

User Manual

Test Your Employability

User Manual - Test Your Employability

Everything you need to know to get started with Test Your Employability.



Table of Contents:

1. <i>Introduction</i>	2
1.1 Overview of the Programme.....	2
1.2 Complete the Programme	2
2. <i>Benefits of the Programme</i>	6
3. <i>Theoretical Background</i>	7
4. <i>Literature</i>	24



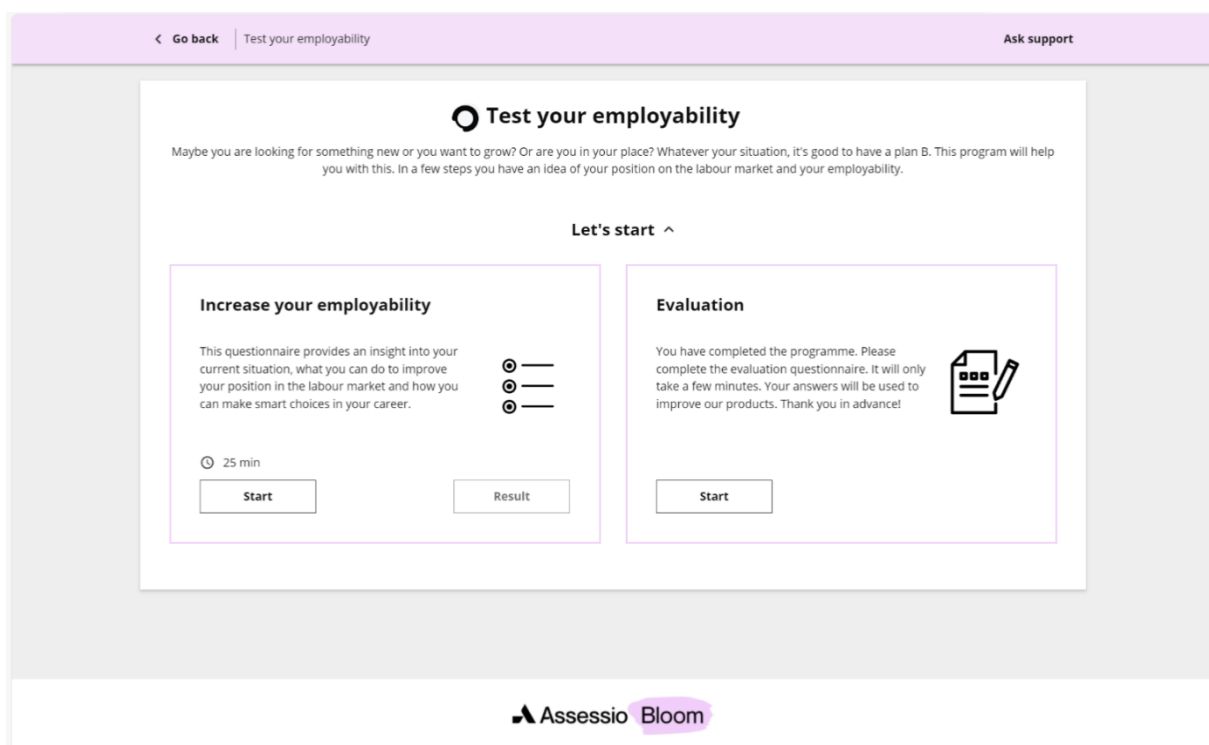
Introduction

In this manual, you will find some background information about the APQ questionnaire, also referred to as 'Increase your employability'. This is part of the 'Test your employability' programme. The manual is intended as a guide for consultants and advisors. First, we describe the use of the portal. Then, we dive deeper into the components of the 'Increase your employability' questionnaire.

1.1 Overview of the Programme

The programme consists of the following blocks:

- Increase your employability
- Evaluation



1.2 Complete the Programme

The user goes through the following steps in the programme:

Step 1: Fill in the APQ Questionnaire

The APQ questionnaire (i.e., 'Increase your employability') aims to provide insight into someone's current employability: how to improve their position on the labour market and make smarter career choices. The user starts the questionnaire by clicking on the 'Start' button. Completing it takes approximately 25 minutes. The questionnaire consists of 11 pages - 2 with instructions and 9 with questions. The total number of questions is 132. For an overview of the structure, see the diagram at the end of this manual.



Employability Leave test

I am filling in this questionnaire because I find it interesting.

No! No ? Yes Yes!

Increase your employability

Instruction

Above is an example of a question. We always ask you to indicate whether the statement applies to you.

No! = not or hardly applicable
 No = hardly applicable
 ? = sometimes applicable, sometimes not applicable
 Yes = largely applicable
 Yes! = fully applicable

Filling in the questionnaire takes approximately 25 minutes.

This questionnaire is intended for every work situation. Also if you are currently studying or are unemployed. If you are currently unemployed, please answer job-related questions with your last job in mind. If you are currently studying, please think of your current studies as your work, or think about the work you will do after graduating.

Click on 'Start' to begin. Good luck!

Start

Figure 1. Sample question

The questions cover the following topics:

- How employable are you now?
- How do you improve your employability for the future?
- Are you staying fit?
- How does your work environment help you?
- Is entrepreneurship something for you?

The black dot at the top of the screen shows the user where (at which page) they are in the questionnaire. For most questions, the user is supposed to indicate the extent to which a statement applies to them. The answer options are: 'No!' (i.e., not or hardly applicable), 'No' (i.e., hardly applicable), '?' (i.e., sometimes applicable, sometimes not applicable), 'Yes' (i.e., largely applicable), and 'Yes!' (i.e., totally applicable). The questionnaire has two parts that are not mandatory. If the user indicates that they are not currently working, some of the work-related questions will be skipped. The same goes for entrepreneurship. So, if the user indicates that they are not interested in entrepreneurship, the questions about this topic do not need to be answered. A notification (i.e., 'You have now completed the questionnaire') will appear once the user has finished completing the questionnaire.

Step 2. View the results

After completing the questionnaire, the 'Result' button will be activated. An overview of the results can be found by clicking this button. The results can be viewed by both the user and the consultant. A PDF report of the results can also be requested, saved, or printed.

Results of the 'Increase your employability' questionnaire:

The results report explains how the user is feeling about the following topics:

- How employable are you now?
- How do you improve your employability for the future?



- Are you staying fit?
- How does your work environment help you?
- Is entrepreneurship something for you?

Users receive a total score for each of the 5 topics. The scores range from 1 (i.e., 'less strong') to 4 (i.e., 'strong') and are based on the users' responses to the underlying scales. The report also includes a statement about each score and a summary of what the user is already doing well and how they can further improve. Several brief tips are also given. Further down the report, users can find detailed explanations of all the scores and tips. Based on this, the user can draw up a step-by-step plan to increase their own employability. In the report screen, there is also the possibility to save the report in pdf-format. To do this, click on 'Download' button at the top right corner. The pdf report can also be printed, if necessary.

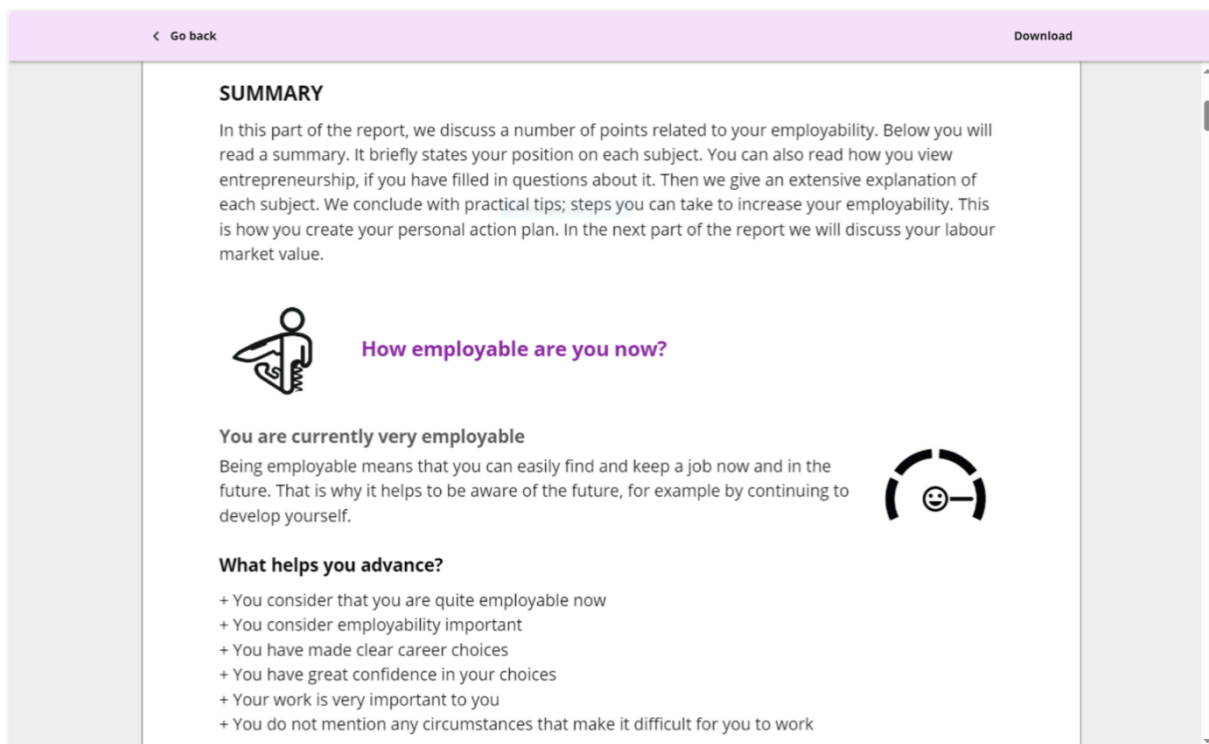


Figure 2. Part of the summary in the report

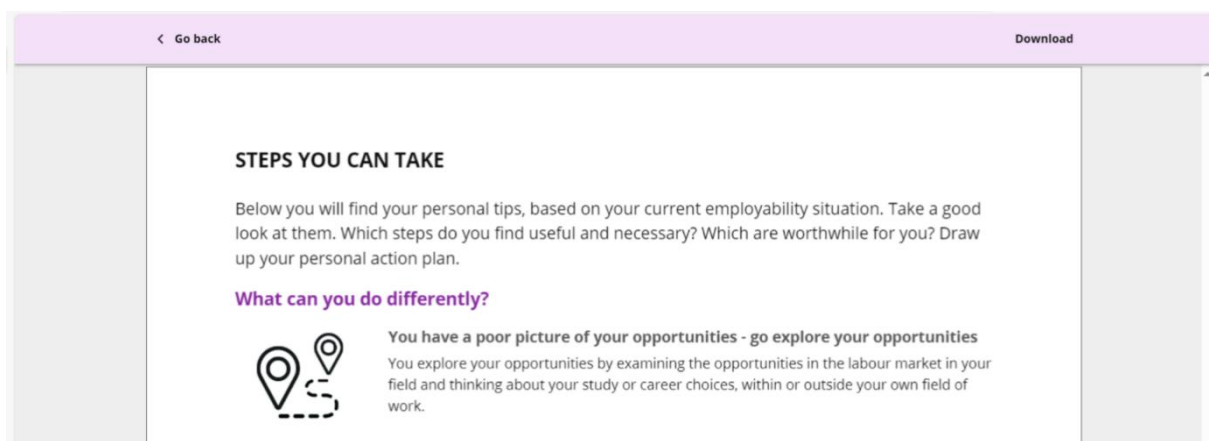


Figure 3. Sample tips, from the report

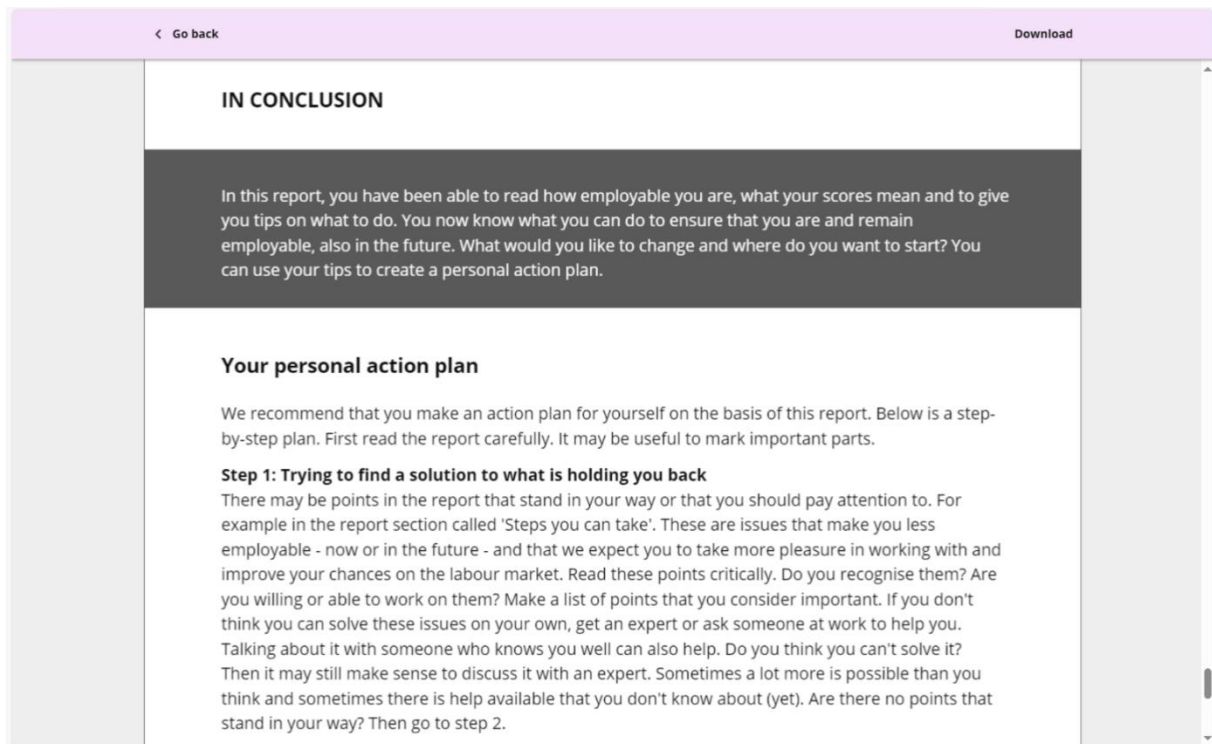


Figure 4. Explanation of how to create a personal action plan, from the report

Step 3. Complete the Evaluation (Only for the User, Not Mandatory)

In this step, the user can indicate what they thought of the programme and how they benefited from it.

Benefits of the Programme

Based on the completed questionnaire, this programme gives insights into the user's employability, as well as what they can do to further improve their position on the labour market.

At Assessio Bloom, we find it important that people have work that contributes to who they are in a positive way – now, but also in the future. To achieve this, it is important that people are aware of their own employability and can shape their own careers. Being employable means not only being attractive to employers in the labour market, but also finding and keeping work that matches who someone is and what they find important. When this is the case, people can be of value in the labour market for a long time. This contributes to the empowerment of both people and organisations.

Benefits for Users

The programme provides self-insight. It helps users realize how they are currently positioning themselves on the labour market and gives them advice on how they can further improve. This way, they can start working on their employability right away. The report offers explanations and practical tips for this purpose.

Benefits for Consultants

The program provides insight into the extent to which users are engaged in their careers. It indicates which factors and behaviours hinder or promote finding work. However, the focus is not only on short-term employability, but also on long-term career planning. Is the user thinking about the future? Does the user see the need for this? Are they taking action to remain employable? Does the user have support from the employer? Based on these results, you can easily decide whether, when, and how you should set up a counselling programme. This makes the programme useful for work-first initiatives, especially for those related to sustainable employability.



Theoretical Background

3.1 Intended Purpose

The questionnaire 'Increase your employability' looks at the user's employability from the perspective of behaviour and intention. 'What do I do to remain employable? Do I see opportunities? Do I make use of them?'

The questionnaire 'Increase your employability' offers insights into how employable the user currently is, what the user is doing to remain employable, how the user is doing in terms of physical and mental energy and fitness, what opportunities and obstacles they encounter at work, and what they think about entrepreneurship. It also shows what stands in the way of employability, but always with a positive approach. Based on their results, users receive concrete tips on how to deal with obstacles, take advantage of opportunities, and strengthen positive behaviour. In addition to insights into employment opportunities, the programme also addresses entrepreneurship.

3.2 What Is Meant by 'Employability'?

Both jobs and the society are changing at a fast pace. Thus, people can only remain employable if they stay healthy, learn something new every now and then, and proactively shape their careers.

- When it comes to staying healthy, think about how hard the work you do is and how healthy you live.
- When it comes to learning, consider your education or training, but also picking up a new task at work or experimenting with something.
- Shaping your career includes growing to a higher level, changing jobs, or changing the tasks you already do.

By completing this questionnaire, you will gain insight into the current state of your employability. What is going well, what you can do to improve, and what you should pay attention to.

3.3 Measured Topics

Five topics are identified, which are explained in more detail below:

1. How employable are you now?
2. How do you improve your employability for the future?
3. Are you staying fit?
4. How does your work environment help you?
5. Is entrepreneurship something for you?

3.3.1 'How employable are you now?' - Content

Being employable means that you can easily find and keep a job now, but also in the future. Being employable starts with taking action and thinking about yourself and your future. To be well prepared for the future, it is useful to know how you are doing now. It helps to think about what your work will look like in the future, what choices you want to make, and how you can continue to develop yourself.



3.3.2 'How employable are you now?' - Scales

Sub-topic	Scale Name	Definition	Number of Questions
How do you perceive your employability?	Sustainable employability	Estimation of one's own employability	9
Are you ready for change?	Employability Orientation	Believing that is important to maintain one's employability	7
How important is your work to you?	Career Identity	Considering work to be part of one's own identity	5
Do you know what you want in your career?	Career indecision	Being uncertain about your career decisions	5
Can you make choices for your career?	Job-search self-efficacy	Having confidence in your ability to shape your career	6
Do you have any personal hindrances?	Obstacles	Experiencing career obstacles due to caring responsibilities or worries about money	2

To determine the score on 'How employable are you now?', the results of all the above topics are considered. Each topic is briefly explained below.

How do you perceive your employability?

This scale indicates how someone assesses their own chances on the labour market (in the future). For example, does someone think they can easily find other work when needed? It's a good sign when people describe themselves as employable. If people rate themselves low, it is important to look at why this is the case and whether it is possible to improve their position on the labour market. It can also happen for someone to think of themselves as highly employable, when in reality they are not. In that case, this scale indicates the extent to which someone is aware of their own position on the labour market.

Example text: ***You consider yourself quite employable at the moment. You do not expect any problems if your job changes, now or in the future. Even if you were to lose your job, you expect to be able to find another one quickly.***

Are you ready for change?

This scale measures someone's awareness of the importance of employability. In addition, it assesses their willingness to change positions or tasks, and their interest in personal development. Thus, *Employability Orientation* reflects people's thoughts and attitudes towards change, learning, and development. Generally, employability orientation precedes employability action (i.e., action aimed at promoting employability).



Example text: **You have not (yet) worked on your employability.** *You don't worry so much about the fact that your work will change in the future. But we all know that it will, we can't change that. What we can do is make sure we are ready for it. So don't run away from it but get to work on it!*

How important is your work to you?

This scale measures career identity. This is about the extent to which someone feels connected to their work. People who are proud of their work and identify with it are often more active in shaping their careers. On the other hand, people with a strong career identity tend to also be more affected by setbacks, such as an unexpected lay-off.

Example text: **Your work is very important to you.** *You are very positive about your work; you are proud of it. People who think their work is important do their best to be able to continue to do their work well when their job changes. This way, they are well prepared for their working future.*

Do you know what you want in your career?

This scale is about the extent to which people are certain about what they want in their careers. People who score high on this have made clear career choices and generally know which direction they want to go. They have few doubts about the type of work they want to pursue. Having a clear picture of what you want makes it easier to shape your career. People who score low on this scale will often need a little more help to take career decisions.

Example text: **You have not yet made clear career choices.** *At the moment, you do not (yet) know what you want for your career. Perhaps you have not thought about it yet or you find it difficult to make choices. Knowing what you want helps you to make concrete plans for your career.*

Can you make choices for your career?

This scale indicates whether someone has faith in their own ability to develop in their career. People who believe they can make the right choices and successfully implement career actions are better at coping with change. They adapt more easily and are quick in taking initiative, because they are optimistic about their chances of success.

Example text: **You have great confidence in your choices.** *You have a lot of confidence in yourself when it comes to your career. You think you are capable of making choices and decisions about your career. You are also confident that you will achieve your career goals.*

Do you have any personal hindrances?

This scale investigates whether people experience any personal circumstances that interfere with their ability to perform or find work. Some examples of this could be having to care for a



loved one or dealing with financial difficulties. If such obstacles exist, it is important to address these first, before designing other career interventions. This will ensure a higher chance of success.

Example text: ***You are caring for someone close, and you have some money worries. Sometimes there may be personal circumstances that make it difficult for you to do your job or find other work, such as caring for a loved one or having problems with your finances. You indicate that this is the case for you. If these kinds of problems get in the way, it is important to do something about it.***

3.3.3 ‘How do you improve your employability for the future?’ - Content

Everyone has a different career journey. What do people do to develop themselves and prepare for the future? Research shows that people are better prepared for their future work if they have already thought about their ambitions and opportunities. What is their current situation? Have they already thought of a clear career plan?

3.3.4 ‘How do you improve your employability for the future?’ - Scales

Sub-topic	Scale Name	Definition	Number of Questions
Are you planning ahead?	Planning	Thinking ahead and planning your future (part of proactive career behaviour)	4
Do you discuss your plans?	Career consultation	Talking about your future plans at work (part of proactive career behaviour)	3
Are you working on your network?	Networking	Putting energy into your network (part of proactive career behaviour)	4
Are you working on your own development?	Employability action	Committing to remaining employable (part of proactive career behaviour)	4
Are you thinking about your career?	Career exploration	Thinking about and exploring possible career options	5
Are you exploring your opportunities?	Exploring the labour market	Knowing what your chances are on the job market	5

Are you planning ahead?

By planning ahead, people can formulate concrete career goals and think about how to achieve them. Usually, people who plan less find it more difficult to get a good overview of their career goals and monitor their progress.

Example text: ***You think ahead and plan your future. You think about what your next career step might be. People who pay attention often have a pretty good idea of what they want to achieve and what it takes to get closer to the goals they set.***



Do you discuss your plans?

Making plans for your career is an important step, but sharing those plans ensures that others can help you. Thus, the chances of you achieving your goals are much greater when you discuss about your career with others. This scale is about the extent to which people share their ambitions and development plans with others around them.

Example text: ***You talk a lot about your future plans with people from work.*** *You actively seek advice on your career and development. People who talk about their plans and ambitions are more likely to have jobs that suit them.*

Are you working on your network?

This scale is about the extent to which people are building a network to stay informed about opportunities on the labour market. Having a good network gives people easier access to the resources that they need and helps them cope with the changes in the labour market.

Example text: ***You put energy into your network.*** *Having a good network means that you have people in your (working) environment to whom you can turn for advice on matters relating to your job. This helps you to keep or find a job that suits you.*

Are you working on your own development?

People who are actively working on their development tend to be better prepared to the future. In addition, it is easier for them to remain employable. Besides increasing your knowledge and skills, investing in your development also makes work more fun and interesting. This scale indicates the extent to which someone is actively developing their knowledge and skills.

Example text: ***You are committed to staying employable.*** *To remain employable, it is important to keep learning and developing yourself. If you regularly learn something new, you will stay up to date and be employable in more places. This makes you attractive to employers and improves your chances on the labour market.*

Are you thinking about your career?

When people reflect on their talents, ambitions, and personal values, this helps them discover what they truly want in their careers. In turn, this allows them to make better career choices.

Example text: ***You think about your career.*** *Actively thinking about your career helps you to shape your career. By this we mean thinking about what suits you, what you like to do and what you have to offer to an employer.*



Are you exploring your opportunities?

Actively searching for career opportunities increases the chances of finding a suitable job. When scanning the labour market, it is important to also explore opportunities outside of someone's current field of work.

Example text: ***You know what your chances are on the job market. Exploring the labour market gives you an idea of your opportunities. If you know where they are, you can find out what choices best suit for your career plan.***

3.3.5 Employability Now and in the Future - Theoretical Background

The world of work has become increasingly unpredictable. People are changing their jobs more frequently and are often confronted with uncertainties. To properly deal with this context, people must take control of their careers and strive to remain employable. The topics 'How employable are you now?' and 'How do you improve your employability for the future?' investigate how employable someone is, what they currently do to maintain their position on the labour market, as well as what else they could do to improve their employability.

The theoretical foundation of the APQ is formed by two scientific schools of thought. Together, these provide a complete picture of what people need to do in order to obtain and retain suitable work. The first school of thought is that of *adaptability in the labour market/ the 4 C's* (Career Adaptability, Savickas, 2005, 2013). The second school of thought is that of *proactive career behaviour* (Parker, Bind & Straus, 2010; Strauss, Griffin & Parker, 2012). Together, they identify the most important career actions that contribute to employability.

Research shows that people who implement the right career actions (i.e., adaptability and proactive career behaviour) are better prepared for career transitions and experience more career success. In addition, they are more likely to have work that suits them and that they enjoy. In short, they are *sustainably employable*. According to science, sustainable employability stands for the ability to get, keep, or create work by making optimal use of your competencies (Van der Heijde & Van der Heijden, 2006).

The first part of the questionnaire measures someone's perception of their own employability (i.e., sustainable employability), the extent to which they find employability important (i.e., employability orientation), and how much value they attribute to their work (i.e., career identity). In addition, the questionnaire also measures two aspects that are related to labour market adaptability. These refer to career indecision (i.e., the extent to which someone has decided on a clear career path) and job search self-efficacy (i.e., the extent to which someone feels confident that they can shape their career).

The second part of the questionnaire explores what the person is already doing to stay employable, as well as what else they could do. This is established by measuring the other facets of employability (e.g., career exploration) and proactive career behaviour (e.g., planning, networking, etc.). The next paragraphs explain the theoretical background and the scientific underpinnings of the scales.

Sustainable Employability

The scale 'How do you perceive your employability?' is about how someone assesses their employability. More specifically, it measures someone's perception of their opportunities to find new work within their current organisation or another organisation. Having confidence that you can find another job if needed reduces the negative effects of job insecurity. The scale 'How do you perceive your employability?' is based on research by De Cuyper, Mäkikangas, Kinnunen, Mauno, & Witte (2012).

Employability Orientation

The scale 'Are you ready for change?' measures someone's awareness of the importance of employability. Van der Heijde and Van der Heijden (2006) researched the factors that encourage people to work on their employability. This research indicates that having an 'orientation towards change' is one of the most important predictors of action. Having a positive orientation towards change influences people to take responsibility for staying employable (van Dam, 2004). The questions related to the scale 'Are you ready for change?' are based on research by Van Dam (2004).

Career Identity

The scale 'How important is your work to you?' provides insight into how someone perceives themselves in a work context. This is also referred to as 'career identity'. Career identity is based on past experiences, as well as present and future aspirations. It acts as a compass that guides people in finding the right career path. For instance, people can organize their career in a way that suits their preferences and desires. Career identity is seen as an important indicator of sustainable employability (Fugate et al., 2004).

Obstacles

The scale 'Is there anything that stands in the way of your work?' is about obstacles that might prevent someone from staying employable. This scale is based on research into the resumption of work by the UWV (Brouwer et al., 2011). Care responsibilities (i.e., being a caretaker for a loved one) and financial struggles are two factors that can have a major impact on employability.

Adaptability in the Labour Market - The 4Cs

Career adaptability is an essential topic in organisational psychology and career counselling. In recent decades, this topic has been extensively researched (Savickas, 2005, 2013; Super & Knasel, 1981; Rudolph, Lavigne, & Zacher, 2017) and became increasingly popular amongst both practitioners and academia (Brown & Lent, 2005; Lent & Brown, 2013; Spokane, 1991). The adaptability measured by the APQ stems from the Career Construction Theory (Savickas, 2005, 2013) and implies that people are better prepared for career changes when they have the 4C's:

- **Control:** being able to make decisions about their career (APQ scale: 'Do you know what you want in your career?')
- **Curiosity:** reflecting on their talents, wishes, and opportunities on the labour market (APQ scales: 'Are you thinking about your career?' and 'Are you exploring your opportunities?')
- **Concern:** setting goals and making plans (APQ scale: 'Are you planning ahead?')
- **Confidence:** having confidence in their ability to successfully deal with potential career challenges (APQ scale: 'Can you make choices for your career?')

The scales used to measure the 4 C's have been developed and validated as part of Anna van der Horst's PhD research: Van der Horst & Klehe, 2019; Van der Horst, Klehe, Brenninkmeijer & Coolen, 2021; Van der Horst, Klehe & Van der Heijden, 2017). Below, we provide a more detailed explanation of the 4Cs.

Control: The scale 'Do you know what you want in your career?' was developed based on research by Lounsbury, Hutchens and Loveland (2005). Deciding on a career path makes it easier to make plans, cope with unexpected events, and adapt to change. In addition, having a clear picture of who you are and what you want helps you develop a stronger professional identity (Arnold, 1989).



Curiosity: The scale 'Are you thinking about your career?' is about actively thinking about your personal talents and wishes. This increases the chances of finding a suitable job at the right level (Zikic & Klehe, 2006). The same benefits also apply to exploring the labour market (i.e., the scale 'Do you explore your opportunities?'). Obtaining extensive information about jobs and study opportunities gives someone a more realistic image of the labour market (Zikic & Dall, 2005). Thus, it is important that people actively look for opportunities. The questions for these two scales are based on research by Zikic and Klehe's (2006) and Stumpf, Colarelli, and Hartman's (1983).

Confidence: People are more likely to find suitable jobs when they trust their ability to do so. Bandura's (1986) Social-Cognitive Theory states that an individual's beliefs and confidence in their ability to perform a particular task influences their choices, performance, and persistence in these tasks. Betz and Hackett (1986) found that students' views on their educational and career opportunities were significantly related to the range and type of career options they considered. Research showed that people who are confident about their careers are more active in gathering information and making career decisions (Betz and Hackett, 1986), and show more effective job-seeking behaviour (Kanfer et al., 2001; Saks & Ashforth, 2002; Van Ryn & Vinokur, 1992; Wanberg, Watt & Rumsey, 1996). On the other hand, people with little self-confidence are more likely to avoid relevant career activities. The questions related to this scale are based on Hirschi's 2009 research.

Concern: The scale 'Are you planning ahead?' was included in the questionnaire because research shows that drawing up a 'career vision' and translating it into concrete career goals leads to more career success (Ng & Feldman, 2009). This is in line with the Theory of Planned Behaviour (Locke & Latham, 1990), which states that setting goals leads to more effort, which in turn leads to better performance. Furthermore, other research shows that people with a clear career plan are more likely to find a job that suits them (Zikic & Klehe, 2006).

In addition to the 4 C's, APQ includes several scales that measure how someone is doing at the moment: *Sustainable Employability*, *Career Identity*, *Obstacles*, and *Employability Orientation*.

Proactive Career Behaviour

Proactive career behaviour is seen as one of the most relevant forms of proactive coping. It ensures that people in precarious work situations can take and maintain control of their careers. In turns, this helps to improve personal opportunities and reduce feelings of insecurity (Aspinwall & Taylor, 1997; Koen & Parker, 2020). Proactive career behaviour consists of four dimensions that define self-initiated and forward-looking actions (Claes & Ruiz-Quintanilla, 1998; Parker & Collins, 2010; Strauss et al., 2012):

- **Career planning** (APQ scale: 'Are you planning ahead?')
- **Career consultation** (APQ scale: 'Do you discuss your plans?')
- **Networking** (APQ scale: 'Are you working on your network?')
- **Skills development** (APQ scale: 'Are you working on your own development?')

In short, by thinking about the future (i.e., career planning), developing relevant skills (i.e., skills development), staying informed about job prospects (i.e., career consultation), and building a professional network (i.e., networking) employees can be better prepared for career changes.



Career Planning: This scale overlaps with one of the 4C's: Concern. See the explanation for the scale 'Are you planning ahead?' under the heading 'Concern'.

Career Consultation: The scale 'Do you discuss your plans?' is about articulating your ambitions, discussing future opportunities, and gathering information about the education and experience that are needed to improve your job prospects. By consulting with their supervisors (i.e., career consultation), employees can identify growth opportunities and indicate that they want to stay in the organisation. In turn, this increases their chances of advancement or contract renewal. The scale 'Do you discuss your plans?' is based on research by Koen and Parker (2018).

Networking: The scale 'Are you working on your network?' relates to a person's social network and the benefits that they derive from it. This is also referred to as people's 'social capital' and is seen as an important indicator of sustainable employability (Fugate et al., 2004). It is about the support that someone can expect from their network. Thus, social capital is an interpersonal element of employability. Social capital has a positive impact on career success (Burt, 1992; Gabbay & Zuckerman, 1998; Podolny & Baron, 1997) and helps people find work more easily (Granovetter, 1995; Lin & Dumin, 1996). By talking to colleagues and building relationships (i.e., networking), employees can increase their knowledge about the job market, as well as their chances of finding suitable jobs. Research by Lambert, Eby & Reeves (2006) shows that 60% to 90% of job seekers find a job through personal contacts from their network, rather than formal advertisements. The scale 'Are you working on your network?' is based on research by Koen and Parker (2018).

Skills Development: The scale 'Are you working on your own development?' is about actively looking for opportunities to learn. Personal development plays an important role in proactive career behaviour (London & Smither, 1999; Maurer & Tarulli, 1994; Maurer et al., 2003). To adapt well to new circumstances, you have to keep learning. Research shows that personal development is a key factor in maintaining employability (Van der Heijden, de Lange, Demerouti, and Van der Heijde, 2009), job satisfaction (Joo, Park & Oh, 2013; Vos, De Hauw and Van der Heijden, 2011), and career success (Vos, De Hauw & Van der Heijden, 2011). The questions related to this scale are based on research by Koen and Parker (2018) and Van Dam (2004).

3.3.6 'Are you staying fit?' - Contents

Remaining employable largely depends on someone's ability (i.e., both physical and mental) to do their job well. A healthy lifestyle and a conscious approach to (physically or psychologically) demanding work is an important condition for remaining employable. When people think of staying fit, they often think of employees who are further along in their careers. But paying attention to their health is also important for starters, because it prevents the apparition of medical problems later in life.

3.3.7 'Are you staying fit?' - Scales



Staying healthy is very important. It ensures that people can continue their work. Are they fit? What is their lifestyle like? Do they have a demanding job?

Sub-topic	Scale Name	Definition	Number of Questions
Do you have a healthy lifestyle?	Lifestyle	Having a healthy life-style	6
Are you physically fit?	Physical	Being physically able to perform one's job	2
Are you mentally fit?	Psychological	Being psychologically able to perform one's job	2
Do you enjoy your work/ studies?	Job satisfaction	Experiencing enthusiasm regarding one's work	3
How much energy do you have at work / at your studies?	Energy	Feeling energized at work	4

Do you have a healthy lifestyle?

This scale is about the basics of a healthy lifestyle. Think of enough exercise, enough sleep, a healthy diet, and healthy habits such as not smoking or drinking too much.

Example text: **You take less care of yourself in some ways.** A healthy lifestyle ensures a good energy balance. And that makes you feel vital and helps you deal with stress. So, keep your good habits and try to work on the less healthy ones.

Are you physically fit?

This scale is about whether the work someone does is physically demanding or not.

Example text: **You feel physically fit to work.** You have no physical complaints that would prevent you from doing your job properly. Also, your work is not too demanding. This makes it more likely that you will be able to carry on with your work for a long time.

Are you mentally fit?

This scale is about whether the work someone does is mentally taxing or not.

Example text: **Your mental health is good.** Your psychological work capacity is good, but your work is mentally quite demanding. It is wise to think about what that means for the future.

Do you enjoy your work/ studies?

Enjoying your work is of great importance, also for sustainable employability. People who are enthusiastic about their job are more likely to continue working, but also invest in their future by developing their skills or putting in extra effort.

Example text: **You enjoy your work.** Enjoying your work often has a positive influence on your motivation. And if you enjoy your work, you can keep it up for a long time

How much energy do you have at work/ at your studies?

How energetic people feel at work is often directly linked to the risk of burnout complaints. When people have enough energy, don't get tired, and recover sufficiently, they can keep up their work for a long time and do so with enthusiasm.



Example text: **Your work takes a lot of energy.** *It is nice to feel fit and energetic at work. If you can't replenish your energy at work, it can reduce your ability to work and your pleasure in doing so.*

3.3.8 'Are you staying fit?' – Theoretical Background

Physical Health and Mental Health

In 2011, various institutions, including the University of Groningen and the University Medical Center Groningen (UMCG), conducted large-scale research into the predictors of job re-sumption among job seekers (Brouwer et al. 2011). It has been investigated which factors increase or decrease the chance of finding work within 1 year.

People who indicate that they are physically and psychologically capable of working are often more likely to find a job than people who consider their work ability to be less good. Psychological work ability appeared to have the most impact.

Energy and Job Satisfaction

Energy and job satisfaction are measured by the APQ as part of engagement. Engagement is characterized by vitality, dedication, and absorption. Vitality (energy) refers to the effervescence of energy at work, feeling strong and fit, being able to work tirelessly for a long time, and having mental resilience and perseverance. Dedication (job satisfaction) is about a strong commitment to the work that is perceived as useful, meaningful, inspiring, and challenging, and that evokes feelings of pride and enthusiasm. Absorption refers to being fully immersed in your work (Schaufeli et al., 2002). Engagement is also often seen as the opposite of burnout and has an impact on one's sustainable employability (Maslach & Leiter, 1997).

Lifestyle

Get enough exercise, preferably at least 30 minutes daily. How many days a week do you exercise (30 minutes or more at a time)? This question is based on the Physical Activity Guidelines of the Health Council of the Netherlands (2017) and the Brain Foundation. In short, the Health Council states that regular exercise is required and that a lot of sitting must be avoided. They recommend doing a minimum of 150 minutes of moderate to high intensity exercise spread over multiple days, as well as muscle and bone-strengthening activities twice a week. Moderate intensity exercise includes activities such as walking and cycling, while high intensity exercise includes activities such as running and playing football. The Brain Foundation also advises to do a daily stroll of at least 20 minutes.

No smoking. Do you smoke? How much do you smoke on average per week (cigarettes or something else)? Given the high health risks of smoking, it is advised that people should quit. This advice is based on the Tobacco Addiction Treatment Guideline of the NHG (Dutch College of General Practitioners).

No or moderate drinking. Do you drink alcohol? How many glasses do you drink on average per week? It is advised that people refrain from drinking alcohol or drink no more than one glass of alcohol per day. This recommendation is based on the Good Nutrition Guideline (2015) of the Health Council of the Netherlands.

Healthy eating. How many days a week do you eat at least 200 grams of vegetables and 2 pieces of fruit? According to the Good Nutrition Guideline (2015) of the Health Council of the Netherlands, a plant-based diet is recommended over a meat-based diet. In addition, the Health Council recommends eating at least 200 grams of fruit and 90 grams of brown bread, wholemeal bread, or whole grain products per day. Moreover, they advise people to consume fish and legumes weekly and eat at least 15 grams of unsalted nuts per day. Finally, they recommend daily consumption of dairy products.



Get enough sleep. How many nights a week do you sleep between 7 and 9 hours? According to the National Sleep Foundation, most adults need 7 to 9 hours of sleep per night.

3.3.9 'How does your work environment help you?' – Contents

To remain employable, people take many different actions, but the organisation where they work must also make these actions possible. Do people get enough opportunities and support from others in their organisation (e.g., their colleagues or managers)?

3.3.10 'How does your work environment help you?' – Scales

Sub-topic	Scale Name	Definition	Number of Questions
Do you have career opportunities?	Perceived Career Opportunities	Perceiving that you have career opportunities	3
Do you get support for your career?	Social support	Getting support from your organisation	4
Is your work environment a safe place?	Social Safety	Having a socially safe working environment	7
Can you arrange and decide for yourself?	Autonomy	Being able to make your own decisions	4

Do you have career opportunities?

This scale is about the extent to which people perceive that they have career opportunities. This is important because people are much more likely to remain proactive and engaged in their careers when they are surrounded by interesting opportunities. Of course, an environment with few opportunities is not stimulating. In addition, dissatisfaction with current opportunities can cause people to look elsewhere for work.

Example text: **You see few career opportunities.** *You see few opportunities for your career in the organisation where you work. There are few or no vacancies or opportunities that match your goals. This makes it more difficult to take steps in your career.*

Do you get support for your career?

This scale is about the extent to which the employer supports employees' professional development. Taking a new step in your career every now and then is an important condition for employability, but employees also need the employer's support for that. It helps if the employer shows interest in employees' personal career goals, keeps them informed about opportunities, and emphasizes the importance of career development.

Example text: **You receive little support from your employer for your career choices.** *At work, there is little attention on your career. You receive little support in making career choices. That makes it difficult to achieve your career goals.*

Is your work environment a safe place?

To remain employable, people must be able to develop. This is only possible in a safe working environment, where they can try out new things. This scale is about the atmosphere that enables and supports development. Think of being allowed to make mistakes, discuss problems, take risks, and ask for help.

Example text: **There is not always a safe working atmosphere at work.** *The atmosphere at work is not always positive. Not everything is open for discussion or sometimes people don't react with understanding when you make a mistake. This can have a negative effect on*



your development. You are less likely to try something new or different if you know that it will be made into a problem if the result is not immediately perfect.

Can you arrange and decide for yourself?

Autonomy at work is of great importance. Autonomy contributes to more job satisfaction, better performance, and increased proactivity. When people see the value of their work and experience autonomy, they are often much more motivated to work hard, keep learning, and adapt to changes in the workplace. This scale is about the extent to which people experience autonomy in their daily work.

Example text: **You can't always make your own decisions.** *You don't have as much freedom in your work. You can't always decide how to do your job. You usually can't decide how to do your job. That means you have less freedom to try new tasks or new ways of working. Trying something new regularly helps Increase your employability.*

3.3.11 'How does your work environment help you?' - Theoretical background

The environment in which people work has a strong influence on their behaviour and their employability. It is, therefore, important that people are aware of the quality of their working environment. When there are aspects that make it difficult to work on employability, it is time to take action. Think, for example, of looking for another job or discussing the situation with someone from your workplace. This chapter describes the work-related factors that have a significant impact on people's career actions (Klehe, Fasbender & Van der Horst, 2021)

Perceived Career Opportunities

Employability is largely about the extent to which people are actively working on their own careers and development. It goes without saying that it is a lot more attractive to take action if there is a promising prospect, such as a concrete career opportunity. In addition, research also shows that employees perform better when an organisation invests in their development. This is especially true when there are also career opportunities for them. If opportunities are not present, people often leave the organisation (Kraimer, Seibert, Wayne, Liden & Bravo, 2011). This scale is based on research by Kraimer et al., 2011.

Social Support

Perceived social support is defined as employees' general belief that the organisation values their contribution and well-being (Eisenberger, Huntington, Hutchinson & Sowa, 1986). When employees believe that the organisation supports their development, they generally respond to such support with loyalty and better performance (Kraimer et al., 2011; Rhoades & Eisenberger, 2002). Being supported makes it easier for them to advance in their careers. The lack of support can make people want to leave the organisation. This scale is based on research by Kraimer, and Wayne (2004).

Social Safety

Asking for help, admitting mistakes, experimenting, and seeking feedback are important prerequisites for learning and development. Although it sounds positive, this behaviour is often perceived as risky (Brown, 1990). People are often reluctant to discuss their mistakes (Michael, 1976) or ask others for help (Lee, 1997), even when doing so would benefit the team or organisation. Social safety is the ability to be yourself without fearing negative consequences regarding your image, status, or career (Kahn, 1990, p. 708). Feeling unsafe at work causes people to become less flexible and less able to adapt, even when they are asked to do so (Staw, Sandelands, and Dutton, 1981). A socially safe work situation makes it more comfortable for people try new roles and pursue opportunities. In short, the ability to learn is greatly hampered by an unsafe work culture that encourages shame (Argyris, 1982). This scale is based on research by Edmondson (1999).



Autonomy

Having autonomy at work contributes to people's motivation and ability to learn. The Self-Determination Theory (Deci, Olafsen & Ryan, 2017) suggests that offering employees more autonomy will lead to increased satisfaction and success, as well as better organisational effectiveness.

3.3.12 'Is entrepreneurship something for you?' – Content

For some people, starting their own business or becoming self-employed is an interesting career option. Entrepreneurship is worth considering for those who are interested in it and possess a few of the relevant qualities (e.g., having a lot of ideas, daring to take risks, and being able to get things done).

3.3.13 'Is entrepreneurship something for your?' – Scales

Sub-topic	Scale Name	Definition	Number of Questions
Is entrepreneurship interesting for you?	Affinity	Finding entrepreneurship attractive	5
Do you have role models you know personally?	Entrepreneurial Environment	Having entrepreneurs in your area (doesn't count towards the score)	1
Do you dare to take risks?	Risk Appetite	Daring to take risks	4
Do you have innovative ideas?	Innovativeness	Being able to think of new things	5
Do you get things done?	Decisiveness	Being able to make decisions quickly	5

Is entrepreneurship interesting for you?

Being successful in entrepreneurship starts with an affinity for this profession. Those who are interested in the subject will be willing to think about the type of business they would like to create. Thinking and planning are important first steps towards successful entrepreneurship. Example text: ***Being an entrepreneur does not appeal to you (now).*** *You haven't thought about it much or it just doesn't appeal to you. Entrepreneurship probably doesn't suit you (now).*

Do you have role models you know personally?

People who have role models in their environment (e.g., friends and/or family who own a business) often find it easier to start as an entrepreneur themselves. Answers to this scale have no influence on the scores. Example text: ***You have few entrepreneurs in your environment.*** *You have few family members and/or friends who are self-employed or work for themselves (e.g. as a freelancer). People who have other entrepreneurs around them often find it easier to start their own business themselves. If you want to start your own business, look for an example.*

Do you dare to take risks?

Because entrepreneurship involves a certain amount of risk, it is important that aspiring entrepreneurs are willing to take risks and deal with uncertain situations.

Example text: ***You do not like taking risks.*** *Entrepreneurship brings opportunities, but also uncertainties. That is why, as an entrepreneur, it is important that you are prepared to take some risks and can cope well with uncertain situations. If you let yourself be deterred by the possibility of failure, entrepreneurship may not be the right fit for you.*



Do you have innovative ideas?

As an entrepreneur, it is important to take advantage of opportunities and come up with new ideas yourself.

Example text: ***You do not like to think up something new.*** In order to be an entrepreneur, it is important that you seek out new opportunities and take chances to try them out. If you don't think of new things often or don't like to do that, being an entrepreneur may not suit you very well.

Do you get things done?

As an entrepreneur, you must be able to work independently, show initiative, and overcome possible setbacks.

Example text: ***You prefer not to take quick decisions.*** Entrepreneurs work independently and are action oriented. They do not stop when things go wrong and quickly look for another way to achieve their goals. If you like to slow down, take it easy or don't like making quick decisions, entrepreneurship may not be the right fit for you.

3.3.14 'Is entrepreneurship something for you?' – Theoretical Background

The scales related to entrepreneurship are based on various Dutch and international studies on the characteristics of successful entrepreneurs. We have selected the characteristics that are most agreed upon and that best fit the purpose of the APQ, which is to estimate the opportunities on the labour market and thereby determine the affinity with entrepreneurship. Thus, the results on this topic are not meant to indicate someone's ability to become an entrepreneur, but whether entrepreneurship can be an interesting option to further investigate. The following studies were used to compile the questions on entrepreneurship: Djankov, Qian, Roland & Zhuravskaya (2007), Driessen & Zwart (2005), Gibcus & Smit (2014) Van der Veen, Wakkee & van Nispen (2016).

Overview INCREASE YOUR EMPLOYABILITY Content of the questionnaire (per page)	Scale Name	Number of Questions (Total 132)
1. Instruction: Introduction		-
2. Instruction: Explanation on how to fill in the questionnaire		-
3. How employable are you now?		15
Starting questions		6
How do you perceive your employability?	Sustainable Employability (I)	9
4. How employable are you now?		21
Are you ready for change?	Employability Orientation (I)	7
How important is your work to you?	Career Identity (I)	5
5. How employable are you now?		21
Are you thinking about your career?	Career Exploration (V)	5



Are you exploring your opportunities?	Exploring the Labour Market (V)	5
Do you know what you want in your career?	Career Indecision (I)	5
Can you make choices for your career?	Job-search Self-Efficacy (I)	6
6. How do you improve your employability for the future?		16
Are you planning ahead?	Planning (V)	4
Do you discuss your plans?	Career Consultation(V)	3
Are you working on your network?	Networking (V)	4
Are you working on your own development?	Employability Action (V)	5
7. Are you staying fit?		19
Do you have a healthy lifestyle?	Lifestyle (F)	6
Are you physically fit?	Physical (F)	2
Are you mentally fit?	Psychological (F)	2
Do you have any personal hindrances?	Obstacles (I)	2
Do you enjoy your work/ studies?	Job Satisfaction (F)	3
How much energy do you have at work/ at your studies?	Energy (F)	4
8. How does your work environment help you?		1
What is your current work situation?		1
9. How does your work environment help you?		18
Do you have career opportunities?	Perceived Career Opportunities (W)	3
Do you get support for your career?	Social Support (W)	4
Is your work environment a safe place?	Social Safety (W)	7
Can you arrange and decide for yourself?	Autonomy (W)	4
10. Is entrepreneurship something for you?		1
Interest in entrepreneurship		1
11. Is entrepreneurship something for you?		20
Is entrepreneurship interesting for you?	Affinity (O)	5
Do you have role models you know personally?	Entrepreneurial Environment	1
Do you dare to take risks?	Risk Appetite (O)	4
Do you have innovative ideas?	Innovativeness (O)	5
Do you get things done?	Decisiveness (O)	5

Table 3.1 Schematic overview of the questionnaire



If the test-taker indicates that they are employed (page 8), the questions on page 9 will not be displayed. If they indicate that they are not interested in entrepreneurship (page 10), the questions about entrepreneurship (page 11) will not be shown.

What is included in the score?

(I) = How employable are you now?

(Q) = How do you improve your employability for the future?

(F) = Are you staying fit?

(W) = How does your work environment help you?

(O) = Is entrepreneurship something for you?



Literature

Arnold, J. (1989). Career decidedness and psychological well-being: A two-cohort longitudinal study of undergraduate students and recent graduates. *Journal of Occupational Psychology*, 62(2), 163-176.

Argyris, C. (1982). Reasoning, Learning and Action: Individual and Organisational. San Francisco: Jossey- Bass.

Betz, N. E., & Hackett, G. (1986). Applications of self-efficacy theory to understanding career choice behavior. *Journal of social and clinical psychology*, 4(3), 279-289.

Brown, R. (1990). Politeness theory: Exemplar and exemplary. In I. Rock (ed.), *The Legacy of Solomon Asch: Essays in Cognition and Social Psychology*: 23-37. Hillsdale, NJ: Erlbaum.

Brouwer, S., Schellekens, J. M. H., Bakker, R., Verheij, N. P., & Steegen, D., (2011). Predictors of resumption of work: a survey among the unemployed in North Holland. Published by the University of Groningen and UWV-Nederland.

De Cuyper, N., Mäkikangas, A., Kinnunen, U., Mauno, S., & Witte, H. D. (2012). Cross-lagged associations between perceived external employability, job insecurity, and exhaustion: Testing gain and loss spirals according to the conservation of resources theory. *Journal of Organisational Behavior*, 33(6), 770-788.

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organisations: The state of a science. *Annual review of organisational psychology and organisational behavior*, 4, 19-43.

Driessen, M & Zwart, P. (2005) Chamber of Commerce e-scan for entrepreneurs. www.ondernemerstest.nl

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, 44, 350-383.

Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*, 71, 500–507.

Fugate, M., Kinicki, A. J., & Ashforth, A. J. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 65, 14-38.

Gabbay, S. M., & Zuckerman, E. W. (1998). Social capital and opportunity in corporate R&D: The contingent effect of contact density on mobility expectations. *Social Science Research*, 27, 189-217.

Gibcus, P & Smit, L. (2014) Entrepreneurship an achievable challenge for all: effects of entrepreneurship education. www.ondernemend.nu

Granovetter, M. S. (1995). Getting a job: A study of contacts and careers (2nd ed.). Chicago: University of Chicago Press.



Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction. *Journal of vocational behavior*, 74(2), 145-155.

Joo, B. K., Park, S., & Oh, J. R. (2013). The effects of learning goal orientation, developmental needs awareness and self-directed learning on career satisfaction in the Korean public sector. *Human Resource Development International*, 16, 313-329.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.

Kanfer, R., Wanberg, C. R. & Kantrowitz, T (2001). Job search and employment: A personal-ity motivational analysis and meta-analytic review. *Journal of Applied Psychology*, 86, 837-55.

Klehe, U. C., Fasbender, U., & van der Horst, A. (2021). Going full circle: Integrating re-search on career adaptation and proactivity. *Journal of Vocational Behavior*, 126, 103526.

Koen, J., & Parker, S. K. (2020). In the eye of the beholder: How proactive coping alters per-ceptions of insecurity. *Journal of Occupational Health Psychology*, 25(6), 385.

Kraimer, M. L., & Wayne, S. J. (2004). An examination of perceived organisational support as a multidimensional construct in the context of an expatriate assignment. *Journal of man-agement*, 30(2), 209-237.

Kraimer, M. L., Seibert, S. E., Wayne, S. J., Liden, R. C., & Bravo, J. (2011). Antecedents and outcomes of organisational support for development: the critical role of career opportuni-ties. *Journal of applied psychology*, 96(3), 485.

Lambert, T. A., Eby, L. T., & Reeves, M. P. (2006). Predictors of networking intensity and network quality among white-collar job seekers. *Journal of Career Development*, 32, 351-365.

Lee, F. (1997). When the going gets tough, do the tough ask for help? Help seeking and power motivation in organisations. *Organisational Behavior and Human Decision Processes*, 72, 336-363.

Lin, N., & Dumin, M. (1996). Access to occupations through social ties. *Social Networks*, 8, 365-385.

Locke, E. A., & Latham, G. P. (1990). A theory of goal setting & task performance. Prentice-Hall: Upper Saddle River, NJ, US.

London, M & Smither, J. W. (1999). Empowered self-development and continuous learning. *Human Resource Management*, 38, 3 - 15.

Lounsbury, J. W., Hutchens, T., & Loveland, J. M. (2005). An investigation of big five person-ality traits and career decidedness among early and middle adolescents. *Journal of career assessment*, 13(1), 25-39.

Maslach, C., & Leiter, M. P. (1997). The truth about burnout. San Francisco, CA: Jossey-Bass.



Maurer, T. J., & Tarulli, B. A. (1994). Investigation of perceived environment, perceived outcome, and person variables in relationship of voluntary development activities by employees. *Journal of Applied Psychology*, 79, 3-14.

Maurer, T. J., Weiss, E. M., & Barbeite, F. G. (2003). A model of involvement in work-related learning and development activity: The effects of individual, situational, motivation, and age variables. *Journal of Applied Psychology*, 88, 707–724.

Michael, D. N. (1976). *On Learning to Plan and Planning to Learn*. San Francisco: Jossey-Bass.

Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of Management*, 36(4), 827–856.

Podolny, J. M., & Baron, J. N. (1997.) Resources and relationships: Social networks and mobility in the work-place. *American Sociological Review*, 62, 673-693.

Rhoades, L., & Eisenberger, R. 2002. Perceived organisational support. A review of the literature. *Journal of Applied Psychology*, 87, 698–714.

Saks, A. M., & Ashforth, B. E. (1997a). Organisational socialization: making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51, 234–279.

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counseling* (pp. 42-70). Hoboken, New Jersey: John Wiley & Sons, Inc.

Schaufeli, W.B., Salanova, M., Gonzalez-Roma. V. & Bakker, A.B. (2002) The measurement of engagement and burnout and: A confirmative analytic approach. *Journal of Happiness Studies*, 3, 71-92.

Staw, B. M., Lance E. Sandelands, and Jane E. Dutton (1981). Threat-rigidity effects in organizational behavior: A multi- level analysis. *Administrative Science Quarterly*, 26, 501- 524.

Stumpf, S. A., Colarelli, S. M., & Hartman, K. (1983). Development of the career exploration survey (CES). *Journal of Vocational Behavior*, 22, 191–226.

Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: how salient hoped-for identities motivate proactive career behaviors. *Journal of Applied Psychology*, 97(3), 580–598.

Van Dam, K. (2004). Antecedents and consequences of employability orientation. *European Journal of Work and Organisational Psychology*, 13, 29-51.

Van der Heijde, C. M., & Van der Heijden, B. I. J. M. (2006). A competence-based and multi-dimensional operationalization and measurement of employability. *Human Resource Management*, 45, 449–476.

Van der Heijden, B. I.J.M., De Lange A. H., Demerouti, A., & Van der Heijde C. M. (2009). Age effects on the employability–career success relationship. *Journal of Vocational Behaviour*, 10, 1-9.



Van der Horst, A. C., & Klehe, U. C. (2019). Enhancing career adaptive responses among experienced employees: A mid-career intervention. *Journal of Vocational Behavior*, 111, 91-106.

Van der Horst, A. C., Klehe, U. C., Brenninkmeijer, V., & Coolen, A. C. (2021). Facilitating a successful school-to-work transition: Comparing compact career-adaptation interventions. *Journal of Vocational Behavior*, 128, 103581.

Van der Horst, A. C., Klehe, U. C., & Van der Heijden, B. I. (2017). Adapting to a looming career transition: How age and core individual differences interact. *Journal of Vocational Behavior*, 99, 132-145.

Van der Veen, M., I.A.M. Wakkee & L.C.J.M. van Nispen (2016). Entrepreneurship: a personal choice. A study of characteristics and needs of aspiring entrepreneurs. Utrecht: Chamber of Commerce.

Van Ryn, M., & Vinokur, A.D. (1992). How Did It Work. An Examination of the Mechanisms through which an Intervention for the Unemployed Promoted Job-Search Behavior. *American Journal of Community Psychology*, 20, 577–597.

Vos, A., De Hauw & Van der Heijden, B. I. J. M. (2011). Competency development and career success: The mediating role of employability, 2011.

Zikic, J. & Dall, D.T. (2005). Lifelong Career Exploration in and out of Organisations: A Multilevel Model. Unpublished working paper, Instituto de Empresa, Madrid.

Zikic, J. & Klehe, U. (2006). Job loss as a blessing in disguise: The role of career exploration and career planning in predicting reemployment quality. *Journal of Vocational Behavior*, 69, 391–409.

