance through work, development of training, etc.) or public policies passive (compensation for disabled people, for example). Thus, in France, employability is used by INSEE as a statistical indicator to measure the crossover between characteristics of the individual and the probability of finding a job quickly. This last one is centered on the problems of access to employment encountered by disadvantaged groups involving the professional achievements, the behaviors and attitudes that make a person successful in the labor market (ANACT & INSEP consulting, 2016).

On the other hand, in the United States, this concept takes another face in the 1960/1973 period of total employment (Murphy & Costa, 2020). It is about measuring the attractiveness of individuals in the employer's eyes while combining the skills and behaviors (motivation, identity, clothing, etc.). During the 1990s, the logic of "skills" constituted a new angle of attack, gradually imposing itself as the central lever for developing employability (Galer, 2018). Nature criteria psychological are taken into account with a priority focused on young people that we find in federal government programs such as the YEDPA Youth Employment and Projects Acts Demonstrations. As part of this program aimed at young people, a System The Standard Assessment System (SAS) has been developed integrating psychological variables via different measures such as professional attitude, job knowledge, self-esteem, job search techniques, etc. Rothwell and Arnold (2007) created a scale to measure employability. These items make it possible to measure different aspects that determine employability: static, psychological, motivational, environmental, etc.

Employability flow

The author defines employability flow as the objective expectation or the higher or lower probability that a person may look for a job (Shimer, 2012). Within the framework of this study on unemployment, this concept refers to a statistical and demographic approach measuring the

market flows of jobs. It is a matter of measuring and observing entry into working life, taking into account different multidimensional indicators. Since the objective is no longer purely statistical, it becomes instrumental. It is part of the actions of the ANPE 20 intended for the long-term unemployed, which consist in improving skills and, in particular, self-image (Guilbert et al., 2016).

Employability performance

Another conception of employability appeared in the 1960s and reflected an evolution of employment policy. The latter comprises the following three elements: the probability of being recruited, the possible duration of employment, and the remuneration envisaged. Employability performance is identified by the probable number of hours worked during a specified period, multiplied by the probable hourly wage (Harvey 2000).

3.6. Employability during and after the wage crisis

Initiative and interactive employability

Employability has taken on a broader meaning from the 90s with new trends, market turbulence, and the restructuring of the environment. This economic destabilization translated by multiple readjustments, mergers of companies, transformations of categories jobs towards more precariousness and flexibility, a shift in the notion of internal mobility to external employability (resulting in career paths that are now carried out "in" and "out" organization) and a growth in long-term unemployment and people considered "underemployed." Many companies were faced with overstaffing and employee profiles that no longer met their new requirements. Under the pressure of competitiveness, they have restructured their organizations and adjusted their workforce by separating from underperforming employees or lacking the required skills. In one new and uncertain context, they considered that these employees had not adapted to the changes. They lacked flexibility, initiative, a sense of responsibility, and the ability to deliver high performance (Guest & Isaksson, 2019). The key to successful employability then depends on individual efforts. This is how employability appears under a new definition: the employability initiative.

Faced with these economic crises leading to social crises, the French government is investing in these actions. It addresses a guidance document for the national negotiation interprofessional on job security. This document covers the four areas following: " Combating precariousness in the

labour market, making progress in anticipating changes in activity, employment, and skills, improving mechanisms for maintaining employment in the face of the vagaries of the economic situation, and improve the procedures for collective redundancies." Employability, individual responsibility, and the activation of employment policies are today the keywords of a reform of the social state placed under the sign of flexicurity (Adăscăliței & Vegetti, 2018).

In France, for the Institut national de la statistique et des études économiques (INSEE) specialists, it is essential to put in place policies for innovative jobs, the individual must be adapted to the labour market and not the other way around, it is then a matter of a collective responsibility increasingly expected in the eighties/eighties ten, in a bad economic climate.

This reciprocal commitment changes the employee's support since we will no longer pay greater attention to his skills than to his position or function. Businesses are reorganizing, becoming more flexible in a way that is ready to adopt the latest technologies. In this era of deregulation and de-specialization, we are moving from an HR management system based on the position to a system based on skills and the person. Indeed, in his race to globalization, the company creates both stress and deskilling (Talani, 2020). The law on professional training of March 5, 2014, requires the employer to take measures that do not allow employees to become unqualified to maintain their employability through HR practices. This law was intended to solve the problem of skills labour shortages and job insecurity. In France, the Law of June 14, 2014, provides for measures on job security as an obligation for companies having recourse to a reorganization without reducing the workforce through internal mobility.

Subsequently, an employability observatory was developed further to these agreements. This is how we then move from a so-called "passive" curative logic, historically carried by the collective, an "active" preventive logic that seeks its anchoring in the person of the worker (De Vos, 2018). We can then observe that different types of resources related to employability are mobilized with these perpetual evolutions. These can be collective (actions deployed by companies so that their personnel can develop their employability) and individual (the employee is an actor of his employability).

Internal and external employability

Internal and external employability is one of the elements of the "new psychological contract" (a psychological contract is an implicit agreement between an employer and an employee that

each party will treat the other fairly) in career management, meeting the need for flexibility requiring employees to adapt to the variability of the needs of organizations (Baranchenko et al., 2020). This then helps them to acquire skills demanded by the labour market. The relationship between employment and employability has been reversed. In the past, having a job made people employable; today, you have to be employable to get a job and keep it. To have a better professional situation and stay in business for a long time, whether outside or inside the organization, employees will seek to develop their employability.

Similarly, Santos et al. (2019) shows in their study that promise employability could be seen as a possible substitute for a career promise. At this time, a new vision of employability has emerged. It is more and more individualized. Employees take the initiative and become actors in their qualification and their skills.

Therefore, careers characterized by vertical progressions and job security imply movements horizontal across organizations with instability and increased unemployment. Businesses can encourage the employability of employees internally (specific skills) and externally by offering them training opportunities (general and transferable skills). However, it is up to employees to seize these opportunities to develop their employability (Böttcher et al., 2018).

Employability becomes synonymous with employees' adaptation to the internal and external job market (Guilbert et al., 2016). However, this central place given to individual responsibility is not a substitute for collective responsibility. Still, It shifts the latter's object from the protection of employees to the equal distribution of possibilities and social opportunities. Nowadays, employability is somewhat under the responsibility of individuals in the new model of nomadic careers without borders. From the 1960s and the emergence of employability as a new contract psychologically, the concept of employability has a managerial stake within companies (Heijde & Van Der Heijden, 2006). These authors explain the functional characteristics of employability as being strategic (road guide), communicative, transparent, dynamic, developmental aimed at improving performance. In a logic win-win, each party in the employment relationship plays a role in employability. People develop their skills their network by giving meaning to their professional journey; companies develop the employability of their staff through mobility and training (Loufrani-Fedida et al., 2015).

The skills portfolio is intended as a reservoir. It would be possible to activate strategic levers with high added value, allowing the company to readjust its environment continually. This fit results from a strategic watch and learning and transmission of knowledge.

Employability and new forms of career

Employability is directly linked to changes in the notion of career, and the meaning people give it. New, more individualized careers replace the old traditional quarries. According to Duggan et al. (2020), the promise of long-term employment is substituted by working relationships that are less stable and more transactional. This development has an impact on career management. This change affects several aspects: relations with the employer, skills, the measurement of professional success, the accountability of career management and training.

The aspects of the conventional psychological contract and the connection between employer and employee are shifting in this table, indicating that the individual is taking more responsibility for his career management. Loyalty to a single company tends towards a career path not limited to an employment setting. This is done through training, continuing, and developing transferable and transversal skills to find a job outside the company. Other determinants must be considered: the needs of individuals, professional motivations and interests, and the economic situation.

3.7. The personal components of employability

Skills at the heart of employability

Skills: definitions, issues, and types

According to Froehlich and Liu (2018), competency is defined as "complex know-how based on the effective mobilization and combination of multiple internal and external resources within a family of situations." The act of putting anything into action, or implementation, is then referred to as competence. Purba (2019) explains that individual competence is contextualized.

Knowledge and skills are mobilized in a work situation. HR tools such as the GPEC and its levers make it possible to manage and develop employees' skills. The GPEC mobilizes recruitment, evaluation, training, remuneration, mobility, and Career Management. Management by skills at the service of employability has been the heart of legislation in France, with social modernization laws and in particular the Borloo law of January 18, 2005, as well as the Law of September 05, 2018, for the freedom to choose one's future professional (Loufrani-Fedida et al., 2015). Changes in working in the age of technology and new market trends are creating new

skills required by employers. Employees must then make professional and personal progress, enter into a process of continuous learning to develop their portfolio of skills, and subsequently ensure their employability. Training professionals play a role here insofar as it makes it possible to increase the initial productivity of the person and that it develops the ability of employees to adapt to new situations. Professional experience is a candidate selection criterion and, therefore, favourable to employability. It is seen by companies as a source of adaptation, making it possible to reduce integration costs.

The skills needed for any position can be specific/technical/business, otherwise called know-how, or rather generic/behavioural/transversal (Bridgstock, 2009). Know-how is a discipline-specific skill traditionally learned in college to meet requirements, specific professionals. These skills then come from fields or disciplines specific. For example, a qualified biochemist should have the ability to apply principles to the practice of biochemistry to design and carry out laboratory experiments. A graduate in statistics should possess the ability to apply techniques for statistics appropriate to the analysis and interpretation of data. Other than skills specific, skills common to several professions or sectors exist (France strategy, 2017). These skills to be managed are increasingly at the heart of HR policies and policies formations (Fugate & Kinicki, 2008; Van den Broeck et al., 2014; B. Van Der Heijden et al., 2009). These are transversal or transferable skills.

Transferable skills

Whether technical or behavioural, transferable skills can be used in another professional context. For example, a technical skill acquired in the family maintenance professions may, under certain conditions, be transferable to work in the same family; technical skills related to the engineering profession can be mobilized in other technical-commercial positions (Tardif & Dubois, 2013). The transferable skills go beyond the framework of a given professional situation and can be mobilized in various workstations. Transferable skills are skills generics that can be used in various (or all) professional situations. They don't have disciplinary or professional anchoring. They have no unique attachment to a profession or discipline. They do not come under the know-how linked to the mastery of a procedure. Bril et al. (2010) mention the need to maintain skills by working specifically on sustainable, transferable skills. It is then about transferability, dynamics, and skills projection to another job (Loufrani-Fedida & Saint-Germes, 2013). A

transversal skill that becomes specific with a high degree of expertise attached to a profession becomes less transferable and transposable to another profession.

Transversal skills

Transversal skills are at the centre of the concerns of companies and researchers in education and management sciences. Several models and references have been established to identify these different skills. The Quebec school's training program explains that transversal skills are generic skills that can be mobilized in several professional situations. They are of various orders (Ministry of Education and Quebec education, 2009):

- Intellectual order: exploiting information; solving problems; exercising judgment criticism; implementing their creative thinking.
- Methodological order: adopt effective working methods; exploit the information and communication technologies; effectively manage the time and information.
- Personal and social order: actualizing one's potential; cooperating; working as a team in a constructive spirit; demonstrating resilience; personally, managing their learning and his career. They include being able to deal with uncertainty and complexity, to learn, to take care of their physical and emotional well-being, to stay in good physical and mental health, as well as to be able to lead a healthy and forward-looking life, empathize and manage conflict in an inclusive and supportive environment. For that, actors must base their actions on a principle of integrity.
- Order of communication: communicate appropriately. Other names exist to designate the transversal skills called in English "soft skills" or "soft skills" in French (Khaouja et al., 2019). The development of the basic skills necessary for employability has been within various initiatives taken in Europe over the last decade. For example, the "skills 3.0" research and training project led has created a referential of transversal skills apprehended according to four blocks:
 - Self-knowledge: getting to know yourself better
 - Me and others: developing a spirit of service
 - Apprehension of the world of work: positioning oneself in the world of work
 - Me at work: develop a posture of innovation

Transversal skills, a prerequisite for employability

I note from the previous paragraph that the transversal skills overlap with the essential skills or foundations. The European Commission describes eight key competencies necessary to live in society or as part of lifelong education and training. Long life: communication in the mother tongue; communicating in foreign languages; mathematical skills and basic skills in science and technology; digital skills; learn to learn; social and civic skills; the spirit of initiative and enterprise; cultural awareness and expression. Clinical Legal Education Association (2018) dictates the CLEA certificate as a repository of all knowledge and valuable skills to access vocational training and occupational integration successfully. CLEA is common in all professions. It is recognized and is helpful in the professional world of all sectors. It is also and above all aimed at people with the least qualified. The notion of transversal skills is essential in the professional world. Succi and Canovi (2020) show that these generic skills are necessary to ensure youth employability. Young people with skills such as positive attitude, effective communication, problem-solving, etc., have a much better chance of surviving in today's world of companies that require a critical mind about people who do not have these skills (Fennell et al., 2018).

Hiring candidates with interpersonal skills is fundamental for organizations that want to maintain a competitive advantage. Employers prefer to recruit intelligent and independent people with a sense of ethics and good communication. The shortage of soft skills among applicants has resulted in low hiring by companies. The lack of soft skills such as communication skills negatively impacts employers during recruitment. It may prevent a graduate with good technical skills from being recruited for employment.

The development of a service economy has increased employers' demand for more reactive people to deal with unforeseen events and uncertainties. The leaders of companies are looking for more autonomous people with better customer relationships in the face of rising from these requirements. The digital economy is also transforming skills required to deal with job changes. The ability to hold specific and technical skills, more transversal skills, and update them in a way that continues, is an essential issue for people and organizations (Schwarz Müller et al., 2018).

Transversal skills are essential and essential for life professionals. They allow the person, in a complex labour market, to distinguish. They show an increasing interest in professional

situations requiring cooperation, communication, or problem-solving skills. In addition, cross-curricular competencies contribute to improving professional mobility and the employability of people, i.e., their ability to be employed.

3.8. Motivation and personality in reference to employability

Utoyo et al. (2019) insist that competence is inseparable from motivation. Indeed, the construction and implementation of competence depend not only on knowing how to act and being able to act. She is strongly conditioned by the will to act, and the individual will form, change, and evolve. Through the commitment of individuals in projects for the acquisition and development of skills, intellectual curiosity, enthusiasm, ambition, risk-taking, desire for personal success, and the desire to give them meaning in their careers, they evolve towards more professionalism. By setting goals, the person manages to fit into a process of self-regulation where its objectives direct its actions and behaviours in their giving meaning. Fugate and Kinicki (2008) link motivation and employability. A person motivated to his career, persevering and optimistic, will mobilize all his efforts to grasp the changes and challenges as opportunities to evolve and achieve goals. Finally, the esteem of oneself seems to be an essential quality that positively influences the person in times of job search (Anglin et al., 2018).

3.9. Know-how in reference to employability

Hirschi (2018) finds that given changes in the labour market and continuous changes in tasks and roles, career management skills, in other terms, the skills required to proactively navigate the world of work and successfully manage the career development process, are increasingly required. In our context, the person is supposed to develop skills called: knowing how to evolve to manage their career and maintain their employability. It's about opportunities to progress in one profession or to another while being mobile with the ability to adapt and learn. This know-how to evolve can be summed up in the following four skills:

"Optimizing your situation" or "optimizing your situation" is the first skill in French. To do so, one must anticipate change and manage reactions. Davenport et al. (2020) explain that the most substantial companies predict the future and anticipate change. Therefore, it is necessary to be aware of how business or technology changes and impacts organizations where employees work. This skill, called "opportunism," implies the ability to foresee future opportunities for setting goals, creating, and realizing one's chances.

- "Career planning – playing to your strengths" or "career planning – playing your strengths. In a work environment characterized by rapid change, it is necessary to ensure adaptability and cope effectively. A way to achieve this is for a person to keep their career and personal development constantly updated according to the requirements requested, hence the need to develop and learn how to plan a career and self-evaluate.

- "Engaging in personal development" or "engagement in the development staff." Vocational training is one of the forms of engagement in the personal development. Training can take the form of learning projects in a professional environment at the workplace or in distance or face-to-face training to acquire new qualifications. It is also possible to take external secondments in a client company or participate in mentoring and coaching. For this, employees need a good knowledge of themselves to review and identify their development needs: reflect on how to work more effectively, maintain their motivation, and move towards their career and learning goals.

- "Balancing work and non-work" or "Finding a balance between work and non-job. " Changing personal values often leads people who change careers to make significant lifestyle changes, which often translates into reducing the time spent at work, in favour of time granted for oneself or family.

To maintain their employability, the individual must have the skills known as career-building or management skills. These last skills are essential to research a job. Using the information on careers, labour markets, and the world of work, the person exploits career opportunities to progress (Sabel, 2019). Indeed, acquiring this skill translates into more realistic expectations of the labour market and fewer mismatches between supply and demand in the labour market—work leading to poor employment outcomes. For example, a student who is aware of a high unemployment rate in an occupation or geographic location can leverage their skills, self-management, and career development to build alternative scenarios of career involving different locations, different training options, different choices professionals, or ways of working. This approach, which explains employability through career management skills and knowing how to evolve, raises the importance of social capital and the personal and professional network in any career strategy.

3.10. Social capital in reference to employability

Knowing how to evolve comes down to activating one's network to adapt one's work to the market's needs and obtain helpful information for career progression and professional projects. In other words, "networking" clearly appears as one of the means of acquiring human and social capital and, therefore, as a means of increasing employability. The social network concerns professional and personal relationships, whether they are physical (former work colleagues) or electronic ("online" or virtual social networks). Finally, the social capital consists of "knowing how" and "knowing who" (Stoten, 2018). Having social capital is essential in job search and promotion for professionals. Social capital is a competitive advantage that provides job opportunities, promotion, and career paths (Fugate & Kinicki, 2008).

It gives useful information and recommendations for job search, internal promotion, and external. Social capital is vital for low-skilled people and people affected by the nomadic career (Fugate & Kinicki, 2008; Loufrani-Fedida et al., 2015). The network can also have ramifications within formal organizations and Professional Affiliations. Local intermediary agents can play a role in external mobility within a territory. Silicon Valley is the most frequently cited example of regional economic success. External mobility in this territory depends on the network of local social relations. Social and professional networks not only lead to the dissemination of information. They work as a system of highly effective relationships in the employment search, contributing to a high rate of inter-firm mobility.

3.11. Professional identity in reference to employability

Career management skills or know-how to evolve are closely linked to identity professionals (Forder & Fowlie, 2020). Professional identity is defined by unity perceived between individuals and their career roles. Students who have a well-developed idea of their career goals have a positive and realistic assessment of their abilities and skills. Professional identity is a determining factor and motivation source that encourages active job search (Lisimberti, 2018). The professional identity represents what a person has of himself, what he wants to be, and the experiences and professional aspirations, wishes, fears, personality traits, values, beliefs, norms, and interaction. It's about how people define themselves in a specific work context. It includes an affective dimension and a cognitive which are individual characteristics (dispositions, knowledge, skills, and capacities)—facilitating the identification and realization of career

opportunities and developing employability. Manstead (2018) shows in his study the link between the meaning and the representation that the person gives to his work and between the orientation of his behaviour towards the latter. Akhmetshin et al. (2018), in their articles, show how the conditions Organizational and human resources management are motivating factors at work. These factors, such as expected rewards and job satisfaction, help develop employability. However, there is no employability without an exchange relationship between employer and employee, between their mutual investments and profits.

Therefore, it is not enough to study motivation and attitudes to understand the behaviours of individuals and their taking action to carry out their projects (Shin, 2018).

It is then important to put the process of choice and the professional project at the heart of employability so that HR managers and employment actors understand how to attract people. The disciplinary stream of counselling psychology studies the factors, stages, and elements that act in the selection of trade and determine the behaviours of exercise of this last. It turns out to be important to mobilize the theories of this current in HRM sciences. The representations of work and oneself induce decisively and determining behaviours that vary a person's employment situations. This especially affects young people who arrive on the labour market with representations of self and work that are already fixed. What delimits and traces the chances of obtaining one type of professional situation more than another.

Studies in psychology social show that a professional project combines psychological dimensions such as activation and will, linked to dimensions of self-representation and the profession. Employability is, in this sense, a repositioning of the labour market and not a simple skills management strategy. The professional project can be blocked by factors and disturbances of a psychological nature that constitute the unemployed difficulties in finding a job. This may be due to suffering or even fatalism psychological. Employability can only succeed if we consider the aspect of personal abilities, social and psychological skills such as self-confidence, will, autonomy, perseverance, and motivation. Socio-cognitive theories of self-regulation develop the concept of work motivation which is in the interaction between the self, individual characteristics and dispositions, and organizational context. Theories of self-regulatory sociocognitive skills develop the concept of work motivation which is in the interaction between

the self, individual characteristics, dispositions, and the context organizational (Wan et al., 2021).

The vocational choice is a process that results from the combination of self-image and representation of the profession. By identifying with the profession, the person makes his choice as to his profession and his work. This identity results from the various socialization processes that shape individuals and form institutions. Socialization has effects at the intrapsychic level and the macro-sociological level. It affects the individual and the collective, the subjective and the objective, the biographical and the structural. The business image is built on through the person's life experiences. It is the fruit of social influences that produce a profession's social representations. These are social groups such as parents, school, friends, and the media. Indeed, the immediate environment in which people evolve and convey ideas and stereotypes conditions trades' representations and choices. This social fact is in line with the habitus theory of Bourdieu (Reed-Danahay, 2018).

It is not the consequence of primary socialization by family or relatives. As shown by the theories of the sciences of education, it is the fruit of educational policies and orientation or even the messages conveyed by teachers (Kupolati et al., 2018) as well as that of confrontation with the professional environment. The profession contributes to the construction of individual and collective identity. In other words, thanks to this professional identity, the individual defines himself and is identified in society. This self-definition gives the person a unique recognition, a self-image different from others. This personal dimension of oneself is in articulation and is part of a collective that provides a collective identity, a feeling of belonging and social recognition. This then allows us to say that the choice of a profession is an act of identification and has an individual dimension and a collective dimension.

Tomlinson et al. (2018) show in their article the importance of identifying with the company or the profession in connection with employability and professional trajectories (Tomlinson & Jackson, 2021). The results of their study underline that professional identity strongly influences the perception of HRM practices. These findings reflect the limits of the practices designed to be applied in a collective, homogeneous and generalized way. The apprehension of identity involves consideration on the one hand of the structural, contextual, and objective elements and the biographical, personal, and subjective elements. Indeed, identity proves to be the fruit of the

encounter between personal aspirations and projections and practices for promoting and managing career paths and Human Resources. Based on this two-dimensional analysis grid, Koerner (2014) develops four "forms typical identities" in the field of work. Each form carries different challenges in terms of prospects for mobility and employability.

- People with a "network identity": the procedures seem very secondary, and these are above all the information available and the capacity to mobilize the managers who matter. They are very autonomous and responsible for their trajectory and assume their individualism. They are attentive to the HR systems of development of employability which they evaluate according to criteria external to the company (transferable training, etc.). These people are characterized by employability and external mobility. People with a "corporate identity" appreciate the possibilities of horizontal and vertical mobility, are attentive to the company's new strategic orientations and follow internal training. People with this identity are characterized by an often-low level of initial training. With a collaborative spirit, they are firmly integrated into the company in a mode of affective commitment (identification with the organization) or normative (perceived moral obligation). This identity is characteristic of internal employability and mobility.

- People with a "professional or category identity": those who can't envision abandoning their work because it defines them. It is tough to project oneself into another professional position due to one's affinity to the profession. Internal mobility is conceivable if it coincides with a shift in responsibilities in the original job. They are more unfamiliar with relational mobility management systems than formal devices. The question then is, what about the employability of people who have a weak professional identity?

- The identity of "out-of-work": is a mistreated self-identity whose origin can be low recognition from the company or other predispositions personal. This situation can cause a gradual withdrawal into areas extra professionals.

3.12. Sociodemographic factors at the heart of employability

This approach shows that employability cannot be explained solely by the transmission of skills and training but by other factors often not chosen or not thought out rationally. As a result, the risk of being unemployed or unemployable can affect some populations more than others.

According to Umanilo (2019), employability is the result of socialization and education, which

begins with an individual's childhood and develops throughout life. Other factors and sociodemographic variables add up and determine employability, such as age, state of health, sex, category, socio-professional status, and educational level.

- Profession and socio-professional category

- The level of education

Social power relations between people are reproduced because of the transmission of cultural capital between generations (Bourdieu, 2018). In a French system that gives the diploma an essential place in professional integration and the job market. Rigid work, the chances of access to employment for the least qualified people are restricted. Young people who enter the labour market with a low-level education are the most exposed to difficulties and barriers to professional integration sustainability and are too often unstable in professional trajectories (Yeung & Yang, 2020). The course career of these young people is risky. It is marked by many periods of unemployment for changing employers, low ability to follow CPD programs, and changes weak career paths in the company. Achieving success in school is a determining factor for a successful career path and social positioning, as a diploma from a Grande Ecole or university promotes integration and professional development (Herbaut, 2022). For avoiding the perverse effects of this system leading to social reproduction and memory pain associated with school, it is necessary to encourage students to discover and value their strengths based on multiple intelligence. It is also essential to encourage CVT and integrate skills and career management systems, HR practices, and managerial skills that make it possible to exploit the skills and even the hidden talents of young people than their appetites. Such course management systems make it possible to give a chance to people to evolve according to their merit and develop their employability while giving meaning to their work and a good image of their professional identity.

- age

Indeed, we identify substantial disparities according to age. Age is another variable that can exclude employment and limit the return to employment (Khoreva & Wechtler, 2018). Young people face difficulties in obtaining a stable job in line with their field of specialization. Indeed, the non-exploitation and non-transfer of skills in the workplace can cause their obsolescence and

harm employability or even lead to social exclusion because of a feeling of frustration and loss of meaning. In addition, the accumulation of short contracts with periods of unemployment constitutes a risk of being locked into temporary employment. However, young people can take advantage of internships and experiences acquired during their work-study as a springboard to pass the barrier and access stable and lasting employment. The alternation has a triple role insofar as it allows people's professionalization, involvement, and retention.

- Primary socialization and the socio-family environment

The family environment, the educational practices of the parents, the psychosocial or even school experience, and professionals forge the identity of young people about the construction of their school career and their professional future. Working-class children sometimes find themselves forced to stop their studies from taking care of their siblings without choosing their orientation school (Way, 2020). In addition, socialization theory shows how the system education ensures the transmission of social norms and values such as discipline and respect for hierarchy. Factors related to primary socialization agents include expectations and low family skills or school background. This is more serious in an orientation system that does not go beyond the limits of social reproduction. This is how the school guidance and education system can have perverse effects, as studies show when workers and employees are moving towards vocational education, while the children of executives are moving towards highly selective elite courses (Maor, & Hemi, 2021).

Moreover, in France, society confuses between "being intellectual" and "being intelligent" (Morgan, 2019). By directing the pupils based on their mediocre results in college towards professional training, we create inequalities and a poor societal image of non-intellectual occupations (OECD, 2016). Other factors related to the school guidance system prevent highlighting the effects of social reproduction. These are the available resources and the actors specific to each territory, particularly in rural areas, limiting opportunities for choice and promotion professionals.

- Sex

The feminization of many professions during the 20th century did not succeed in resolving the problems of poor male-female diversity and certain discriminatory practices within companies,

as well as sexist orientation choices (Wilkinson & Warin, 2021). The women do not work in the same occupations as men. They don't work not in the same sectors of activity as men, they are more often part-time, and their careers are less prestigious than those of men. Moreover, women often occupy the same category of highly feminized occupations who are generally socially undervalued and underpaid (Koskinen Sandberg, 2018). They are less valued and less paid by an average of 20%. These wage disparities result from several combinations of phenomena such as the glass ceiling phenomenon, the orientation of women towards the social sector, and other lower-paid professions.

3.13. Career and employability

In the literature, employability is defined as a reflection of a new psychological contract (Fisk, 2001) and a feature of a new career and employment models (Guest, 2004), as opposed to those based on a lifetime contract with the same company. To protect the job security of its employees, we now embrace a paradigm change from job security to employability. As a result, the organization must take steps to sustain, develop, and maintain its employees' employability.

Employee employability, according to Lee et al. (2019), is critical for competitive advantage and long-term success. Employability proponents say that businesses may give 'employability stability' through development opportunities that aid 'human capital accumulation' and increase job chances. Employability, according to Mirzamohammadi (2019), is the "development of a new concept" in which employability, rather than job security, is now viewed as a new kind of psychological contract between employers and employees. In a lot of career literature, employability is seen as the gold standard that people and organizations should strive for (Musset & Kurekova, 2018). A norm that, if widely adopted, would allow employers to benefit from the creation of a huge pool of employable labour while allowing employees to control their own professional fate. As a result, the company must take advantage of the benefits of employability in both its own and its employees' best interests. It is still required to adjust HR procedures to achieve this goal.

3.14. DEVELOPMENTAL CAREER STAGES

There are other subjective career-related aspects in which the interest of researchers is only now beginning to awaken; for example, a question like this: to what extent does a production career

relate to other aspects of the lives of employees, and to what extent do these relationships change as employees get older? Obviously, the meaning of the concept of "career" is not the same for different people at different stages of their lives. In addition, at different levels of the career ladder, they interpret events in the life of the organization in different ways, such as the appointment of a new president of the company or the introduction of a new program aimed at improving product quality.

Despite the fact that we have a large number of different theories at our disposal, affecting the problems of "career in life" and "work career," almost all researchers agree that both can be divided into three stages:

- early career,
- middle career and
- mature career (Arthur and Kram, 1989).

In the first stage (early career), the main task of employees is to find out the following questions:

- what are their abilities,
- what the organization likes,
- what can they expect in the future.

Accordingly, the management of the organization expects high energy and optimism to perform work at a technical/professional level. At this stage, for employees, the concept of a career often means the discovery that a certain job is a criterion of professionalism and that he has become a great specialist in this field.

In the mid-career stage, employees seek to autonomic their work and find ways to take a more prominent and prestigious place in the organization. Now they are more interested in the success of the organization and are able to do everything in their power to achieve this result.

At the stage of "career maturity," the main task of employees is to maintain and preserve what has been achieved and transfer their experience to others. Employees have a vested interest in maintaining productivity and performance at a high level, so they are concerned that their offerings to the organization continue to be relevant and useful. M. B. Arthur and K. E. Cram (Arthur and Kram, 1989) use the term "stewardship" to describe this period of employee service. However, these studies are in serious danger of remaining purely calculated, especially when it is assumed that the development of a woman falls under the general rule, while the studies were

carried out mainly on "male" material. However, the first stage usually comes to an end when a person reaches the age of thirty, or a little later, the second - somewhere between forty and fifty years, and the third - after the age of sixty. True, often, women only come to "career maturity" when men are already going to retire. These are rapidly changing patterns of employment, and these assumptions hold true even though we have generalized the research data to the limit. Recently, a large amount of material has appeared indicating that company managers are over fifty years old or are retiring on their own, or they are forced to leave. Often, of course, organizations still resort to their services, but only as consultants.

Of course, if such a division of the professional life of a worker into separate stages really corresponds to reality, then, in this case, employees of different ages will have significantly different ideas about their careers. In addition, it became obvious that if they were willing to offer new services to the company in order to obtain additional benefits for themselves in exchange, then in response, the organization would have to revise, for its part, the "psychological contract. The first incentive for such a revision of the terms of the "psychological contract" is a different stage of individual development. Of course, another incentive to revise the "psychological contract" will be the development of one's own business and the organization's human resource development strategy.

Employability and career stage

Research into sustainable employment and sustainable employability (SE) is prominent as it has major implications on several points: the career continuity of older workers, their well-being and working environment, organizational demographics and talent retention, and society as a whole. Of course, the sustainable employability concept applies to any work career stage

In this regard, negative stereotypes and age-related prejudices in the workplace function not only as contextual factors but also as factors related to the self through meta stereotypes. Such contextual factors translate into HRM policies and practices that limit career opportunities and development, reduce organizational support and access to education, and may force early retirement decisions, whereas age metastases refer to people's self-belief in how others perceive them to be, in these cases older, which can also affect their retirement attitudes. As a result, these factors can significantly affect workers' Sustainability employability's at these career stages.

3.15. Models of employability

Employment suitability models provide a framework for enabling students to reach their full potential and become successful "value-added" graduates. Research on the individual determinants of employability in the psychological and sociological approach led to important findings. In this sense, several models have confirmed the power explanation of beliefs of efficacy and the feeling of autonomy (self-determination) on the development of pre-employability.

In the "careerEDG" model, the feeling self-efficacy and other self-concepts stand as one of the elements of reflection and evaluation directly related to the employability of graduates. These three closely-linked 'Ss' of self-efficacy, self-confidence, and self-esteem provide a crucial link between knowledge, understanding, skills, experience, personal attributes, and employability (Pool, 2020). The new virtuous circle of wage exchange is based on a formula linking the performance of the employee to the maintenance of his employability, instead of the traditional employment contract

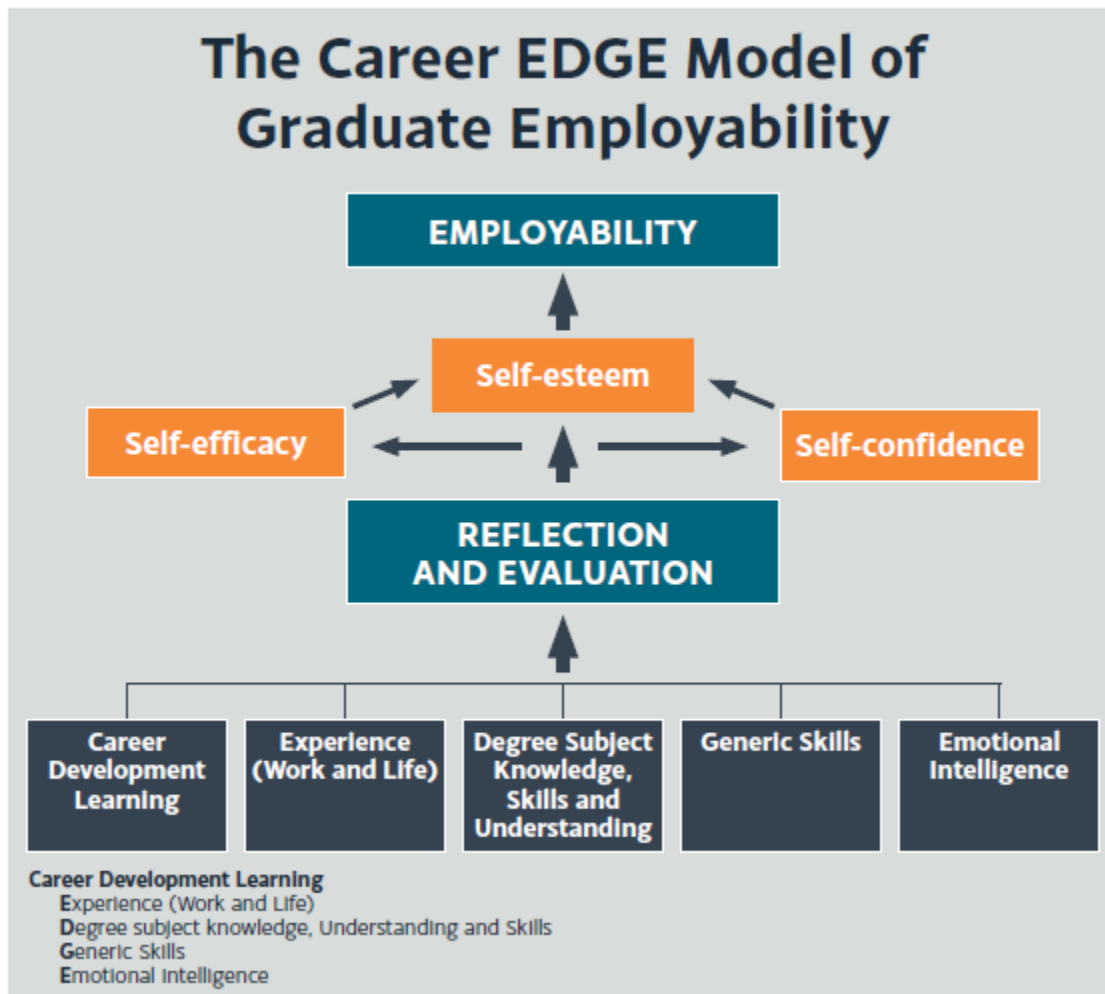


Figure 2: career edge model of employability

UKCES employability model

The UKCES employability model focuses on the idea that a graduate employee should start with a positive attitude.

According to this model, providers need to follow following principles:

- Basing on the practice at workplace
- Experimental
- personal
- Reflex
- A structured and integrated process
- Strong leadership and institutional resources

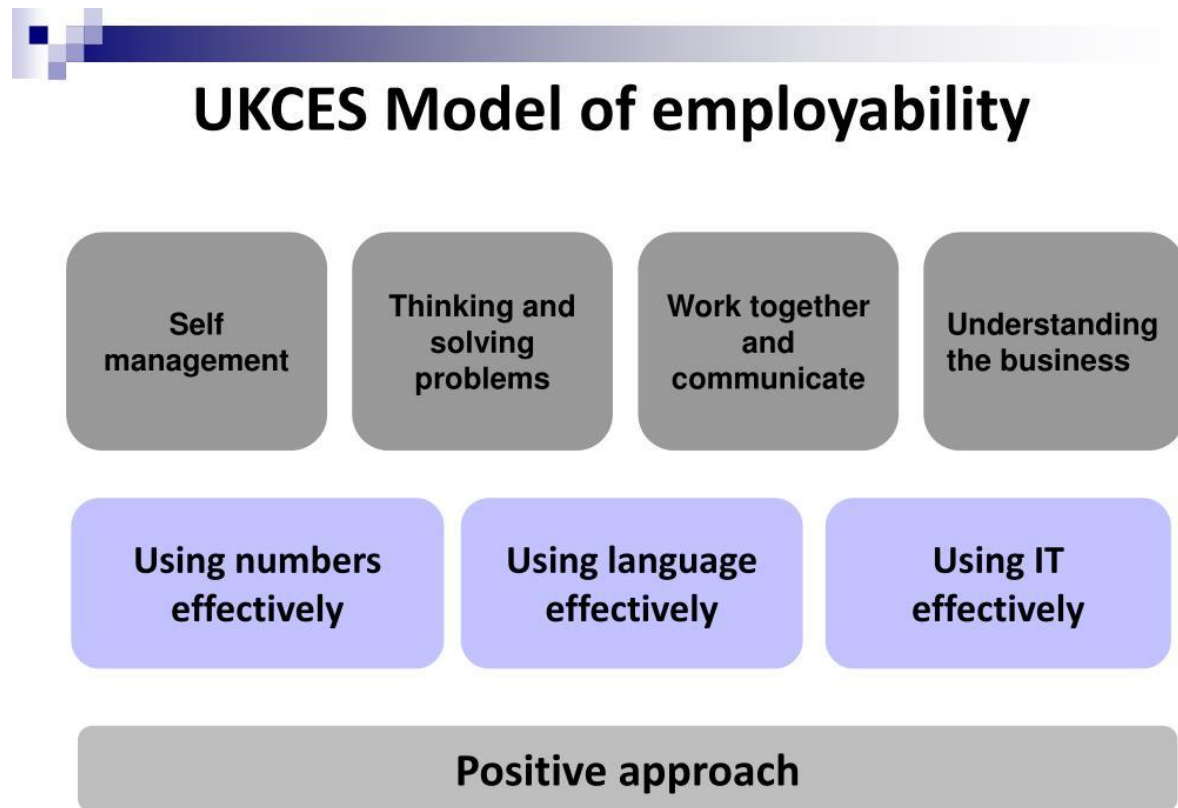


Figure 3: UKCES model of employability

USEM models of employability

This model includes understanding, skills practicing, beliefs related to efficacy, and metacognition. It contributes to the performance of graduates through their college and their ability to succeed in their chosen careers. It was developed by Knight and Yorke in 2002.

USEM is an acronym for

- Understanding
- Skills (subject-specific and generic)
- Efficacy beliefs (and self-theories generally)
- Metacognition (including reflection).

The drive towards curricula that prominently include skills has focused attention on subject comprehension and skills, both discipline-based and generic at the expense of 'EM'. Curricula typically seem to pay little attention to personal qualities or to focus on moral and quasi-moral qualities that practitioners must exhibit in professions with primary care for people and their needs. Self-attributes lead to function in the perception that the path of self-worth, for example, is an asset in all situations involving the self. Rarely seen right away is something like a passion for completing, getting started and planning to follow through on difficult tasks.

Skilled people have confidence in their abilities.

1. Take efficient and applicable methods;
2. Describe what they want to accomplish,
- 3 Remain active and work efficiently with others, and
4. Keep on learning to from your skills individually and with others,

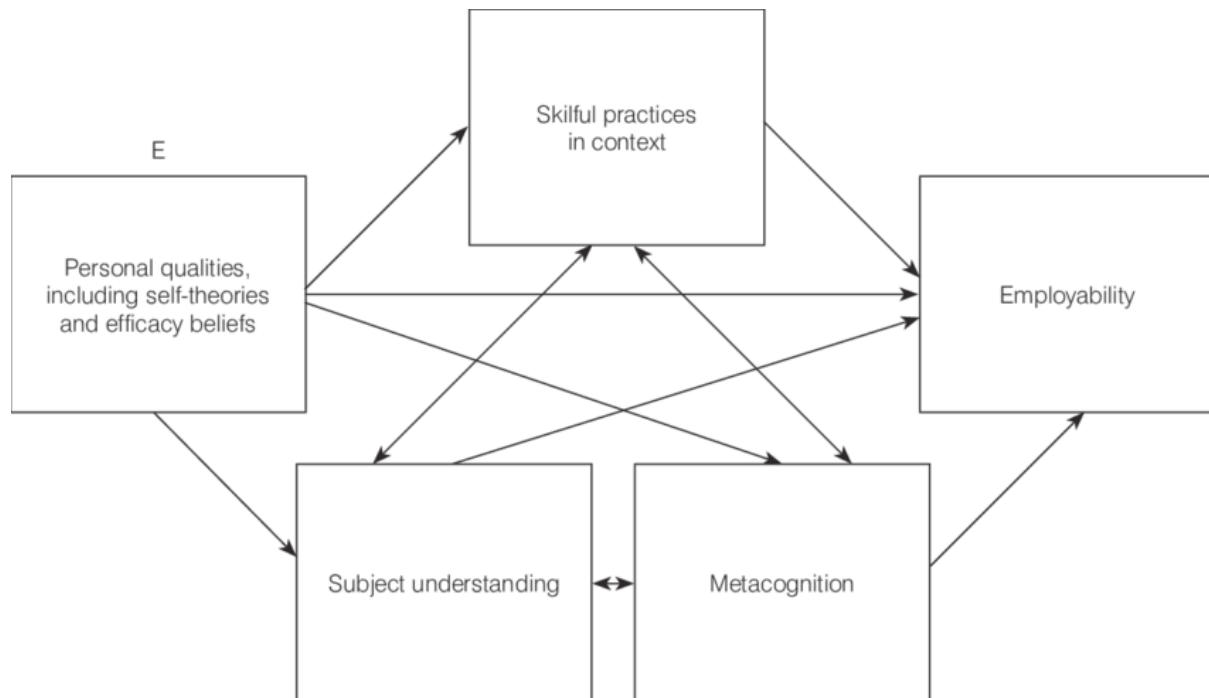


Figure 4: USEM model of employability

DOTS models of employability

It is a four-stage model, which emphasizes the importance of planning and decision making. Both individually and collectively, they provide the basis for planning and decision-making for vocational training. It was developed law (2005)

The DOTS framework was chosen for three reasons. First that has supported many years of use in higher education, particularly in the UK. Second, DOTS can be represented in a concise form. Finally, he lends himself to easy understanding used by people who have not learned much in the theory of improving performance. Four areas of responsibility include the DOTS model: (i) self-awareness, (ii) time awareness, (iii) decision-making, and (iv) educational transition (Watts, 2006). . Both individually and collectively, they provide the basis for improvement and decision making.

Self-assessment is an important and often overlooked step in planning your multi-tasking career. In order to measure the worth of some special occasion, it is important to know who you are as a person. This includes carefully monitoring your current interests, interests, skills and personal

well-being. The next process involves exploring different functions. This includes research on concepts and practices in these areas.

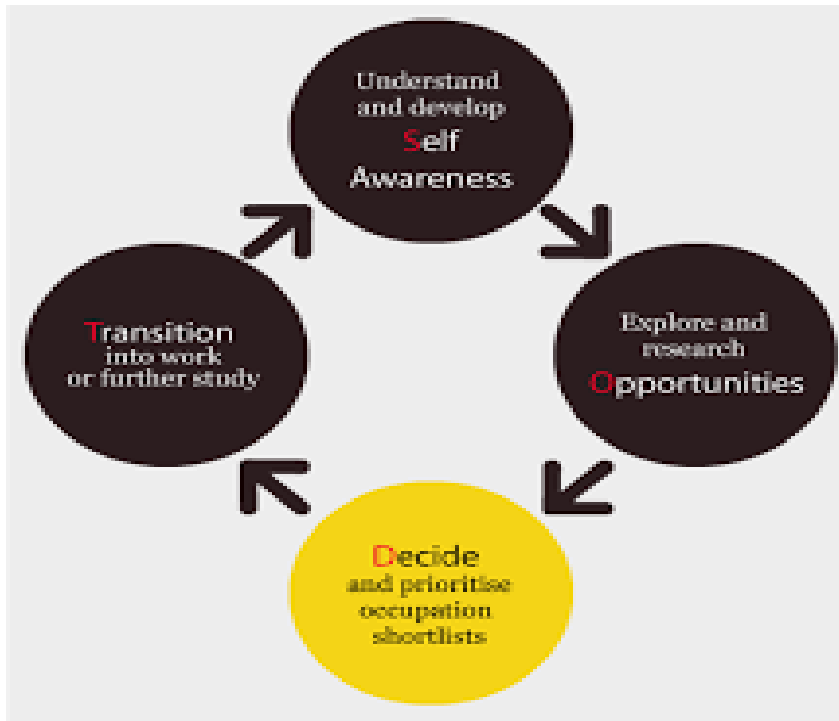


Figure 5: DOTS model of employability

4.1. Nomological Approach in Social Cognition.

As a methodological basis, let us take the two most constructive results that the line of logical positivism left us as a legacy: the nomological scheme for explaining historical phenomena by Karl Hempel and the concept of scientific research programs by Imre Lakatos.

According to Hempel, the phenomena of history are just as accessible to scientific explanation and prediction as are the phenomena of other areas of empirical science (astronomy, mechanics, chemistry, biology, etc.). In real science, it is not individual (“unique and unrepeatable”) events that should be explained and predicted, but only classes of phenomena. It makes no sense, nor is it possible to scientifically explain on what day and hour, who exactly, how and how much stabbed Caesar, what exactly and how is depicted on Michelangelo's frescoes. In the first case, we should talk about the conditions of state crises and coup attempts, including in the form of a conspiracy and an attempt on the supreme ruler, and in the second case, about the conditions for

the development of artistic creativity, the choice of direction, style and subject matter in connection with the social order, ideological and artistic trends in the author's formative and current periods, etc.

Nomological research (analysis) means the study of empirical phenomena with the aim of explaining and/or predicting them on the basis of laws - those same universal or covering laws (covering laws), about which so many copies were broken during the heyday of the analytic philosophy of history in the English-speaking world 1950 to 1970s.

A correct scientific explanation of a certain phenomenon-consequence according to Hempel should be presented as a deduction of a judgment about the class of such phenomena-consequences from the formulations of relevant universal laws (or universal hypotheses) and judgments about initial conditions.

The Lakatos model is organically combined with Hempel's nomological scheme. Each link in the chain of theories replacing each other (the core of the research program) contains a nomological explanation that is adequate within certain limits, and the formulations of hypotheses or laws according to Hempel are identical to theoretical judgments (including the axioms of the "core" of the program or the consequences of them) according to Lakatos. The logic of a research program makes it possible to work effectively with anomalies—contradictions between empirical hypotheses and relevant facts, so that any difficulties that the program encounters do not destroy it but, on the contrary, serve as incentives for its further development.

The proposed strategy of *nomological synthesis* as a way of intellectual integration of social and humanitarian knowledge consists in systematic and cumulative comparison and association, according to the logical schemes and standards set by Gempel and Lakatos, of the most reliable theoretical results related to the same fragment of socio-cultural reality.

4.2. Summary

It was discussed that The definition of employability gives rise today to quarrel semantics, reflecting a long-standing ideological debate on the distribution of responsibilities between the company and the person (Gazier, 2017). We note that the definitions of this term and its analytical perspectives revolve around two approaches: an approach centred on the person and a

more comprehensive person-centred approach in interaction with the organization and the labor market context.

In the discussions, The person-centred approach focuses on attributes, predispositions, and individual behaviours. It develops conceptual employability models made up of cognitive and psychosocial factors related to the person. As an example, we can mention the definition of Pelosse et al. (cited by Monteiro et al., 2020). This author defines employability as the ability of an individual to keep themselves in a condition to find a job other than their own, inside or outside the trade exercised at a given time.

The author stressed that Employability definitions have widened to include circumstances beyond the individual's control. These definitions, resulting from a generalist approach, adopt a vision that articulates the factors individually, organizational, and contextual (Smith et al., 2018). Employability gains a dynamic and diversified idea as a result of this approach. It is no longer just person-centred. Acquiring a holistic approach, the concept of interactive employability has emerged (Mtawa et al., 2021). The latter comes to explicitly articulate the dynamic individual capacities in interaction with the environment and the labour market in which the person is located. Fugate and Kinicki (2008) talk about the interaction between individual characteristics and environmental, combining the two perspectives of supply and demand for employment. Glazier emphasizes this interaction between the person and the labour market in his definition of interactive employability: "employability is the ability of the individual to obtain a job significant given the interaction between personal characteristics and the job market" (Ekberg & Ståhl, 2020; p 375).

In the discussions, it was pointed that Employability has thus evolved in integrating, according to each context, the use of dimensions of different natures linked to variables psychological, mental, medical, skills, collective, and environmental (Valeri, 2021). I will present this context in two parts: before and after the wage crisis (emergence of the new psychological contract). Wage crisis is defined as the difference or change in wage currently paid for an employee compared to a locally negotiated wage. The increase can be for several reasons such as overtime work, bonus payment by the company, etc. Job stability characterizes the first period. The second refers to the instability of the economic context. The person becomes responsible for his employability, inside

or outside the company. New career forms appear. We speak, for example, of a nomadic career and boundary-less career or career without borders.

It was discussed that Employee employability, according to Lee et al. (2019), is critical for competitive advantage and long-term success. Employability proponents say that businesses may give 'employability stability' through development opportunities that aid 'human capital accumulation' and increase job chances. Employability, according to Mirzamohammadi (2019), is the "development of a new concept" in which employability, rather than job security, is now viewed as a new kind of psychological contract between employers and employees.

The author discussed that Employment suitability models provide a framework for enabling students to reach their full potential and become successful "value-added" graduates. Research on the individual determinants of employability in the psychological and sociological approach led to important findings. In this sense, several models have confirmed the power explanation of beliefs of efficacy and the feeling of autonomy (self-determination) on the development of pre-employability.

Chapter 4

Future orientation and Agenda

5. Introduction

In this chapter, the researcher presents future orientation and agenda based on the review and synthesis of extant literature on employability. The ideas brought forth centre on theoretical, empirical and practical issues of employability.

Future agendas are also set out for professionals and companies. The chapter ends with a summary.

5.1. Future orientation and Agenda

Theoretical basis it can be stated that empirical evidence states that it is very important to investigate employability in detail in the future, as well as changes in working in the age of technology, and new market trends are creating new skills required by employers. Employees must then make professional and personal progress, enter into a process of continuous learning to develop their portfolio of skills, and subsequently ensure their employability (Byrne, 2001).

In addition to that training professionals play a role here insofar as it makes it possible to increase the initial productivity of the person and that it develops the ability of employees to adapt to new situations. Professional experience is a candidate selection criterion and, therefore,

favorable to employability. It is seen by companies as a source of adaptation, making it possible to reduce integration costs (Maor, & Hemi, 2021)

The massive and regular emergence of professional transitions in a context of flexicurity only aggravates the risks of unemployability. Going through unemployment does not just cause an employment crisis but a crisis of the future. This heavy rupture can lead to, in the professional trajectories, downgrading, downward mobility, and decline in qualifications. This reality is all the more serious when the jobs previously occupied influence career transitions and future trajectories. Indeed, the latter is not determined solely by initial training

Moreover, these transitions have a psychological impact when it comes to non-voluntary reconversions, sudden transformations with pitfalls, and renunciations. These stressful situations do not emanate from the will of the people, and they are the fruit of external forces. It's not always people who want to change companies to get a better, rewarding job. Transitions often affect people affected by a dismissal following restructuring or job cuts or reductions in numbers (Paais, & Pattiruhu, 2020).

For practical implication it can be stated that working life is defined by a high number of competing demands that are difficult to balance; as a result, this dimension indicates an individual's ability to adapt to a wide range of demands. Anticipation, optimization, and personal flexibility are pillars essential to adapt to the change in the content of work and career in the largest. In other words, it is the adaptation to change in the content of the work as well as its conditions. The adaptation may be related to the change of location or reorganization. To successfully adapt to a future change at work, the person must mobilize their anticipatory skills.

Employees are aware that their employer is investing in their future careers; they are at ease and want to stay with the company. They are happy with their jobs and believe that their work has a purpose and is vital to their company. What fosters self-confidence, self-esteem, and job satisfaction in employees (Paais, & Pattiruhu, 2020).

In addition, leaders tend to overestimate the present on the future by being in a logic of management of the urgent. They favour solutions and short-term decisions that are sometimes to the detriment of solutions whose effects are larger but less immediate

For career and employability it can be stated that information-oriented employees seek and internalize information that improves their situation in the context of work in particular and in their career in general. And they are probably best suited to deal with employment contexts. Therefore, an information-based identity model can increase a person's ability to identify and realize career prospects (i.e., employability). Dany and Livian (2002; p.43) recognize that career management “cannot be reduced to its objective dimension. Beyond the actually observable paths, the career also refers to the judgments and expectations made by an individual on his professional path.

Companies should:

- Respond to demand for a more participatory skills-based approach through the deployment of more accessible and attractive skills, and the definition of guidelines for the use of skills tools that are better distributed.
- Move towards short-cycle skills methods through the development of better methods to manage group participation in skills modelling and development processes.
- Move towards long-cycle skills methods by designing and developing simpler skills methods and developing new information technologies.
- Place greater emphasis on emerging skills through the integration of competency methods into business planning processes and the development of more flexible competency systems.
- Focus on team success and competency processes with an emphasis on team learning and coaching.
- Foster the transition to an organizational learning perspective by applying competency methods to define and identify best practices.
- Develop skills methods to accelerate knowledge sharing and innovation within organizations, based on a learning strategy controlled and managed by managers and employees.

Finally, to better pursue their career and manage the professional opportunities that correspond to their aspirations, the employee has the challenge of defining a career path, while adapting to

unpredictable events (both positive and negative). Employability through skills with these dimensions of professional expertise, anticipation and optimization seems to be a good way to achieve this career objective.

5.2. Summary

It was discussed that Employees must then make professional and personal progress, enter into a process of continuous learning to develop their portfolio of skills, and subsequently ensure their employability (Byrne, 2001).

From the discussion in the chapter, the researcher stressed for career and employability it can be stated that information-oriented employees seek and internalize information that improves their situation in the context of work in particular and in their career in general.

It was discussed that to better pursue their career and manage the professional opportunities that correspond to their aspirations, the employee has the challenge of defining a career path, while adapting to unpredictable events (both positive and negative).

Chapter 5

IMPLICATIONS

6. Introduction

This main aim of this chapter is to present and discuss the implications of the study. The chapter begins with a discussion of the practical implications of the study. Next, the researcher discussed the theoretical implications of the study. And finally the researcher discusses general implications of the study. The chapter ends with a summary of key points discussed.

6.1. Implications

This research focuses on the employability development of individuals across lifespan. The purpose extends beyond simply interpreting difficulties and requirements faced during employability development. The purpose of this research is to provide management solutions that potentially help people improve their employability.

6.1.1. Practical implications

The findings of the study are equally beneficial for managers and employees in the following ways:

Educational and professional training centres are key stakeholders; therefore, this study enhances ways for educational and professional guidance by providing information for employability and career roles. It will also help the teachers to develop employability skills (for example, career management skills, including job search skills, (job getting skills, e.g. CV writing and interview techniques) and they can teach them in a more meaningful and fulfilling way.

This study helps the organizations in improving working conditions as it recommends utilizing a skill-based approach to employability. Educational and business administration departments can take help from this study by improving qualification and enhancement of career development skills such as communication, analytical, management, leadership and interpersonal skills. The development of career skills would act favourably on career identity (Jackson & Tomlinson, 2020).

For the managers or training department of organizations, this study is helpful in complying the importance of shared training in partnership with other companies and/or training centres because training technical as well as non-technical not only helps to polish the existing skills and abilities but also to retain talented individuals at all levels (Muyia et al., 2018). Thus, training in career development for employees by the manager in professional simulation, etc., can be very beneficial for the company's progress. Professional assistance such as career counselling, job placement, and self-esteem can be really helpful for employees. It will allow the employees to develop leadership and management skills. (Kim & Beehr, 2018). Moreover, training can be used for the professionals, versatility / professional retraining between service professionals i.e. ERP (opening up to other profiles – promote business gateways).

6.1.2. Theoretical implication

The importance given to social networks by employees, whether inside the company or externally is undeniable: social networks are one of the keys to work for the job team (Vetráková et al., 2018). The social network theory expresses the importance of employee network. According to social network theory, weak relationships are more important than strong ties since they provide unique information to individuals even in the absence of frequent interaction between/among them. However, the strong bond is also regarded as an important relationship mechanism within a group, as it provides redundant information to people. In this regard, the findings of my study are important since they recognize the value of tools like training and teamwork in advocacy for a company. Through training, employee can transform into entrepreneur of the profession. Employees must establish their own competitiveness in the internal or external market and invest in the development of new talent. Therefore, it is important to investigate the development of employee's career. Career progress goes on with the life of employee. In other words, career can be termed as a journey of an individual to learn and progress in work field.

The research on strategy as practice draws on Bourdieu's (1990) and other practice theorists to elucidate in detail the micro-activities that compose strategizing and their relationship to macro-level phenomena (Seidl and Whittington, 2014). Bourdieu's (1990) definition of practice as the promotion of attitudes and dispositions that agents have acquired through their habitus on their path to specific positions provides a rich explanatory framework for analyzing power struggles and competition dynamics that occur during strategy formation. In this view, strategy is the consequence of decisions influenced by one's interests and dispositions (connected with positions that reflect the firm's power balances) and the capacity (available capital) to advance them (Bourdieu, 2005). This review contributes to the strategy literature by providing new insights into Bourdieu's contributions and research guidelines for more effectively incorporating Bourdieu's concepts into the research agenda for strategy as a practice. This review demonstrates how changes in social scientific practice have impacted research concepts. The discipline aspires to be effective in its research strategy and to transcend commercial borders in the design and development of ideas initiatives that impact the role of participants in design development.

On the other hand, for the implication of socialization theory, this review indicates that a company does its job in a relationship from the start. It is the process by which new employees gain the knowledge, skills, and attitudes necessary to become members of the organization as well as the society.

6.1.3.

General implication

General applications can be divided into three levels micro, macro and meso. At macro-level, as indicated by this review emphasized, are important to look carefully in a bigger picture particularly on the political canvas, also consider educational systems and in addition to socio-economic context of particular area (for instance economical sector) can be helpful in better implication of employability principles. The labour market, the demand side, is a major influence at this level. This level of communication is often seen as a significant economic and social outcome of university education or as a "return on investment" for higher education funding.

Research at this level is often done by people interested in education policy or education sociology.

For the micro level, it is important to consider that the finer points of individuals' employability, specifically their perceived employability. This research falls into multidisciplinary fields e.g., business, marketing, career counselling, sociology, psychology and education. I am interested in applications of the findings of this study for the jobs or career options which remained unexplored for a long time and is far from principles of employability. It is emphasized that employees are might not be trained yet, somehow they are skilled enough that even if they are trained, they can learn quickly and perform better in their respective fields. I think it is important to do a study to understand the psychology of people, their anchor of career, and their real interests.

Meso level is the middle portion of the grade, and it is the next perspective for the broad implications of employability: we think about how people learn and improve performance in education and other systems. At this point, work becomes a teaching issue, as teachers try to understand their students' work so that they can design and deliver the curriculum. In order to explore for a better or worst perspective of employability, attempts are made by the researchers have explored a wide range of work creation activities at this level, such as collaboration, graduation, integration of learning, rewarding work, models, and special functions, to name a few.

This makes it possible to find solutions for the policies of employment. It would also be important to do more research on the enhancement, training, and development of transversal skills in ERP (enterprise resource planning). It would also be interesting to deepen the issues of remote management, its challenges, and difficulties for ERP professions in connection with psychological risk. In practice, the implementation of cumulative employment implies the part of the actors to think about the legal dimensions, the management of planning and travel, and the integration of new recruits who work according to another corporate culture and operating rules.

6.2. Conclusion of study findings

In light of our findings, I conclude that employability is a multifaceted and nuanced term. It is relative and contextual. It depends on components related to human capital, skills, professional identity, social capital, sociodemographic factors, and individual's personality. This study shows that the attractiveness of professions is a central element that determines employability. Indeed, the low attractiveness of ERP professions creates a barrier to entry and retention of employment.

Job seekers want better physical, financial, and psychological working circumstances. This discrepancy between people's expectations and reality-based working circumstances detracts from job seekers' interest in these fields as well as employee loyalty. Such occupations are underrepresented. They have a negative image as a result of social preconceptions and the societal devaluation of gendered jobs. Training experts are likewise confronted with the same difficulties. Academic and vocational guidance through better self-discovery and professions subsequently proves to be a real problem to be dealt with in order to act on employability. In addition, the inadequacy of skills and, in particular, the lacks of interpersonal skills are real

obstacles to recruitment in these professions, for instance, general management, human resources, administration, and for the employability of applicant's employment. Vocational trainings, with an internship and/or work-study at every step of career is a need and a wish expressed by the entire ecosystem questioned. Skills development is a passport to employability.

6.3. Summary

It was discussed that Educational and professional training centres are key stakeholders; therefore, this study enhances ways for educational and professional guidance by providing information for employability and career roles. It will also help the teachers to develop employability skills (for example, career management skills, including job search skills, (job getting skills, e.g. CV writing and interview techniques) and they can teach them in a more meaningful and fulfilling way.

The researcher stressed that Educational and business administration departments can take help from this study by improving qualification and enhancement of career development skills such as communication, analytical, management, leadership and interpersonal skills.

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Chapter 6

Conclusion, limitations and recommendations

7. introduction

This chapter will summarise the key findings of the thesis and outline the limitations of the study

7.1. Conclusion

In this paper, I have presented employability in its historical and conceptual evolution. With each socioeconomic context, employability refers to different issues and policies of shares. I can recall that employability comprises objective elements linked to the person, such as their professional expertise, knowledge, experience, and skills. Other subjective elements are added to it.

Employability depends on the person's predispositions in terms of personality, motivation, and skills. It is about adaptability, the ability to be trained, mobility, or even the potential, the ability to evolve, etc

Employability also depends on the unity between the representation of oneself and the trade and the congruence between the employer's and the employee's expectations. Sociodemographic factors, in turn, determine employability. To be employable, the person must have a "know-how," know-how, made up of job-related knowledge and professional skills reflected in performance employees. Skills called "know-whom" and know-who, such as networking inside and outside the organization, constitute a second required type of skill. The "know-why" know-why is the third type of skill. It manifests itself in how individuals understand their motivation and can set goals. The first chapter delves into the issues of appeal for professions in conflict. The low appeal of these professions was attributed to difficult and unpleasant working conditions. It is also due to the negative image and representation of vocations. The portrayal of oneself and the career form one's identity profession. Such factors socio-demographics, organizational variables, and above all, questions of expectations and personal values of employees. Professional identity is also a question of congruence between personal expectations and employer expectations.

My results reveal few skills management practices and improvement of working conditions. Companies are, above all, concerned with urgently managing their recruitment to respond to user needs. I observe that companies are having difficulty in exercising their function and their

responsibilities as an employer. Their employability is then called into question. Companies do not give feedback to candidates upon receipt of their applications. The latter express their disappointment and their dissatisfaction about it. The non-return of companies constitutes a demotivating factor during the job search.

7.2. Limitation of the study

It used systematic analysis. However, it is recommended for future researchers to use different methodologies for a better understanding of the domain.

Carrying out a systematic study might include risks of biases. In this study, efforts were taken to give importance to each and every research paper to avoid selection bias. But there might exist other biases. Therefore, it is recommended to avoid any kind of biases to carrying out a standardized study. Another pron of the study is that it is a very time-consuming process. The inclusion of limited grey literature in the study is a possible limitation

7.3. Recommendation

After a thorough analysis of the topic, I came up with the Following recommendations for employers, they should create and set up simulations for self-discovery, practice for the job interview (simulation). Organize employment forums to make learn about local ERP companies, set up preparation workshops for job search techniques. Deploy preparation sessions for self-worth: identify and communicate about yourself, about your skills and his skills. Promote versatility, open up to other profiles in the recruitment and support and train new candidates who come from another profession

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