



(Re)Framing Sustainable Careers: Towards a Conceptual Model and Future Research Agenda

Journal:	<i>Career Development International</i>
Manuscript ID	CDI-02-2024-0073
Manuscript Type:	Research Paper
Keywords:	Career development, Human resource management, sustainable careers, sustainable organizations, vocational behavior

(Re)Framing Sustainable Careers:**Towards a Conceptual Model and Future Research Agenda****Abstract**

Purpose: By adopting a Social Exchange Theory (SET) lens, this paper aims to integrate the often-fragmented literature streams of Vocational Behavior (VB), Career Development (CD), and Human Resource Management (HRM) to offer a conceptual model for framing sustainable careers.

Design/methodology/approach: A conceptual approach is taken whereby eight propositions are developed to integrate the fragmented literature streams of VB, CD, and HRM.

Findings: We posit that external factors and career counseling moderate the positive relationship between employability capital and self-perceived employability. We also argue that self-perceived employability is positively associated with career success and that career crafting moderates this relationship. Finally, we propose that career success is positively associated with a sustainable career, which, in turn, is positively associated with a sustainable organization.

Originality: The theoretical contribution comes from integrating the three literature streams to offer a conceptual model as the basis for further interdisciplinary collaborations.

Practical Implications: The practical contribution comes from informing VB, CD, and HRM policies and practices to maximize sustainable outcomes for individuals and organizations. The paper concludes with recommendations for future research.

Keywords: career development; human resource management; sustainable careers; sustainable organizations; vocational behavior.

Introduction

The Vocational Behavior (VB), Career Development (CD), and Human Resource Management (HRM) literature streams traditionally evolved separately, with minimal integration of ideas, concepts, or theories (Baruch and Sullivan, 2022; Healy *et al.*, 2022). This approach is problematic given that these literature streams often share similar objectives. For example, employability capital (Donald *et al.*, 2024) and career success (Spurk *et al.*, 2019) represent central tenets. The Vocational Behavior (VB) literature is dominated by research promoting self-efficacy, career agency, and proactive behaviors as strategies to enable individuals to enhance their employability, develop resilience, and navigate uncertainty across their careers (Blustein *et al.*, 2020; Smale *et al.*, 2019). The CD literature often acts as a bridge between individuals, contextual factors, and career counseling (Hirschi *et al.*, 2022; Mehlhouse *et al.*, 2023; Stevenson *et al.*, 2022), whereas the HRM literature naturally focuses more on talent management strategies for organizations (Rodrigues *et al.*, 2020; Tzabbar, 2017; Ybema *et al.*, 2020).

An emerging interest is the conceptualization of sustainable careers (e.g., De Vos *et al.*, 2020; Donald *et al.*, 2020; Fugate *et al.*, 2021; Huang *et al.*, 2019; Nimmi *et al.*, 2022; Van der Heijden and De Vos, 2015; Van der Heijden *et al.*, 2020; Ybema *et al.*, 2020). Sustainable careers capture the interplay over time between individual and contextual factors (De Vos *et al.*, 2020; Fugate *et al.*, 2021). Such a view posits that employability is malleable and that CD intervention can enhance the personal resources of employees (Huang *et al.*, 2019; Nimmi *et al.*, 2022). Furthermore, chance events such as the Covid-19 pandemic have highlighted how uncertainty via unforeseen circumstances can cause career shocks and dramatically impact contemporary labor markets (Akkermans *et al.*, 2021). The pandemic also triggered a ‘The Great Resignation’ as individuals sought a sense of purpose following restrictions and disruption. Consequently, enhancing workers’ employability has become a central tenant of

Career Development International

1
2
3 HRM (Cooke *et al.*, 2021). There has also been recent interest in using sustainable career theory
4
5 to bridge graduate and worker employability research (Akkermans *et al.*, 2024).
6

7
8 Additionally, workers' employability and their career sustainability are far more complex
9
10 than whether they are currently employed. There is a dynamic interplay of written and
11
12 psychological contracts (Rousseau, 1995) between employees (in terms of fulfilling their jobs)
13
14 and employers (in terms of competitive advantage) that play out within a career ecosystem
15
16 (Baruch and Rousseau, 2019; Donald, 2023a). The sustainable career and career ecosystems
17
18 theory have recently been combined into sustainable career ecosystems (Donald, 2023b).
19
20 Therefore, employers' strategic investment in CD and HRM, and opportunities for career
21
22 agency and career progression at the employee level, can benefit both parties (Fugate *et al.*,
23
24 2021; Rodrigues *et al.*, 2020).
25
26
27

28
29 To do justice to the complex nature of the phenomena of employability and career
30
31 sustainability, we adopt a Social Exchange Theory (SET; Blau, 1964) lens to further our
32
33 comprehension of the mutual dependence between employees and their employers and the
34
35 dynamics of interactions between them (cf. Fugate *et al.*, 2021). In doing so, we aim to integrate
36
37 the often-fragmented literature streams of VB, CD, and HRM to offer an integrated conceptual
38
39 model for framing sustainable careers. Eight propositions are systematically developed to
40
41 evidence how VB, CD, and HRM interventions can promote sustainable careers at the
42
43 individual level and organizational performance via increased creativity, productivity, and
44
45 competitive advantage (Branicki *et al.*, 2019; Hirudayaraj and Matic, 2021; Van der Heijden,
46
47 2005; Ybema *et al.*, 2020).
48
49
50

51
52 The theoretical contribution of this scholarly work comes from our conceptual model
53
54 combining the VB, CD, and HRM literature streams and integrating these by adopting a SET
55
56 lens. Our approach incorporates the three dimensions of a sustainable career, including person,
57
58 context, and time (De Vos *et al.*, 2020). We advocate that whilst an individual (*person*) is the
59
60

1
2
3 central career holder, it is the quality of the interaction (or dynamic exchange relationship) with
4
5 their organization (*context*) over time (*time*) that ultimately determines the outcomes of the
6
7 exchange relationship. By recognizing that employees and their organizations engage in a
8
9 series of interdependent interactions wherein both parties benefit from these exchanges (Baruch
10
11 and Rousseau, 2019), our practical contribution comes from informing CD and HRM policies
12
13 and practices to maximize sustainable outcomes for both parties.
14
15

16
17 Our focus now shifts to developing a set of eight propositions and a conceptual model
18
19 intended to form the basis for future empirical research. This paper concludes by evidencing
20
21 the implications offered by our new model and future research opportunities.
22
23

Integrative Conceptual Model Development

Employability Capital and Self-Perceived Employability

24
25
26
27
28 The three most highly cited models of different forms of employability capital were all
29
30 published online in 2017, although the in-print publication dates vary (Clarke, 2018; Donald *et*
31
32 *al.*, 2019; Tomlinson, 2017). However, each model has typically evolved independently, with
33
34 varying emphasis placed on different aspects of each model influenced by the literature stream
35
36 (Römgens *et al.*, 2020). Consequently, the conceptualization of employability capital remained
37
38 inconclusive (Peeters *et al.*, 2019). To address this, Donald *et al.* (2024) conducted a systematic
39
40 literature review whereby qualitative analysis of a final cohort of 94 manuscripts led to a new
41
42 Employability Capital Growth Model (ECGM). Table 1 summarizes the nine forms of
43
44 employability capital presented in their model.
45
46
47
48

49
50
51
52
53
54
55
56
57
58
59
60
INSERT TABLE 1 HERE

51
52 Self-perceived employability refers to how individuals perceive their potential to secure or
53
54 retain employment opportunities (Vanhercke *et al.*, 2014, p. 594). From a SET perspective,
55
56 employability capital can be reflective of the employability paradox seen in human capital,
57
58 whereby task-specific capital is often viewed as more beneficial to the individual, whilst firm-
59
60

Career Development International

specific human capital is often regarded as more advantageous to the organization (De Cuyper and De Witte, 2011). However, organizations that signal the value of their employees by investing in opportunities to develop various forms of employability capital in both task-specific and firm-specific ways are likely to retain their talent since employees are more inclined to remain with an organization that invests in CD opportunities (Rodrigues *et al.*, 2020; cf. the Strategic Employability Architecture framework by Fugate *et al.*, 2021).

Empirical studies have indicated a positive association between the development of various forms of employability capital and self-perceived employability in university students (e.g., Tomlinson, 2017), young professionals (e.g., Nimmi *et al.*, 2022) and across the career span (Gubbins and Dooley, 2021). The reflective dimension of career ownership can also lead to increased optimism (Chui *et al.*, 2022) and adaptability (Son, 2018) by motivating an individual to commit to lifewide and lifelong learning (Cole and Coulson, 2022; Cole and Donald, 2022). Based on the premise that accumulating personal resources via employability capital equips an individual to meet higher individual-driven and employer-driven demands, which translates into increased self-perceived employability, we propose:

Proposition 1 (P1): Employability capital is positively related to self-perceived employability.

External Factors

The VB literature has tended to emphasize the role of agency in increasing one's self-perceived employability (e.g. Blustein *et al.*, 2020; Smale *et al.*, 2019). However, circumstances beyond the control of an individual have only recently begun to receive similar levels of attention (Clarke, 2018; Van der Heijden and De Vos, 2015). External factors are those beyond an individual's direct control (agency), capturing the idea of employability being contingent (Donald *et al.*, 2024, p. 7).

Examples of external factors can include bias in the recruitment process (Donald *et al.*, 2024) or career shocks (Akkermans *et al.*, 2021). In these cases, the external factor can either

Career Development International

1
2
3 have a positive or a negative effect. Bias in the recruitment process can unfairly advantage or
4
5 disadvantage an individual's chances of securing an offer of employment. An unexpected
6
7 promotion could be a positive career shock (at least initially), whilst unexpected redundancy
8
9 could be a negative career shock (again, at least initially), as what initially seems like a positive
10
11 or negative career shock can also turn out to be the opposite type of career shock over time
12
13 (Akkermans *et al.*, 2021). Consequently, we propose the following:
14
15

16
17 **Proposition 2** (P2): External factors moderate the relationship between employability capital
18
19 and self-perceived employability in such a way that positive external influences increase the
20
21 strength of this relationship. In contrast, negative external influences decrease the strength of
22
23 this relationship.
24
25

Career Counseling

26
27
28
29 Career counseling can support an individual in balancing capacity and challenge (Neault and
30
31 Pickerell, 2011) and in identifying purpose, values, and strengths (Gupta, 2019) (cf. the
32
33 anticipation and optimization dimension of the employability operationalization by Van der
34
35 Heijde and Van der Heijden, 2006). Early intervention and ongoing support throughout one's
36
37 life can foster self-efficacy, enabling an individual to effectively navigate unexpected
38
39 challenges (e.g., career shocks) and chance events when they inevitably occur, leading to
40
41 sustainable outcomes for employees and employers (Donald and Manville, 2023). However,
42
43 career counseling resources in educational environments are often limited, resulting in calls for
44
45 win-win partnerships whereby organizations work with educational institutions to support their
46
47 students, positioning education as an antecedent to career sustainability (Buckholtz and
48
49 Donald, 2022; Donald *et al.*, 2022).
50
51
52
53

54
55 Moreover, CD and HRM interventions, such as career counseling, are most effective when
56
57 they combine individual and organizational levels and prioritize structural over one-off
58
59 interventions (Van Woerkom, 2021). Organizations that support goal-setting through valuable
60

Career Development International

1
2
3 interventions, such as career counseling activities, can also help individuals decrease stress and
4
5 increase performance at work (Weintraub *et al.*, 2021). Furthermore, when organizations offer
6
7 employees access to mindfulness and career counseling resources, the employee's perception
8
9 of their personal resources can be enhanced, enabling them from VB and CD perspectives to
10
11 increase their self-efficacy, improve their work engagement, and enhance authentic functioning
12
13 (Bakker, 2017).
14

15
16
17 As such, following the notion of SET (Blau, 1964), career counseling can provide the
18
19 resource passageway for further operationalization and valorization of these resources (Nimmi
20
21 *et al.*, 2022) and facilitate individuals in translating them into employability development as
22
23 the basis for sustainable careers and organizations. Specifically, De Vos and associates (2011)
24
25 found that organizational support for developing competencies and an organizational culture
26
27 that supports individual development enhances workers' self-perceived employability.
28
29 Consequently, we propose the following:
30
31

32
33 Proposition 3 (P3): Access to and engagement with career counseling is positively related to
34
35 self-perceived employability.
36

37
38 Proposition 4 (P4): Career counseling moderates the positive relationship between
39
40 employability capital and self-perceived employability, such that this relationship is stronger
41
42 when access to and engagement with career counseling is higher.
43
44

Career Success

45
46
47 A career captures the unfolding sequence of one's work experiences over time (Arthur *et al.*,
48
49 1989), whereby career success combines objective and subjective dimensions (Arthur *et al.*,
50
51 2005; Mirvis and Hall, 1994; Spurk *et al.*, 2019). Career success has become a dominant topic
52
53 in the CD literature [as evidenced by Mehlhouse *et al.*'s (2023) literature review of publications
54
55 in the Journal of Career Development]. Objective career success focuses on aspects of success
56
57 that can be measured and observed based on standardized measures and social comparisons
58
59
60

Career Development International

(Arthur *et al.*, 2005). In contrast, subjective career success addresses personally desirable success based on one's own evaluation of achieving meaningful career outcomes (Mirvis and Hall, 1994). Career success as a combined construct of objective and subjective dimensions can incorporate salary, occupational prestige, job performance, career satisfaction, emotional wellbeing, and flourishing (Spurk *et al.*, 2019).

Self-perceived employability can increase the likelihood of career success (De Vos *et al.*, 2011; Frederiksen and Kato, 2018; Haenggli *et al.*, 2021). For example, resilience has been linked to increased wellbeing and beneficial HRM outcomes as employees are better equipped to adapt to threats and overcome adversities (Liu *et al.*, 2019; Nimmi *et al.*, 2022). Self-perceived employability is likely to significantly influence career success as the length of a career continues to increase along with the occurrences of chance events (e.g., pandemics, wars, climate change), career shocks, and technological advancement (Akkermans *et al.*, 2021; Amankwah-Amoah *et al.*, 2021; Donald *et al.*, 2023). Consequently, we propose the following:
Proposition 5 (P5): Self-perceived employability is positively related to objective career success (P5a) and subjective career success (P5b).

Career Crafting

Tims and Akkermans (2020) introduced the concept of career crafting to capture career-oriented proactive behaviors. They defined career crafting as the proactive actions individuals take to self-manage their careers to achieve an optimal alignment between their personal characteristics and career choices (pp. 175-176). Job crafting primarily seeks to improve the alignment of person-job fit, whereas in contrast, career crafting centers on achieving an optimal alignment between an individual and their overall career trajectory, emphasizing person-career fit (Tims and Akkermans, 2020). Crafting takes on increased significance during periods of uncertainty (De Jong *et al.*, 2020), enabling employees to develop a sense of meaning and purpose, leading to increased performance (Dubbelt *et al.*, 2019). Career crafting also does

Career Development International

1
2
3 justice to the increased prevalence of the transitions individuals make throughout their careers.
4
5 It captures an ongoing and dynamic interdependent relationship between employees and
6
7 employers over time, wherein employees cross different social spaces (Van der Heijden and
8
9 De Vos, 2015, p. 7).
10

11
12 From a SET perspective, organizations that provide a workplace environment that enables
13
14 employees to craft their careers facilitate acquiring and retaining career resources, thereby
15
16 empowering individuals to achieve their career objectives (Janssen *et al.*, 2021). The individual
17
18 gains as they are given the support to deploy their resources, leading to objective and subjective
19
20 career success, whilst the organization gains from increased retention rates because employees
21
22 feel that their employer cares about their career progression (Donald, 2023c). Therefore, we
23
24 propose the following:
25
26

27
28 Proposition 6 (P6): Career crafting moderates the positive relationship between self-perceived
29
30 employability and objective career success (P6a) and subjective career success (P6b), such that
31
32 this relationship is stronger when individuals have the opportunity to craft their careers.
33
34

Sustainable Careers

35
36
37 According to Van der Heijden and De Vos (2015), a sustainable career is characterized by a
38
39 series of career experiences manifesting in diverse patterns of continuity over time,
40
41 transcending various social domains. A sustainable career is driven by individual agency and
42
43 provides significant meaning to the individual (p. 7). Sustainable careers are analyzed
44
45 according to the three dimensions of person, context, and time (De Vos *et al.*, 2020), whereby
46
47 happiness, health, and productivity are proposed as their key indicators (Van der Heijden,
48
49 2005). In this paper, a person refers to an employee, context captures an individual's current
50
51 employer, and time represents the individual's lifespan.
52
53
54

55
56 It seems reasonable that objective and subjective career success measures, including salary,
57
58 occupational prestige, job performance, career satisfaction, emotional wellbeing, and
59
60

Career Development International

1
2
3 flourishing (Spurk *et al.*, 2019), can lead to sustainable careers. For example, when an
4 employee possesses the financial means and opportunities to engage in leisure activities, this
5 can improve physical health and psychological resources (Kelly *et al.*, 2020). Participation in
6 serious leisure activities, including volunteering, hobbies and competitive pursuits, has also
7 been shown in India to help individuals manage high-stress levels and improve their workplace
8 wellbeing (Nimmi and Donald, 2023). Nevertheless, building again on the SET framework
9 (Blau, 1964), work-life balance responsibility must be shared between the employee and the
10 organization (Fan and Potočnik, 2021). Improving an individual's objective and subjective
11 career success can subsequently enhance indicators of career sustainability such as happiness,
12 health, and productivity (Van der Heijden, 2005). Consequently, we propose:

13
14
15
16
17
18
19
20
21
22
23
24
25
26 Proposition 7 (P7): Objective career success (P7a) and subjective career success (P7b) are
27 positively related to a sustainable career.
28
29

Sustainable Organization(s)

30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
Career success and sustainable careers of employees are desirable states for organizations since
the benefits over time include increased retention rates, competitive edge, and financial
profitability (Donald *et al.*, 2020). Organizations that offer a range of CD and HRM
opportunities, and involve employees in designing and reviewing valuable employability
enhancement practices and interventions, witness increased workplace satisfaction and career
success in their employees, leading to increased productivity (Ybema *et al.*, 2020). Investment
in acquiring and developing early-career talent can also contribute to broader talent
management strategies (Donald *et al.*, 2023; McCracken *et al.*, 2016), highlighting the shared
tenets of VB, CD, and HRM literature streams. Developing organizational capital as an internal
knowledge source promotes innovation and increases the chances of successfully adapting to
challenges from future global-level events (Krammer, 2021). Career success benefits the

Career Development International

1
2
3 person (employee) and the context in which they operate (organization), and when maintained
4
5 over time, can offer sustainable outcomes to both parties. Therefore, we propose the following:
6
7

8 Proposition 8 (P8): A sustainable career is positively related to the sustainability of the
9
10 organization(s) that employ(s) an individual at a specific point in time during their career.
11
12

Conceptual Model

13
14
15 Figure 1 presents an integrative conceptual model of the eight propositions for framing
16
17 sustainable careers.
18
19

20 INSERT FIGURE 1 HERE
21

Implications and Future Research Agenda**Theoretical, Practical, and Policy Implications**

22
23
24
25
26
27 To gain a comprehensive understanding of employability and career sustainability, we
28
29 approached the subject through a SET (Blau, 1964) lens. This allowed us to explore the
30
31 interdependence between employees and their employers and the nature of the exchanges
32
33 between them (cf. Fugate *et al.*, 2021), wherein both parties strive for positive outcomes to
34
35 benefit from their exchanges (Baruch and Rousseau, 2019). Our paper offers an integrated
36
37 conceptual model comprising eight propositions. These propositions are derived from the VB,
38
39 CD, and HRM literature streams to address concerns of limited overlaps despite common
40
41 themes and objectives (Baruch and Sullivan, 2022; Healy *et al.*, 2022). Consequently, while a
42
43 single proposition may appear evident to researchers specializing in one or even two of the
44
45 three research streams, they seem less established or explored in the other stream(s).
46
47
48

49
50 Another contribution of the paper comes from examining how CD, as part of an HRM
51
52 strategy, can influence VB and provide additional HRM benefits. Tzabbar *et al.* (2017) have
53
54 observed that proactive talent management strategies can enhance productivity, benefiting
55
56 organizations and national economies. Historically, organizations faced a dilemma regarding
57
58 investing in developing employability capital in their employees, as it was often more cost-
59
60

Career Development International

1
2
3 effective to hire individuals who already possessed such capital from competitor organizations
4
5 (Rodrigues *et al.*, 2020). However, the global war for talent emphasized the need for CD and
6
7 HRM strategies and policies to maximize sustainable outcomes for organizations and their
8
9 employees (Cooke *et al.*, 2021; McGregor, 2022).
10
11

12 The global war for talent has spotlighted the essential nature of talent acquisition,
13
14 development, and retention for influencing employee organizational performance and career
15
16 sustainability (Ybema *et al.*, 2020). Additionally, the development of organizational capital as
17
18 an internal source of knowledge promotes innovation and increases the organization's chances
19
20 of successfully adapting to challenges posed by future chance events (Krammer, 2021).
21
22 Organizations and their HRM professionals must proactively plan for talent acquisition and
23
24 retention to ensure organizational success and employee sustainability. Failure to do so may
25
26 result in employees being lured away by competitors, leaving organizations unable to rehire
27
28 skilled talent when the economic outlook improves. Ultimately, this risks hindering the
29
30 performance and sustainability of organizations and, consequently, their employees (Schrage
31
32 *et al.*, 2022).
33
34
35
36

37 One approach available to employers is strategically investing in university students' CD as
38
39 part of their HRM strategy. Positioning the duration of university education as a foundation for
40
41 career sustainability contributes to talent management strategies that enhance organizational
42
43 sustainability (Buckholtz and Donald, 2022; Donald *et al.*, 2024). Moreover, providing existing
44
45 employees with career agency and progression opportunities is crucial (Fugate *et al.*, 2021).
46
47 Recognizing the shared responsibility of employees and organizations and engaging in fruitful
48
49 interactions where both parties benefit is essential, ensuring organizational performance and
50
51 individual career sustainability over time. The concept aligns with the core idea of strategic
52
53 HRM, which emphasizes the need for employees and organizations to dedicate sufficient time
54
55
56
57
58
59
60

Career Development International

1
2
3 to meaningful exchanges that align an organization's strategic goals with individual employees'
4
5 work and personal life-related goals (Van der Heijden, 2005).
6

7
8 Consequently, the interconnections among VB, CD, and HRM literature streams have
9
10 significant implications for promoting career sustainability at the individual level while
11
12 enhancing organizational sustainability via increased productivity, profitability, and
13
14 competitive advantage (Branicki *et al.*, 2019; Van der Heijden, 2005; Ybema *et al.*, 2020). The
15
16 integrative conceptual model presented in this paper allows organizations to revisit their
17
18 existing CD and HRM policies and practices, ensuring their continued relevance and
19
20 sustainability (Cooke *et al.*, 2021). Additionally, the model emphasizes the significance of
21
22 ongoing dialogue between employees and employers regarding their responsibilities and the
23
24 necessary measures/actions to implement. By involving employees in decision-making
25
26 processes related to CD and HRM policies that impact VB, organizations can increase the
27
28 likelihood of employee buy-in and yield beneficial outcomes over time (Ybema *et al.*, 2020).
29
30
31
32

Future Research Agenda

33
34 Integrating VB, CD, and HRM literature streams via multiple stakeholder and interactive
35
36 conceptualization can advance sustainable career research by addressing the overemphasis on
37
38 career agency at the expense of considering contextual factors (Van der Heijden *et al.*, 2020).
39
40 Empirical studies can help identify innovative ways for organizations to attract and retain talent
41
42 (McGregor, 2022), particularly as individuals seek purpose and meaning in their lives
43
44 following the temporary restrictions to daily life imposed by national governments in response
45
46 to the COVID-19 pandemic.
47
48
49

50
51 Consequently, we call for future empirical research to consider sustainable careers by
52
53 adopting a whole-life approach (Hirschi *et al.*, 2020) and to assess the effectiveness of different
54
55 CD interventions (Chin *et al.*, 2022) to understand which approaches are most beneficial for
56
57 both actors and which favor either the employee or the organization at the other's expense. For
58
59
60

Career Development International

1
2
3 instance, what is the impact on productivity at the individual and organizational levels from
4
5 focusing on outputs and contributions rather than location or the number of hours worked?
6
7 Could providing employees with the opportunity to participate in serious leisure activities help
8
9 them cope with higher stress levels, enhancing an employee's workplace wellbeing and
10
11 performance? (Nimmi and Donald, 2023). Additionally, what opportunities exist for
12
13 organizations to enhance employee happiness (Spurk *et al.*, 2019)?
14
15

16
17 A further opportunity for future research concerning sustainable careers involves moving
18
19 beyond the employer-employee relationship in recognition of the linked and dependent nature
20
21 of actors that make up a sustainable career ecosystem (Baruch, 2015; Donald, 2023b). We
22
23 agree with Van der Heijden and colleagues (2020) that empirical research focusing on
24
25 temporary workers, gig workers, and entrepreneurs can enhance the utility of the sustainable
26
27 careers construct. Another aspect would be to explore project managers since, as Donald
28
29 (2023a) observes, these workers have high levels of mobility and often experience multiple
30
31 shifts between employee or contractor status across their career span.
32
33

34
35 Moreover, we call for longitudinal research to encompass the temporal aspect of career
36
37 sustainability and consider how age and career stage may influence the individual and the
38
39 relationship with their employer over time. It is possible that the volatility and uncertainty in
40
41 global labor markets, combined with rises by national governments to the qualifying age for
42
43 state pension, will increasingly require people and organizations to navigate chance events,
44
45 career shocks, and variations in the availability of jobs and talent to ensure longevity and
46
47 sustainability. Empirical research is thus required to consider the interplay between planned
48
49 behavior, chance events, and career shocks across the career span (Akkermans *et al.*, 2021;
50
51 Van der Heijden *et al.*, 2020).
52
53

54
55 Finally, a blend of quantitative, qualitative, and mixed methods studies can provide rich
56
57 insights and understanding of a sustainable career's complex and multidimensional
58
59
60

Career Development International

components. Such studies should focus on different geographic contexts, employment sectors, and domains (e.g., public versus private sector). We also call for studies to consider the future needs of individuals, employers, and broader society, to understand the implications, and to offer pragmatic, pre-emptive, and win-win strategies for all actors.

Conclusion

In conclusion, the conceptual model developed in this paper draws together the fragmented literature from the research streams of VB, CD, and HRM. Consequently, the conceptual model and future research agenda can catalyze dialogue, challenge previously-held assumptions, and facilitate a more holistic approach to career and organizational sustainability.

References

- Akkermans, J., Collings, D.G., da Motta Veiga, S.P., Post, C. and Seibert, S. (2021), "Towards a broader understanding of career shocks: Exploring interdisciplinary connections with research on job search, human resource management, entrepreneurship, and diversity", *Journal of Vocational Behavior*, Vol. 126 No. 1, 103563. <https://doi.org/10.1016/j.jvb.2021.103563>
- Akkermans, J., Donald, W.E., Jackson, D. and Forrier, A. (2024), "Are we talking about the same thing? The case for stronger connections between graduate and worker employability research", *Career Development International*, Vol. 29 No. 1, pp. 80-92. <https://doi.org/10.1108/CDI-08-2023-0278>
- Akkermans, J. and Kubasch, S. (2017), "#Trending topics in careers: A review and future research agenda", *Career Development International*, Vol. 22 No. 6, pp. 586-627. <https://doi.org/10.1108/CDI-08-2017-0143>
- Amankwah-Amoah, J., Khan, Z., Wood, G. and Knight, G. (2021), "COVID-19 and digitalization: The great acceleration", *Journal of Business Research*, Vol. 136 No. 1, pp. 602-611. <https://doi.org/10.1016/j.jbusres.2021.08.011>

Career Development International

1
2
3 Arthur, M.B., Hall, D.T. and Lawrence, B.S. (1989), *Handbook of Career Theory*, Cambridge
4
5 University Press, Boston, MA.

6
7 Arthur, M.B., Khapova, S.N. and Wilderom, C.P.M. (2005), "Career success in a
8
9 boundaryless career world", *Journal of Organizational Behavior*, Vol. 26 No. 1,
10
11 pp. 177-202. <https://doi.org/10.1002/job.290>

12
13
14 Bakker, A.B. (2017), "Strategic and proactive approaches to work engagement",
15
16
17 *Organizational Dynamics*, Vol. 46 No. 1, pp. 67-75.
18
19 <http://doi.org/10.1016/j.orgdyn.2017.04.002>

20
21 Baruch, Y. (2015), "Organizational and labor market as career eco-system", De Vos, A. and
22
23 Van der Heijden, B.I.J.M. (Eds.), *Handbook of Research on Sustainable Careers*,
24
25 Edward Elgar, Cheltenham, pp. 164-180.

26
27 Baruch, Y. and Rousseau, D. (2019), "Integrating psychological contracts and ecosystems in
28
29 career studies and management", *Academy of Management Annals*, 13(1).
30
31
32 <https://doi.org/10.5465/annals.2016.0103>

33
34
35 Baruch, Y. and Sullivan, S.E. (2022), "The why, what and how of career research: a review
36
37 and recommendations for future study", *Career Development International*, Vol. 27
38
39 No. 1, pp. 135-159. <https://doi.org/10.1108/CDI-10-2021-0251>

40
41
42 Blau, P.M. (1964), *Exchange and Power in Social Life*, Wiley, New York, NY.

43
44 Blustein, D.L., Duffy, R., Ferreira, J.A., Cohen-Scali, V., Cinamon, R.G. and Allan, B.A.
45
46 (2020), "Unemployment in the time of COVID-19: A research agenda", *Journal of*
47
48 *Vocational Behavior*, Vol. 119 No. 1, 103436.
49
50
51 <https://doi.org/10.1016/j.jvb.2020.103436>

52
53
54 Branicki, L., Steyr, V. and Sullivan-Taylor, B. (2019), "HRM practices and impact on
55
56 organizational performance and employee wellbeing", *The International Journal of*
57
58 *Human Resources Management*, Vol. 30 No. 8, pp. 1261-1286.
59
60

Career Development International

- 1
2
3 Buckholtz, T.J. and Donald, W.E. (2022), “Direct outcomes and win-win relationships
4
5 between university careers advisors and graduate recruiters”, *GiLE Journal of Skills*
6
7 *Development*, Vol. 2 No. 1, pp. 9-25. <https://doi.org/10.52398/gjsd/2022.v2.i1.pp9-25>
8
9
- 10 Chin, T., Jawahar, I.M. and Li, G. (2022), “Development and validation of a career
11
12 sustainability scale”, *Journal of Career Development*, Vol. 49 No. 4, pp. 769-787.
13
14 <https://doi.org/10.1177/089484532199323>
15
16
- 17 Chui, H., Li, H. and Ngo, H-Y. (2022), “Linking protean career orientation and career
18
19 optimism: Career adaptability and career decision self-efficacy as mediators”,
20
21 *Journal of Career Development*, Vol. 49 No. 1, pp. 161-173.
22
23 <https://doi.org/10.1177/0894845320912526>
24
25
- 26 Clarke, M. (2018), “Rethinking graduate employability: The role of capital, individual
27
28 attributes and context”, *Studies in Higher Education*, Vol. 43 No. 11, pp. 1923-1937.
29
30 <https://doi.org/10.1080/03075079.2017.1294152>
31
32
- 33 Cole, D. and Coulson, B. (2022), “Through and beyond COVID-19, promoting whole person,
34
35 lifelong and lifewide learning”, *Journal of Innovation and Polytechnic Education*,
36
37 Vol. 4 No. 1, pp. 81-90.
38
39
- 40 Cole, D. and Donald, W.E. (2022), “Shifting the narrative: Towards a more holistic approach
41
42 to learning”, *GiLE Journal of Skills Development*, Vol. 2 No. 1, pp. 3-4.
43
44 <https://doi.org/10.52398/gjsd.2022.v2.i1.pp3-4>
45
46
- 47 Cooke, F.J., Dickmann, M. and Parry, E. (2021), “IJHRM after 30 years: taking stock in
48
49 times of COVID-19 and looking towards the future of HR research”, *The International*
50
51 *Journal of Human Resource Management*, Vol. 32 No. 1, pp. 1-23.
52
53 <https://doi.org/10.1080/09585192.2020.1833070>
54
55
56
57
58
59
60

Career Development International

- 1
2
3 De Cuyper, N. and De Witte, H. (2011), “The management paradox: Self-rated employability
4 and organizational commitment and performance”, *Personnel Review*, Vol. 40 No. 2,
5
6 pp. 152-172. <https://doi.org/10.1108/00483481111106057>
7
8
9
- 10 De Jong, E.M., Ziegler, N. and Schippers, M.C. (2020), “From Shattered Goals to Meaning in
11 Life: Life Crafting in Times of the COVID-19 Pandemic”, *Frontiers in Psychology*,
12
13 <https://doi.org/10.3389/fpsyg.2020.577708>
14
15
16
- 17 De Vos, A., De Hauw, S. and Van der Heijden, B.I.J.M. (2011), “Competency development
18 and career success: The mediating role of employability”, *Journal of Vocational*
19
20 *Behavior*, Vol. 79 No. 2, pp. 438-447. <https://doi.org/10.1016/j.jvb.2011.05.010>
21
22
23
- 24 De Vos, A., Van der Heijden, B.I.J.M. and Akkermans, J. (2020), “Sustainable careers:
25 Towards a conceptual model”, *Journal of Vocational Behavior*, Vol. 117 No. 1,
26
27 103196. <https://doi.org/10.1016/j.jvb.2018.06.011>
28
29
30
- 31 Donald, W.E. (2023a), “Application of career ecosystems theory and the new psychological
32 contract to the field of project management: Toward a conceptual model”, *Project*
33
34 *Management Journal*, Vol. 54 No. 1, pp. 7-18.
35
36 <https://doi.org/10.1177/87569728221118873>
37
38
39
- 40 Donald, W.E. (2023b). *Handbook of Research on Sustainable Career Ecosystems for*
41
42 *University Students and Graduates*, IGI Global, Pennsylvania, NJ.
43
44 <https://doi.org/10.4018/978-1-6684-7442-6>
45
46
- 47 Donald, W.E. (2023c), “Sustainable talent pipelines and person-organisation fit: Strategic
48 insights from UK graduates”, *Career Development International*, Vol 28 No. 2,
49
50 pp. 234-249. <https://doi.org/10.1108/CDI-10-2022-0285>
51
52
53
- 54 Donald, W.E., Ashleigh, M.J. and Baruch, Y. (2022), “The university-to-work transition:
55 Responses of universities and organizations to the COVID-19 pandemic”, *Personnel*
56
57 *Review*, Vol. 51 No. 9, pp. 2201-2221. <https://doi.org/10.1108/PR-03-2021-0170>
58
59
60

Career Development International

1
2
3 Donald, W.E., Baruch, Y. and Ashleigh, M.J. (2019), “The undergraduate self-perception of
4 employability: Human capital, careers advice and career ownership”, *Studies in Higher*
5
6 employability: Human capital, careers advice and career ownership”, *Studies in Higher*
7
8 *Education*, Vol. 44 No. 4, pp. 599-614.

9
10 <https://doi.org/10.1080/03075079.2017.1387107>

11
12 Donald, W.E., Baruch, Y. and Ashleigh, M.J. (2020), “Striving for sustainable graduate
13 careers: Conceptualization via career ecosystems and the new psychological contract”,
14
15 *Career Development International*, Vol. 25 No. 2, pp.90-110.

16
17
18
19 <https://doi.org/10.1108/cdi-03-2019-0079>

20
21 Donald, W.E., Baruch, Y. and Ashleigh, M.J. (2023), “Technological transformation and
22
23 human resource development of early career talent: Insights from the accounting,
24
25 banking, and finance”, *Human Resource Development Quarterly*, Vol. 34 No. 3, pp.
26
27 131-134. <https://doi.org/10.1002/hrdq.21491>

28
29 Donald, W.E., Baruch, Y. and Ashleigh, (2024), “Construction and operationalisation of an
30
31 Employability Capital Growth Model (ECGM) via a systematic literature review (2016-
32
33 2022)”, *Studies in Higher Education*, Vol. 49 No. 1, pp. 1-15.

34
35
36
37 <https://doi.org/10.1080/03075079.2023.2219270>

38
39 Donald, W.E. and Manville, G. (2023), “Fostering career self-efficacy via mindfulness and
40
41 life coaching: A positive psychology sustainable career framework”, Donald, W.E.
42
43 (Ed.), *Establishing and Maintaining Sustainable Career Ecosystems for University*
44
45 *Students and Graduates*, IGI Global, Pennsylvania, NJ, pp. 450-468.

46
47
48
49 <https://doi.org/10.4018/978-1-6684-7442-6.ch023>

50
51 Dubbelt, L., Demerouti, E. and Rispens, S. (2019), “The value of job crafting for work
52
53 engagement, task performance, and career satisfaction: longitudinal and quasi-
54
55 experimental evidence”, *European Journal of Work and Organizational Psychology*,
56
57 Vol. 28 No. 3, pp. 300-314. <https://doi.org/10.1080/1359432X.2019.1576632>

Career Development International

- 1
2
3 Fan, Y. and Potočnik, K. (2021), “The impact of the depletion, accumulation, and investment
4 of personal resources on work-life balance satisfaction and job retention: A longitudinal
5 study on working mothers”, *Journal of Vocational Behavior*, Vol. 131 No. 1, 103656.
6
7
8 <https://doi.org/10.1016/j.jvb.2021.103656>
9
10
11
12 Frederiksen, A. and Kato, T. (2018), “Human capital and career success: Evidence from
13 Linked employer-employee data”, *The Economic Journal*, Vol. 128 No. 613,
14 pp. 1952-1982. <https://doi.org/10.1111/eoj.12504>
15
16
17
18
19 Fugate, M., Van der Heijden, B.I.J.M., De Vos, A., Forrier, A. and De Cuyper, N. (2021), “Is
20 what’s past prologue? A review and agenda for contemporary employability research”,
21
22
23
24
25
26
27 <https://doi.org/10.5465/annals.2018.0171>
28
29
30 Gubbins, C. and Dooley, L. (2021), “Delineating the tacit knowledge-seeking phase of
31 knowledge sharing: The influence of relational social capital components”, *Human
32 Resource Development Quarterly*, Vol. 32 No. 3, pp. 319-348.
33
34
35
36 <https://doi.org/10.1002/hrdq.21423>
37
38
39 Gupta, M. (2019), “Does work engagement mediate the perceived career support- and career
40 adaptability- work performance relationship?”, *Journal of Global Operations and
41 Strategic Sourcing*, Vol. 12 No. 2, pp. 310-327.
42
43
44
45 <https://doi.org/10.1108/JGOSS-08-2017-0032>
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
- Haenggli, M., Hirschi, A., Rudolph, C.W. and Peiro, J.M. (2021), “Exploring the dynamics of
protean career orientation, career management behaviors, and subjective career success:
An action regulation theory approach”, *Journal of Vocational Behavior*, Vol. 131
No. 1, 103650. <https://doi.org/10.1016/j.jvb.2021.103650>

Career Development International

1
2
3 Healy, M., Hammer, S. and McIlveen, P. (2022), "Mapping graduate employability and
4
5 career development in higher education research: A citation network analysis", *Studies*
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

<https://doi.org/10.1080/03075079.2020.1804851>

Hirschi, A., Steiner, R., Burmeister, A. and Johnston, C.S. (2020), "A whole-life perspective
of sustainable careers: The nature and consequences of nonwork orientations", *Journal*
of Vocational Behavior, Vol. 117 No. 2020, 103319.

<https://doi.org/10.1016/j.jvb.2019.103319>

Hirschi, A., Zacher, H. and Stockley, K.M. (2022), "Whole-life career self-management: A
conceptual framework", *Journal of Career Development*, Vol. 49 No. 2, pp. 344-362.

<https://doi.org/10.1177/0894845320957729>

Hirudayaraj, M. and Matić, J. (2021), "Leveraging human resource development practice to
enhance organizational creativity: A multilevel conceptual model", *Human Resource*
Development Review, Vol. 20 No. 2, pp. 172-206.

<https://doi.org/10.1177/1534484321992476>

Huang, Q., Xing, Y. and Gamble, J. (2019), "Job demands-resources: a gender perspective on
employee wellbeing in retail stores in China", *The International Journal of Human*
Resource Management, Vol. 30 No. 8, pp. 1323-1341.

<https://doi.org/10.1080/09585192.2016.1226191>

Janssen, E., Van der Heijden, B. I. J. M. and Akkermans, J. (2021), "Unraveling the complex
relationship between career success and career crafting: Exploring the nonlinearity and
the moderating role of learning value of the job", *Journal of Vocational Behavior*,

Vol. 130 No. 2021, 103620. <https://doi.org/10.1016/j.jvb.2021.103620>

Career Development International

- 1
2
3 Kelly, C.M., Strauss, K., Arnold, J., and Stride, C. (2020), “The relationship between leisure
4 activities and psychological resources that support a sustainable career: The role of
5 leisure seriousness and work-leisure similarity”, *Journal of Vocational Behavior*,
6 Vol. 117, 103340. <https://doi.org/10.1016/j.jvb.2019.103340>
7
8
9
10
11
12 Krammer, S.M. (2021), “Navigating the New Normal: Which firms have adapted better to the
13 COVID-19 disruption?”, *Technovation*, Vol. 110 No. 1, 102368.
14
15 <https://doi.org/10.1016/j.technovation.2021.102368>
16
17
18
19 Liu, Y., Cooper, C.L. and Tarba, S.Y. (2019), “Resilience, wellbeing and HRM: A
20 multidisciplinary perspective”, *The International Journal of Human Resource*
21 *Management*, Vol. 30 No. 8, pp. 1227-1238.
22
23 <https://doi.org/10.1080/09585192.2019.1565370>
24
25
26
27
28 McCracken, M., Currie, D. and Harrison, J. (2016), “Understanding graduate recruitment,
29 development and retention for the enhancement of talent management: sharpening ‘the
30 edge’ of graduate talent”, *The International Journal of Human Resource Management*,
31 Vol. 27 No. 22, pp. 2727-2752. <https://doi.org/10.1080/09585192.2015.1102159>
32
33
34
35
36
37
38 McGregor, J. (2022), *Five Predictions For How Your Job Will Change In 2022*.
39 [https://www.forbes.com/sites/jenamcgregor/2022/01/06/five-predictions-for-how-](https://www.forbes.com/sites/jenamcgregor/2022/01/06/five-predictions-for-how-your-job-will-change-in-2022-if-you-decide-to-keep-it/?sh=8e32284367e6)
40 [your-job-will-change-in-2022-if-you-decide-to-keep-it/?sh=8e32284367e6](https://www.forbes.com/sites/jenamcgregor/2022/01/06/five-predictions-for-how-your-job-will-change-in-2022-if-you-decide-to-keep-it/?sh=8e32284367e6)
41
42
43
44
45 Mehlhouse, K., Johnsen, K.B. and Erford, B.T. (2023), “A meta-study of the Journal of
46 Career Development: An analysis of publication characteristics from 2000 to 2019”,
47 *Journal of Career Development*, Vol. 50 No. 3, pp. 534-546.
48
49 <https://doi.org/10.1177/08948453221112110>
50
51
52
53
54 Mirvis, P.H. and Hall, D.T. (1994), “Psychological success and the boundaryless career”,
55 *Journal of Organizational Behavior*, Vol. 15 No. 4, pp. 365-380.
56
57 <https://doi.org/10.1002/job.4030150406>
58
59
60

Career Development International

- 1
2
3 Neault, R.A. and Pickerell, D.A. (2011), "Career engagement: bridging career counseling and
4
5 employee engagement", *Journal of Employment Counseling*, Vol. 48 No. 4,
6
7 pp. 185-188. <https://doi.org/10.1002/j.2161-1920.2011.tb01111.x>
8
9
- 10 Nimmi, P.M. and Donald, W.E. (2023), "Modelling the interaction between serious leisure,
11
12 self-perceived employability, stress, and workplace well-being: empirical insights from
13
14 graduates in India", *Personnel Review*, Vol. 51 No. 1, pp. 272-287.
15
16 <https://doi.org/10.1108/PR-04-2021-0305>
17
18
- 19 Nimmi, P.M., Joseph, G. and Donald, W.E. (2022), "Is it all about perception? A
20
21 sustainability viewpoint on psychological capital and life wellbeing of management
22
23 graduates", *Higher Education, Skills and Work-Based Learning*, Vol. 12 No. 2,
24
25 pp. 384-398. <https://doi.org/10.1108/HESWBL-01-2021-0004>
26
27
- 28 Peeters, E., Nelissen, N., De Cuyper, N., Forrier, A., Verbruggen, M., and De Witte, H.
29
30 (2019), "Employability capital: A conceptual framework tested through expert
31
32 analysis", *Journal of Career Development*, Vol. 46 No. 2, pp. 79-93.
33
34 <https://doi.org/10.1177/0894845317731865>
35
36
- 37 Rodrigues, R., Butler, C.L. and Guest, D. (2020), "Evaluating the employability paradox:
38
39 When does organizational investment in human capital pay off?", *The International*
40
41 *Journal of Human Resource Management*, Vol. 31 No. 9, pp. 1134-1156.
42
43 <https://doi.org/10.1080/09585192.2019.1704825>
44
45
- 46 Römgens, I., Scoupe, R. and Beusaert, S. (2020), "Unraveling the concept of employability:
47
48 Bringing together research on employability in higher education and the workplace",
49
50 *Studies in Higher Education*, Vol. 45 No. 12, pp. 2588-2603.
51
52 <https://doi.org/10.1080/03075079.2019.1623770>
53
54
- 55 Rousseau, D. (1995), *Psychological Contracts in Organizations*, SAGE Books, Washington
56
57 DC.
58
59
60

Career Development International

Schrage, J., Barraclough, A.D., Wilkerson, B., Cusens, J. and Fuller, J. (2022), “Developing positional awareness in sustainability science: four archetypes for early career scientists working in an SDG world”, *Sustainability Science*, pp. 1-6.

<https://doi.org/10.1007/s11625-022-01239-3>

Smale, A., Bagdadli, S., Cotton, R., Dello Russo, S., Dickman, M., Dysvik, A., ... and Unite, J. (2019), “Proactive career behaviors and subjective career success: The moderating role of national culture”, *Journal of Organizational Behavior*, Vol. 40, pp.105-122.

<https://doi.org/10.1002/job.2316>

Son, S. (2018), “The more reflective, the more career adaptable: A two-wave mediation and moderation analysis”, *Journal of Vocational Behavior*, Vol. 109 No. 1, pp.44-53.

<https://doi.org/10.1016/j.jvb.2018.09.004>

Spurk, D., Hirschi, A. and Dries, N. (2019), “Antecedents and outcomes of objective versus subjective career success: Competing perspectives and future directions”, *Journal of Management*, Vol. 45 No. 1, pp. 35-69. <https://doi.org/10.1177/0149206318786563>

Stevenson, B.J., Kathawalla, U., Smith, C. and Mueller, L. (2022), “Career development in transitional work settings: A qualitative investigation among veterans and vocational counselors”, *Journal of Career Development*, Vol. 50 No. 4, pp. 947-964.

<https://doi.org/10.1177/08948453221137344>

Tims, M. and Akkermans, J. (2020), “Job and career crafting to fulfill individual career pathways”, Carter, G. and Hedge, J. (Eds.), *Career Pathways School to Retirement and Beyond*, Oxford University Press, Oxford, UK, pp. 165–190.

Tomlinson, M. (2017), “Forms of graduate capital and their relationship to graduate employability”, *Education and Training*, Vol. 59 No. 4, pp. 338-352.

<https://doi.org/10.1108/ET-05-2016-0090>

Career Development International

- 1
2
3 Tzabbar, D., Tzafrir, S.S. and Baruch, Y. (2017), “A bridge over trouble water: replication,
4
5 integration and extension of the relationship between HRM practices and organizational
6
7 performance using moderating meta-analysis”, *Human Resource Management Review*,
8
9 Vol. 27 No. 1, pp. 134-148. <https://doi.org/10.1016/j.hrmr.2016.08.002>
- 10
11
12 Van der Heijde, C.M. and Van der Heijden, B.I.J.M. (2006), “A competence-based and
13
14 multidimensional operationalization and measurement of employability”, *Human*
15
16 *Resource Management*, Vol. 45 No. 3, pp. 449-476. <https://doi.org/10.1002/hrm.20119>
- 17
18
19 Van der Heijden, B.I.J.M. (2005), ““No one has ever promised you a rose garden” On
20
21 *shared responsibility and employability enhancing strategies throughout careers*”,
22
23 Open University of the Netherlands/Assen, Heerlen.
- 24
25
26 Van der Heijden, B.I.J.M. and De Vos, A. (2015), “Sustainable careers: Introductory
27
28 chapter”, De Vos, A. and Van der Heijden, B.I.J.M (Eds.), *Handbook of Research on*
29
30 *Sustainable Careers*, Edward Elgar Publishing, Cheltenham, UK and Northampton,
31
32 MA, USA, pp. 1-19.
- 33
34
35 Van der Heijden, B.I.J.M., De Vos, A., Akkermans, J., Spurk, D., Semeijn, J., Van der Velde,
36
37 M. and Fugate, M. (2020), “Sustainable careers across the lifespan: Moving the field
38
39 forward”, *Journal of Vocational Behavior*, Vol. 117 No. 2020, 103344.
40
41
42 <https://doi.org/10.1016/j.jvb.2019.103344>
- 43
44
45 Vanhercke, D., De Cuyper, N., Peeters, E. and De Witte, H. (2014), “Defining perceived
46
47 employability: a psychological approach”, *Personnel Review*, Vol. 43 No. 4,
48
49 pp. 592-605. <https://doi.org/10.1108/PR-07-2012-0110>
- 50
51
52 van Woerkom, M. (2021), “Building Positive Organizations: A Typology of Positive
53
54 Psychology Interventions”, *Frontiers in Psychology*,
55
56 <https://doi.org/10.3389/fpsyg.2021.769782>
- 57
58
59
60

Career Development International

Weintraub, J., Cassell, D. and DePatie, T.P. (2021), “Nudging flow through ‘SMART’ goal setting to decrease stress, increase engagement, and increase performance at work”,

Journal of Occupational and Organizational Psychology, Vol. 94 No. 2, pp.230-258.

<https://doi.org/10.1111/joop.12347>

Ybema, J.F., van Vuuren, T. and Van Dam, K. (2020), “HR practices for enhancing sustainable employability: implementation, use, and outcomes”, *The International*

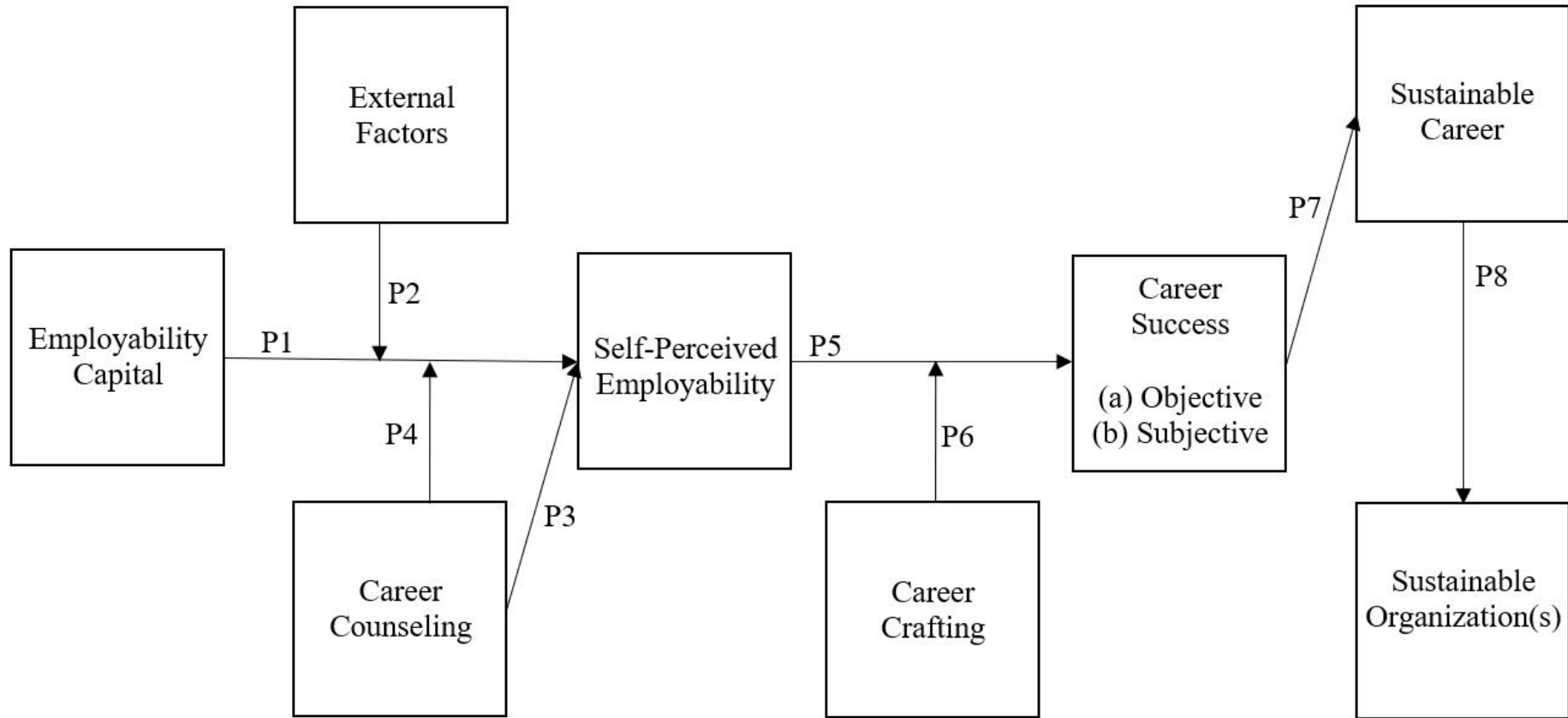
Journal of Human Resource Management, Vol. 31 No. 7, pp.886-907.

<https://doi.org/10.1080/09585192.2017.1387865>

Table 1. Nine forms of Employability Capital (Donald *et al.*, 2024, p. 7).

ID	Theme	Definition
1	Social Capital	The resources an individual gains via establishing and nurturing relationships through networks with various other individuals and groups, leading to enhanced self-perceived employability via an understanding of values, norms, and practices.
2	Cultural Capital	The influence of the situations experienced by an individual leading to the accumulation of culturally valued knowledge to determine one's self-perceived employability and functionality within the labour market.
3	Psychological Capital	The characteristics of an individual that determine 'who you are', building on social cognitive theory and positive psychology, to offer a personal resource for enhancing self-perceived employability and navigating volatile and global labour market environments.
4	Personal Identity Capital	How prospective employers and others judge an individual based on their background and the associated signals they present. Personal identity capital can enhance or detract from other forms of capital, but an individual's agency is restricted by external systems.
5	Health Capital	An accumulation (or lack) of resources related to the mental and physical state of an individual, including health dimensions within and outside of their control that impact their self-perceived employability and ability to perform a job.
6	Scholastic Capital	The resources from pre-university education, university education, and additional professional qualifications that cumulatively determine self-perceived employability.
7	Market-Value Capital	The cumulative resources from experiences gained from the labour market combined with technical and personal skills that determine self-perceived employability.
8	Career Identity Capital	The cumulative resources from engaging in reflective practices, seeking career counselling, and adopting personal agency to increase one's ability to signal their self-perceived employability to prospective employers.
9	Economic Capital	An individual's access (or lack of) to material resources and the associated money that can be generated directly or indirectly from these resources to enhance one's self-perceived employability.

Figure 1



Note: For P8, a sustainable career can play out across one or more organizations at a given point in time or across one's career span.

Caption: Framing Sustainable Careers: A conceptual model for sustainable careers and sustainable organizations integrating the Vocational Behavior (VB), Career Development (CD), and Human Resource Management (HRM) literature.