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# Perceived employability and job crafting: three sequential studies on Vietnamese young professionals

Thi-Ngoan Dinh

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Thi-Ngoan Dinh. Perceived employability and job crafting: three sequential studies on Vietnamese young professionals. Business administration. Université Panthéon-Sorbonne - Paris I, 2023. English. NNT : 2023PA01E017 . tel-04538606

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UNIVERSITE PARIS I- PANTHEON SORBONNE

Institut d'Administration des Entreprises de Paris

École doctorale de Management Panthéon-Sorbonne - ED 559

**Perceived Employability and Job Crafting**

*Three sequential studies on Vietnamese young professionals*

THÈSE

présentée et soutenue publiquement le 16 novembre 2023 en

vue de l'obtention du

**DOCTORAT EN SCIENCES DE GESTION**

par

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## **Affidavit**

I, undersigned Dinh Thi Ngoan, hereby declare that the work presented in this manuscript is my own work, carried out under the scientific supervision of Prof. Géraldine Schmidt and Prof. Clotilde Coron (thesis directors), following the principles of honesty, integrity, and responsibility inherent to the research mission. The research work and the writing of this manuscript have been carried out in compliance with both the French national charter for Research Integrity and the University Paris 1, Pantheon Sorbonne, France charter on the fight against plagiarism.

This work has not been submitted previously either in this country or in another country in the same or a similar version to any other examination body.

Place: IAE Paris - Sorbonne Business School, Paris

Date: 16/11/2023

## **Acknowledgments**

In my Ph.D. journey, I cannot agree more that this dissertation was an extremely challenging academic journey on which I owed many debts of gratitude to multiple sources.

First of all, I am especially indebted to my thesis supervisors: Professor Géraldine Schmidt from IAE Paris - Sorbonne Business School, University Paris 1, Pantheon Sorbonne and Professor Clotide Coron from Université Paris-saclay who provided me with all the necessary support and time to pursue this doctorate with complete dedication. I always found them kind and supportive from the first day, and they have always been there whenever I needed their help. Prof. Géraldine Schmidt and Clotide Coron's friendly and encouraging approach helped boost my confidence and learning.

I am also grateful to the reporters, Professor Patrice Laroche from IAE de Nancy and Professor Séverine Ventolini from Université de Tours for their precious time to review my dissertation and for their valuable feedback during the pre-defense of this thesis. I am also very thankful to Professor Eric Davoine from Université de Fribourg, Professor Anne Janand from Université Paris-Saclay for their willingness to be part of my Ph.D. jury.

Moreover, I am thankful to Mr. Christophe FUSTINI, Mr. Raphaël HAGET, and all other members of the administrative staff who were always around me whenever I needed their help. I am also grateful to all the professors of IAE Paris and my Ph.D. fellows for their kindness, guidance, and support. I am thankful to my colleagues and friends from Vietnam who always supported me, especially Dr. Hiep Pham, who has always been willing to support me.

Last but not least, many thanks are due to each member of my family and Vietnamese friends, who have provided me with extensive personal guidance, enormous support, love, and encouragement, and who taught me a great deal about both education and life in general.

I am especially indebted to my mother, father, my elder brother, and my cousin Le Trang who know the actual value of education. They always helped and supported me in my following dream of higher education. Their eyes always shine with the light of happiness whenever I get success.

Dinh Thi Ngoan

Paris

November 2023

## **Abstract**

Employability has long been a concern of scholars because of its complicated nature and changes in labor markets to meet the new requirements of the Industrial Revolution 4.0 and globalization. The overarching research question is “*what is the role of job crafting in contributing to Young Professionals’ perceived employability in the Vietnamese context?*” The first essay was a bibliometrics review aimed to track the trends, changes, and development of employability research. From this, a more comprehensive overview of employability research was outlined, leading to potential avenues for future research. Accordingly, the second essay was aimed to investigate if career competencies could enhance YPs’ perceived employability via career success and job crafting in Vietnamese context. PLS-SEM was used to evaluate the measurement and structural models and to examine the mediating role of career success (objective and subjective) and job crafting. From this, job crafting showed the most significant effects and related to both staff’s autonomy & managers’ control. Therefore, job crafting and employability were at the heart of the third essay. The third essay aimed at exploring the role of managers in facilitating YP’s job crafting and the extent to which job crafting contributes to the improvement of YP’s employability. The third essay reveals specific findings in the Vietnamese context. The dissertation extends the previous literature on employability more to personal and multilevel perspective (from managers and young professionals) with the effects of personal resources (career competencies) through personal adaptation (job crafting) and personal success (career success), which can lead to HR management indications.

**Keywords:** *Employability, Science Mapping, Employers’ Requirements, Work-integrated Learning, Antecedents, Career Competencies, Perceived Employability, Career Success, Job Crafting, Young Professionals, Vietnam.*

## **Résumé**

L'employabilité est depuis longtemps une préoccupation des chercheurs en raison de sa nature complexe et de l'évolution des marchés du travail pour répondre aux nouvelles exigences de la révolution industrielle 4.0 et de la mondialisation. La question primordiale de la recherche est « *quel est le rôle de la création d'emplois dans la contribution à l'employabilité perçue des jeunes professionnels (JPs) dans le contexte Vietnamien ?* » Le premier essai était une revue bibliométrique visant à suivre les tendances, les changements et le développement de la recherche sur l'employabilité. À partir de là, un aperçu plus complet de la recherche sur l'employabilité a été esquissé, ouvrant la voie à des pistes potentielles pour de futures recherches. En conséquence, le deuxième essai visait à déterminer si les compétences professionnelles pouvaient améliorer l'employabilité perçue des JPs via la réussite professionnelle et la création d'emplois dans le contexte Vietnamien. PLS-SEM a été utilisé pour évaluer les modèles de mesure et structurels et pour examiner le rôle médiateur de la réussite professionnelle (objective et subjective) et de la création d'emplois. À partir de là, la création d'emplois a montré les effets les plus significatifs et était liée à la fois à l'autonomie du personnel et au contrôle des managers. Par conséquent, la création d'emplois et l'employabilité étaient au cœur du troisième essai. Le troisième essai visait à explorer le rôle des gestionnaires dans la facilitation de la création d'emplois chez les jeunes et la mesure dans laquelle la création d'emplois contribue à l'amélioration de l'employabilité des JPs. Le troisième essai révèle des résultats spécifiques dans le contexte Vietnamien. La thèse étend la littérature précédente sur l'employabilité davantage à une perspective personnelle et multiniveau (de la part des managers et des JPs) avec les effets des ressources personnelles (compétences de carrière) à travers l'adaptation personnelle (création d'emploi) et la réussite personnelle (réussite de carrière), qui peuvent conduire à l'indications de gestion des ressources humaines.

**Mots-clés :** *employabilité, cartographie scientifique, exigences des employeurs, apprentissage intégré au travail, antécédents, compétences professionnelles, employabilité perçue, réussite professionnelle, création d'emploi, jeunes professionnels, Vietnam.*

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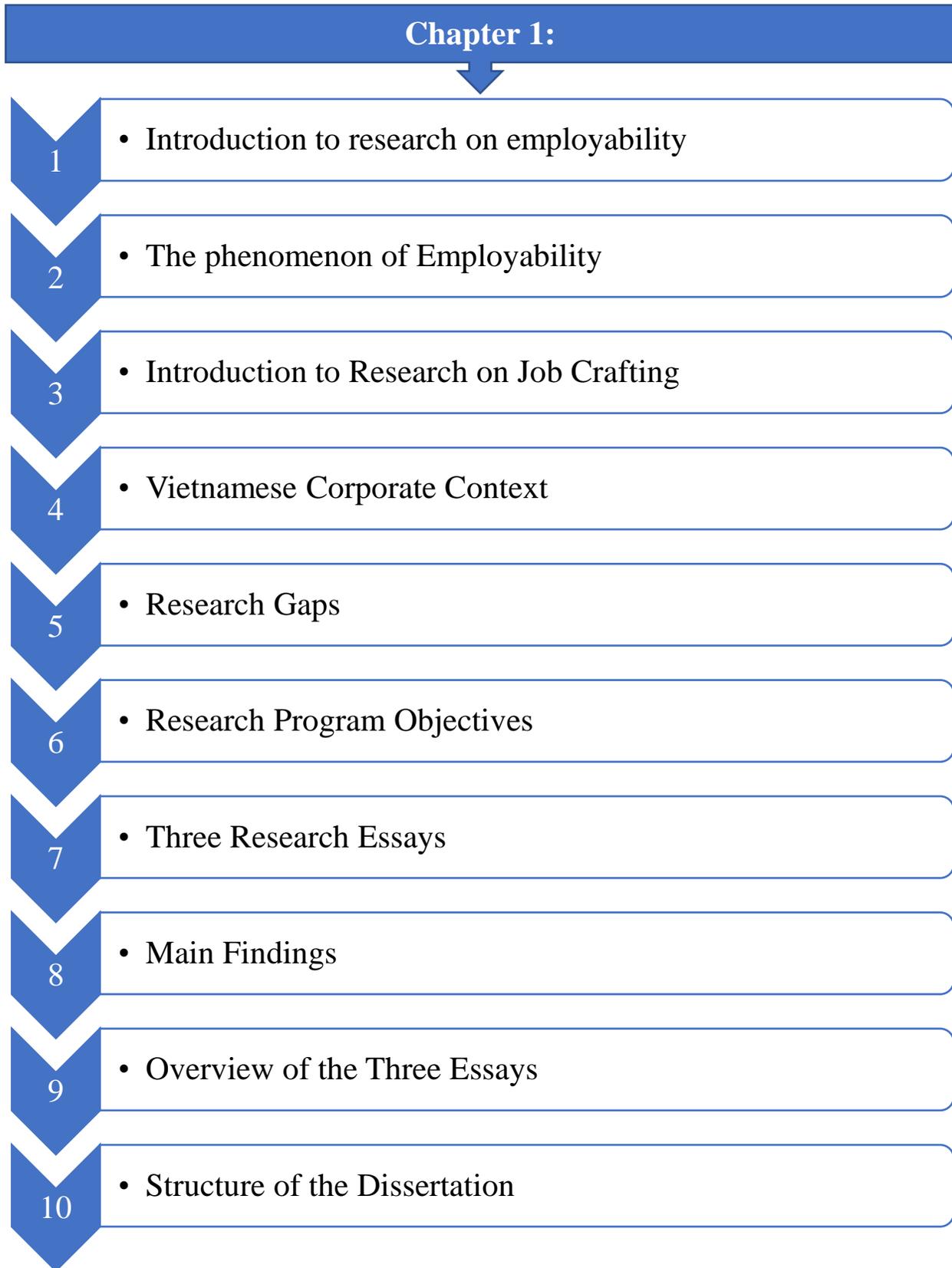
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**List of Abbreviations**

<b>YP</b>	Young Professionals
<b>JD-R</b>	Job Demands-Resources
<b>HEIs</b>	Higher Education Institutions
<b>HRM</b>	Human Resources Management
<b>WIL</b>	Work-Integrated Learning
<b>PLS-SEM</b>	Partial least square structural equation modelling

**CHAPTER 1:  
GENERAL INTRODUCTION**



## 1.1. Introduction to Research on Employability

Research on employability has drawn attention from scholars for nearly a century. One of the first articles about employability was published in 1927. It identified the need for achievement as the determinant of employability (Tseng, 1972). Having developed over nearly 100 years, the nature of employability has been considered complicated (Sumanasiri *et al.*, 2015) because employability can be investigated through many perspectives of employers, educators, students or even policy-makers (Rothwell & Rothwell, 2017). Similarly, this issue is also investigated in different approaches and themes, such as capital, career management, and contextual approaches (Williams *et al.*, 2016), within different contexts (Van der Heijde, 2014).

Moreover, employability has become a global norm and the priority for policy actors. In detail, policy actors have been encouraged to change education policies, especially when there have been global skill mismatches or large-scale unemployment (Singh & Ehlers, 2020). One of the main reasons for these weaknesses is from a structural shift in labor markets and the resulting gaps between what employers require and what undergraduates and graduates possess. For example, identified skill gaps are critical thinking, interpersonal skills, self-management, communication, and problem-solving (Abbasi *et al.*, 2018) or numeracy, independent learning, IT, and creativity (Hill *et al.*, 2019). More generally, graduates have hardly met soft skill requirements at work (Succi & Canovi, 2020).

Though the literature illustrates a rapid growth in employability research in the literature, the focus of studies on employability has been mainly the preparation of higher education institutions (HEIs). The review of Masduki *et al.*, (2022) reveals that there has been a rapid growth in employability research and predicts that there will be more and more research in the field. A variety of studies in the literature devoted to finding out what HEIs did and should do to equip graduates with employability skills (Ressia & Shaw, 2022). These investigations have been related to skill gaps, out-come based learning, work-integrated learning, extracurricular activities, internship etc., (Noori & Azmi, 2021). These studies highlighted the role of HEIs in enhancing graduates' employability with the gaps between HEIs' preparation and employers' requirements (Tran 2015, Chhinzer & Russo, 2017) such as weak soft skills, overeducation, and job mismatches (Figueiredo *et al.*, 2017, Hill *et al.*, 2019).

Besides, a host of other studies regarded graduate employability as employees' assets such as career attitude, social capital and emotional intelligence (Forrier *et al.*, 2018). These focuses treat employability as a result rather than a process. Therefore, the focus on personal agency in employability research is still considered an overlooked side of employability. As such, we propose that it is essential to investigate employability further with more central focus put on personal agency, illustrating the interaction between perceived employability and job crafting. As a response, this dissertation explores “*What is the role of job crafting in contributing to Young Professionals' perceived employability in the Vietnamese context?*”

With this dissertation, we expect to cast new lights on the perceived employability phenomenon and contribute to the understanding of the effects of job crafting and career success on the relationship between career competencies and perceived employability among Vietnamese young professionals. Besides, more understanding of to what extent both young professionals and managers perceive the role of job crafting in contributing to the enhancement of young professionals' perceived employability. The focus of the dissertation is putting the personal agency at the center of the research with views from both managerial and individual perspectives. Personal agency is an important focus but has received little attention in the current literature because of a heavy focus on HIEs' roles regarding graduates' employability.

## **1.2. The Phenomenon of Employability**

Employability has been drawing attention from recruiters, higher education institutions and employees. “The combination of rapidly increasing speed in technology developments, new business models, expanded globalization, and increased demand for productivity, creativity, and flexibility” has accelerated scholars' interest in employability in the 21st century (De Vos *et al.*, 2021, p.4). Strong employability not only enables employees to obtain and retain employment but also helps them to have a chance of employment in both internal and external markets (Forrier & Sels, 2003) . Although one of the main goals of HEIs is to get graduates prepared for a profession when entering the workforce (Weerathunga & Mallawarachchi, 2020), there have still been global skill mismatches and large-scale unemployment (Singh & Ehlers, 2020).

So far, employability has drawn a great deal of attention from scholars from a variety of perspectives because of its complicated nature. Tomlinson (2012) proposed three aspects of employability: knowledge and skills, employers' recruitment standards, and personality. Similarly,

Williams *et al.* (2016) concluded that employability is a multifaceted construct consisting of capital, career management, and contextual dimensions. Artess *et al.* (2018) highlighted specialist technical and transferable skills, knowledge and applications, qualities and values as key aspects of employability. These illustrate a wider interpretation of employability from educational and governmental, organizational and individual perspectives (Guilbert *et al.*, 2016).

In this section, we first approach the employability phenomenon by providing an employability concept and employability investigation under three main perspectives. Second, we argue that employability is important for practitioners, policy makers, and scholars.

### ***1.2.1. Description of Employability***

#### *Employability concept*

There have been many variations in the way scholars define employability. Gazier (1999) coined the very first concept of employability as the contrast between employable individuals and unemployable ones. The definition then focused more on attitudes, knowledge, skills. Employability was identified by Hillage & Pollard (1999) as graduates' ability to get employed, maintain jobs, obtain a new job and maintain their quality of work. Similarly, employability can also be seen as a combination of skills, expertise, understanding, and personal characteristics (Pool & Sewell, 2007). However, for a wider understanding, Yorke & Knight (2006) defined employability as "a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy." (p.8). Based on this definition, employability is seen as progress throughout an employee's working life, rather than individual assets. Likewise, Reid (2016) suggested employability be regarded as a process in which all of various stakeholders' needs are met. This definition shifts the debate away from the usual understanding of employability. Despite various interpretations of employability, this concept is understood as graduates' ability to gain, maintain their occupation and become successful in present jobs as well as future employment thanks to groups of vital elements.

#### *Employability under three perspectives*

Employability has been mainly investigated through three perspectives: policy, organizational and personal perspectives [See Table 1.1]. While the organizational perspective focuses on employers'

strategies to boost employees’ employability, policy perspective emphasizes the contribution of curricula to graduates’ employability as well as job creation and sustainability (Guilbert *et al.*, 2016). The personal perspective includes 3 approaches: competence-based employability, trait-based employability and self-perceived employability (Vargas *et al.*, 2018). Perceived employability is an effective approach because it “focuses on just on internal personal factors related to one’s perception of one’s own capacities and skills for finding a job, but also on structural or external factors, such as the individual’s perception of the impact of the external employment market and the importance of their qualifications or profession when trying to find a job.” (Vargas *et al.*, , 2018, p. 3). Accordingly, perceived employability is divided into perceived internal employability and perceived external employability (Blokker *et al.*, 2019). More specifically, “external employability refers to the ability and willingness to switch to a similar or another job in another firm...Meanwhile, internal employability refers to a worker’s ability and willingness to remain employed with the current employer...” (Juhdi *et al.*, 2010, p. 2).

**Table 1.1 Three Perspectives in Employability Research**

Perspectives	Focus	Typical Scholars	Research
<b>Policy</b>	The importance of governments and educational policies to enhance workers’ employability; the role of HEIs’ policies to equip their graduates with necessary employability skills to meet the requirements of future employers.	Hillage & Pollard (1999)	proposed government and educational policies to boost the employability deployment
		Duff <i>et al.</i> , (2007)	analysed measures that governments took to promote both employment and employability of various groups
		Yorke & Knight (2006), Bridgstock (2009), Nghia <i>et al.</i> , (2019), Misni <i>et al.</i> , (2020) etc.	focused on policy of HEIs
<b>Organizational</b>	The role of companies in improving employees’ employability	Guilbert <i>et al.</i> , (2016).	showed that by making employees more employable, companies can boost their competitiveness, flexibility and adaptability to meet changes such as technological

Perspectives	Focus	Typical Scholars	Research
			development or new requirements in working environment
		Van Dam (2004)	asserted that companies' objectives and interventions are the sources of employees' employability development
		Rothwell & Rothwell (2017)	compared employability as a human resource management strategy, so employers should put employees' talent development at the heart of companies' growth.
		Eby <i>et al.</i> , (2003)	pointed out that businesses can offer their staff chances to enhance their sets of skills, internal and external networks
<b>Personal</b>	Individuals' competence-based employability, trait-based employability and self-perceived employability	De Vos <i>et al.</i> , (2011), Fugate & Kinicki, 2008	stated that competence-based approach is aimed to figure out what are necessary skills and abilities to enable graduates to find jobs whereas trait-based one refers to individuals' proactive attitudes towards maintaining jobs
		Rothwell <i>et al.</i> , (2008, p.2)	considered perceived employability as the ability "to attain sustainable employment appropriate to one's qualification level"
		Álvarez-González <i>et al.</i> , (2017).	looked at perceived employability as individuals' subjective view of their ability to obtain, retain, or get a new job

Perspectives	Focus	Typical Scholars	Research
		Blokker <i>et al.</i> , (2019).	divided perceived employability into perceived internal and external employability

### 1.2.2. The Importance of Employability Research

Employability has long been a concern of scholars due to changes in the requirements in labor markets to meet the new requirements of the Industrial Revolution 4.0 and globalization. The more employers require from graduates in terms of employability, the weaker graduates' employability seems to be. According to Suarta *et al.* (2023), employers require their employees to have high proficiency in not only a variety of skills such as interpersonal and communication, self-management, analytical and problem-solving skills, but excellent attitudes and behavior as well. Therefore, it has been proved that soft skills nowadays are considered 21<sup>st</sup> century skills, a vital component of today's graduates' employability. However, there have been gaps between what graduates perceive employability and what employers perceive it (Yong & Ling, 2023).

Therefore, improving employability is drawing attention from recruiters, higher education institutions and employees, not only globally but also in the Vietnamese context. Vietnam is one of seven Asian Pacific countries facing challenges in attracting and retaining employees with desired qualifications, skills and capabilities (Priksat *et al.*, 2016) with a weak transition from education to work (Cameron *et al.*, 2017). On the one hand, Vietnamese higher education institutions (HEIs) are claimed to be weak at doing their tasks of training industry-ready workforces, resulting in an oversupply of poorly trained graduates (Thang & Wongsurawat, 2016). On the other hand, employers tend to require many skills and abilities because they require more than just job-specific skills (Tran, 2015). One of the biggest challenges that graduates face is finding a way to improve their soft skills (Nghia *et al.*, 2019). Therefore, there are calls for cooperation between HEIs and companies to improve the employability of graduates and a call for an HRM approach reflecting Vietnam's contextual values (Nguyen *et al.*, 2018).

In the Vietnamese context, some key authors are conducting research into undergraduates' and new graduates' employability with a focus on HEIs' preparation and employers' requirements, followed by solutions. Tran Le Huu Nghia published a series of articles looking into graduates' and final-year students' skill gaps and the role of extracurricular activities and external

stakeholders in building graduates' soft skills and enhancing graduates' employability (Nghia *et al.*, 2019). Similarly, Yao & Tuliao (2019) also confirmed the important role of soft skills that students were taught at transnational universities in Vietnam in improving their graduate employability. Additionally, Nghia *et al.*, (2019) carried out interviews with third- and fourth-year students and pointed out gaps between students' employability and employment outcomes. In addition, in several articles, Tran Thi Tuyet pointed out graduates' lack of employability skills due to loose collaboration between enterprises and universities in enhancing employability (Tran, 2015). For the IT sector, Thang & Wongsurawat (2016) pointed out the skill weaknesses of graduates in the IT industry in Vietnam and proposed solutions.

### **1.3. Introduction to Research on Job Crafting**

#### ***1.3.1. Description of Job crafting***

##### *Job Crafting concept*

Job crafting has been considered a common phenomenon at work and has occurred on a daily basis because “the job is being re-created or crafted all the time.” (Wrzesniewski & Dutton 2001, p. 181). Kulik *et al.*, (1987) wrote about job crafting as work redesign with the definition of “a participative change process, in which job holders are proactively involved in determining what changes will be made in their jobs to improve the match with their own needs and skills” (p.292). The focus of this definition is the match between job characteristics and employees' needs and skills. More specifically, job crafting is later described as the actions that employees take “to shape, mold, and redefine their jobs” (Wrzesniewski & Dutton 2001, p.180). Accordingly, employees are considered job crafters to change their job boundaries, their relationships with others at work and their cognitive of their job task relationships.

Job crafting is also defined as employees' proactive behavior at work to maximize challenging job demands and structural and social job resources but minimize hindering job demands (Tims & Bakker, 2010). This kind of proactive behavior to change their job characteristics actively is based on the Job Demands-Resources model with 2 categories of working conditions including job demands and job resources leading to different specific outcomes (Demerouti *et al.*, 2001). Following this, job crafting plays an important role in the relationship between work motivation and the cultivation of job and personal resources to improve person-job fit.

### *Job Crafting Dimensions*

Job crafting is created through three main dimensions of task crafting, relational crafting, and cognitive crafting, illustrating task, relational and cognitive changes made at work by employees (Niessen *et al.*, 2016, Tims *et al.*, 2013). Task crafting involves changes in the scope or the types of tasks employees make at work such as concentrating on specific tasks or taking additional tasks. Relational crafting means being more or less involved in relationships to reduce difficulties at work while cognitive crafting is employees' reshaping the meaning interpretations of tasks and responsibilities at work towards giving themselves purposes (Slomp & Vella-brodrick, 2013). Task crafting can also be done alone as individual crafting or can be done by two or groups of co-workers known as collaborative crafting (Carrie Leana *et al.*, 2019).

According to the definition of Tims & Bakker (2010), the dimensions in job crafting are increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands (Rudolpha *et al.*, 2017). Regarding increasing and decreasing dimension, Lichtenthaler & Fischbach (2016) proposed increasing social and structural job resources as motivation-focussed and decreasing hinder job demands as prevention-focussed job crafting.

Besides, job crafting can happen in two forms of collective job crafting and individual job crafting. Collective job crafting, also known as collaborative crafting, is defined as "the extent to which team members combine efforts to increase structural and social job resources as well as challenging job demands, and to decrease their hindering job demands" (Tims *et al.*, 2013, p.432). Meanwhile, individual crafting refers to "proactive employee behavior consisting of seeking resources, seeking challenges, and reducing demands" (Petrou *et al.*, 2012, p.1122). In other words, employees make changes to balance between their job demands and their job resources to fit their personal abilities and needs (Tims *et al.*, 2012). These changes can be made based on general and day-level job crafting (Lee, 2018).

Despite various explanations and classifications, all of the job crafting definitions focus on changes that employees make in the jobs. Accordingly, job crafting practices involve job crafting, task crafting and relational crafting at both individual and team level (Tims *et al.*, 2013).

### ***1.3.2. Job crafting and Employability***

That both the nature of work and work structures have been changed in modern work contexts resulted in changes in how employees work. An obvious example has been recorded in a shift from a manufacturing-based economy to a knowledge-based economy on a global scale. Accordingly, work has become more complex, flexible, and dynamic (Torraco, 2005). In the past, in workplaces, employees followed a fixed job description designed by managers with the static nature of their work (Lee, 2018). However, now things have changed because employees are expected to create changes in how work is performed (Grant & Parker, 2009). Employees tend to move away from top-down and one-size-fits-all job designs towards jobs that allow them to proactively create or add meanings to their jobs (Rosso *et al.*, 2010). Therefore, more companies have encouraged employees to take the initiative to redesign their jobs to suit both their personability and capability because this action of proactive modification at work is critical for the success and survival of organizations (Grant & Parker, 2009). This approach which offers employees not only freedom but also independence to add more meaning to their job by altering task, cognitive, and relational boundaries plays a role as a critical path to meaningfulness in modern work contexts (Berg *et al.*, 2010).

Job crafting is essential in organizations because it is both beneficial in terms of improvement in employees' and organizations' performance and detrimental. Job crafting has been proved to be important in businesses because it has had positive impacts on employees in terms of an increase in job performance, work engagement (Park & Park, 2023). Job crafting allows employees to make changes at work to fit their preferences and needs in alignment with organizational goals, by which inefficiencies are eliminated and their skills are expanded (Oldham & Hackman, 2010). From that, employees' and organizations' have been improved. However, job crafting can lead to counter-productive performance if employees just change their tasks, relation, and cognition to benefit only them without caring about the long-term results or goals of their companies (Demerouti *et al.*, 2001). As a result, HRM professionals should better understand the process and nature of job crafting so as to facilitate and encourage employees' job crafting consistent with organizational goals.

Job crafting which is employees' proactive modification at work can bring chances for employees to improve their internal and external employability. Task, relational, and cognitive crafting has been shown to have a positive effect on employees' in-role and extra-role performance (Lee, 2018).

In particular, employees balance between resources and demands to perform better and take on additional tasks as well as take more responsibilities. Besides, employees are able to boost personal learning and development by increasing structural job resources. Thanks to this, they can improve their future competence, leading to higher external employability (Cenciotti *et al.*, 2016). Ahmad *et al.*, (2021) also confirmed that employees that craft their jobs have more tendency to improve their employability, finally resulting in career success, though job crafting is still an unexplored phenomenon in employee's career development.

In the JD-R theory of Bakker & Demerouti (2014), crafting is considered part of a motivational process in which personal resources have the potential to enhance job characteristics. From that, it can be argued that changes in job crafting (job characteristics) can lead to a motivational process within which perceived employability is one of the central outcomes (Akkermans & Tims, 2017). More specifically, job resources can bring certain changes, such as task variety or autonomy, to employees and lead to them becoming more employable. When job resources promote employees to develop and improve their adaptability, these resources also play a vital role in boosting individuals' perceptions of employability (Van Emmerik *et al.*, 2012). According to Tims *et al.*, (2012), challenging job demands, along with increasing job resources, can lead to expansive jobs, which stimulates personal growth and adaptability. Consequently, employees' feelings of being more flexible in the current organization and being more attractive to external labor markets (internal and external employability) are increased.

## **1.4. Vietnamese Corporate Context**

### ***1.4.1. Role of Leadership***

Recent studies have confirmed the role of leadership styles in job crafting development. Leadership styles including empowering, transformational, charismatic, transactional etc. are social factors which affect followers' job crafting, especially promotion-focus job crafting (Wang *et al.*, 2020). For example, "Transformational leaders can encourage their followers' use of job crafting" (Hetlan *et al.*, 2018, p.1). Also, Dominguez *et al.* (2022) confirmed the positive effect of transformational leadership style on job crafting with the suggestion of future research on supervisors' perspective and the effect of leadership training on job crafting. Besides, authentic leadership has also been proved to have effects on job crafting among sales employees (Luu, 2020). The results of Tuan (2022) revealed that servant leadership had an association with job crafting

behaviors among salespersons in the tourism industry. Therefore, “The leader is one of the most important organizational-insider social factors that influence employee job crafting” (Wang et al., 2020, p.4). Leadership level is one of the important contextual antecedents of job crafting besides job, group and organizational levels and many studies also had a debate about the important role of empowering leadership, servant leadership, transformational leadership, leader-member exchange in job crafting (Park & Park, 2023). From this, Park & Park (2023) suggested a future research on job crafting in terms of job, group, leadership and organizational antecedents.

When it comes to managers, they have a role of creating room for job crafting while designing jobs for employees so that employees can make changes in their jobs. This phenomenon is called creating a working context to foster resourceful job crafting for employees (Berg et al., 2008). Managers, especially line managers are those who implement HR practices in companies (Trullen et al., 2016). Control HR practices can be negatively related to job crafting whereas commitment HR practices can be positively related to job crafting (Hu et al., 2020). LMX (leader-member-exchange) is also important in job crafting because “high-quality relationships with supervisors fosters work engagement because it stimulates employees to craft their jobs by increasing social and structural job resources and challenging job demands and by decreasing hindering job demands” (Radstaak & Hennes, 2017, p.1).

Vietnam has a deep heritage culture with a clear subordinate-superior relationship. Although managers in both state and private enterprises said that they cared about employees’ interests, they actually gave limited authority to their subordinates. With a very distinctive social context, managers are often those who design job characteristics whereas certain individuals with job orientation have to cope with their job to live through days at work to make a living (Nguyen, 2020, Ly et al., 2023). In order to survive in an emerging economy with an increasingly competitive environment like the Vietnamese economy, managers who are willing to support employees’ active employee participation are needed (Quang & Vuong, 2002). However, few studies in Vietnam have been carried out to investigate the role of managers in facilitating employees’ job crafting, leading to better employees’ ability to work, develop their career and get jobs on the labor market.

### **1.4.2. Young Professionals in Vietnam**

Currently, Young Vietnamese employees are the primary workforce and would be the major force for the Vietnamese economy in the future. It is because Vietnam is a transitional country with a young age structure, and the vast majority of the population lives in rural areas (Pham, 2022). Besides, the young workers aged from 15 to under 35 years old make up 36.5% among the total of 55.1% existing employees (World Bank, 2022). However, the study of Uoc & Nguyen (2022) pointed out “the shortcomings related to human resource development in digital transformation in Vietnam such as: not adhering to the principles of human resource development; lack of necessary skills to fully master digital transformation programs and other issues related to: quality of training in information technology” (p.1). Hence the need for a comprehensive investigation of employability issues in the Vietnamese context has been obvious.

Employability has been proved to be the spotlight in the Vietnamese context for several reasons. According to the International Labour Organisation, a vital matter in Vietnam and other Asian countries is the serious mismatch between education, skills, and experience needed for keeping a job and the content of formal education and training. This has put the task of improving graduates’ employability under the government’s priority (International Labour Organization, 2022). Regarding the Vietnamese labour market, employability, especially perceived employability, has gained increasing significance among YPs. First, it is because “employment is a real outcome of perceived employability” (Thang & Wongsurawat, 2016, p.148). As a result, skill mismatch exists in the Vietnamese economy, leading to an increase in the number of graduates who fail to obtain a job in accordance with their qualifications (Tong, 2019). Second, there has been a rise in the turnover rate among the 9x generation, especially in marketing, sales, IT and finance, with a rate of 24%, far away from the ideal rate of 10% (Vietnamnews.net, 2019). Moreover, the average rate of turnover in Vietnam in 2019 was 24% (Adecco, 2020), which is much higher than the recommended rate of 10%. Surprisingly, 17% of that rate belonged to YPs in the 9x generation in 2019 (Haymora, 2019). Furthermore, the unemployment rate in Vietnam has been the highest over the last five years (Vietnamplus.vn, 2020).

Therefore, improving undergraduates’ quality and capacity in the period of 2019-2025 has been prioritised and highlighted in the resolution of the Communist Party of Vietnam (Dinh *et al.*, 2020). In this context, Vu *et al.*, (2022) called for more support from policy makers as well as HEIs to enhance the university-industry linkage to improve graduates’ employability through

work-integrated learning. It's because "aligning learning goals with the needs of the labor market is a difficult task for universities, especially in the present day" (Belchior-Rocha *et al.*, 2022, p.1). Therefore, HIEs have to stay alert to adapt to the strong socio-economic challenges so that they can integrate their recent graduates into the labor market.

However, there is little research on how job crafting contributes to improving employability and little investigation in job crafting and employability done in a multi-level perspective. Though the impact of job crafting on employees' job performance and engagement as well as organizational performance has been clearly pointed out (Park & Park 2023), no clear confirmation about the process in which job crafting facilitates employability. Furthermore, the effects of job crafting on employability need to be studied to both an individual and organizational level, or at micro and macro levels for some reasons. According to (Luu *et al.*, 2019), autonomy is the precondition for job crafting because it offers employees opportunities to decide what to do and how to do at work. Besides, job crafting behavior can be nurtured in an environment such as organizations high in entrepreneurial orientation thanks to high autonomy permission in such organizations. However, In the context of abusive supervisors spread through the team, job crafting level can be low because employees may be prevented and demotivated from mobilizing their job resources and taking initiative to reduce hindrance job demands (Luu, 2020). In other words, abusive supervision can undermine employees' motivation to craft their resources and job designs.

#### ***1.4.3. Organizational Behaviour Implication in Vietnam***

It has been long believed that there is a significant link between culture and employee behaviour within an organization. It is because national culture influences how employees behave and each country has its own customs, norms and values (Starren *et al.*, 2013). For example, culture was considered a driver of management and performance because of the direct link between culture and manufacturing performance (Naor *et al.*, 2008). It is obvious that Vietnam has a very special Confucian context with some specific characteristics affecting both management and performance in companies, leading to distinct organizational behaviours. Accordingly, when power distance is concerned, "Vietnam can still be classified as a country with an above-average power distance culture from a bureaucracy/hierarchical standpoint" (Lee & Ande, 2023, p.97). Therefore, there is a high delegation of power in such kinds of working contexts. However, with a low level of individualism, employees find it easy to adapt and work in a team to achieve organizational goals

with more focus on maintaining group cohesion rather than pursuing personal objectives (Hofstede insights, 2023).

## 1.5. Research Gaps

### 1.5.1. Need for a Bibliometric Review of Employability

Changes in employability have been illustrated in the variations of its definitions, measures, antecedents, and outcomes. Maree (2017) analyzed these variations to depict the evolution of employability over time. For example, employability definitions have changed dramatically, from a very simple understanding of work maintenance to more complicated versions that include external factors. Osmani *et al.*, (2019) ranked graduate skills by scanning the job market in the UK and providing a clear picture of gaps between academic priorities and actual practitioners' priorities, based on graduate attributes. This coincided with the view of Abelha *et al.*, (2020), who pointed out the mismatch between university graduates' competencies and employers' needs.

Although employability has been understood under different perspectives, a more comprehensive understanding is essential for tracing the trends, changes, and development of employability research. One reason is that employability needs to be treated as a process rather than a group of traits or skills (Ornellas *et al.*, 2019). Moreover, many stakeholders and scholars have been struggling to find ways to improve graduates' employability, especially in the context of Industry 4.0 (Suartha *et al.*, 2020). On the other hand, according to Byl *et al.*, (2016), bibliometrics has been proved effective for measuring research effects, with some strong points, such as being useful for assessing outputs from an individual, discipline, or institution; and measuring elements of the impact of a work or set of works. More importantly, "bibliometric analysis is one important tool among a basket of potential processes and related tools used to understand aspects of research output." (Byl *et al.*, 2016, p.2).

Bibliometric methods have been used in some review articles so far with a specific focus. Masduki *et al.*, (2022) analyzed research trends in graduate employability in their bibliometric study in three sub-periods: 1986-2000, 2001-2010, and 2011-2020. The results show a dramatic growth over time and highlight the role of HEIs in improving graduate employability. In addition, Noori & Azmi (2021) carried out a bibliometric review of outcome-based learning for graduate employability in HEIs with the confirmation that "the success factor of higher education among

the university and educational institutions is outcome-based learning” (p.1). In addition, Raihan & Azad (2021) published a review of 59 articles published in 45 peer-reviewed journals from 2008-2021 on students' perceived employability. The review focused on the explanation of students' perceived employability and publications on perceived employability. What makes the present study different from previous bibliometric reviews is the addition of the broader time range (since 1972) to provide an overview of employability research and a clearer explanation of the different schools of thought in the employability literature.

Although some scholars have employed bibliometric methods to investigate employability, their focus was on only certain periods of time or specific aspects of employability such as outcome-learning for employability (Noori & Azmi, 2021; Raihan & Azad, 2021; Masduki *et al.*, 2022). Therefore, the aim of the first essay of the dissertation is to document and analyze trends in research on employability over the past 38 years using a bibliometrics method, thus providing a better and more profound understanding of employability in the period from 1972 to 2019.

### ***1.5.2. The Role of Personal Agency in Investigating Employability***

Putting personal agency at the heart of employability research allows researchers to regard employability as a process in human resources management (HRM) rather than a result of education. From personal perspective, employability involves both external and internal employability, which involves not only graduates' preparing and obtaining a job (Ressia & Shaw, 2022), but also their maintaining, developing jobs. The heavy focus of the literature on employer's requirements and HEIs' preparation concerns HEIs' roles rather than individuals themselves in improving graduates' employability. In contrast, an investigation from a personal agency enables researchers to have a more comprehensive framework to understand graduates' employability. “Competence-based approaches define employability as a multi-dimensional process that is in development over time” (Römgens *et al.*, 2020, p.2590) and identifying competences at an individual level is vital to help employees both obtain and retain a job in such a highly competitive labor market.

It is obvious that the literature reveals that the focus on employers' and HEIs' perspectives needs to be supplemented by a personal perspective. One of the very important personal resources of employees is career competencies (reflective, communicative and behavioral elements), which are related to early career success and job crafting, resulting in higher employability (Bargsted *et al.*,

2021). Career competencies consist of knowledge, skills and ability to develop career development, influenced and developed by individuals (Akkermans *et al.*, 2013) and are positively related to early career success (Presti *et al.*, 2022). Career competencies are the basis for graduates to utilize their personal qualities and motivations in the transition to jobs, which is considered the first step for young professionals to achieve their early career success (Savickas & Porfeli, 2012). Regarding personal resources, career competencies can pave the way for graduates to take the initiative to enhance their self-perceived employability (Rothwell *et al.*, 2009). Strong career competencies enable graduates to learn and adapt to their working environment, which is vital in their transition to work (Kuijpers *et al.*, 2006). In addition, job crafting (task crafting, relation crafting and cognition crafting) is the act of individuals shaping their jobs to match their preferences, skills, and abilities (Berg & Dutton, 2008). According to Muhammad Irfan & Qadeer (2020), one of the important predictors of perceived employability is the willingness to make changes in jobs. More specifically, adjusting jobs according to individual needs enables employees to maintain and better their performance, leading to an improvement in their internal employability. In addition, an increase in task crafting was proven to be related to employees' perceived external employability (Plomp *et al.*, 2019). Therefore, career competencies have been improved to promote changes in job crafting, leading to better employability as a center outcome (Bakker & Demerouti, 2014).

A close investigation into the role of job crafting and career success and job crafting in the relationship between career competencies and perceived employability among young professionals in Vietnam is critical for the following reasons. Firstly, in the literature, a few studies which have been done by some key names Nghia *et al.*, (2019), Tran (2015), and Thang & Wongsurawat (2016) focus on employability skills. In these studies, serious concerns about weak employability skills such as soft skills, loose connections between universities and companies, unrealistic curricula, etc. have been pointed out. These issues are considered reasons for hindering graduates from achieving success. However, in the Vietnamese context, there has been limited research on career competencies as well as its effects on career success, which makes it worth looking into the mediating role of career success. Secondly, Sartori *et al.*, (2022) has proposed job crafting as intervention at work to improve employees' employability and called for research to explore the role of changing job resources and challenges in enhancing employability. Thirdly,

there has been a rise in the turnover rate among young professionals in the 9x generation in 2019 (Haymora, 2019).

Regarding the Vietnamese labor market, employability, especially perceived employability, has gained increasing significance among young professionals. First, it is because “employment is a real outcome of perceived employability” (Thang & Wongsurawat, 2016, p. 148). As a result, skill mismatch exists in the Vietnamese economy, leading to an increase in the number of graduates who failed to obtain a job in accordance with their qualifications (Tong, 2019). Second, there has been a rise in the turnover rate among the 9x generation, especially in marketing, sales, IT and finance, with a rate of 24%, far away from the ideal rate of 10% (Vietnamnews.net, 2019). Moreover, the average rate of turnover in Vietnam in 2019 was 24% (Adecco, 2020), which is much higher than the recommended rate of 10% (Haymora, 2019). Surprisingly, 17% of this rate belonged to young professionals in the 9x generation in 2019 (Haymora, 2019). Furthermore, the unemployment rate in Vietnam has been the highest over the last five years (Vietnamplus.vn, 2020).

In the literature, scholars have pointed out a variety of ways to improve employability with the focus on highlighting the role of HEIs. Common way proposed is more collaboration between educators and employers, which can be achieved with more focus on internship, extra-curricular activities, education towards employability (Silva *et al.*, 2016, Jackling & Natoli, 2015). Besides, making changes in curricular has also been proposed as an ideal solution such as teaching transferable skills or making a system change in curricular (Cavanagh *et al.*, 2015, Kolmos *et al.*, 2016). Moreover, some scholars have considered work-integrated learning as a critical tool to improve employability because it enhances pre-professional identity among undergraduates and boosts students’ development of relevant professional skills, knowledge, and attributes (Jackson & Collings, 2018, Tran & Soejatminah, 2016). Recently, Sartori *et al.*, (2022) has proposed job crafting as intervention at work to improve employees’ employability and called for research to explore the role of changing job resources and challenges in enhancing employability.

However, there is little research on how job crafting contributes to improving employability and little investigation in job crafting and employability done in a multi-level perspective. Though the impact of job crafting on employees’ job performance and engagement as well as organisational performance has been clearly pointed out (Park & Park, 2023), no clear confirmation about the process in which job crafting facilitates employability. Furthermore, the effects of job crafting on

employability need to be studied to both an individual and organisational level, or at micro and macro levels for some reasons. According to (Luu *et al.*, 2019), autonomy is the precondition for job crafting because it offers employees opportunities to decide what to do and how to do at work. Besides, job crafting behaviour can be nurtured in an environment such as organisations high in entrepreneurial orientation thanks to high autonomy permission in such organisations. However, In the context of abusive supervisors spread through the team, job crafting level can be low because employees may be prevented and demotivated from mobilising their job resources and taking initiative to reduce hindrance job demands (Luu, 2020). In other words, abusive supervision can undermine employees' motivation to craft their resources and job designs.

## 1.6. Research Program Objectives

The objectives of this dissertation are to study the relationships that link job crafting with employability. It is aimed to answer the question: *“What is the role of job crafting in contributing to Young Professionals' perceived employability in the Vietnamese context?”* In order to address this issue, we write three essays focusing on different dimensions of employability and factors interacting with it. Figure 1.1. presents the dissertation's research program and articulation of the three essays.

The first essay is a bibliometrics review of employability literature. Unlike other systematic reviews and bibliometrics reviews in the literature, this first essay provides the overview picture of employability research in the longer period of time (38 years since 1972) (Masduki *et al.*, 2022). Besides, the reviews in the literature had a specific focus such as outcome-based learning for graduate employability in HEIs or students' perceived employability (Noori & Azmi, 2021, Raihan & Azad, 2021). Therefore, it is necessary for a bibliometrics review to be carried out to provide a comprehensive overview of employability research in the literature to figure out the trends, changes and development of employability research, hot topics as well as schools of thoughts in employability research. As such, the review helps us refine our understanding of the dissertation's core phenomenon and propose research avenues.

The second essay is an empirical one that investigates the influence of career competencies on perceived employability with the mediating role of career success and job crafting. Though the literature illustrates a rapid growth in employability research in the literature, the focus of studies on employability has been mainly the preparation of higher education institutions (HEIs) (Ressia

& Shaw, 2022). Besides, a host of other studies regarded graduate employability as employees' assets such as career attitude, social capital and emotional intelligence. These focuses treat employability as a result rather than a process. Therefore, the focus on personal agency in employability research is still considered an overlooked side of employability (Forrier *et al.*, 2018). The literature reveals that the focus on employers' and HEIs' perspectives needs to be supplemented by a personal perspective. One of the very important personal resources of employees is career competencies (reflective, communicative and behavioral elements), which are related to early career success and job crafting, resulting in higher employability (Bargsted *et al.*, 2021). The second essay thus asks the question: *"To what extent do job crafting and career success affect the relationship between career competencies and perceived employability among young professionals in Vietnam?"* For this research question, we propose a mediation model in which the level of employability that young professionals can develop depends on their career competencies, mediated by career success and job crafting.

The third essay is empirical and aimed to explore the role of job crafting in the development of young professionals' perceived employability. From the second essay, the results show that job crafting partially mediates the relationship between career competencies and perceived employability, but the moderating role of job crafting in the relationship between career competencies and perceived external employability is more significant. So, the objective of this third essay is to explore the role of managers in facilitating employees' job crafting in the Vietnamese context and the role of job crafting in young professionals' employability. Thus, this part is aimed to address the question: *"To what extent do managers and young professionals perceive the role of managers in job crafting facilitation to enhance Vietnamese young professionals' perceived employability?"* This issue appears important because understanding the role of job crafting from both managerial and personal levels could reveal deeper insights into young professionals' perceived employability.

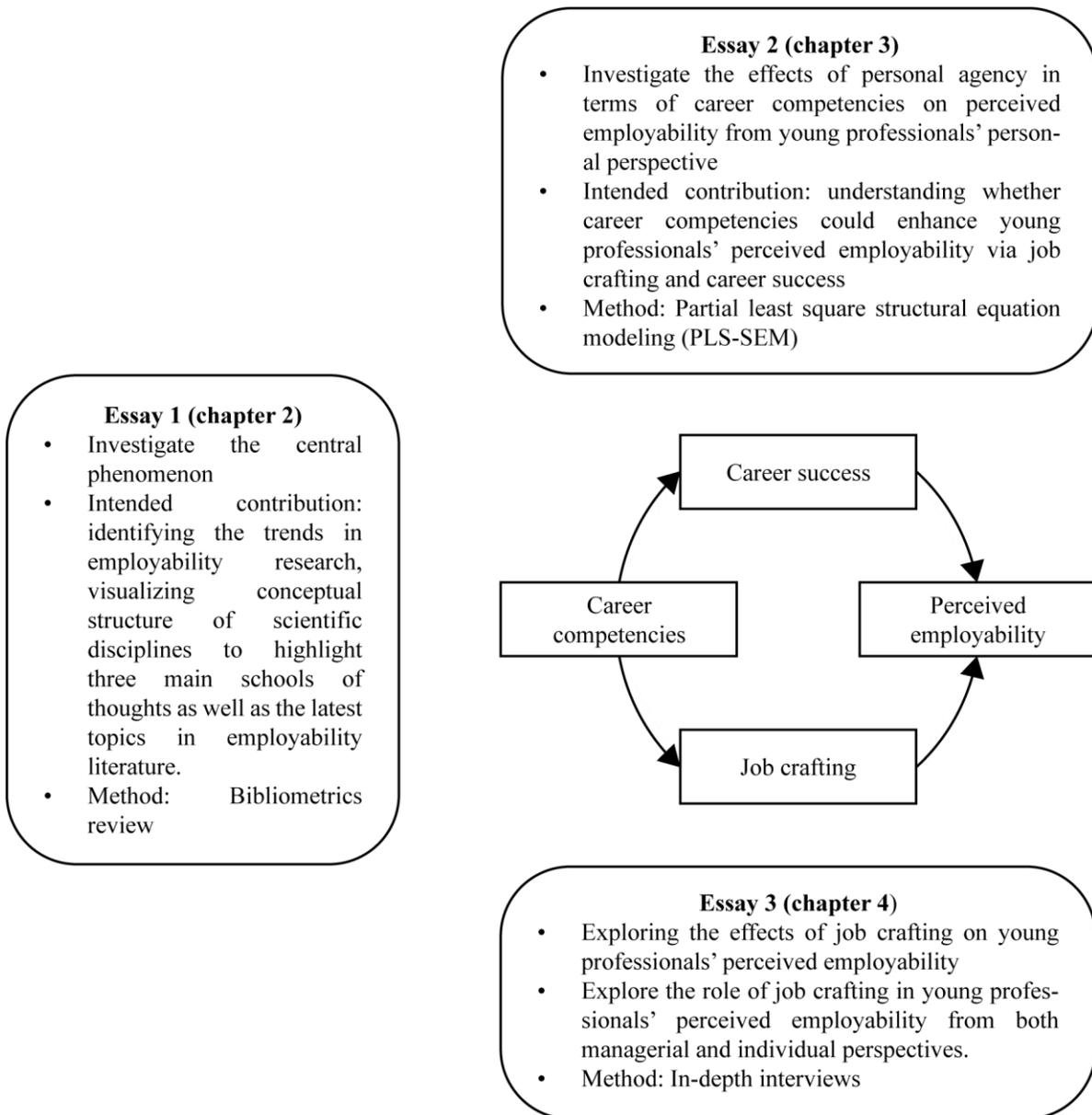


Figure 1.1 Research Program of the Dissertation

## 1.7. Three Research Essays

### 1.7.1. *The Rationale for Choosing a Mixed Methods*

There are many benefits proposed in the literature regarding why a mixed method is chosen. For example, Greene *et al.* (1989) identified five purposes for conducting mixed methods research designs. They are triangulation, complementarity, development, initiation and expansion. The main rationales or benefits we propose for undertaking a mixed method include completeness, offsetting weaknesses and providing stronger inferences, answering different research questions, explanation of findings, and illustration of data (Doyle, 2009). Regarding completeness, we hope that the combination of both research approaches helps provide a more comprehensive picture of the employability phenomenon. Besides, the use of both approaches can offset weaknesses and provide stronger inferences by allowing for the limitations of each approach to be neutralised while strengths are combined (Creswell *et al.*, 2003). We also expect that this mixed method helps answer the research questions that would not be addressed by quantitative or qualitative alone, thus providing a better tool to meet the objectives of the dissertation (Creswell & Plano Clark, 2007). Not but not least, we exploit the mixed method with the intention of explaining the findings generated from the second essay by using another research approach. Bryman (2006) compares the mixed method akin to putting “meat on the bones” of dry quantitative data. We base the dissertation on Explanatory Design, so-called Explanatory Sequential Design which is defined as a two-phase mixed methods design starting with the collection and analysis of quantitative data, followed by a qualitative phase connected with the results of the first quantitative phase (Creswell, 2006).

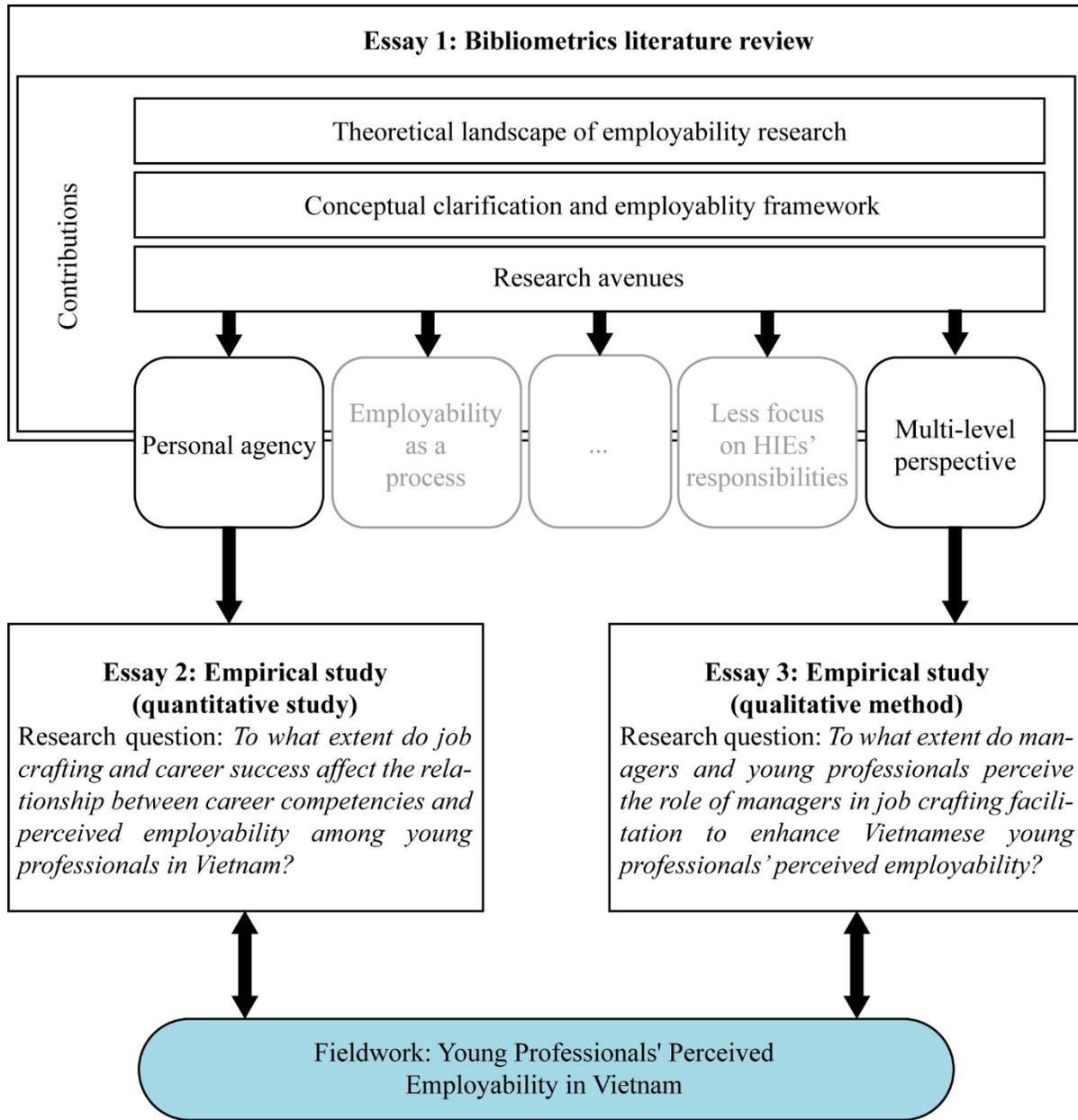
### 1.7.2. *One Conceptual Essay Leading to Two Empirical Studies*

The overarching research question of the dissertation addresses “*what is the role of job crafting in contributing to Young Professionals’ perceived employability in the Vietnamese context?*”. However, the focus of current literature reviews has been on employability search in a short period of time or has been on specific relevant aspects of employability such as students’ perceived employability, outcome-based learning for graduate employability etc., (Noori & Azmi, 2021, Raihan & Azad, 2021). Therefore, a bibliometrics review is needed to track the trends, changes,

and development of employability research. With the science mapping method, the first essay provides a more comprehensive overview of employability research with the clear explanation of schools of thoughts, thus leading to potentially fruitful avenues for future research.

Aiming to sketch the current employability knowledge landscape and drive avenues for future research, the first essay is a bibliometrics review. It is based on analyses of the total of 1,703 Scopus-indexed articles filtered from 7,885 documents from 1972 to 2019. This essay reveals the theoretical landscape of employability research and conceptual clarification and employability framework by presenting the number of publications related employability over time, location distribution of authors' affiliations, the top authors and schools of thoughts, and the latest topics. We finally propose several research avenues, which highlights the need for further studies regarding (1) more focus on personal agency and (2) the role of multi-level perspectives in investigating employability.

As illustrated in Figure 1.2, these two research paths that emerge from the first essay constitute the objects of the remaining empirical studies. Accordingly, the second essay (chapter 3) focuses on the influence of career competencies on perceived employability through job crafting and career success as mediators, and the third essay (chapter 4) pays attention to the role played by job crafting in improving the young professionals' perceived employability. These two studies are based on the same study context and the same objects but in sequential time with the third essay playing a role as a follow-up explanation for more details of the role of job crafting in contributing to young professionals' perceived employability in Vietnam.



**Figure 1.2 The relationships among the three studies**

### 1.7.3. Two Empirical Essays (chapters 3 and 4)

#### 1.7.3.1. The study context for both empirical essays

Employability has been proved to be the spotlight in the Vietnamese context for several reasons. According to the International Labour Organisation, a vital matter in Vietnam and other Asian countries is the serious mismatch between education, skills, and experience needed for keeping a job and the content of formal education and training. This has put the task of improving graduates'

employability under the government's priority (International Labour Organization, 2022). Regarding the Vietnamese labour market, employability, especially perceived employability, has gained increasing significance among YPs. First, it is because "employment is a real outcome of perceived employability" (Thang & Wongsurawat 2016, p.148). As a result, skill mismatch exists in the Vietnamese economy, leading to an increase in the number of graduates who fail to obtain a job in accordance with their qualifications (Tong, 2019). Second, there has been a rise in the turnover rate among the 9x generation, especially in marketing, sales, IT and finance, with a rate of 24%, far away from the ideal rate of 10% (Vietnamnews.net, 2019). Moreover, the average rate of turnover in Vietnam in 2019 was 24% (Adecco, 2020), which is much higher than the recommended rate of 10%. Surprisingly, 17% of that rate belonged to YPs in the 9x generation in 2019 (Haymora, 2019). Furthermore, the unemployment rate in Vietnam has been the highest over the last five years (Vietnamplus.vn, 2020).

Therefore, improving undergraduates' quality and capacity in the period of 2019-2025 has been prioritised and highlighted in the resolution of the Communist Party of Vietnam (Dinh *et al.*, 2020). In this context, Vu *et al.*, (2022) called for more support from policy makers as well as HEIs to enhance the university-industry linkage to improve graduates' employability through work-integrated learning. It's because "aligning learning goals with the needs of the labour market is a difficult task for universities, especially in the present day" (Belchior-Rocha *et al.*, 2022, p.1). Therefore, HEIs have to stay alert to adapt to the strong socio-economic challenges so that they can integrate their recent graduates into the labour market.

A variety of ways to improve employability with the focus on highlighting the role of HEIs have been proposed. Common way proposed is more collaboration between educators and employers, which can be achieved with more focus on internship, extra-curricular activities, education towards employability (Silva *et al.*, 2016, Jackling & Natoli, 2015). Besides, making changes in curricular has also been proposed as an ideal solution such as teaching transferable skills or making a system change in curricular (Cavanagh *et al.*, 2015, Kolmos *et al.*, 2016). Moreover, some scholars have considered work-integrated learning as a critical tool to improve employability because it enhances pre-professional identity among undergraduates and boosts students' development of relevant professional skills, knowledge, and attributes (Jackson & Collings, 2018, Tran & Soejatminah, 2016). Recently, Sartori (*et al.*, 2022) has proposed job crafting as intervention at work to improve employees' employability and called for research to explore the role of changing job resources and

challenges in enhancing employability. However, there is little research on personal agency such as career competencies, career success and job craftings and its contribution to improving employability, especially little research done in a multi-level perspective.

*1.7.3.2. First Empirical essay (chapter 3): Perceived employability, job crafting and career success: the case of young professionals in Vietnam*

*Sample and Data Collection*

The questionnaire was posted online in Alumni Facebook Groups of different Vietnamese universities, including Foreign Trade University, National Economics University, Trade Union University, Hanoi Architecture University, Posts and Telecommunications Institute of Technology, Hanoi University of Technology, Banking Academy, Dai Nam University, Thang Long University, Open University, Hanoi University, Vietnam National University, Thuong Mai University, Hanoi University of Natural Resources and Environment, and Hanoi National University of Education. In total, 1008 participants completed the online form. Because the study is primarily focused on the perceived employability of young professionals, only those working full-time in companies and organizations and who are within the age range of 23 to 30 years old are included. A total of 1008 responses were collected, and 51 responses were rejected because respondents were either students or not working. Finally, 957 were selected, with 261 males (27.27%) and 696 females (72.73%). According to some researchers, women have a greater tendency to take part in online activities for communicating and exchanging information, while their male counterparts have a greater tendency to do so for seeking information (Jackson *et al.*, 2001). As a result, it is reasonable that the rate of female respondents is higher than that of male respondents because accessing an online survey, completing it, and returning it is more a process of online information exchange (Smith, 2008).

*Measures*

For essay 2 (chapter 3), the measures used are specified as follows:

*Career competencies* were measured with the 21-item career competencies questionnaire (CCQ; Akkermans *et al.*, 2013). Items were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of this scale was  $\alpha$  0.866.

*Subjective career success* was measured with items adapted from the subjective career success inventory of Shockley *et al.*, (2016) with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of this scale was  $\alpha$  0.859.

*Objective career success* was measured with elements from Abele & Spurk (2009), which consisted of an index that includes pay and hierarchical status (the right to delegate, project responsibility, leadership positions). These elements are separately scored and then combined into one score. This index produces the total score from 0 to 18. This index can be 0, meaning low success to 18, meaning high success.

*Job crafting* was measured with items adapted from the 19-item job crafting questionnaire with three main factors: task crafting, cognitive crafting and relational crafting (Slemp & Vella-brodrick, 2013). The items were evaluated based on a 6-point scale from (1) never to (6) all of the time. The reliability of this scale was  $\alpha$  0.824.

*Perceived employability* was measured with 11 items that reflected both internal and external employability (Rothwell & Arnold, 2007). Perceived internal employability was measured with four items, while perceived external employability was measured with seven items. The items were evaluated based on a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. The reliability of this scale was  $\alpha$  0.782 for internal employability and  $\alpha$  0.886 for external employability.

*The questionnaire* was sent to HR managers and HR researchers for improvement and modification. A pilot test with the 400 samples was carried out first, and then the test with full sample data (n=957) was carried out.

*Control variables.* Gender (0 = male, 1 = female), age and year of experience were controlled.

### *Analytical Strategy*

For essay 2, we used SPSS to obtain the descriptive and correlational statistics, and partial least square structural equation modeling (PLS-SEM) to evaluate the measurement and structural models concerning the study variables and their associations. PLS-SEM is chosen for the study because the model contains higher-order variables and lower-order variables (hierarchical model) (Hair *et al.*, 2017). Moreover, the thesis is aimed at identifying factors predicting graduates' perceived employability, so PLS-SEM is a better choice for a prediction orientation analysis (Urbach & Ahlemann, 2010).

Regarding the measurement model, internal consistency (Cronbach's alpha, composite reliability), convergent validity (AVE – average variance extracted) and discriminant validity are used for both higher-order constructs and lower-order constructs (Hair *et al.*, 2017). These data were taken from both first-order reflective measurement models and high-order reflective measurement model evaluations. With a structural model, in addition to RMStheta (model fit measure), VIF values, P values, and R squares are used for collinearity assessment, path coefficients, coefficients of determination, and mediating effects (Hair *et al.*, 2017). Moreover, common method bias (CMB) is identified with a full collinearity assessment approach (Kock, 2015). GiApart from the direct effects, the study also aims to test indirect effects or mediating effects in Hypothesis with a bootstrapping method.

*1.7.3.3. Second Empirical Essay (chapter 4): Employers' job crafting facilitation and the role of job crafting in employability enhancement.*

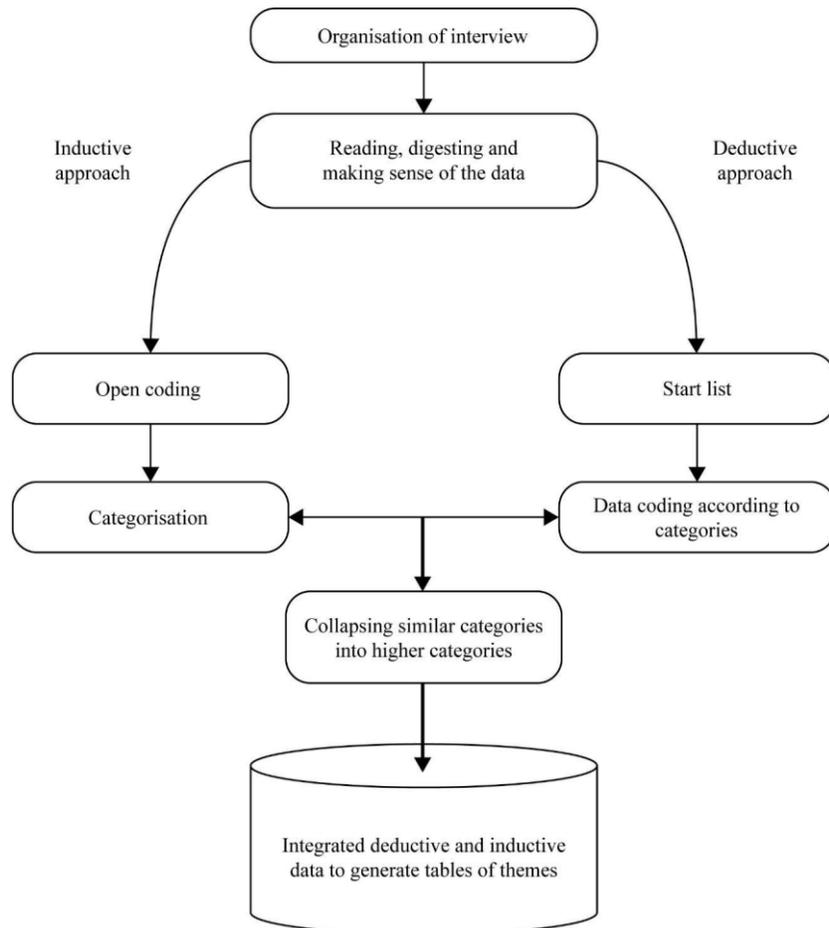
*Sample and Data Collection*

This essay of the dissertation employs qualitative methods with the aim of exploring and understanding both managers' and employees' perceptions of job crafting, job crafting facilitation and their interaction with young professionals' perceived employability. In total, 20 semi-structured interviews were conducted and the interview protocol was employed as a guide for 20 semi-structured interviews. All the interviews were recorded and transcribed in phase 1 focusing on managerial perspective and phase 2 focusing on individual/employee perspective. With a view to having “numerous and highly knowledgeable informants who view the focal phenomena from diverse perspectives” (Eisenhardt & Graebner 2007, p.28), interviews were collected in two rounds and each phase addressed a particular level of analysis. In phase 1, 10 interviews were conducted with Vietnamese managers of various companies from different sectors in Vietnam. In this phase, the aim was to understand the role of managers in facilitating employees' job crafting (task, relational, cognitive) in Vietnamese context and to what extent job crafting contributes to improving employability from a managerial perspective. In phase 2, 10 interviews were conducted with Vietnamese YPs (9x generation). The respondents in phase 2 worked for at least one of the organisations in phase 1. In this phase, our aim was to understand how employees were helped by their managers/leaders in job crafting and how they perceived the importance of job crafting facilitation in enhancing their employees' employability. Besides, in both of the phases, the

difficulties managers and YPs have encountered in job crafting facilitation were explored. The software Nvivo was used and the data analysis was ongoing throughout the research.

*Analytical Strategy*

We use deductive and inductive approaches in analysing the data. As it is illustrated in the figure 1.3 (adapted from the process of Azungah, 2018), the deductive approach uses a framework as a start list which is applied in the analysis in the projection that core concepts are in the data. Meanwhile, the inductive approach involves working exclusively from participant experiences, using raw data to draw concepts and themes. This approach also involves going line by line of raw materials to have detailed readings, from which codes are assigned to paragraphs or segments of text. .



**Figure 1.3 Preparation, organization and data analysis process (essay 3)**

*(Adapted from the process of Azungah, 2018)*

For essay 3, we used Nvivo software for coding and theming, and the data analysis was ongoing throughout the research. Analysis proceeded in two steps. To identify to what extent managers facilitate YPs' job crafting in Vietnamese context, how job crafting enhances YPs' employability, and difficulties in job crafting, we analysed the interviews from Phase 1 to explore the information from managers' perspective. After that, all the scripts from Phase 2 were analysed to understand things from YPs' perspective. From that, the comprehensive results from both two perspectives were pointed out. The analysis evolved around managers' facilitation in YP's job crafting including task crafting, relational crafting and cognitive crafting and the role of task crafting, relational crafting and cognitive crafting in YP's internal and external employability.

### **1.8. Main Findings**

As shown in figure 1.1, this doctoral dissertation is divided into three essays. This section provides an overview of findings from each essay which illustrate how the research program translates into our research output. The first essay is a bibliometrics review on employability research and is based on data obtained from the Scopus dataset from 1972 to 2019. A total of 1,703 Scopus-indexed articles were filtered from 7,885 documents. We found that 62.2% of the documents in our database were published over a period of five years (2015-2019), affirming that this is a rapidly emerging field, now and in the next years to come. Besides, we also found that Interest in employability is a global phenomenon, with significant bodies of research emerging across 74 countries. The review also presents three main themes in employability research, including employers' requirements and HIEs' preparation, the antecedents of employability, and the role of WIL in enhancing employability. These themes are well supported by the perspectives in the literature, including personal, educational and company perspectives (Guilbert *et al.*, 2016). While our findings overlap in several aspects, the results of this review show more focus on educational and companies' perspective (the first and the third themes) rather than personal perspectives (the second theme) in the literature, with a blind spot of personal agency in the second theme. Therefore, there should be more focus on personal agency in a contextual, relational process such as job crafting, career competencies, and career success (Blokker *et al.*, 2019; Akkermans & Tims, 2017). In addition to the blind spots of personal agency, little theory development has been done so far to account for both the individual and institutional impacts on employability. Graduate employability should be investigated from a multi-level perspective in social practices because

employees can be improved not only by their own actions but also by HRM managers' policies and changes in organizational practices.

The second essay pays attention to the influence of career competencies on young professionals' perceived employability through career success and job crafting. We used the combined model supported by Blokker *et al.*, (2019) and Akkermans & Tims (2017) to examine whether career competencies would enable young professionals to construct their career success, job crafting and employability. We delivered the online survey and received 1008 responses with 957 valid ones. We employed PLS-SEM, which is Partial least square structural equation modeling. We suggest that young professionals with high levels of career competencies perceive themselves to be more employable both inside and outside their current organizations. While this relationship is partially mediated by job crafting, only the relationship between career competencies and perceived internal employability is mediated by career success (both objective and subjective). Career success has no effects on perceived external employability, leading to its no mediating role. It can be seen that job crafting appears to be the most influential factor on both internal and external perceived employability.

As expected, job crafting partially mediated the relationship between career competencies and perceived employability (both internally and externally). However, the mediating role of job crafting between career competencies and perceived external employability was stronger. These mediating roles were supported by Akkermans & Tims (2017) because career competencies were considered personal resources. Based on personal resources such as preferences, skills, and abilities, employees shape their employability (Berg & Dutton, 2008). Thanks to task variety and autonomy resulting in higher adaptability, young professionals' perceptions of employability were boosted (Van Emmerik *et al.*, 2012). Job crafting practices could lead to positive outcomes such as better person-job fit and job performance (Wang *et al.*, 2016). When young professionals utilize their personal resources to make changes in their jobs, this leads to stimulation in personal growth and adaptability. Positive experiences such as achievement and resilience, such as the ability to cope with future adversity, makes them more employable inside their current organization (Berg *et al.*, 2008). Moreover, these young professionals also are more attractive to the labor market, leading to their higher perception of external employability (Tims *et al.*, 2012). Better career competencies enabled employees to make changes in their jobs, especially in cognitive and relational aspects, leading to being more employable both internally and externally. Different from

career success, job crafting ability enables young professionals to succeed at the current jobs but also to get a job elsewhere. Though JD-R theory is proved to be true in Vietnamese context to conclude that job crafting has a mediating role in the relationship between job crafting and employability, social factors of leadership styles in job crafting facilitation which leads to more employability cannot be ignored (Wang *et al.*, 2020).

The last essay explores how both managers and young professionals perceived the role of job crafting facilitation in the development of perceived employability. We used the theoretical model of Berg *et al.* (2013) as the guiding philosophy with three components of job crafting: task crafting, cognitive crafting and relational crafting and interview protocol in the interviewing process. Accordingly, one of the important findings from the research is leadership. The facilitating role of leadership in the Vietnamese context was proved to be very important in employees' relational crafting efforts in the research of Nguyen (2020). Besides, benefits and profits of the company are considered whenever managers let YPs adopt new approaches at work. However, job crafting has been proved to be both detrimental and beneficial. Besides good effects on work-related attitudes such as job satisfaction and affective commitment, crafting jobs can leave bad downsides on performance-related outcomes (Dierdorff & Jaclyn, 2018). Although YPs are introducing changes at work to reduce the difficulties of their tasks and enhance the meaning of their occupation in Vietnamese context, not all YPs are allowed to do task crafting. As a result, characteristics and competence of YPs such as experience, skills, logical thinking and passion are vital criteria which enable managers to decide who to do task crafting and when to do task crafting. Furthermore, the findings suggest that multi-tasking is the typical thing required in the workplace, especially when YPs expand their roles and responsibilities at work. This requires YPs to do both their favourite and unfavourite tasks. Thanks to managers' help, YPs' interest is also awakened. With an increase in their interest, YPs can overcome difficulties at work and perform better. Finally, although the benefits of job craftings towards young professionals' perceived employability can be seen by both managers and young professionals, they still encounter certain difficulties in terms of job crafting facilitation.

## 1.9. Overview of the Three Essays

### ***1.9.1. Essay 1: A Bibliometric Review of Research on Employability: Data Set from Scopus between 1972 and 2019***

**Authors:** Ngoan Thi Dinh, Luong Dinh Hai, Hiep-Hung Pham

**Status:** published in the *Higher Education, Skills and Work-based Learning* (Scopus, Q3, Emerald Publishing)

Received      7 February 2022      Revised      24 April 2022 ; 20 June 2022

Accepted      21 June 2022

#### **Abstract:**

This study aimed to complement the previous bibliometric review in employability research with an addition of the broader time range (since 1972) to provide an overview of employability research and a clearer explanation of the different schools of thought in the employability literature. The study reveals that research is currently at a peak that may persist over the next decade. The review also presents three main themes in employability research, including employers' requirements and HIEs' preparation, the antecedents of employability and the role of work-integrated learning (WIL) in enhancing employability. What can be inferred from the three themes is that employability should not be treated as graduates' assets (groups of skills), but as a process with more focus on personal agency in certain contexts and relationships. Finally, the review emphasises the latest topics from the period from 1972 to 2019. The study contributes to the literature by calling for more integrative research focusing on personal agency and employability in the labor market as internal employability. The research also contributes to social practices in HRM by calling for more focus on multi-level perspectives, with the comparison of both employees' and HRM managers' perceptions, because both agency and structure can have effects on improving staff's employability.

**Key words:** *Employability, Science mapping, Employers' requirements, Work-integrated learning, Antecedents*

**1.9.2. Essay 2: Perceived Employability, Job Crafting and Career Success: the Case of Young Professionals in Vietnam**

**Author:** Ngoan Thi Dinh

**Status:** Accepted for publication in *Management International* (FNEGE 2 ; HCERES: A)

Received        7 February 2022        Revised        24 April 2022 ; 20 June 2022

Accepted        10 March 2023

**Abstract:**

This study aimed to investigate whether career competencies could enhance young professionals' perceived internal and external employability via job crafting and career success. The results of the study were significant. First, career competencies directly affected both perceived internal and external employability, but the effect on the latter was stronger. Second, career success (objective and subjective) partially mediates the relationship between career competencies and perceived internal employability. However, career success (objective and subjective) was not related to perceived external employability. Third, job crafting partially mediates the relationship between career competencies and perceived employability (both internal and external). However, the mediating role of job crafting between career competencies and perceived external employability is stronger. This study adds to the previous literature on employability from a personal perspective by analyzing the effects of personal resources (career competencies), personal adaptation (job crafting) and personal success (career success), which can lead to HR management indications/practices, on employability. These results have practical implications for graduates, HEIs and HR managers. The study contributes to the scholarly debate on antecedents of young professionals' employability by examining the role of career competencies in achieving career success and job crafting and subsequently perceived employability.

**Keywords:** *Career Competencies, Perceived Employability, Career Success, Young Professionals, Vietnam.*

***1.9.3. Essay 3: Employers' Job Crafting Facilitation and the Role of Job Crafting in Employability Enhancement.***

**Author:** Ngoan Thi Dinh

**Status:** being revised for journal submission

**Abstract:**

This study aimed to explore the role of managers in facilitating young professionals' job crafting (task, relational, cognitive) in Vietnamese context from both managers' and young professionals' perspective. Besides, the paper aims to understand to what extent job crafting contributes to the improvement in young professionals' employability. The research employed qualitative description with 20 semi-structured interviews being conducted (10 managers and 10 young professionals (YPs)). The software Nvivo was used during the process of data analysis. The results of the study were significant. First, job crafting is the common practice in not only start-ups, SMEs but also in big corporations in Vietnam because it helps improve YPs' employability in terms of both external and internal employability. Secondly, job crafting facilitation depends much on leadership styles and managers' decisions. Therefore, job crafting facilitation is not consistent even within a company. Thirdly, both managers and YPs encounter difficulties in job crafting facilitation. The study extends the previous literature on job crafting, job crafting facilitation and how it helps improve employees' employability with the combined views from both individual level and managerial level. The results have practical implications for both young professionals and HR managers. The study contributes to the scholarly debate on antecedents of young professionals' employability by exploring the role of job crafting and the role of managers in facilitating their employees' job crafting, thus enhancing young employees' perceived employability.

**Key words:** *Job crafting, Young Professionals, Perceived Employability, Vietnam.*

### **1.10. Structure of the Dissertation**

The structure of this dissertation builds on five chapters. The current chapter is the introductory in essence and provides the overview picture of the following three chapters. The chapters 2, 3 and 4 display the three research essays that make the spotlight of the dissertation. Chapter 5 concludes this doctoral work. We develop the contents of each chapter as follows.

The first chapter starts by outlining the relevance of employability research, the concept of employability, research gaps, research program, three research essays, the overview of the three essays, and also the structure of the dissertation.

The second, third and fourth chapters of the dissertation are three research essays – the central parts of our work. The first essay (chapter 2) is the bibliometrics review of employability research to provide a wide landscape of employability literature since the emergence of the concept, leading to several avenues of future research. The other two essays (chapter 3 and chapter 4) represent the empirical part of the dissertation related to the interaction between young professionals' perceived employability and job crafting. The two chapters follow the consequential design. Whereas the second essay (chapter 3) employs quantitative methods to test the model, the third essay (chapter 4) involves qualitative methods with in-depth interviews to explore the role of job crafting in perceived employability.

After summarizing the three research essays, the fifth chapter discusses the overall findings of the presented papers, highlights vital implications and points out avenues for future research regarding the interplay of perceived employability and job crafting.

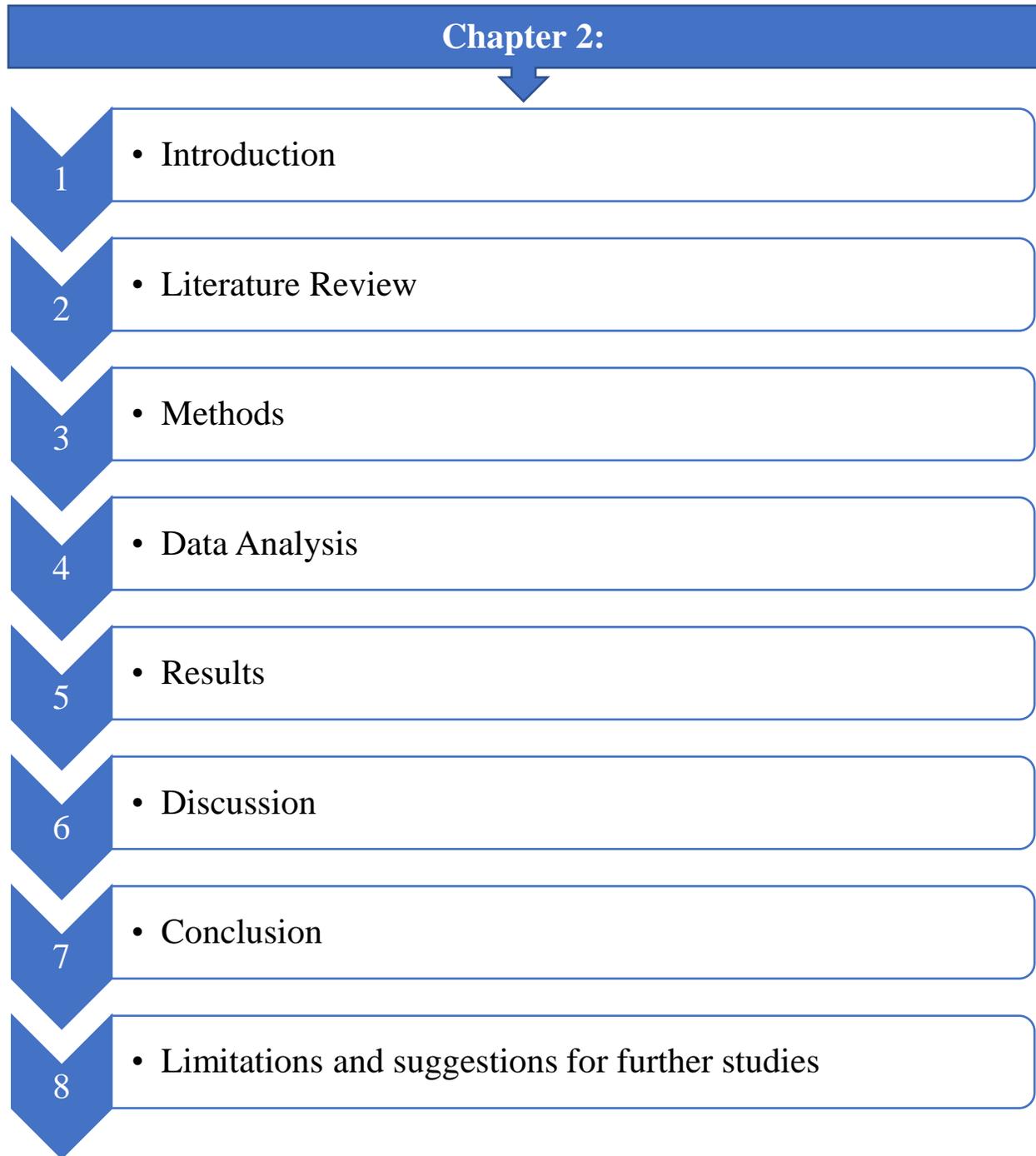
**CHAPTER 2:  
BIBLIOMETRIC REVIEW OF RESEARCH ON EMPLOYABILITY:  
DATASET FROM 1972 TO 2019**

**Status:** published in the *Higher Education, Skills and Work-based Learning* (Scopus, Q3, Emerald Publishing)

Received 7 February 2022      Revised 24 April 2022 ; 20 June 2022

Accepted 21 June 2022

DOI: <https://doi.org/10.1108/HESWBL-02-2022-0031>



## **A Bibliometric Review of Research on Employability: Dataset from Scopus Between 1972 and 2019**

### **Abstract**

Employability has long been a concern of scholars because of its complicated nature and changes in the requirements in labor markets to meet the new requirements of the Industrial Revolution 4.0 and globalization. However, there has not yet been much systematic investigation of the existing literature tracing the trends, changes and developments in employability research. This article aims to fill this void by analyzing data obtained from the Scopus dataset from 1972 to 2019. A total of 1,703 Scopus-indexed articles were filtered from 7,885 documents. The results reflect a rapidly emerging literature on employability, given the worldwide interest in this topic. Using descriptive statistics and bibliometric analyses, the review identified trends in employability research, whose impact has been sustained for several decades. With science mapping, the conceptual structure of scientific disciplines was visualized, highlighting three main schools of thought including employers' requirements and Higher Education Institutions' preparation; the antecedents of employability; and the role of work-integrated learning in enhancing employability. The review also highlighted the latest topics in the employability literature, which show that different skills are needed in different industries. As a result, work-integrated learning was proposed to improve graduates' employability. The paper calls for more integrative research focusing on personal agency, with the development of career paths inside organizations, and for more focus on a multilevel perspective exploring both individuals' and organizations' perceptions.

**Key words:** *Employability, Science mapping, Employers' requirements, Work-integrated learning, Antecedents*

## 2.1. Introduction

Employability has become either a global norm or the first priority for policy actors. In particular, policy actors have no choice but to change their education policies to cope with global skill mismatches or large-scale unemployment (Singh & Ehlers, 2020). One of the main reasons for these weaknesses is the Industrial Revolution 4.0 and Globalization 4.0 creating a structural shift in labor markets (Schwab, 2017).

Employability has been drawing attention from recruiters, higher education institutions and employees. “The combination of rapidly increasing speed in technology developments, new business models, expanded globalization, and increased demand for productivity, creativity, and flexibility” has accelerated scholars’ interest in employability in the 21st century (De Vos *et al.*, 2021, p.4). Strong employability not only enables employees to obtain and retain employment but also helps them to have a chance of employment in both internal and external markets (Forrier & Sels, 2003). Although one of the main goals of HEIs is to get graduates prepared for a profession when entering the workforce (Weerathunga & Mallawarachchi, 2020), there have still been global skill mismatches and large-scale unemployment (Singh & Ehlers, 2020).

So far, employability has drawn a great deal of attention from scholars from a variety of perspectives because of its complicated nature. Tomlinson (2012) proposed three aspects of employability: knowledge and skills, employers’ recruitment standards, and personality. Similarly, Williams *et al.*, (2016) concluded that employability is a multifaceted construct consisting of capital, career management, and contextual dimensions. Artess *et al.*, (2018) highlighted specialist technical and transferable skills, knowledge and applications, qualities and values as key aspects of employability. These illustrate a wider interpretation of employability from educational and governmental, organizational and individual perspectives (Guilbert *et al.*, 2016).

Changes in employability have been illustrated in the variations of its definitions, measures, antecedents, and outcomes. Maree (2017) analyzed these variations to depict the evolution of employability over time. For example, employability definitions have changed dramatically, from a very simple understanding of work maintenance to more complicated versions that include external factors. Osmani *et al.*, (2019) ranked graduate skills by scanning the job market in the UK and providing a clear picture of gaps between academic priorities and actual practitioners’

priorities, based on graduate attributes. This coincided with the view of Abelha *et al.*, (2020), who pointed out the mismatch between university graduates' competencies and employers' needs.

Although employability has been understood under different perspectives, a more comprehensive understanding is essential for tracing the trends, changes, and development of employability research. One reason is that employability needs to be treated as a process rather than a group of traits or skills (Ornellas *et al.*, 2019). Moreover, many stakeholders and scholars have been struggling to find ways to improve graduates' employability, especially in the context of Industry 4.0 (Suartha *et al.*, 2020). On the other hand, according to Byl *et al.*, (2016), bibliometrics has been proved effective for measuring research effects, with some strong points, such as being useful for assessing outputs from an individual, discipline, or institution; and measuring elements of the impact of a work or set of works. More importantly, "Bibliometric analysis is one important tool among a basket of potential processes and related tools used to understand aspects of research output." (Byl *et al.*, 2016, p.2). Although some scholars have employed bibliometric methods to investigate employability, their focus was on only certain periods of time or specific aspects of employability such as outcome-learning for employability (Noori & Azmi, 2021; Raihan & Azad, 2021; Masduki *et al.*, 2022). Therefore, the aim of the current study was to document and analyze trends in research on employability over the past 38 years using a bibliometrics method, thus providing a better and more profound understanding of employability in the period from 1972 to 2019. This bibliometric review addresses the following research questions (RQ):

**RQ1.** What is the total volume, growth trajectory and geographic distribution of research on employability?

**RQ2.** Who are the key authors in the employability literature?

**RQ3.** What are the main schools of thought in employability research?

**RQ4.** What topics in employability research have received the greatest attention in the literature?

The paper begins with a brief overview of the literature on employability, with three common approaches. After describing the methodology, the results are presented. First, we outline the volume, growth trajectory and geographic distribution of research on employability. Secondly, we illustrate key authors and main schools of thought in employability literature. Finally, discussion, limitations and conclusions are presented.

## 2.2. Literature Review

### *Definitions of employability*

There have been many variations in the way scholars define employability. Gazier (1999) coined the very first concept of employability as the contrast between employable individuals and unemployable ones. The definition then focused more on attitudes, knowledge, skills. Employability was identified by Hillage & Pollard (1999) as graduates' ability to get employed, maintain jobs, obtain a new job and maintain their quality of work. Similarly, employability can also be seen as a combination of skills, expertise, understanding, and personal characteristics (Pool & Sewell, 2007). However, for a wider understanding, Yorke & Knight (2006) defined employability as “a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy.” (p.8). Based on this definition, employability is seen as progress throughout an employee's working life, rather than individual assets. Likewise, Reid (2016) suggested employability be regarded as a process in which all of various stakeholders' needs are met. This definition shifts the debate away from the usual understanding of employability.

### *Three approaches to employability*

Despite many efforts taken to clarify the concept of employability, it is generally analyzed from three main perspectives, largely because the discussion on what employability means is not only of interest to academics, but also to governments, employers and higher education institutions (HEIs) (Artess *et al.*, 2018).

With regard to the policy perspective, several scholars have highlighted the importance of governments and educational policies in enhancing workers' employability. Hillage & Pollard (1999) proposed government and educational policies to boost levels of employability. Similarly, Duff *et al.*, (2007) analyzed the measures that governments took to promote both employment and employability of various groups. The focus on the policies of HEIs can also be seen in studies including those of Yorke & Knight (2006), Bridgstock (2009), Nghia *et al.*, (2019), and Misni *et al.*, (2020). These researchers pointed out the role of HEIs' policies to equip their graduates with the necessary skills to meet the requirements of future employers. However, according to Belchior-

Rocha *et al.*, (2022), “aligning learning goals with the needs of the labor market is a difficult task for universities, especially in the present day” (p.1). Therefore, HIEs have to be able to adapt to strong socio-economic challenges so that they can integrate their recent graduates into the labor market.

From the organizational perspective, companies should actively promote their staff’s employability. For example, companies need to boost their competitiveness, flexibility and adaptability to meet changes such as technological development or new requirements in working environments. This can be done by making workers more employable (Guilbert *et al.*, 2016). Van Dam (2004) also asserted that companies’ objectives and interventions are the source of employees’ employability development. Similarly, Rothwell & Rothwell (2017) described employability as a human resource management strategy, so employers should put employees’ talent development at the heart of companies’ growth. Therefore, businesses should offer their staff chances to enhance their sets of skills, and their internal and external networks (Eby *et al.*, 2003).

From the personal perspective, employability relates to individuals’ competence-based employability, trait-based employability and self-perceived employability (Vargas *et al.*, 2018). While the competence-based approach attempts to determine what are the necessary skills and abilities to enable graduates to find jobs, the trait-based approach refers to individuals’ proactive attitudes towards maintaining employment (De Vos *et al.*, 2011). Perceived employability is the ability “to attain sustainable employment appropriate to one’s qualification level” (Rothwell *et al.*, 2008, p.2), and can be described as an individual’s subjective view of their ability to obtain, retain, or get a new job (Álvarez-González *et al.*, 2017). Self-perceived employability is an effective approach because it “focuses not just on internal personal factors related to one’s perception of one’s own capacities and skills for finding a job, but also on structural or external factors, such as the individual’s perception of the impact of the external employment market and the importance of their qualifications or profession when trying to find a job.” (Vargas *et al.*, 2018, p.3). Accordingly, perceived employability is divided into perceived internal and external employability (Blokker *et al.*, 2019).

### *Previous Bibliometric Research on Employability*

Bibliometric methods have been used in some review articles so far with a specific focus. Masduki *et al.*, (2022) analyzed research trends in graduate employability in their bibliometric study in three sub-periods: 1986-2000, 2001-2010, and 2011-2020. The results show a dramatic growth over time and highlight the role of HEIs in improving graduate employability. In addition, Noori & Azmi (2021) carried out a bibliometric review of outcome-based learning for graduate employability in HEIs with the confirmation that “the success factor of higher education among the university and educational institutions is outcome-based learning” (p.1). In addition, Raihan & Azad (2021) published a review of 59 articles published in 45 peer-reviewed journals from 2008-2021 on students' perceived employability. The review focused on the explanation of students' perceived employability and publications on perceived employability. What makes the present study different from previous bibliometric reviews is the addition of the broader time range (since 1972) to provide an overview of employability research and a clearer explanation of the different schools of thought in the employability literature.

### **2.3. Methods**

Bibliometrics analyses were conducted to answer the research questions. This method has been used widely in social sciences in recent years (Pham *et al.*, 2021). Many studies related to employability issues have been published, including outcome-based learning for graduate employability (Raihan & Azad, 2021) and the development of employability skills based on extracurricular activities (Aliu & Aigbavboa, 2021). Therefore, a bibliometrics method was adopted in this study.

#### *Identification of Sources*

The Scopus database was chosen as a document source rather than Web of Science or Google Scholar, for several reasons. Firstly, it employs a consistent standard in selecting documents for inclusion in its index. Secondly, it features a wider variety of documents than the Web of Science for research reviews in education and the social sciences (Hallinger & Chatpinyakoo, 2019). Finally, it provides more advanced capabilities for the export of bibliographic data than Google Scholar (Hallinger & Nguyen, 2020).

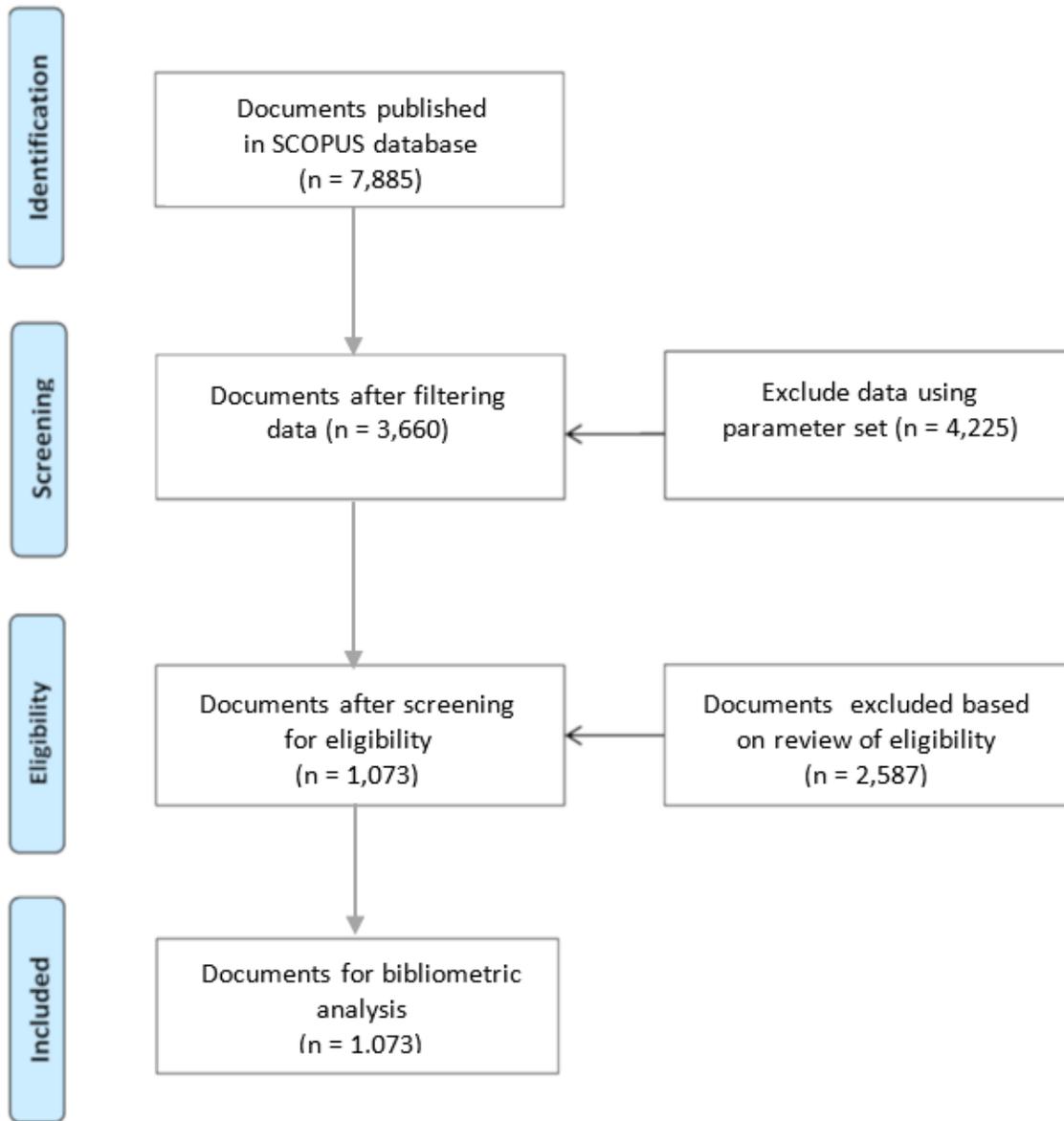
### Search Criteria

Employability was the term that was used to search within the title, abstract and keywords of publications. The initial search produced 7,885 documents at 10 a.m on 21 July 2020. Subsequently, to narrow the dataset, the boundary was limited to the criteria: (i) Subject areas/topics: Social sciences (SOCI); (ii) Type of publications: Article (ar), Book (bk), Book Chapter (ch), Conference paper (cp); (iii) Language: English; (iv) Publication year: up to the end of 2019. The total number of publications was reduced to 3,660 after being filtered and screened in accordance with the purpose of the review. The last query string used in the Scopus search was as follows:

```
TITLE-ABS-KEY ( employability ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) OR LIMIT-TO ( DOCTYPE , "cp" ) OR LIMIT-TO ( DOCTYPE , "ch" ) OR LIMIT-TO ( DOCTYPE , "bk" ) ) AND ( LIMIT-TO ( SUBJAREA , "SOCI" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) )
```

### PRISMA screening

The authors followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines for the document search (Moher *et al.*, 2009). All steps are made explicit in the search and screening process (see Figure 2.1). The initial Scopus search yielded 7,885 documents. Of these, 4,225 documents were rejected after the screening step due to not meeting the requirements of the search criteria. Subsequently, 3,660 documents were read to inspect the title and abstract to identify the topical relevance of each document. An additional 2,587 documents were deleted from the Scopus list due to topic irrelevance such as job security, and ideal global graduates. The final database consisted of 1,073 Scopus-indexed documents of mixed types, focusing on employability (see Figure 2.1).



**Figure 2.1 Processing of document eligibility based on the PRISMA guideline**

#### 2.4. Data analysis

Meta-data of 1,073 employability documents were exported from Scopus into a master Excel file. Excel was used to conduct descriptive statistical analyses for documenting the landscape of employability scholarship, such as growth trajectory and geographical distribution. Data in the master Excel file were subsequently uploaded into VOSviewer and R. VOSviewer is a bibliometric software package used for science mapping (Van Eck & Waltman, 2014). R is used to identify

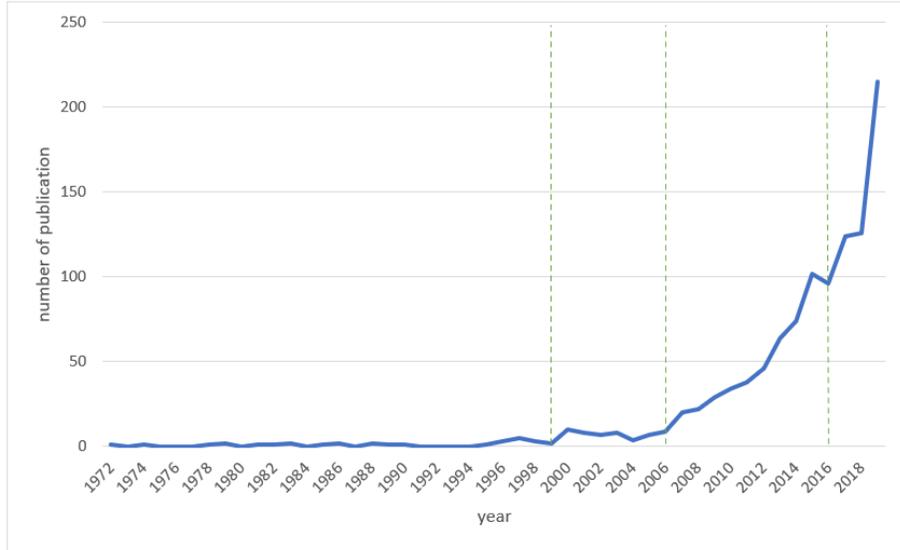
prominent authors and documents within domains of knowledge, and calculate the frequency with which authors and documents in the review database have been cited in other Scopus documents (Zupic & Čater, 2015).

Bibliometric analyses in VOSviewer included co-authorship, bibliographic coupling and co-occurrence keyword analyses. Co-authorship analysis was used to generate science mapping to visualize the intellectual structure relating to country collaboration on employability research and the biggest country networks of employability research (Koseoglu, 2016). Coupling analyses were based on bibliographic coupling, referring to situations when two studies cited the same third document (Koseoglu, 2016). Next, the science mapping of documents was conducted. Finally, co-occurrence analyses were used to highlight the total composition of the employability knowledge base (Zupic & Čater, 2015). These analyses helped to calculate how many times two keywords occurred together in titles, abstracts or keyword lists of documents (Van Eck & Waltman, 2014). As a result, a network map showing the relationships between these co-occurring keywords was developed.

## **2.5. Results**

### *Volume, growth trajectory and geographic distribution of scholarship on employability*

The 1,073 Scopus-indexed documents published over the past 38 years (1972-2019) represent a growing knowledge base on employability, especially in the period from 2016 to 2019. Interest in employability nearly stayed constant from 1972 to 1999 (27 years, 18 articles in total), hovering around one to 3 articles per year apart from 1997, when there were five. After a steady increase to 54 articles between 2000 and 2006 and 327 articles from 2007 to 2014, there were 678 articles published between 2015 and 2019, with the highest number of publications being 221 articles in 2019. The fact that 62.2% of the existing literature was published between 2015 and 2019 reflects a rapidly emerging field.



**Figure 2.2 Number of publication related employability over time**

With regard to geographical distribution, 1,073 documents were distributed across 74 countries, affirming worldwide interest in employability. The vast majority of publications (280 articles) were authored by scholars from the UK, followed by Australia (137), the United States (88), and the Netherlands (86). Malaysia published 76 articles, while nearly equal numbers of articles were published in Belgium and India. Although Belgium had 48 articles, it earned 1817 citations, closely following the Netherlands (2346). Moreover, Belgium had the highest number of citations per document (37.854). The other countries, including France, Norway, Indonesia, Romania, Germany, Sweden, Taiwan, Canada, Finland, Italy, Portugal, China, Spain, and South Africa, had lower numbers of articles from 12 to 42.

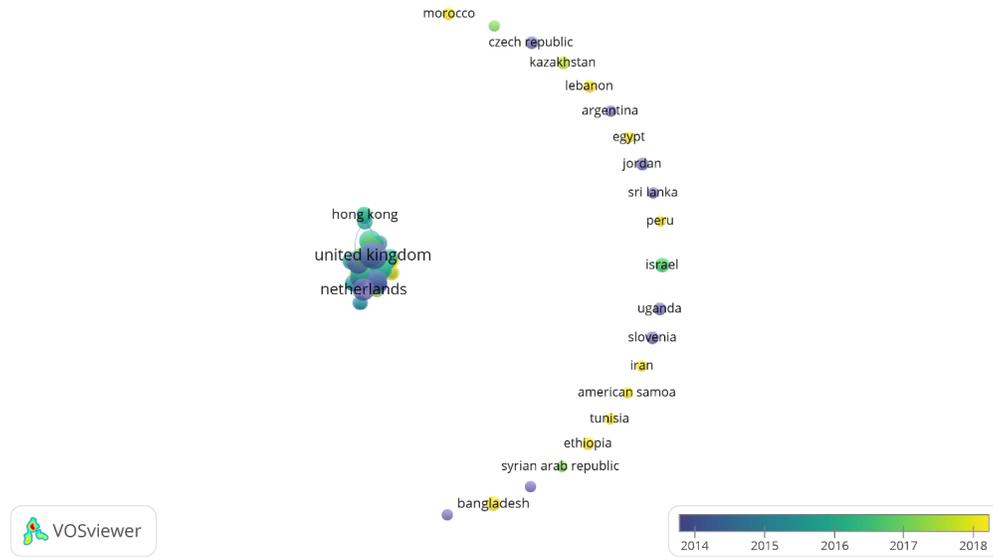
**Table 2.1 Number of publication related employability by countries**

ID	Country	Documents	Percent	Citations	Citations per document
1	United Kingdom	280	26.10	7104	25.371
2	Australia	137	12.77	3062	22.350
3	United States	88	8.20	2433	27.648
4	Netherlands	86	8.01	2346	27.279

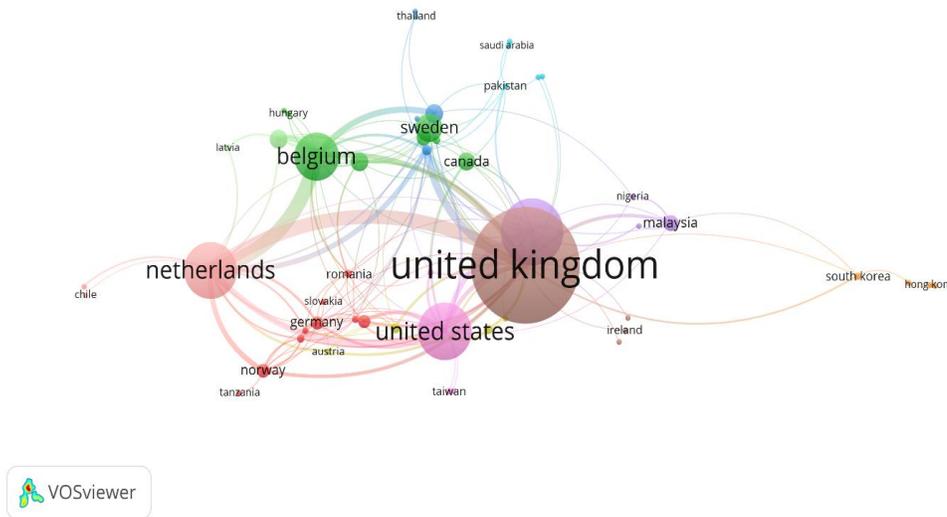
ID	Country	Documents	Percent	Citations	Citations per document
5	Malaysia	76	7.08	348	4.579
6	Belgium	48	4.47	1817	37.854
7	India	47	4.38	158	3.362
8	South Africa	42	3.91	455	10.833
9	Spain	40	3.73	441	11.025
10	China	29	2.70	180	6.207
11	Portugal	27	2.52	325	12.037
12	Italy	26	2.42	262	10.077
13	Finland	21	1.96	454	21.619
14	Canada	21	1.96	422	20.095
15	Taiwan	21	1.96	93	4.429
16	Sweden	19	1.77	815	42.895
17	Germany	19	1.77	259	13.632
18	Romania	14	1.30	116	8.286
19	Indonesia	14	1.30	43	3.071
20	Norway	12	1.12	270	22.500

As shown in Figure 2.3a, 10 countries had their first publications on employability in 2018-2019. Morocco, Lebanon, American Samoa, and Saudi Arabia published in 2018, focusing on mismatches between HEIs' preparation and labor market requirements, and ways to improve employability (Manzoor *et al.*, 2018). Egypt, Peru, Iran, Tunisia, Ethiopia, and Yemen published

in 2019 on HEIs' preparation, labor market requirements, and other factors affecting employability such as personal branding and supply-side factors (Khedher, 2019).



2.3a) All the country collaboration of science mapping



2.3b) The biggest country network of science mapping

**Figure 2.3 Science mapping of country collaborations overtime based on co-author analysis**

Note: Type of analysis: co-authorship, unit of analysis: countries, minimum number for a country: 1, number of countries: 74. Figure 2.3a shows fully collaborating countries. Figure 2.3b shows the largest networks in Figure 2.3a. Each node represents a country which was based on the

*authors' affiliations. Node size is proportional to the number of published documents. Each link connecting two nodes shows the co-author relationship, which was based on the authors' affiliations. The thickness of links is proportional to the number of authors' collaborations, based on their affiliations.*

As can be seen from Figure 2.3b, of 74 countries, only 54 have links between their documents and the two biggest links between the United Kingdom and the Netherlands (link strength: 16), and between Netherlands and Belgium (link strength: 17). The UK and the Netherlands shared their publications on SMEs' employability issues (Bozionelos *et al.*, 2016); sustainable graduate employability (Tymon *et al.*, 2019); and competence-based employability (Froehlich *et al.*, 2018). Netherlands and Belgium shared their publications on agency perspective in employability research (Forrier *et al.*, 2018); employability competencies of vulnerable workers (Audenaert *et al.*, 2019); and the predictors and mediating role of employability (Raemdonck *et al.*, 2012).

#### *Key Authors in employability literature*

The second question aimed to reveal the key authors in the employability knowledge literature. Based on the number of publications, Van der Heijden, De Cuyper and Jackson were the three top authors with 25, 25 and 19 publications and their first years of publication were 2008, 2012 and 2006, respectively (see Table 2.2). Although Van der Heijden and De Cuyper had the highest number of publications, the number of citations per document for these authors was only 56.95 and 40.48, respectively, and the number of citations per document of Jackson was 36.74. Notably, Rothwell (ranking #21) published only four documents but had the highest number of citations per document, at 128.75. With the same number of publications, Tomlinson (ranking #22) earned 119.75 citations per document and Sverke 86.250 (ranking #23). Likewise, with five publications, Berntson gained 106 citations per document.

**Table 2.2 Top 20 author based on the number of publications**

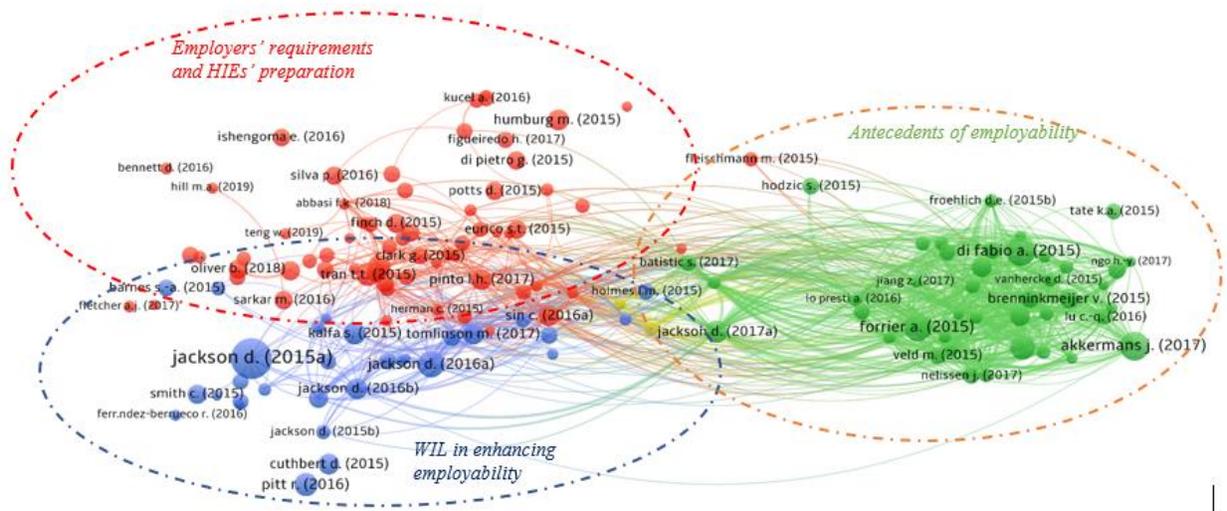
<b>ID</b>	<b>Author</b>	<b>Affiliation</b>	<b>H- inde x</b>	<b>TC (ranking)</b>	<b>NP</b>	<b>Citations per documen t</b>	<b>PY</b>
1	Van Der Heijden BIJM	Institute for Management Research, Radboud University, Nijmegen, Netherlands	15	1424 (1)	25	56.96	2006
2	De Cuyper N	Ku Leuven, Belgium	15	1012 (2)	25	40.48	2008
3	Jackson D	Edith Cowan University, Australia	16	698 (6)	19	36.74	2012
4	De Witte H	North-West University, South Africa	9	645 (7)	13	49.62	2008
5	Forrier A	Ku Leuven, Belgium	7	511 (11)	13	39.31	2003
6	Lindsay C	Edinburgh Napier University, UK	6	218 (35)	9	24.22	2002
7	Clarke M	University of Adelaide, Australia	5	407 (15)	7	58.14	2007
8	Kinnunen U	University of Tampere, Finland	7	303 (23)	7	43.29	2010
9	Froehlich DE	Maastricht University, Netherlands	5	119 (72)	7	17.00	2014
10	Wilton N	University of The West Of England, UK	6	298 (24)	6	49.67	2008
11	De Lange AH	Universiteit Van Amsterdam, Netherlands	6	226 (34)	6	37.67	2009
12	Segers M	Universiteit Leiden, Netherlands	4	92 (94)	6	15.33	2008
13	Beusaert S	Université Catholique De Louvain-La-Neuve, Belgium;	5	79 (111)	6	13.17	2014
14	Berntson E	National Institute for Working Life, Sweden	5	530 (9)	5	106.00	2006

ID	Author	Affiliation	H-index	TC (ranking)	NP	Citations per document	PY
15	Mckikangas A	University of Tampere, Finland	5	258 (27)	5	51.60	2011
16	Baruch Y	UEA Norwich, UK	4	155 (50)	5	31.00	2001
17	Verbruggen M	Universiteit Leuven, Belgium	4	113 (80)	5	22.60	2008
18	Creed PA	School of Applied Psychology, Australia	5	82 (97)	5	16.40	2015
19	Sin C	Matosinhos, Portugal	4	80 (98)	5	16.00	2016
20	Pitan OS	University of Kwazulu-Natal, Durban, South Africa	2	24 (390)	5	4.80	2016

*Notes: TC: total citations; NP: number of publications; PY: year of publication of the first document*

#### *Main schools of thought in the employability literature*

The third question aimed to determine the emerging schools of thought in the employability knowledge base. With the bibliographic coupling of 1073 documents, a network of the top 374 documents with the most links between documents that shared the same references was produced. As shown in Figure 2.4, the network illustrates three main clusters.



**Figure 2.4 Science mapping of documents based on the coupling analysis between 1972 and 2019**

Note: the network shows 140 documents, minimum number of citations per document: 10.

The largest (red) cluster (66 items) is termed *Employers' requirements and HIEs' preparation*. Scholars in this area have been concerned with pointing out which skills employers require from their employees (McMurray *et al.*, 2016; Chhinzer & Russo, 2018) and which skills students have been equipped with during the higher education process (Sarkar *et al.*, 2016).

There are several causes of the gaps between graduates' capacities and employers' requirements. These include students' lack of soft skills (Matsouka & Mihail, 2016); ineffectiveness of a program with relation to employability (Frankham, 2017); undergraduates' failure to recognize the skills offered in courses (Hill *et al.*, 2019); HIEs' failure to promote graduates' attributes and communicate these attributes well (Oliver & Jorre, 2018); and over-education, overkill, and education and job mismatch (Figueiredo *et al.*, 2017).

Key authors in this school include Tran (2015) - 48 citations, McMurray *et al.*, (2016) - 44, Humburg & Van der Velden (2015) - 40, Pinto & Ramalheira (2017) – 38, and Sin & Neave (2016) – 38. These scholars highlight the gaps between what graduates/students possess and what employers require, and propose solutions to HIEs to improve the employability of their students.

The second largest (green) cluster (42 items) focuses on *the antecedents of employability*. Leading scholars include Akkermans & Tims (2017) – 74 citations, Di Fabio & Kenny (2015) – 73, Forrier *et al.*, (2015) – 66, Drenzo *et al.*, (2015) – 55, and Jackson & Wilton (2017) – 46. These researchers examined the antecedents of employability mainly from the personal perspective, such

as career management competencies, and work experience and individual characteristics (Jackson & Wilton, 2017). Among important antecedents, a protean career attitude is considered a significant factor leading to both perceived internal and external employability (Lin, 2015). Protean career attitude refers to individuals' action of taking independent and proactive role in managing their own development at work (Cao *et al.*, 2013)

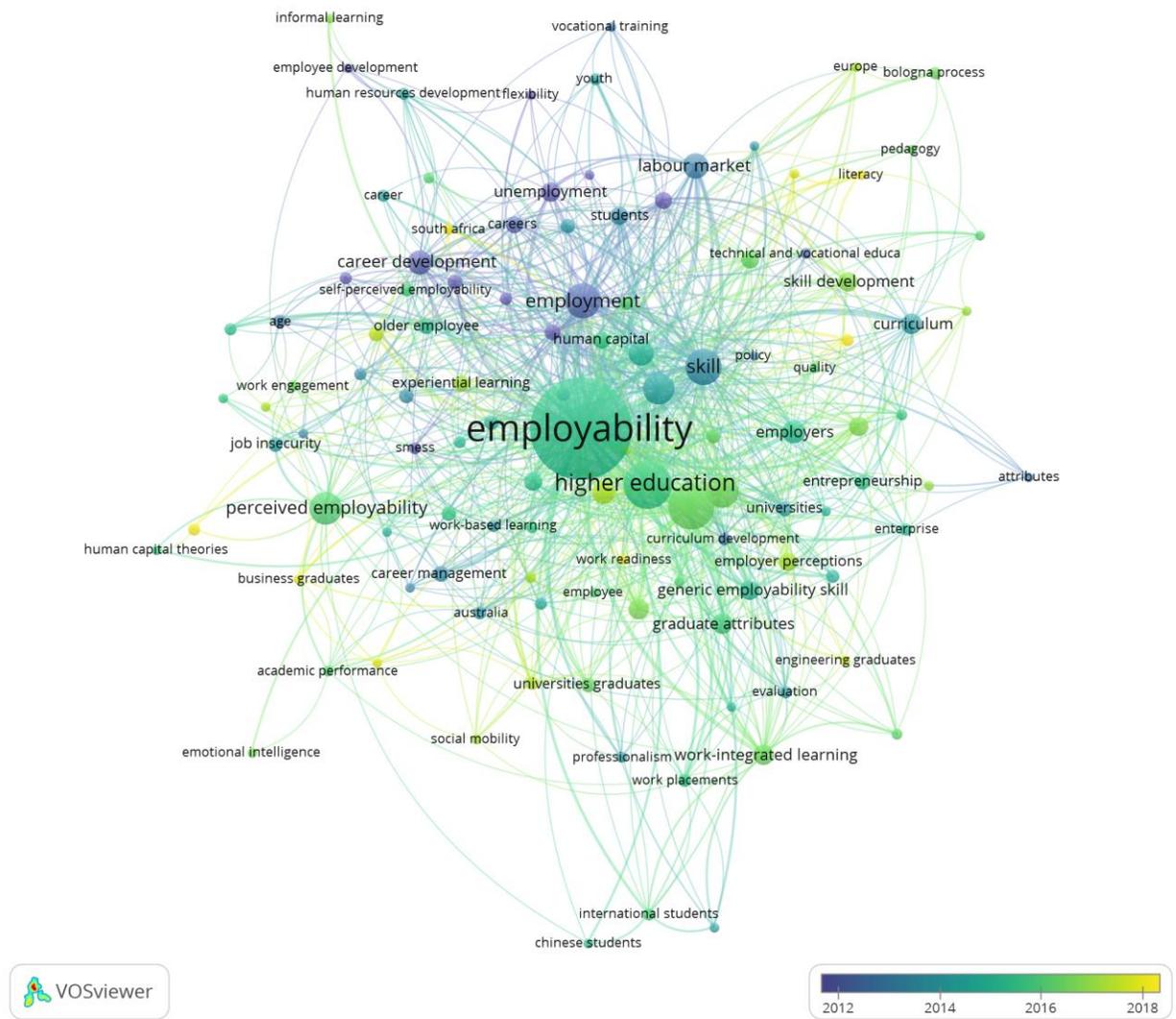
The other antecedents are social capital and psychological capital (Direnzo *et al.*, 2015), emotional intelligence and teacher support (Di Fabio & Kenny, 2015), chronological age (Froehlich *et al.*, 2015b), learning characteristics (Van der Heijden *et al.*, 2016), career exploration and planning (Praskova *et al.*, 2015), employees' perception of the future (Froehlich *et al.*, 2015a), job crafting (Brenninkmeijer & Hekkert-Koning, 2015), HR activities and employees' willingness (Veld *et al.*, 2015), and networking (Batistic & Tymon, 2017).

The blue cluster (30 items) presents *the role of work-integrated learning (WIL) in enhancing employability*. The key documents are Jackson (2015) (151 citations), Jackson (2016) (62), Pitt & Mewburn (2016) (50), Kalfa & Taksa (2015)(44), Cuthbert & Molla (2015)(39), Tomlinson (2017)(39), and Jackson & Wilton (2016)(39). Specifically, Jackson had the highest number of articles (9) with a focus on the effects of WIL on employability and graduate employability as a process, not simply outcomes.

Several effective ways to implement WIL have been proposed. Firstly, paid employment during the final year of undergraduate study, and internships, are shown to support WIL (Jackson & Collings, 2018). In addition, an employability agenda and practical guidance for universities' curricula are necessary (Arora, 2015; Tymon & Batistic, 2016). More specifically, Helyer *et al.*, (2015) considered an emphasis on English proficiency and the development of soft skills essential in the success of WIL.

### *Topical trends in employability literature*

The topical trends analysis was carried out based on a keyword co-occurrence overlay visualization from 1972 to 2019 using VOS viewer software (see Figure 2.5). The overlay links keywords to the average date of publications with darker colors for topics in the early period and lighter colors for topics in the latest period in the literature.



**Figure 2.5 Scientific mapping of keywords based on author keyword analysis overtime between 1972 and 2019**

The “hot topics” revealed by the co-occurrence relay map are employability (488 occurrences/time), higher education (110), employability skills (104), skills (62), employment (61), and perceived employability (51). These “hot topics” (big nodes) were mainly published between 2013 and 2015 and coincided with the first theme: Employers’ requirements and HEIs’ preparation.

The latest topic trend is illustrated by lighter shaded nodes: “soft skills”, “experiential learning”, “employers’ perception”, “perceptions” “work-readiness”, “extra-curriculum activities”, and “work experience”. These illustrate a focus on specific tasks for enhancing employability and

reflect the second theme - *the antecedents of employability* and the third theme - *WIL role as a solution*.

The key word “employability” (e.g. Jackson, 2015) was linked to “higher education” (McCowan, 2015), “skill” (Clark *et al.*, 2015), “competencies” (Blokker *et al.*, 2019), and “labor market” (Pheko & Molefhe, 2017). Universities were solely responsible for improving graduate employability, with little interaction between HIEs, graduates and industries (Belwal *et al.*, 2017). However, failure to equip graduates with qualities to meet the requirements of the labor market has made employability a vitally urgent issue in the literature (Vande Wiele, 2017). Moreover, identifying the required skills for certain jobs by reading advertisements (Hong, 2016) and graduates’ career competencies (Akkermans *et al.*, 2018) are considered important for improving employability.

In 2019, the dominant key words were “employability skill”, “soft skills”, “industrial skills”, “industrial revolution 4.0”, “personal qualities and competencies”, “curriculum”, “extra-curriculum activities” “WIL”. Despite differences in the specific skills required in each industry, the key words drawing much attention from scholars are soft skills (Teng *et al.*, 2019), industrial skills (Alba & Stucki, 2019), and personal qualities and competencies (Mehroliya & Alagarsamy, 2019). These enable graduates to meet the new requirements of Industrial Revolution 4.0 or IR.4.0 (Majid, 2019). Personal qualities and employability competencies are vital in influencing how an individual interacts with others, but students still lack awareness of these factors (Mehroliya & Alagarsamy, 2019). “Curriculum”, “extra-curriculum activities”, and “work-integrated learning” illustrate the need to make changes in higher education curricula, such as inserting more extra-curricular activities/work-related content into higher education curricula to help students to move closer to employers’ requirements (Hart, 2019).

## **2.6. Discussion**

This bibliometric review identified a substantial knowledge base on employability consisting of 1,073 Scopus-indexed documents published between 1972 and 2019. The number of publications witnessed a relatively slow pattern of growth from 1972 to 1999, followed by a steady increase from 2000 to 2014. Finally, there was an explosion, with a peak of 221 articles in 2019. Indeed, 62.2% of the documents in our database were published over a period of five years (2015-2019), affirming that this is a rapidly emerging field, now and in the next years to come.

*Locational distribution of authors' affiliations*

Interest in employability is a global phenomenon, with significant bodies of research emerging across 74 countries. The UK was at the top with the highest number of publications and citations, followed by Australia, the US and the Netherlands. Despite a modest number of publications, Belgium had the highest citation number.

Morocco, Lebanon, American Samoa, and Saura Arabia joined the employability literature in 2018 while Egypt, Peru, Iran, Tunisia, Ethiopia, and Yemen joined in 2019. These new countries focused on gaps/mismatches between HEIs' preparation and labor market requirements, and ways to improve employability (Manzoor *et al.*, 2018) or other factors affecting employability such as personal branding and supply-side factors (Khedher, 2019). These illustrate the huge challenges facing HEIs in recent times.

The Netherlands and the UK/Netherlands and Belgium had the strongest links. The links illustrate shared publications on employability, with specific cases such as SMEs (Bozionelos *et al.*, 2016), vulnerable workers (Audenaert *et al.*, 2019), increasing the focus on agency perspective (Forrier *et al.*, 2018), and competence-based employability (Froehlich *et al.*, 2018).

*Regarding the top authors and schools of thoughts*

De Cuyper, Jackson and Van der Heijden ranked as the three top authors, with the highest number of publications. However, Rothwell, Tomlinson and Berntson had the highest numbers of citations per document. De Cuyper, Van der Heijden, and Berntson published articles in cooperation with other co-authors, focusing on the relationship between graduate employability and other factors such as job security/insecurity, satisfaction, personal well-being, HEIs' curricula, and psychological factors. However, Jackson tended to be a single author who carried out a wide range of research based on topics including how to improve graduate employability, and highlighted the role of work-integrated learning in improving skills development, career management, career management competences, graduate identity, and pre-professional identity leading to higher employability. Rothwell focused heavily on self-perceived employability, while Tomlinson investigated employability by understanding students' perceptions and attitudes at work.

According to the bibliographic coupling and co-occurrence of authors' keywords analyses, there are three conceptual themes in the employability literature: employers' requirements and HIEs' preparation; the antecedents of employability; and the role of WIL in enhancing employability.

The first theme showed that research about what employers require and what graduates have indicated skill gaps, followed by causes and solutions (Hill *et al.*, 2019). Proposed solutions are mainly based on what HEIs should do, such as more collaboration between educators and employers, more focus on internships, extra-curricular activities, and education towards employability. These solutions are also supported by less dominant scholars such as Silva *et al.*, (2016) and Jackling & Natoli (2015). Other scholars proposed making changes in curricula as the ideal solutions. For example, Cavanagh *et al.*, (2015) suggested developing effective learning activities or teaching transferable skills in curricula, while Kolmos *et al.*, (2016) recommended a system change in curricula.

The second theme determined the antecedents of employability such as protean career attitude, social capital, emotional intelligence (Di Fabio & Kenny, 2015). Although many antecedents were highlighted, a blind spot existed because employability has been considered as employees' assets in employability research. The emphasis on employability as individuals' assets neglects the role of context. Instead, personal agency must be emphasized in contextual, relational situations, leading to graduates' employability (Forrier *et al.*, 2018).

The last theme focused on WIL and ways to implement WIL. The most dominant scholar was Jackson. WIL has been considered critical to improving employability because it enhances pre-professional identity among undergraduates (Jackson & Collings, 2018). WIL also boosts students' development of relevant professional skills, knowledge, and attributes (Tran & Soejatminah, 2016). In addition, barriers and best practices in WIL were analyzed to avoid predominantly outcomes-focused evaluation of WIL programs and switch to the process of what, how and from whom students acquire essential skills during work placement (Jackson, 2017). This process facilitates the acquisition and transferability of generic skills, thus promoting graduates' employability through human capital enhancement (Kalfa & Taksa, 2015). Overall, this solution shifts employability scholars' focus to the process rather than the outcomes (Jackson, 2017).

These themes are well supported by the perspectives in the literature, including personal, educational and company perspectives (Guilbert *et al.*, 2016). While our findings overlap in several aspects, the results of this review show more focus on educational and companies' perspective (the first and the third themes) rather than personal perspectives (the second theme) in the literature, with a blind spot of personal agency in the second theme. Therefore, there should be more focus on personal agency in a contextual, relational process such as job crafting, career

competencies, and career success (Blokker *et al.*, 2019; Akkermans & Tims, 2017). In addition to the blind spots of personal agency, little theory development has been done so far to account for both the individual and institutional impacts on employability. Graduate employability should be investigated from a multi-level perspective in social practices because employees can be improved not only by their own actions but also by HRM managers' policies and changes in organizational practices.

### *The latest topics*

The focus of the latest research topics is on the preparation of graduates before entering the labor market, putting the responsibility on HIEs' shoulders. The latest topics reveal the importance of employability skills, soft skills, industrial skills, personal qualities and competencies in improving graduates' employability to meet the requirements of Industry 4.0 (Majid, 2019). Employability skills remain an ongoing topic for debate, with many highlighted studies addressing HEIs' ability to develop graduates who are ready for the workforce (Griffin & Coelho, 2019). Many changes in industrial settings, job tasks and skill requirements have demanded graduates have the right skills for the right positions (Haron *et al.*, 2019) because different employability skills are needed in different industries. They may involve communication, problem-solving, teamwork, planning and organizing, creativity and innovation, teamwork, independent study, numeracy, ICT, self-management, and time management skills (Karim & Maat, 2019). Therefore, WIL and inserting more extra-curricular activities have been proposed to improve graduates' employability (Bridgstock *et al.*, 2019). It may be essential that employability is investigated during the process of employees' maintaining jobs and developing careers as part of internal employability.

## **2.7. Conclusion**

Overall, this review has documented the emergence and increasing growth of a remarkable and global literature on employability. With its analysis of volume, growth trajectory, geographic distribution, countries' co-authorship, bibliographic coupling and key authors' occurrence/overtime, the review reveals the trends in employability research over a period of 38 years (1972-2019); the countries and emerging countries engaged in employability research; key authors; and cooperation in employability research between countries. The growth trajectory of this literature suggests that research is currently at a peak that may persist over the next decade.

The review also presents three main themes in employability research, including employers' requirements and HIEs' preparation, the antecedents of employability, and the role of WIL in enhancing employability. What can be inferred from the three themes is that employability should not be treated as graduates' assets (groups of skills), but as a process with more focus on personal agency in certain contexts and relationships. Finally, the review emphasises the latest topics from the period from 1972 to 2019). The study contributes to the literature by calling for more integrative research focusing on personal agency and on employability in the labor market as internal employability. The research also contributes to social practices in HRM by calling for more focus on multi-level perspectives, with the comparison of both employees' and HRM managers' perceptions, because both agency and structure can have effects on improving staff's employability.

## **2.8. Limitations and Suggestions for Further Studies**

The key limitation of the paper comes from our reliance on the Scopus index as the source of documents. While Scopus provides a more comprehensive coverage than the Web of Science (Mongeon & Paul-Hus, 2016), it may offer less complete coverage of books and conference papers than of journal articles. In addition, the review provided an analysis based on documents from English language sources, which may have meant that papers published in other languages were not included. Further studies may overcome this limitation with the exploitation of documents written in other languages. Finally, the review only applied a limited set of the instruments used in science mapping. Therefore, the authors hope that other scholars will exploit this method, based on other instruments, for specific investigations (Hallinger & Kovačević, 2019)

**CHAPTER 3:  
PERCEIVED EMPLOYABILITY, JOB CRAFTING AND CAREER  
SUCCESS: THE CASE OF YOUNG PROFESSIONALS IN VIETNAM**

**Status: Accepted for publication in *Management International* (FNEGE 2 ; HCERES: A)**

Received      7 February 2022      Revised      24 April 2022 ; 20 June 2022

Accepted      10 March 2023

## Chapter 3:

- 1 • Introduction
- 2 • Literature Review and Theoretical framework
- 3 • Hypothesis Development
- 4 • Methods
- 5 • Results
- 6 • Discussion
- 7 • Conclusion
- 8 • Theoretical Contributions
- 9 • Practical Implications
- 10 • Limitations and suggestions for further studies

### **Abstract**

This study aimed to investigate whether career competencies could enhance young professionals' perceived employability via job crafting and career success. 1008 respondents from different companies in Vietnam answered an online survey with 957 valid answers. Partial least square structural equation modeling was used to evaluate the measurement and structural models and examine the mediating role of career success and job crafting. The results of the study were significant. First, career competencies directly affected both perceived internal and external employability, but the effect on the latter was stronger. Second, career success partially mediates the relationship between career competencies and perceived internal employability. However, career success was not related to perceived external employability. Third, job crafting partially mediates the relationship between career competencies and perceived employability. However, the mediating role of job crafting between career competencies and perceived external employability is stronger. The study extends the previous literature on employability to a personal perspective with the effects of personal resources through personal adaptation and personal success leading to HR management indications.

**Keywords:** *Career Competencies, Perceived Employability, Career Success, Young Professionals, Vietnam.*

### **3.1. Introduction**

#### *Employability and its significance*

Research on employability has drawn attention from scholars for nearly a century due to its complex nature. One of the first articles about employability was published in 1927. It identified the need for achievement as the determinant of employability (Tseng, 1972). Having developed over nearly 100 years, the nature of employability has been considered complicated (Sumanasiri *et al.*, 2015) because employability can be investigated through many perspectives: employers, educators, students or even policy-makers (Rothwell & Rothwell, 2017). Similarly, this issue is also investigated in different approaches and themes, such as capital, career management, and contextual approaches (Williams *et al.*, 2016), within different contexts (Van der Heijde, 2014). Moreover, employability has become a global norm and the priority for policy actors. In detail, policy actors have been encouraged to change education policies, especially when there have been global skill mismatches or large-scale unemployment (Singh & Ehlers, 2020). One of the main reasons for these weaknesses is from a structural shift in labor markets and the resulting gaps between what employers require and what undergraduates and graduates possess. For example, identified skill gaps are critical thinking, interpersonal skills, self-management, communication, and problem-solving (Abbasi *et al.*, 2018) or numeracy, independent learning, IT, and creativity (Hill *et al.*, 2019). More generally, graduates have hardly met soft skill requirements at work (Succi & Canovi, 2020).

Therefore, improving employability is drawing attention from recruiters, higher education institutions and employees, not only globally but also in the Vietnamese context. Vietnam is one of seven Asian Pacific countries facing challenges in attracting and retaining employees with desired qualifications, skills and capabilities (Priksat *et al.*, 2016) with a weak transition from education to work (Cameron *et al.*, 2017). On the one hand, Vietnamese higher education institutions (HEIs) are claimed to be weak at doing their tasks of training industry-ready workforces, resulting in an oversupply of poorly trained graduates (Thang & Wongsurawat, 2016). On the other hand, employers tend to require many skills and abilities because they require more than just job-specific skills (Tran, 2015). One of the biggest challenges that graduates face is finding a way to improve their soft skills (Nghia *et al.*, 2019). Therefore, there are calls for cooperation between HEIs and companies to improve the employability of graduates and a call for

an HRM approach reflecting Vietnam's contextual values (Nguyen *et al.*, 2018). Hence the need for a comprehensive investigation of employability issues in the Vietnamese context has been obvious.

Though the literature illustrates a rapid growth in employability research in the literature, the focus of studies on employability has been mainly the preparation of higher education institutions (HEIs). The review of Masduki *et al.*, (2022) reveals that there has been a rapid growth in employability research and predicts that there will be more and more research in the field. A variety of studies in the literature devoted to finding out what HEIs did and should do to equip graduates with employability skills (Ressia & Shaw, 2022). These investigations have been related to skill gaps, out-come based learning, work-integrated learning, extracurricular activities, internship etc., (Noori & Azmi, 2021). These studies highlighted the role of HEIs in enhancing graduates' employability with the gaps between HEIs' preparation and employers' requirements (Tran 2015, Chhinzer & Russo, 2017) such as weak soft skills, overeducation, and job mismatches (Figueiredo *et al.*, 2017, Hill *et al.*, 2019).

Besides, a host of other studies regarded graduate employability as employees' assets such as career attitude, social capital and emotional intelligence (Forrier *et al.*, 2018). These focuses treat employability as a result rather than a process. Therefore, the focus on personal agency in employability research is still considered an overlooked side of employability (Forrier *et al.*, 2018). Similarly, Dinh *et al.*, (2022) has recently called for a more comprehensive research focusing on personal agency and employability in certain contexts and relationships.

#### *Employability and personal agency*

Putting personal agency at the heart of employability research allows researchers to regard employability as a process in human resources management (HRM) rather than a result of education. From personal perspective, employability involves both external and internal employability, which involves not only graduates' preparing and obtaining a job (Ressia & Shaw, 2022), but also their maintaining, developing jobs. The heavy focus of the literature on employer's requirements and HEIs' preparation concerns HEIs' roles rather than individuals themselves in improving graduates' employability. In contrast, an investigation from a personal agency enables researchers to have a more comprehensive framework to understand graduates' employability. "Competence-based approaches define employability as multi-dimensional process that is in

development over time” (Römgens *et al.*, 2020, p.2590) and identifying competences at an individual level is vital to help employees both obtain and retain a job in such a highly competitive labor market.

Therefore, the literature reveals that the focus on employers’ and HEIs’ perspectives needs to be supplemented by a *personal perspective*. One of the very important personal resources of employees is career competencies (reflective, communicative and behavioral elements), which are related to early career success and job crafting, resulting in higher employability (Bargsted *et al.*, 2021). Career competencies consist of knowledge, skills and ability to develop career development, influenced and developed by individuals (Akkermans *et al.*, 2013) and are positively related to early career success (Presti *et al.*, 2021). Career competencies are the basis for graduates to utilize their personal qualities and motivations in the transition to jobs, which is considered the first step for young professionals to achieve their early career success (Savickas & Porfeli, 2012). Regarding personal resources, career competencies can pave the way for graduates to take the initiative to enhance their self-perceived employability (Rothwell *et al.*, 2009). Strong career competencies enable graduates to learn and adapt to their working environment, which is vital in their transition to work (Kuijpers *et al.*, 2006). In addition, job crafting (task crafting, relation crafting and cognition crafting) is the act of individuals shaping their jobs to match their preferences, skills, and abilities (Berg & Dutton, 2008). According to Muhammad & Qadeer (2020), one of the important predictors of perceived employability is the willingness to make changes in jobs. More specifically, adjusting jobs according to individual needs enables employees to maintain and better their performance, leading to an improvement in their internal employability (Muhammad Irfan & Qadeer, 2020). In addition, an increase in task crafting was proven to be related to employees’ perceived external employability (Plomp *et al.*, 2019). Therefore, career competencies have been improved to promote changes in job crafting, leading to better employability as a center outcome (Bakker & Demerouti, 2014).

### *Research Significance*

A close investigation into the role of job crafting and career success and job crafting in the relationship between career competencies and perceived employability among young professionals in Vietnam is critical for the following reasons. Firstly, in the literature, a few studies which have been done by some key names Nghia *et al.*, (2019), Tran (2015), and Thang &

Wongsurawat (2016) focus on employability skills. In these studies, serious concerns about weak employability skills such as soft skills, loose connections between universities and companies, unrealistic curricula, etc. have been pointed out. These issues are considered reasons for hindering graduates from achieving success. However, in the Vietnamese context, there has been limited research on career competencies as well as its effects on career success, which makes it worth looking into the mediating role of career success. Secondly, Sartori (*et al.*, 2022) has proposed job crafting as intervention at work to improve employees' employability and called for research to explore the role of changing job resources and challenges in enhancing employability. Thirdly, there has been a rise in the turnover rate among young professionals in the 9x generation in 2019 (Haymora, 2019).

### *Research questions*

This study aims to answer the following research question: “To what extent do job crafting and career success affect the relationship between career competencies and perceived employability among young professionals in Vietnam?” We propose a mediation model in which the level of employability that young professionals can develop depends on their career competencies, mediated by career success and job crafting. This study contributes to the literature on employability by filling two theoretical gaps. First, it contributes to the scholarly debate on antecedents/predictors of young professionals' employability by examining the role of career competencies in achieving career success and job crafting and subsequently perceived employability. Second, it extends the previous literature on employability to a more personal perspective, which can lead to HR management indications and practices.

## **3.2. Literature Review and Theoretical Framework**

### *Employability definition and three main perspectives*

Despite various interpretations of employability, it is understood as graduates' ability to gain and maintain their occupation and become successful in present and future employment opportunities. Employability is defined as knowledge, skills, and attributes that are presented and used in and contexts (Hillage & Pollard, 1998). In addition, Sanders & De Grip (2004) defined employability as employees' willingness and capacity to predict changes in their tasks, the working environment and reacting proactively to these changes. According to Yorke (2006), employability is “a set of

achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations” (p. 8). A shorter definition was proposed by Hogan *et al.*, (2013), with employability being the ability to gain and retain employment.

Employability has been mainly investigated through three perspectives: policy, organizational and personal perspectives [See Table 3.1]. While the organizational perspective focuses on employers’ strategies to boost employees’ employability, policy perspective emphasizes the contribution of curricula to graduates’ employability as well as job creation and sustainability (Guilbert *et al.*, 2016). The personal perspective includes 3 approaches: competence-based employability, trait-based employability and self-perceived employability (Vargas *et al.*, 2018). Perceived employability is an effective approach because it “focuses on just on internal personal factors related to one’s perception of one’s own capacities and skills for finding a job, but also on structural or external factors, such as the individual’s perception of the impact of the external employment market and the importance of their qualifications or profession when trying to find a job.” (Vargas *et al.*, , 2018, p. 3). Accordingly, perceived employability is divided into perceived internal employability and perceived external employability (Blokker *et al.*, 2019). More specifically, “external employability refers to the ability and willingness to switch to a similar or another job in another firm...Meanwhile, internal employability refers to a worker’s ability and willingness to remain employed with the current employer...” (Juhdi *et al.*, 2010, p. 2).

**Table 3.1 Employability under Three Perspectives**

<b>Perspectives</b>	<b>Focus</b>	<b>Typical Scholars</b>	<b>Research</b>
<b>Policy</b>	The importance of governments and educational policies to enhance workers’ employability; the role of HEIs’ policies to equip	Hillage & Pollard (1999)	proposed government and educational policies to boost the employability deployment
		Duff <i>et al.</i> , (2007)	analysed measures that governments took to promote both employment and employability of various groups

Perspectives	Focus	Typical Scholars	Research
	their graduates with necessary employability skills to meet the requirements of future employers.	Yorke & Knight (2006), Bridgstock (2009), Nghia <i>et al.</i> , (2019), Misni <i>et al.</i> , (2020) etc.	focused on policy of HEIs
<b>Organizational</b>	The role of companies in improving employees' employability	Guilbert <i>et al.</i> , (2016).	showed that by making employees more employable, companies can boost their competitiveness, flexibility and adaptability to meet changes such as technological development or new requirements in working environment
		Van Dam (2004)	asserted that companies' objectives and interventions are the sources of employees' employability development
		Rothwell & Rothwell (2017)	compared employability as a human resource management strategy, so employers should put employees' talent development at the heart of companies' growth.
		Eby <i>et al.</i> , (2003)	pointed out that businesses can offer their staff chances to enhance their sets of skills, internal and external networks

<b>Perspectives</b>	<b>Focus</b>	<b>Typical Scholars</b>	<b>Research</b>
<b>Personal</b>	Individuals' competence-based employability, trait-based employability and self-perceived employability	De Vos <i>et al.</i> ,(2011), Fugate & Kinicki, 2008	stated that competence-based approach is aimed to figure out what are necessary skills and abilities to enable graduates to find jobs whereas trait-based one refers to individuals' proactive attitudes towards maintaining jobs
		Rothwell <i>et al.</i> , (2008, p.2)	considered perceived employability as the ability "to attain sustainable employment appropriate to one's qualification level"
		Álvarez-González <i>et al.</i> , (2017).	looked at perceived employability as individuals' subjective view of their ability to obtain, retain, or get a new job
		Blokker <i>et al.</i> , (2019).	divided perceived employability into perceived internal and external employability

*Employability in Vietnamese Context*

In the Vietnamese context, some key authors are conducting research into undergraduates' and new graduates' employability with a focus on HEIs' preparation and employers' requirements, followed by solutions. Tran Le Huu Nghia published a series of articles looking into graduates' and final-year students' skill gaps and the role of extracurricular activities and external stakeholders in building graduates' soft skills and enhancing graduates' employability (Nghia *et*

*al.*, 2019). Similarly, Yao & Tuliao (2019) also confirmed the important role of soft skills that students were taught at transnational universities in Vietnam in improving their graduate employability. Additionally, Nghia *et al.*, (2019) carried out interviews with third- and fourth-year students and pointed out gaps between students' employability and employment outcomes. In addition, in several articles, Tran Thi Tuyet pointed out graduates' lack of employability skills due to loose collaboration between enterprises and universities in enhancing employability (Tran, 2015). For the IT sector, Thang & Wongsurawat (2016) pointed out the skill weaknesses of graduates in the IT industry in Vietnam and proposed solutions.

Regarding the Vietnamese labor market, employability, especially perceived employability, has gained increasing significance among young professionals. First, it is because "employment is a real outcome of perceived employability" (Thang & Wongsurawat, 2016, p. 148). As a result, skill mismatch exists in the Vietnamese economy, leading to an increase in the number of graduates who failed to obtain a job in accordance with their qualifications (Tong, 2019). Second, there has been a rise in the turnover rate among the 9x generation, especially in marketing, sales, IT and finance, with a rate of 24%, far away from the ideal rate of 10% (Vietnamnews.net, 2019). Moreover, the average rate of turnover in Vietnam in 2019 was 24% (Adecco, 2020), which is much higher than the recommended rate of 10% (Haymora, 2019). Surprisingly, 17% of this rate belonged to young professionals in the 9x generation in 2019 (Haymora, 2019). Furthermore, the unemployment rate in Vietnam has been the highest over the last five years (Vietnamplus.vn, 2020).

### **3.3. Hypothesis Development**

#### *Career competencies as an antecedent of perceived employability*

The term "career competencies" was defined in Akkermans *et al.*, (2013) study, "career competencies concern knowledge, skills, and abilities which can be influenced and developed by the individual" (p. 249) with three dimensions of reflective, communicative and behavioral career competencies. First, reflective career competencies concentrate on individuals' awareness of their longstanding careers and their personal reflections on motivation and qualities concerning their professional careers. Accordingly, reflections on motivation and qualities involve reflecting on values, passions, motivations, strengths, shortcomings, and skills. Second, communicative career competencies are the ability to communicate with important people to enhance individuals' chance

of success by networking and self-profiling. While networking refers to building and expanding a network for career-related aims, self-profiling indicates showing and communicating knowledge, abilities and skills to both internal and external markets. Third, behavioral career competencies relate to work exploration and career control. The former being defined as active exploration and search for work-related and career-related changes in external and internal markets. The latter being defined as actively setting goals and planning how to achieve goals in learning and working. Communicative career competencies and behavioral competencies are pointed out as two important factors by Dumulescu *et al.*, (2015).

Blokker *et al.*, (2019) concluded that a higher level of career competencies leads to a higher perceived employability among young professionals. Career competencies enable graduates to search for more opportunities in the labor market and obtain better control of their career, which results in higher perceived employability (Forrier *et al.*, 2015). The positive relationship between career competencies and perceived employability (both internal and external) was also confirmed in the research of Akkermans & Tims (2017). Moreover, career control can help improve perceived employability opportunities, such as making more efforts to overcome difficulties or attain personal goals, thus improving perceived employability (Bargsted, 2017). Three of four important employability components are general competencies, professional competencies, and career planning and confidence. As a result, the enhancement of these features also leads to improving graduates' employability (Chen *et al.*, 2018). Based on these findings, we hypothesize the following:

***H1: Vietnamese young professionals' career competencies are positively related to their perceived internal employability.***

***H2: Vietnamese young professionals' career competencies are positively related to their perceived external employability.***

*Career competencies and perceived employability: the mediating roles of career success*

In the literature, career success was long identified as “the positive psychological or work-related outcomes or achievements one has accumulated as a result of one’s work experiences.”(Judge, *et al.*, 1995, p. 486). This definition coincides with the definitions of the other authors, such as London & Stumpf (1982) and Seibert *et al.*, (1999). Based on this definition, career success emphasizes “the attained career accomplishments through work experiences” (Niu *et al.*, 2019, p. 3).

Career competencies directly impacted career success in terms of career satisfaction (Kong *et al.*, 2012). The action of realizing personal goals helps increase objective career success because the fulfillment of goals will be mirrored in a pay rise and a high occupational status. Moreover, reflecting on one's career competencies such as motivation and quality results in a realistic image of one's capabilities so that one can choose a career that is suitable for their existing capabilities. Career control, especially learning goal orientation and networking, is closely related to career satisfaction (Kuijpers *et al.*, 2006). In addition, career competencies have been proven to have effects on career success in one recent study conducted by Ahmad *et al.*, (2019). According to Blokker *et al.*, (2019), career competencies affect both subjective career success and objective career success, but the impacts on the former are stronger than those on the latter. Similarly, in the Career Construction Theory, Savickas (2005) described career competencies as an important component of adaptability facilitating employees in "fitting themselves to work that suits them" (p.45), which can lead to career success at work.

Moreover, employability is understood as the ability to obtain and maintain formal employment or find new employment when necessary. Admittedly, the causes for unemployment are "often attributed to economic factors, but psychological factors associated with employability also contribute to the problem" (Hogan *et al.*, 2013, p. 3). Several recent studies have also concluded that there is a positive correlation between subjective career success and employability. One of the latest studies of Niu *et al.*, (2019) confirmed that "subjective career success is positively correlated with perceived employability, especially in terms of internal employability" (p. 12).

Based on these findings and on Career Construction Theory of Savickas (2005) with the focus on career competencies in achieving career success, we argue that highly competent graduates will perceive themselves as more employable by witnessing more career success. Moreover, in previous studies, career competencies have been proven to have direct impacts on perceived employability (Forrier *et al.*, 2015, Chen *et al.*, 2018, Bargsted, 2017, Akkermans & Tims, 2017) and career success has also been proven to be a partial mediator (Bargsted *et al.*, 2021); therefore, we test a partial mediation with the hypotheses as follows:

***H3: Young professionals' subjective career success partially mediates the relationship between graduates' career competencies and their internal perceived employability.***

***H4: Young professionals' subjective career success partially mediates the relationship between graduates' career competencies and their external perceived employability.***

***H5: Young professionals' objective career success partially mediates the relationship between graduates' career competencies and their internal perceived employability.***

***H6: Young professionals' objective career success partially mediates the relationship between graduates' career competencies and their external perceived employability.***

*Career competencies and perceived employability: the mediating roles of job crafting*

Job crafting is defined as “the physical and cognitive changes individuals make in the task or relational boundaries of their work” and “crafting a job involves shaping the task boundaries of the job (either physically or cognitively), the relational boundaries of the job, or both” (Wrzesniewski & Dutton, 2001, p. 179). These changes involve both physical and cognitive changes in which the former changes are associated with tasks and relationships. and the latter changes are associated with the way individuals view their jobs (Lazazzara *et al.*, 2020). Meanwhile, Tims *et al.*, (2012) offered another definition of job crafting as “the self-initiated changes that employees make in their job and job resources to attain and/or optimize their personal (work) goals” (p. 173). This definition is based on the job demands-resources (JD-R) model (Demerouti *et al.*, 2001, Bakker & Demerouti, 2007). Job crafting is accordingly regarded as changes in which individuals make their job demands and their job resources balanced with their personal needs and abilities (Tims & Bakker, 2010). As a result, job crafting is individuals' shaping of a job based on their own preferences, skills and abilities (Berg & Dutton, 2008).

In the JD-R theory of Bakker & Demerouti (2014), crafting is considered part of a motivational process in which personal resources have the potential to enhance job characteristics. From that, it can be argued that career competencies (personal resources) can promote changes in job crafting (job characteristics) and lead to a motivational process within which perceived employability is one of the central outcomes (Akkermans & Tims, 2017). More specifically, job resources can bring certain changes, such as task variety or autonomy, to employees and lead to them becoming more employable. When job resources promote employees to develop and improve their adaptability, these resources also play a vital role in boosting individuals' perceptions of employability (Van Emmerik *et al.*, 2012). According to Tims *et al.*, (2012), challenging job demands, along with increasing job resources, can lead to expansive jobs, which stimulates personal growth and adaptability.

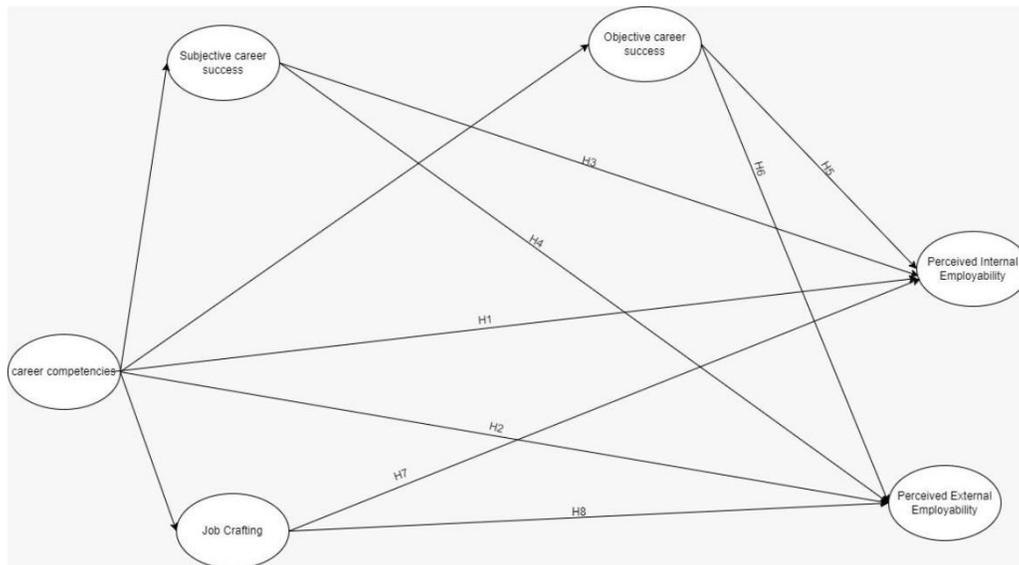
Consequently, employees' feelings of being more flexible in the current organization and being more attractive to external labor markets (internal and external employability) are increased. Based

on this and the argument from the JD-R perspective, we argue that graduates' career competencies can set off a motivational process through job crafting, which finally develops their perceived employability. Job crafting as a partial mediator has been proven because crafting jobs can help employees turn their personal resources (career competencies) into their perceptions of being employable (perceived employability) (Akkermans & Tims, 2017), so we hypothesize the following:

**H7: Graduates' job crafting partially mediates the relationship between graduates' career competencies and their internal perceived employability.**

**H8: Graduates' job crafting partially mediates the relationship between graduates' career competencies and their external perceived employability.**

All hypotheses outlined above are visually represented in Figure 3.1



**Figure 3.1 An illustration of the hypothesized relationship (H. hypothesis)**

### 3.4. Methods

#### *Sample and procedure*

The questionnaire was posted online in Alumni Facebook Groups of different Vietnamese universities, including Foreign Trade University, National Economics University, Trade Union University, Hanoi Architecture University, Posts and Telecommunications Institute of Technology, Hanoi University of Technology, Banking Academy, Dai Nam University, Thang Long University, Open University, Hanoi University, Vietnam National University, Thuong Mai

University, Hanoi University of Natural Resources and Environment, and Hanoi National University of Education. In total, 1008 participants completed the online form. Because the study is primarily focused on the perceived employability of young professionals, only those working full-time in companies and organizations and who are within the age range of 23 to 30 years old are included. A total of 1008 responses were collected, and 51 responses were rejected because respondents were either students or not working. Finally, 957 were selected, with 261 males (27.27%) and 696 females (72.73%). According to some researchers, women have a greater tendency to take part in online activities for communicating and exchanging information, while their male counterparts have a greater tendency to do so for seeking information (Jackson *et al.*, 2001). As a result, it is reasonable that the rate of female respondents is higher than that of male respondents because accessing an online survey, completing it, and returning it is more a process of online information exchange (Smith, 2008).

*Measures*

The questionnaire was administered in Vietnam and included two main parts, namely, demographic information and main questions. Below is the summary of the constructs, measures, and the authors of the related studies:

**Table 3.2 Constructs and Measurement Scale**

<b>Construct</b>	<b>Measure</b>	<b>Scale</b>	<b>Scale reliability (<math>\alpha</math>)</b>	<b>Author (s)</b>
<i>Career competencies</i>	21-item career competencies questionnaire	a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree)	0.866	Akkermans <i>et al.</i> , (2013)
<i>Subjective career success</i>	subjective career success inventory	a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree)	0.859	Shockley <i>et al.</i> , (2016)

<b>Construct</b>	<b>Measure</b>	<b>Scale</b>	<b>Scale reliability (<math>\alpha</math>)</b>	<b>Author (s)</b>
<i>Objective career success</i>	an index of pay and hierarchical status (the right to delegate, project responsibility, leadership positions)	the total score from 0 (low) to 18 (high success)		Abele & Spurk (2009)
<i>Job crafting</i>	19-item job crafting questionnaire	a 6-point scale from (1) never to (6) all of the time	0.824	Slemp & Vella-brodrick (2013)
<i>Perceived employability</i>	11-item internal and external employability questionnaire	a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree	0.782 for internal employability (4 items) and 0.886 for external employability (7 items).	Rothwell & Arnold (2007)

*The questionnaire* was sent to HR managers and HR researchers for improvement and modification. A pilot test with the 400 samples was carried out first, and then the test with full sample data (n=957) was carried out.

*Control variables.* Gender (0 = male, 1 = female), age and year of experience were controlled.

### *Analysis*

SPSS was used to provide the descriptive and correlational statistics, and partial least square structural equation modeling (PLS-SEM) was used to evaluate the measurement and structural

models concerning the study variables and their associations. PLS-SEM is chosen for the study because the model contains higher-order variables and lower-order variables (hierarchical model) (Hair *et al.*, 2017). Moreover, the thesis is aimed at identifying factors predicting graduates' perceived employability, so PLS-SEM is a better choice for a prediction orientation analysis (Urbach & Ahlemann, 2010).

Regarding the measurement model, internal consistency (Cronbach's alpha, composite reliability), convergent validity (AVE – average variance extracted) and discriminant validity are used for both higher-order constructs and lower-order constructs (Hair *et al.*, 2017). These data were taken from both first-order reflective measurement models and high-order reflective measurement model evaluations. With a structural model, in addition to RMStheta (model fit measure), VIF values, P values, and R squares are used for collinearity assessment, path coefficients, coefficients of determination, and mediating effects (Hair *et al.*, 2017). Moreover, common method bias (CMB) is identified with a full collinearity assessment approach (Kock, 2015). Apart from the direct effects, the study also aims to test indirect effects or mediating effects in Hypothesis with a bootstrapping method.

### 3.5. Results

The means, standard deviations and correlations among key variables from the first stage of data analysis are shown in Table 3.3.

**Table 3.3 Means, standard deviations, and correlations among study variables (N=957)**

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. Age	25.74	2.506								
2. Gender <sup>a</sup>	.73	.446	-.004							
3. Year of experience	2.36	1.774	.640**	.046						
4. Career competencies	3.7676	.45794	.079*	-.070*	.128**					
5. Subjective career success	3.7137	.45084	.093**	-.032	.139**	.779**				

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6. Objective career success	3.09	2.185	.199**	-.144**	.162**	.227**	.280**			
7. Perceived internal employability	3.6507	.59412	.048	-.038	.068*	.558**	.626**	.252**		
8. Perceived external employability	3.7203	.57897	.035	.016	.046	.463**	.454**	.185**	.511**	
9. Job crafting	3.7348	.66780	-.063	-.027	-.043	.522**	.574**	.231**	.550**	.494**
<b>Note(s):</b> *p<0.05 level (2-tailed); **p<0.01 level (2-tailed). <sup>a</sup> Gender: 0 = male, 1 = female										

*Before testing the research hypotheses, we conducted* measurement model evaluation (with both first-order and higher-order reflective measurement models) and structural model evaluation [See Table 3.4 and Table 3.5]. For the measurement model, the values for internal consistency (Cronbach's alpha and composite reliability), convergent validity (indicator reliability-outer loadings of the indicators), average variance extracted (AVE) and discriminant validity (heterotrait-monotrait HTMT ratios) were all within the threshold values. The  $\alpha$  values of the first-order and higher-order constructs ranged from 0.713 to 0.902 and above 0.8, respectively, indicating a good scale (Garson, 2016). Composite reliability values for all constructs were over 0.8 and regarded as satisfactory. All AVE values were greater than 0.5, so the indicators and constructs with loadings values under 0.7 were all maintained in the model (Hair *et al.*, 2017).

**Table 3.4 Measurement model evaluation (higher-order construct)**

		Internal Consistency		Convergent Validity		Discriminant Validity
Latent Variables	Indicators	Cronbach's Alpha	Composite reliability	Loadings	AVE	HTMT < 0.9
Career competencies	Reflection on motivation	0.866	0.899	0.711	0.597	Yes
	Reflection on qualities			0.753		
	Networking			0.786		
	Self-profiling			0.770		
	Work Exploration			0.770		
	Career Control			0.839		
Subjective Career Success	Recognition	0.859	0.890	0.726	0.505	Yes
	Quality Work			0.734		
	Meaningful Work			0.754		
	Influence			<b>0.641</b>		
	Authenticity			0.711		
	Personal Life			<b>0.628</b>		
	Growth and Development			0.733		
	Satisfaction			0.745		
Job crafting	Task Crafting	0.824	0.894	0.862	0.738	Yes
	Cognitive Crafting			0.854		
	Relational Crafting			0.862		

**Table 3.5 Measurement model evaluation (lower-order construct)**

		Internal Consistency		Convergent Validity		Discriminant Validity
Latent Variables	Indicators	Cronbach's Alpha	Composite reliability	Loadings	AVE	HTMT < 0.9
Reflection on motivation	CC11	0.756	0.860	0.827	0.672	Yes
	CC12			0.810		
	CC13			0.823		
Reflection on qualities	CC21	0.798	0.868	0.831	0.624	Yes
	CC22			0.703		
	CC23			0.812		
	CC24			0.807		

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Networking	CC31	0.737	0.835	<b>0.694</b>	0.560	Yes
	CC32			<b>0.693</b>		
	CC33			0.774		
	CC34			0.824		
Self-profiling	CC41	0.730	0.848	0.785	0.650	Yes
	CC42			0.840		
	CC43			0.793		
Work Exploration	CC51	0.713	0.839	0.729	0.635	Yes
	CC52			0.858		
	CC53			0.800		
Career Control	CC61	0.854	0.896	0.742	0.633	Yes
	CC62			0.725		
	CC63			0.853		
	CC64			0.828		
	CC65			0.823		
Recognition	SCS11	0.813	0.889	0.840	0.728	Yes
	SCS12			0.880		
	SCS13			0.839		
Quality Work	SCS21	0.770	0.867	0.818	0.685	Yes
	SCS22			0.840		
	SCS23			0.825		
Meaningful Work	SCS31	0.800	0.882	0.873	0.714	Yes
	SCS32			0.826		
	SCS33			0.835		
Influence	SCS41	0.828	0.897	0.839	0.744	Yes
	SCS42			0.889		
	SCS43			0.860		
Authenticity	SCS51	0.727	0.846	0.784	0.647	Yes
	SCS52			0.792		
	SCS53			0.835		
Personal Life	SCS61	0.727	0.844	0.749	0.644	Yes
	SCS62			0.826		
	SCS63			0.829		
Growth and Development	SCS71	0.811	0.888	0.848	0.726	Yes
	SCS72			0.849		
	SCS73			0.859		
Satisfaction	SCS81	0.821	0.894	0.775	0.739	Yes

*Chapter 3: Perceived Employability, Job Crafting and Career Success: The Case of Young Professionals in Vietnam*

	SCS82			0.905		
	SCS83			0.893		
Task Crafting	JC11	0.874	0.903	0.746	0.571	Yes
	JC12			0.766		
	JC13			0.810		
	JC14			<b>0.673</b>		
	JC15			<b>0.691</b>		
	JC16			0.801		
	JC17			0.790		
Cognitive Crafting	JC21	0.887	0.917	0.806	0.689	Yes
	JC22			0.840		
	JC23			0.799		
	JC24			0.855		
	JC25			0.848		
Relational Crafting	JC31	0.902	0.922	0.806	0.629	Yes
	JC32			0.783		
	JC33			0.767		
	JC34			0.802		
	JC35			0.826		
	JC36			0.783		
	JC37			0.784		
Perceived Internal Employability	PE11	0.782	0.859	0.750	0.604	Yes
	PE12			0.801		
	PE13			0.780		
	PE14			0.778		
Perceived External Employability	PE21	0.886	0.912	<b>0.691</b>	0.596	Yes
	PE22			0.761		
	PE23			0.753		
	PE24			0.824		
	PE25			0.796		
	PE26			0.762		
	PE27			0.810		

A lack of discriminant validity is better detected by the heterotrait-monotrait (HTMT) ratio (Henseler *et al.*, 2015), so HTMT values were calculated. All the HTMT values met the

standardized requirement of the stringent cutoff of 0.85, showing that the model is well fitted (Kline, 2015) [See Table 3.6].

**Table 3.6 Heterotrait-Monotrait Ratio (HTMT)**

	Career Competencies	Subjective Career Success	Objective Career Success	Job crafting	Perceived Internal Employability
Career Competencies					
Subjective Career Success	0.736				
Objective Career Success	0.215	0.272			
Job crafting	0.493	0.551	0.230		
Preceived Internal Employability	0.680	0.765	0.285	0.679	
Preceived External Employability	0.538	0.528	0.196	0.576	0.616

For the structural model, the measure fit model, VIF and coefficients of determination were tested. The  $RMS_{\text{theta}}$  value of 0.103 below 0.12 indicates a well-fitting model (Hair *et al.*, 2014). All the VIF values for latent variables are under 5, indicating no collinearity problem (Hair *et al.*, 2011). All the  $R^2$  values range from 0.096 to 0.617, indicating that all the latent variables are explained by the others in the model. In addition, common method bias (CMB) is identified with a full collinearity assessment approach (Kock, 2015). All the VIF values are under 3.3, showing that the model used in this research is not affected by CMB (Hair *et al.*, 2021) [See Table 3.7].

**Table 3.7 VIF values – Common Method Bias (CMB)**

	CC	JC	OCS	SCS	PEE	PIE
Career Competencies (CC)		1.807	1.161	1.985	1.508	1.947
Job Crafting (JC)	2.731		1.152	3.058	1.455	1.866
Objective career success (OCS)	2.746	1.792		3.190	1.544	1.957
Subjective Career Success (SCS)	1.706	1.741	1.155		1.547	1.813
Perceived External Employability (PEE)	2.695	1.717	1.163	3.205		1.843
Perceived Internal Employability (PIE)	2.740	1.750	1.154	2.964	1.452	

*Hypothesis Testing*

Regarding hypothesized relationships, career competencies were positively related to both perceived internal employability ( $\beta=0.116^*$ ,  $p<0.05$ ) and external employability ( $\beta=0.22^{**}$ ,  $p<0.01$ ), supporting H1 and H2. **However**, career competencies have stronger positive effects on perceived external employability than on perceived internal employability.

**Table 3.8 Hypothesis Testing**

		<b>Direct Effect</b>	<b>tValue</b>	<b>Indirect Effect</b>	<b>tValue</b>	<b>Significance (P&lt;0.05)?</b>
H1	CC → PIE	0.116*	2.434			Yes
H2	CC → PEE	0.22**	4.334			Yes
H3	CC → SCS → PIE	0.116*	2.434	0.290**	7.984	Yes
H4	CC → SCS → PEE	0.22**	4.334	0.073	1.773	No
H5	CC → OCS → PIE	0.116*	2.434	0.012**	2.526	Yes
H6	CC → OCS → PEE	0.22**	4.334	0.003	0.568	No
H7	CC → JC → PIE	0.116*	2.434	0.140**	6.021	Yes
H8	CC → JC → PEE	0.22**	4.334	0.176**	8.352	Yes

\*\* correlation is significant at 0.01 level (P value <0.01)

\*correlation is significant at 0.05 level (P value <0.05)

As illustrated in Table 3.8, subjective career success partially mediated the relationship between career competencies and perceived internal employability with the indirect effect of 0.290\*\* and the total effect of 0.55, supporting H3. However, subjective career success did not mediate the role between career competencies and perceived external employability. Although career competencies had a direct effect on perceived external employability with 0.22\*\*, the indirect effect was not significant because subjective career success did not affect perceived external employability, leading to the conclusion that H4 was rejected. H5 was accepted because objective career success partially mediated the relationship between career competencies and perceived internal employability with the indirect effect of 0.012\* and the total effect of 0.13. In contrast, H6 was rejected because the indirect effect was not significant because objective career success did not affect perceived internal employability. H7 and H8 were supported. Job crafting partially mediated the relationship between career competencies and perceived internal employability with the direct effect of 0.116\* and an indirect effect of 0.140\*\*. Moreover, job crafting partially mediated the

relationship between career competencies and perceived external employability with a direct effect of 0.220\*\* and an indirect effect of 0.176\*\*. Additionally, the total effect of the latter was higher than that of the former ( $\beta = 0.40$  vs.  $\beta = 0.26$ ).

### **3.6. Discussion**

The main aim of the study was to investigate the role of career competencies in achieving career success and job crafting and, subsequently, perceived employability among a group of young professionals.

As expected, career competencies directly affected both perceived internal and external employability, but the effect on the latter was stronger. These direct effects were in line with previous studies (Akkermans & Tims, 2017, Bargsted, 2017, Monteiro *et al.*, 2018). These results suggest that young professionals' reflection on motivation, work qualities, networking, self-profiling, work exploration and career control had a crucial role in improving employees' perceived employability (Forrier *et al.*, 2015, Chen *et al.*, 2018, Blokker *et al.*, 2019). Employees' perception of their ability to maintain and develop jobs inside their organizations or to get desired ones outside has been considered an outcome of career competencies because mastering these competencies allows employees to have more positive perceptions of their ability to search, obtain and maintain employment (Akkermans *et al.*, 2013). In addition, career competencies had stronger positive effects on perceived external employability than on perceived internal employability, which was also confirmed by Blokker *et al.*, (2019). When employees could reflect on their competencies, communicate these competencies and have suitable plans as well as control in their jobs, they perceived themselves to be more employable outside their companies than inside their companies. In other words, higher career competencies led employees to find more work opportunities outside their organizations rather than inside their current organizations.

Career success (objective and subjective) partially mediated the relationship between career competencies and perceived internal employability, but career success (objective and subjective) was not related to perceived external employability.

The mediating role of subjective career success between career competencies and perceived internal employability coincided with the results of Blokker *et al.*,(2019). This means that employees' recognition, quality work, meaningful work, influence, authenticity, personal life, growth and development, and satisfaction had effects on their employability inside the current

organization. In other words, better use of personal resources enabled young professionals to be more subjectively satisfied with their success (Kuijpers *et al.*, 2006, Ahmad *et al.*, 2019), leading to better maintenance and development of their careers inside the organization.

However, subjective career success was not related to perceived external employability, which was the opposite of the result found in the literature. According to Blokker *et al.*, (2019), more subjective career success leads to a lower perception of external employability. The result of this study reveals that employees would stop finding job opportunities outside their organization if they had higher subjective career success. This result differentiates young professionals' working behavior in Vietnam from others in developing countries such as those in research results of Blokker *et al.*, (2019). It is obvious that, in the Vietnamese context, when young professionals gain more recognition, quality work, meaningful work, influence, authenticity, personal life, growth and development, and satisfaction, they tend to contribute more to their current organizations without thinking of quitting jobs and finding another one elsewhere. Besides, the Career Construction Theory of Savickas (2005) is proved insignificant in Vietnamese context when young professionals' external employability is concerned. It's because the assumption that career competencies has a critical role in achieving career success and, subsequently, perceived employability among young professionals was only accepted with internal employability.

The mediating role of objective career success partially mediates the relationship between career competencies and perceived internal employability, which is opposite to the result of Blokker *et al.*, (2019), who concluded that objective career success did not have any mediating role between career competences and perceived internal employability. The results indicate that in the Vietnamese context, an increase in the salary rate, delegation rights, project responsibility and leadership position resulted in a higher perception of being employable internally. Consequently, employees could maintain and develop their careers better. Objective career success was not related to perceived external employability, which was also the conclusion of Blokker *et al.*, (2019). Even when young professionals receive more salaries and responsibilities at work, their perceptions of being employable in the labor market will not change, and they will not seek outside opportunities.

Subjective career success (recognition, quality work, meaningful work, influence, authenticity, personal life, growth and development, and satisfaction) has a much stronger mediating role than objective career success (pay and hierarchical status) in the relationship between career

competencies and perceived internal employability. That means that higher career competencies allow employees to have more subjective career success and be more internally employable. However, no mediating role of objective career success was found (Blokker *et al.*, 2019).

Job crafting partially mediated the relationship between career competencies and perceived employability (both internally and externally). However, the mediating role of job crafting between career competencies and perceived external employability was stronger. These mediating roles were supported by Akkermans & Tims (2017) because career competencies were considered personal resources. Based on personal resources such as preferences, skills, and abilities, employees shape their employability (Berg & Dutton, 2008). Thanks to task variety and autonomy resulting in higher adaptability, young professionals' perceptions of employability were boosted (Van Emmerik *et al.*, 2012). Job crafting practices could lead to positive outcomes such as better person-job fit and job performance (Wang *et al.*, 2016). When young professionals utilize their personal resources to make changes in their jobs, this leads to stimulation in personal growth and adaptability. Positive experiences such as achievement and resilience, such as the ability to cope with future adversity, makes them more employable inside their current organization (Berg *et al.*, 2008). Moreover, these young professionals also are more attractive to the labor market, leading to their higher perception of external employability (Tims *et al.*, 2012). Better career competencies enabled employees to make changes in their jobs, especially in cognitive and relational aspects, leading to being more employable both internally and externally. Different from career success, job crafting ability enables young professionals to succeed at the current jobs but also to get a job elsewhere. Though JD-R theory is proved to be true in Vietnamese context to conclude that job crafting has a mediating role in the relationship between job crafting and employability, social factors of leadership styles in job crafting facilitation which leads to more employability cannot be ignored (Wang *et al.*, 2020).

Age and gender had effects on objective career success, while years of experience had impacts on job crafting. The age of young professionals in the survey ranged from 23 to 30 years old. The results showed that within that range, older professionals had higher objective career success. Additionally, male professionals had higher objective career success than female young professionals. The results coincided with the confirmation of Ng *et al.*, (2005), who confirmed that “employees reported higher salary attainment if they were male... and older” (p. 21). In addition, the more experienced young professionals were, the less they did job crafting. Although both older

and younger employees tended to take part in job crafting, younger employees engaged in all three types of task crafting, cognitive crafting and relation crafting, and there was conjunction among the three (Baroudi & Khapova, 2017).

### **3.7. Conclusion**

The main aim of the study was to investigate the role of career competencies in achieving career success and job crafting and, subsequently, perceived employability among a group of young professionals. The author used the combined model supported by Blokker *et al.*, (2019) and Akkermans & Tims (2017) to examine whether career competencies would enable young professionals to construct their career success, job crafting and employability. The author found support for part of the hypothesized mediation model. As expected, young professionals with high levels of career competencies perceived themselves to be more employable both inside and outside their current organizations. While this relationship was partially mediated by job crafting, only the relationship between career competencies and perceived internal employability was mediated by career success (both objective and subjective). Career success has no effects on perceived external employability, leading to its no mediating role. The results also showed the effects of gender, age, and years of experience on objective career success and job crafting.

### **3.8. Theoretical Implications**

The results showed that the relationship between career competencies and employability via career success and job crafting is not straightforward.

Regarding career competencies and career success, young professionals who have developed high levels of career competencies became more satisfied with their career, leading to their perception of being more employable internally (Blokker *et al.*, 2019) but not more employable externally. This suggests that career competencies and career success are not associated with higher perceptions of external employability. In contrast, subjective career success has been proven to have effects on perceived employability without the differentiation between perceived internal and external employability (Bargsted *et al.*, 2021). This extends the literature to deny the mediating role of career success (both objective and subjective) in the relationship between career competencies and perceived external employability.

For career competencies and job crafting, when young professionals improved their career competencies, they could improve their job crafting, leading to their perception of being employable both internally and externally (Akkermans & Tims, 2017). Moreover, employees who can adapt to their tasks, cognition and relations, perceive themselves to be more employable both internally and externally, but they think of external opportunities more. This result might be highly applicable to the sample of young professionals in the study. An increase in crafting structure or challenges in job demands leads to increased responsibility, professional experience and networking, which are transferable to other jobs and organizations, meaning a higher feeling of external employment (Plomp *et al.*, 2019). The confirmation of job crafting as a mediator between career competencies and employability among Vietnamese young professionals opens more space for research. Firstly, it's because managerial support plays a very crucial role in boosting employees' job crafting (Irfan *et al.*, 2022). Secondly, HR flexibility which can be decided by social and cultural characteristics is the thing that equip young professionals with knowledge, skills, and autonomy to craft their jobs both individually and collaboratively (Tuan, 2019). These make job crafting worth a closer and more contextual look in terms of leadership styles in different organizations in Vietnamese context.

Moreover, the author expected there to be a mediating role of career success and job crafting in the relationship between career competencies and perceived employability (both internal and external), but the results showed that only job crafting was the mediator of both career competencies and perceived internal and external employability. Meanwhile, career success (both objective and subjective) does not affect perceived external employability. These findings imply that differentiating between perceived internal employability and external employability is important for examining their interrelations. This distinction will contribute to the understanding of internal and external opportunities within and outside organizations (Van Emmerik *et al.*, 2012). Besides, the absence of the mediating role of career success in the relationship between career competencies and internal perceived employability suggests that Career Construction Theory (Savickas, 2005) and other considerations of this mediating role should be regarded under the distinctions of cultural and contextual issues.

### **3.9. Practical Implications**

Our results have practical implications for young professionals, HR managers and career advisors.

First, the study shows that career competencies are a career source that is positively associated with achieving career success and necessary changes in jobs (in terms of tasks, relation and cognition) and subsequently employability (Akkermans & Tims, 2017, Blokker *et al.*, 2019).

This means that young professionals with good career competency development are likely to have better chances for long-term success and career adaptation (Kuijpers *et al.*, 2006, Dumulescu *et al.*, 2015). At the same time, employees who are aware of their changes and make changes in their tasks, relations and recognition in the workplace perceive themselves to be more employable not only inside their current organizations but also on the market (Berg *et al.*, 2008, Vogt *et al.*, 2016). Therefore, young professionals should invest their time and effort into developing their career sources and have a flexible attitudes when adapting to the workplace (by changing their tasks, updating their networks and improving their cognition) to avoid just following their daily routine tasks monotonously to improve their work performance (Singh & Singh, 2018) and thus their employability.

HR managers could use the findings of the study to help young professionals build their employability. In particular, HR managers could propose training programs to enable young professionals to take the initiative to apply new ways or techniques at work and engage more in networking activities. Companies can implement opportunity-enhancing high-performance work practices to enable employees to express their adaptability through job crafting, leading to higher work engagement (Federici *et al.*, 2021). Regarding turnover rate, HR managers can increase young professionals' subjective career success by proposing policies aimed at enhancing young professionals' satisfaction, recognition, meaningful work or creating more chances for young professionals' growth and development, thus making young professionals' focus on internal employability. This can result in reducing the current turnover rate (Nguyen & Tran, 2021, Talluri & Uppal, 2022).

Moreover, HR managers could also apply policies to boost young professionals' job crafting with more flexibility in HR practices (Tuan, 2019) such as letting them mentor new employees or take new networking responsibilities, such as holding a birthday party for a coworker.

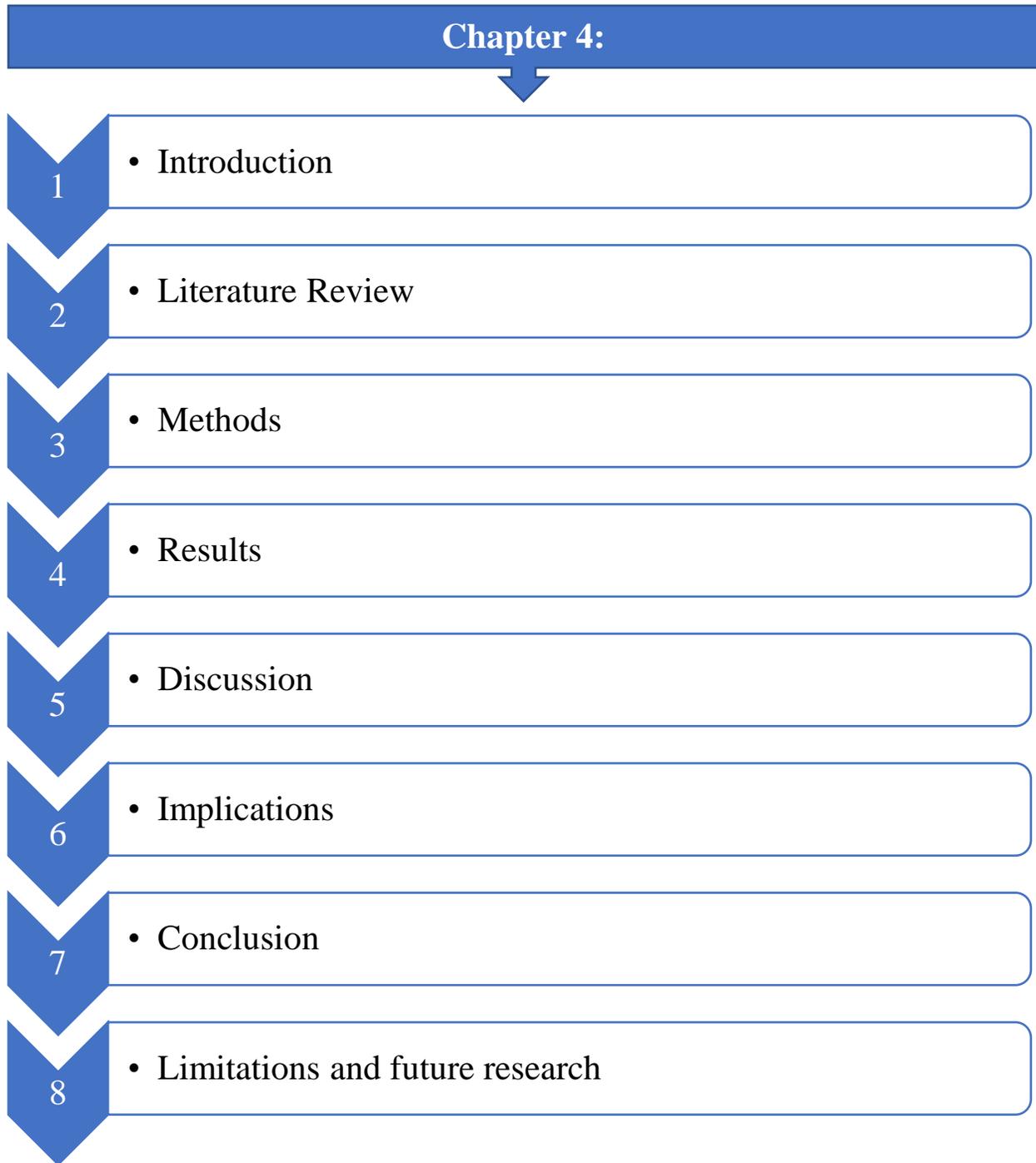
### **3.10. Limitations and Suggestions for Further Studies**

The study employs a quantitative method in the form of a survey. Although the quantitative method enables researchers to obtain accurate and reliable measurements that allow statistical analysis, the

survey method bears the nature of rigidity in terms of structure, leading to the failure to capture emotions, behavior and changes in emotions of respondents (Queirós *et al.*, 2017). Therefore, the limitation of the study is also this, especially with the mediating role of job crafting between career competencies and perceived employability. A qualitative method might be used to explore the role of career competencies in job crafting initiatives and the extent to which job crafting is allowed in companies from HR managers' perspectives, leading to improving young professionals' employability. The qualitative methodology enables researchers to understand a complicated reality as well as the meaning of actions in a given context (Queirós *et al.*, 2017). At the same time, job crafting is a complex phenomenon, and understanding it is a large and lasting challenge for managers (Berg *et al.*, 2008). In addition, context is also a very important factor in the job crafting process (Lazazzara *et al.*, 2020). This research direction may bring about a more comprehensive understanding of new antecedents and outcomes of job crafting using job demands and resources (JD-R) theory as not much research has been done in Vietnamese context with focus on HRM practices.

**CHAPTER 4:  
EMPLOYERS' JOB CRAFTING FACILITATION AND THE ROLE OF  
JOB CRAFTING IN EMPLOYABILITY ENHANCEMENT**

**Status: being revised for journal submission**



### **Abstract**

**Purpose** - This study aimed to explore the role of managers in facilitating young professionals' job crafting (task, relational, cognitive) in Vietnamese context from both managers' and young professionals' perspective. Besides, the paper aims to understand to what extent job crafting contributes to the improvement in young professionals' employability.

**Design/methodology/approach** – The research employed qualitative description with 20 semi-structured interviews being conducted (10 managers and 10 young professionals (YPs)). The software Nvivo was used during the process of data analysis.

**Findings** - The results of the study were significant. First, job crafting is common practice in not only start-ups, SMEs but also in big corporations in Vietnam. Secondly, job crafting facilitation depends much on leadership styles and managers' decisions. Therefore, job crafting facilitation is not consistent even within a company. Thirdly, both managers and YPs encounter difficulties in job crafting facilitation.

**Research implications** – The study extends the previous literature on job crafting, job crafting facilitation and how it helps improve employees' employability with the combined views from both individual level and managerial level.

**Practical implications** - The results have practical implications for both young professionals and HR managers.

**Originality/value** - The study contributes to the scholarly debate on antecedents of young professionals' employability by exploring the role of job crafting and the role of managers in facilitating their employees' job crafting, thus enhancing young employees' perceived employability.

**Key words:** *Job crafting, Young Professionals, Role of managers, Perceived Employability, Vietnam.*

#### **4.1. Introduction**

Employability has long been a concern of scholars due to changes in the requirements in labor markets to meet the new requirements of the Industrial Revolution 4.0 and globalization. “The combination of rapidly increasing speed in technology developments, new business models, expanded globalization, and increased demand for productivity, creativity, and flexibility” has accelerated scholars’ interest in employability in the 21st century (De Vos *et al.*, 2021, p. 4). Policy actors have been encouraged to change education policies, especially when there have been global skill mismatches or large-scale unemployment (Singh & Ehlers, 2020). One of the main reasons for these weaknesses comes from a structural shift in labor markets and the resulting gaps between what employers require and what undergraduates and graduates possess. For example, considerable skills gaps identified are critical thinking, interpersonal skills, self-management, communication, and problem-solving (Abbasi *et al.*, 2018) or numeracy, independent learning, IT, and creativity (Hill *et al.*, 2019). More generally, employers’ requirements in terms of soft skills are not easily met by graduates (Succi & Canovi, 2020).

Vietnam is one of seven Asian Pacific countries facing challenges in attracting and retaining employees with desired qualifications, skills and capabilities (Prikshat *et al.*, 2016) due to a weak transition from education to work (Cameron *et al.*, 2017). Vietnamese higher education institutions (HEIs) are claimed to be weak at doing their tasks of training industry-ready workforces, resulting in an oversupply of poorly trained graduates (Thang & Wongsurawat, 2016). Currently, Young Vietnamese employees are the primary workforce and would be the major force for the Vietnamese economy in the future. It is because Vietnam is a transitional country with a young age structure, and the vast majority of the population lives in rural areas (Pham, 2022). Besides, the young workers aged from 15 to under 35 years old makes up 36.5% among the total of 55.1% existing employees (World Bank, 2022). However, the study of Uoc & Nguyen (2022) pointed out “the shortcomings related to human resource development in digital transformation in Vietnam such as: not adhering to the principles of human resource development; lack of necessary skills to fully master digital transformation programs and other issues related to: quality of training in information technology” (p.1). Hence the need for a comprehensive investigation of employability issues in the Vietnamese context has been obvious.

Though the literature illustrates a rapid growth in employability research in the literature, the focus of studies on employability has been mainly the preparation of higher education institutions (HEIs) and employees' assets. The review of Masduki *et al.*, (2022) reveals that there has been a rapid growth in employability research and predicts that there will be more and more research in the field. However, a variety of studies in the literature devoted to finding out what HEIs did and should do to equip graduates with employability skills (Ressia & Shaw, 2022, Hill *et al.*, 2019). These investigations have been related to skill gaps, out-come based learning, work-integrated learning, extracurricular activities, internship etc., (Noori & Azmi, 2021). These focuses treat employability as a result rather than a process. Therefore, the focus on personal agency in employability research is still considered an overlooked side of employability (Forrier *et al.*, 2018). Similarly, Dinh *et al.*, (2022) has recently called for a more comprehensive research focusing on personal agency in improving employability in certain contexts.

There is a widespread agreement that job crafting has become more and more vital in modern working contexts and job crafting has helped to improve job performance and work engagement. Job crafting is also considered a crucial means for improving both individual and organizational outcomes, especially with the role of cognitive crafting in facilitating employees to achieve meaningfulness at work (Geldenhuis *et al.*, 2021). Promotion-focus job crafting was proved to have a positive effect on perceived internal employability (Sameer, 2022). Job crafting has been considered one of the tools to improve individuals' employability because employees that desire to advance in their career and make progress should take the initiative in task crafting, relational crafting, or cognitive crafting. However, it is still an unexplored topic (Ahmad *et al.*, 2021). "Although research on job crafting is still in its infancy, it is worthwhile for organizations to recognize its existence and to manage it such that it has beneficial effects on employees and the organization at large" (Demerouti, 2014, p.237).

In the literature, some scholars have pointed out the role of managers and leadership styles in employees' or followers' job crafting. Firstly, managers have been proved to belong to different distinctive leadership groups based on their decision and behavior (Oshagbemi & Ocholi, 2006). Secondly, managers can motivate their employees to get involved in tasks and relational crafting through implementing HR practices effectively (Hu *et al.*, 2022). Thirdly, the quality of HR practices vary dramatically from organization to organization due to the reliance on managers who

may decide what kinds of HR practices will be effective and how to implement (Bowen & Ostroff, 2004).

At the same time, there have been calls to shift the focus on employees' actions in crafting jobs to the focus on managers' role and HRM practices (Hu *et al.*, 2022). In similar contexts such as in China, the need to investigate the role of managers in facilitating work engagement or job crafting has been also highlighted (Guan, 2018).

It is evident that today's business world is changing much faster because of developments in information technology and global economic situations. This made professional jobs more complex and more flexible, which has resulted in more changes in roles, tasks and projects (Grant & Parker, 2009). Therefore, employees' proactive behavior might be encouraged such as adopting new ways to do tasks to achieve more proficiency and expanding their work by taking more responsibilities at work. These proactive behaviors are crucial for both individual staff and organizations (Wang, 2016). Managerial support has also been regarded as job resources which initiate a motivational process through job creating, resulting in sustainable employability. Therefore, employability is the outcome of this process (Irfan *et al.*, 2022). Yet, there have been few studies which empirically examine the role of managers and leaders in facilitating YPs' job crafting. Therefore, there has been a call for research to explore the role of changing job resources and challenges in enhancing employability (Sartori, *et al.*, 2022).

Besides, there is little investigation in job crafting and employability done in a multi-level perspective. The paper aims to address this gap by exploring the role of supervisors/managers/leaders in facilitating YPs' job crafting (task, relational, cognitive) in Vietnamese context. Besides, the paper aims to understand to what extent job crafting contributes to the improvement in YPs' employability. Based on these aims, the author would like to address the following research question:

*“To what extent do managers and young professionals perceive the role of managers in job crafting facilitation to enhance Vietnamese young professionals' perceived employability?”*

The paper begins with a brief overview of the literature on the role of job crafting in employability and the importance of job crafting in YPs' employability in Vietnamese context. After describing the methodology, the findings are presented. First, we outline the results from both managers' perspective and employees' perspective. Secondly, we outline the discussion of the results.

Finally, after detailing the contribution of this paper, we examine the practical implications of our study for HRM.

## **4.2. Literature Review**

### *Job crafting*

Job crafting has been considered common phenomenon at work and has occurred on a daily basis because “the job is being re-created or crafted all the time.” (Wrzesniewski & Dutton 2001, p. 181). Kulik *et al.*, (1987) wrote about job crafting as work redesign with the definition of “a participative change process, in which job holders are proactively involved in determining what changes will be made in their jobs to improve the match with their own needs and skills.” (p.292) The focus of this definition is the match between job characteristics and employees' needs and skills. More specifically, job crafting is later described as the actions that employees take “to shape, mold, and redefine their jobs.” (Wrzesniewski & Dutton 2001, p.180). Accordingly, employees are considered job crafters to change their job boundaries, their relationships with others at work and their cognitive of their job task relationships. Based on this definition, job crafting is created through three main dimensions of task crafting, relational crafting, and cognitive crafting, illustrating task, relational and cognitive changes made at work by employees (Niessen *et al.*, 2016, Tims *et al.*, 2013). Task crafting involves changes in the scope or the types of tasks employees make at work such as concentrating on specific tasks or taking additional tasks. Relational crafting means being more or less involved in relationships to reduce difficulties at work while cognitive crafting is employees' reshaping the meaning interpretations of tasks and responsibilities at work towards giving themselves purposes (Slemp & Vella-brodrick, 2013). Task crafting can also be done alone as individual crafting or can be done by two or groups of co-workers known as collaborative crafting (Carrie Leana *et al.*, 2019).

Job crafting is also defined as employees' proactive behavior at work to maximize challenging job demands and structural and social job resources but minimize hindering job demands (Tims & Bakker 2010). This kind of proactive behavior to change their job characteristics actively is based on the Job Demands-Resources model with 2 categories of working conditions including job demands and job resources leading to different specific outcomes (Demerouti *et al.*, 2001). Following this, job crafting plays an important role in the relationship between work motivation and the cultivation of job and personal resources to improve person-job fit. Accordingly, the

dimensions in job crafting are increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands (Rudolph *et al.*, 2017). Regarding increasing and decreasing dimension, Lichtenthaler & Fischbach (2016) proposed increasing social and structural job resources as motivation-focussed and decreasing hinder job demands as prevention-focussed job crafting.

Job crafting can happen in two forms of collective job crafting and individual job crafting. Collective job crafting, also known as collaborative crafting, is defined as “the extent to which team members combine efforts to increase structural and social job resources as well as challenging job demands, and to decrease their hindering job demands” (Tims *et al.*, 2013, p.432). Meanwhile, individual crafting refers to “proactive employee behavior consisting of seeking resources, seeking challenges, and reducing demands” (Petrou *et al.*, 2012, p.1122). In other words, employees make changes to balance between their job demands and their job resources to fit their personal abilities and needs (Tims *et al.*, 2012). These changes can be made based on general and day-level job crafting (Lee, 2018).

Despite various explanations and classifications, all of the job crafting definitions focus on changes that employees make in the jobs. In this study, the author adopted the definition suggested by Wrzesniewski & Dutton (2001). Accordingly, job crafting practices involve job crafting, task crafting and relational crafting at both individual and team level (Tims *et al.*, 2013).

#### *Components of job crafting*

The model proposed by Wrzensniew Ski & Dutton (2001) put job crafting as a central factor consisting of changing task boundaries, changing cognitive task boundaries, and changing relational boundaries. The motivation behind job crafting practices comes from need for control over job and work meaning, need for positive self-image and need for human connection with others. Later, Bakker & Demerouti, (2017) put job crafting as a single component of their Job Demands Resources Model. However, it is argued that job crafting is a more complex phenomenon which has significant endogenous effects on workforce outcomes, employee engagement, satisfaction, commitment ect. (Berg *et al.*, 2013, McNaughtan *et al.*, 2022).

The job crafting components which are investigated in the article is based on the one of Berg *et al.*, (2013) who proposed three main approaches to job crafting by employees: task crafting, cognitive crafting and relational crafting (Berg *et al.*, 2013) [See Table 4.1].

**Table 4.1 The components of job crafting**

Job crafting	Task crafting	New approach
		Scope
		New task
	Cognitive crafting	Life purpose
		Importance of job on company
		Importance of work on community
	Relational crafting	Getting to know people at work
		Organizing special events at work
		Making friends with people of the same hobbies and interests at work

*(Source: Berg et al., 2013)*

*Job crafting and employability*

Employability is understood as graduates' ability to gain, maintain their occupation and become successful in present jobs as well as future employment thanks to groups of vital elements.

Employability is mainly investigated through four main perspectives including human resource management, political, educational, personal ones (Rothwell, 2015).

That both the nature of work and work structures have been changed in modern work contexts resulted in changes in how employees work. An obvious example has been recorded in a shift from a manufacturing-based economy to a knowledge-based economy on a global scale. Accordingly, work has become more complex, flexible, and dynamic (Torraco, 2005). In the past, in workplaces, employees followed a fixed job description designed by managers with the static nature of their work (Lee, 2018). However, now things have changed because employees are expected to create changes in how work is performed (Grant & Parker, 2009). Employees tend to move away from top-down and one-size-fits-all job designs towards jobs that allow them to proactively create or add meanings to their jobs (Rosso *et al.*, 2010). Therefore, more companies have encouraged employees to take the initiative to redesign their jobs to suit both their personability and capability because this action of proactive modification at work is critical for the success and survival of organizations (Grant & Parker, 2009). This approach which offers employees not only freedom but also independence to add more meaning to their job by altering task, cognitive, and relational

boundaries plays a role as a critical path to meaningfulness in modern work contexts (Berg *et al.*, 2010).

Job crafting is essential in organizations because it is both beneficial in terms of improvement in employees' and organizations' performance and detrimental. Job crafting has been proved to be important in businesses because it has had positive impacts on employees in terms of an increase in job performance, work engagement (Park & Park, 2023). Job crafting allows employees to make changes at work to fit their preferences and needs in alignment with organizational goals, by which inefficiencies are eliminated and their skills are expanded (Oldham & Hackman, 2010). From that, employees' and organizations' have been improved. However, job crafting can lead to counter-productive performance if employees just change their tasks, relation, and cognition to benefit only them without caring about the long-term results or goals of their companies (Demerouti *et al.*, 2001). As a result, HRM professionals should better understand the process and nature of job crafting so as to facilitate and encourage employees' job crafting consistent with organizational goals.

Job crafting which is employees' proactive modification at work can bring chances for employees to improve their internal and external employability. Task, relational, and cognitive crafting has been shown to have a positive effect on employees' in-role and extra-role performance (Lee, 2018). In particular, employees balance between resources and demands to perform better and take on additional tasks as well as take more responsibilities. Besides, employees are able to boost personal learning and development by increasing structural job resources. Thanks to this, they can improve their future competence, leading to higher external employability (Cenciotti *et al.*, 2016). Ahmad *et al.*, (2021) also confirmed that employees that craft their jobs have more tendency to improve their employability, finally resulting in career success, though job crafting is still unexplored phenomenon in employee's career development.

In the JD-R theory of Bakker & Demerouti (2014), crafting is considered part of a motivational process in which personal resources have the potential to enhance job characteristics. From that, it can be argued that changes in job crafting (job characteristics) can lead to a motivational process within which perceived employability is one of the central outcomes (Akkermans & Tims, 2017). More specifically, job resources can bring certain changes, such as task variety or autonomy, to employees and lead to them becoming more employable. When job resources promote employees to develop and improve their adaptability, these resources also play a vital role in boosting

individuals' perceptions of employability (Van Emmerik *et al.*, 2012). According to Tims *et al.*, (2012), challenging job demands, along with increasing job resources, can lead to expansive jobs, which stimulates personal growth and adaptability. Consequently, employees' feelings of being more flexible in the current organization and being more attractive to external labor markets (internal and external employability) are increased.

#### *Role of managers and leadership styles*

Recent studies have confirmed the role of leadership styles in job crafting development. Leadership styles including empowering, transformational, charismatic, transactional etc. are social factors which affect followers' job crafting, especially promotion-focus job crafting (Wang *et al.*, 2020). For example, "Transformational leaders can encourage their followers' use of job crafting" (Hetlan *et al.*, 2018, p.1). Also, Dominguez *et al.* (2022) confirmed the positive effect of transformational leadership style on job crafting with the suggestion of future research on supervisors' perspective and the effect of leadership training on job crafting. Besides, authentic leadership has also been proved to have effects on job crafting among sales employees (Luu, 2020). The results of Tuan (2022) revealed that servant leadership had an association with job crafting behaviors among salespersons in the tourism industry. Therefore, "The leader is one of the most important organizational-insider social factors that influence employee job crafting" (Wang *et al.*, 2020, p.4). Leadership level is one of the important contextual antecedents of job crafting besides job, group and organizational levels and many studies also had a debate about the important role of empowering leadership, servant leadership, transformational leadership, leader-member exchange in job crafting (Park & Park, 2023). From this, Park & Park (2023) suggested a future research on job crafting in terms of job, group, leadership and organizational antecedents.

When it comes to managers, they have a role of creating room for job crafting while designing jobs for employees so that employees can make changes in their jobs. This phenomenon is called creating a working context to foster resourceful job crafting for employees (Berg *et al.*, 2008). Managers, especially line managers are those who implement HR practices in companies (Trullen *et al.*, 2016). Control HR practices can be negatively related to job crafting whereas commitment HR practices can be positively related to job crafting (Hu *et al.*, 2020). LMX (leader-member-exchange) is also important in job crafting because "high-quality relationships with supervisors fosters work engagement because it stimulates employees to craft their jobs by increasing social

and structural job resources and challenging job demands and by decreasing hindering job demands" (Radstaak & Hennes, 2017, p.1).

Vietnam has a deep heritage culture with a clear subordinate-superior relationship. Although managers in both state and private enterprises said that they cared about employees' interests, they actually gave limited authority to their subordinates. With a very distinctive social context, managers are often those who design job characteristics whereas certain individuals with job orientation have to cope with their job to live through days at work to make a living (Nguyen, 2020, Ly et al., 2023). In order to survive in an emerging economy with an increasingly competitive environment like the Vietnamese economy, managers who are willing to support employees' active employee participation are needed (Quang & Vuong, 2002). However, few studies in Vietnam have been carried out to investigate the role of managers in facilitating employees' job crafting, leading to better employees' ability to work, develop their career and get jobs on the labor market.

#### *The case of young professionals in Vietnam*

Employability has been proved to be the spotlight in the Vietnamese context for several reasons. According to the International Labour Organisation, a vital matter in Vietnam and other Asian countries is the serious mismatch between education, skills, and experience needed for keeping a job and the content of formal education and training. This has put the task of improving graduates' employability under the government's priority (International Labour Organization, 2022). Regarding the Vietnamese labour market, employability, especially perceived employability, has gained increasing significance among YPs. First, it is because "employment is a real outcome of perceived employability" (Thang & Wongsurawat, 2016, p.148). As a result, skill mismatch exists in the Vietnamese economy, leading to an increase in the number of graduates who fail to obtain a job in accordance with their qualifications (Tong, 2019). Second, there has been a rise in the turnover rate among the 9x generation, especially in marketing, sales, IT and finance, with a rate of 24%, far away from the ideal rate of 10% (Vietnamnews.net, 2019). Moreover, the average rate of turnover in Vietnam in 2019 was 24% (Adecco, 2020), which is much higher than the recommended rate of 10%. Surprisingly, 17% of that rate belonged to YPs in the 9x generation in 2019 (Haymora, 2019). Furthermore, the unemployment rate in Vietnam has been the highest over the last five years (Vietnamplus.vn, 2020).

Therefore, improving undergraduates' quality and capacity in the period of 2019-2025 has been prioritised and highlighted in the resolution of the Communist Party of Vietnam (Dinh *et al.*, 2020). In this context, Vu *et al.*, (2022) called for more support from policy makers as well as HEIs to enhance the university-industry linkage to improve graduates' employability through work-integrated learning. It's because "aligning learning goals with the needs of the labor market is a difficult task for universities, especially in the present day" (Belchior-Rocha *et al.*, 2022, p.1). Therefore, HIEs have to stay alert to adapt to the strong socio-economic challenges so that they can integrate their recent graduates into the labor market.

In the literature, scholars have pointed out a variety of ways to improve employability with the focus on highlighting the role of HEIs. Common way proposed is more collaboration between educators and employers, which can be achieved with more focus on internship, extra-curricular activities, education towards employability (Silva *et al.*, 2016, Jackling & Natoli, 2015). Besides, making changes in curricular has also been proposed as an ideal solution such as teaching transferable skills or making a system change in curricular (Cavanagh *et al.*, 2015, Kolmos *et al.*, 2016). Moreover, some scholars have considered work-integrated learning as a critical tool to improve employability because it enhances pre-professional identity among undergraduates and boosts students' development of relevant professional skills, knowledge, and attributes (Jackson & Collings 2018, Tran & Soejatminah 2016). Recently, Sartori *et al.*, (2022) has proposed job crafting as intervention at work to improve employees' employability and called for research to explore the role of changing job resources and challenges in enhancing employability.

However, there is little research on how job crafting contributes to improving employability and little investigation in job crafting and employability done in a multi-level perspective. Though the impact of job crafting on employees' job performance and engagement as well as organizational performance has been clearly pointed out (Park & Park 2023), no clear confirmation about the process in which job crafting facilitates employability. Furthermore, the effects of job crafting on employability need to be studied to both an individual and organizational level, or at micro and macro levels for some reasons. According to (Luu *et al.*, 2019), autonomy is the precondition for job crafting because it offers employees opportunities to decide what to do and how to do at work. Besides, job crafting behavior can be nurtured in an environment such as organizations high in entrepreneurial orientation thanks to high autonomy permission in such organizations. However, In the context of abusive supervisors spread through the team, job crafting level can be low because

employees may be prevented and demotivated from mobilizing their job resources and taking initiative to reduce hindrance job demands (Luu, 2020). In other words, abusive supervision can undermine employees' motivation to craft their resources and job designs.

### 4.3. Methods

#### *Qualitative method*

The research employed qualitative description, which is one of the two methods in generic qualitative research design. Generic qualitative research design is described as a method to explore and understand things like a phenomenon, a process, or the perspective by Caelli *et al.*, (2003). That's the reason why a generic qualitative research approach is suitable for this study in exploring the role of job crafting in improving staff's employability through both managers' and YPs' perspective.

#### *Participants*

*Interviewees.* Ten managers aged from thirty-one to forty-four were interviewed. These male and female managers worked for different types of companies including SMEs, start-ups and big corporations. They were working as managers in various fields such as sales and marketing, design and construction, human resources, research and development, employer branding, product etc. The profile of these managers is shown in table 4.2.

**Table 4.2 Leaders/managers' profile**

<b>Name</b>	<b>Gender</b>	<b>Age</b>	<b>Types of companies</b>	<b>Positions/Working fields</b>
01M - DTT	Female	31	SMEs	Manager/Sales and Marketing
02M-NXT	Male	41	Big Corporation	Manager/Design and Construction
03M-THH	Male	31	Big Corporation	Manager/Sales and Marketing
04M-TTKP	Female	44	SMEs	Manager/Human Resources
05M-PHH	Male	39	SMEs	Manager/Research and Development
06M-NĐH	Male	30	Start-ups	Manager/Employer branding
07M-VNL	Male	41	Big Corporation	Manager/Construction
08M-LTL	Female	36	SMEs	Manager/Human Resources

09M-MT	Female	34	Big Corporation	Manager/Sales and Marketing
10M-NTH	Male	30	Start-ups	Manager/Product

As it is shown in table 4.3, ten male and female young professionals selected to take part in the interviews were the subordinates of ten managers interviewed in phase 1. They were all young professionals working in different fields ranging from sales and marketing, design and construction, human resources, research and development, employer branding to product etc.

**Table 4.3 Young professionals' profile**

<b>Name</b>	<b>Gender</b>	<b>Year of Birth</b>	<b>Types of companies</b>	<b>Positions/Working fields</b>
01YP-TTH	Female	1995	SMEs	Young Professional/Sales and Marketing
02YP-HTPT	Female	1994	Big Corporation	Young Professional /Design and Construction
03YP-TZL	Female	1998	Big Corporation	Young Professional /Sales and Marketing
04YP-QVCBS	Male	1997	SMEs	Young Professional /Human Resources
05YP-MT	Female	1996	SMEs	Young Professional /Research and Development
06YP-NTV	Female	1996	Start-ups	Young Professional/Employer branding
07YP-ÐXT	Male	1995	Big Corporation	Young Professional /Construction
08YP-PKA	Female	1997	SMEs	Young Professional /Human Resources
09YP-DTL	Female	1991	Big Corporation	Young Professional /Sales and Marketing
10YP-LMH	Male	1997	Start-ups	Young Professional /Product Building

*Measures*

*Demographic form.* Participants were asked to indicate their gender, age, employment setting and their position.

*Interview protocol.* Data were collected through semi-structured interviews led by the interview protocol and analyzed concurrently while they were still being collected (Neergaard *et al.*, 2009). A semi structured interview protocol consisting of 5 main parts was adopted. These include the introduction part, demographic information, general exploration of job crafting and employability,

the role of job crafting in enhancing employees' employability and managers' job crafting facilitation.

### *Procedure*

*Data collection.* The data collection served several aims. Firstly, the author aimed to understand the role of job crafting on YPs' employability from both managers' and YPs' perspective. Secondly, the author aimed to account for to what extent managers allow their employees to craft at work. Thirdly, the author wanted to explore if there were any gaps between employees' and managers' perception of job crafting allowance in workplaces and what are their current difficulties regarding job crafting facilitation. For that purpose, a qualitative approach was both relevant and necessary.

*Recruitment.* We sought to interview managers working in different companies and their subordinates who were young professionals in the 9x generation. We chose to reach participants through the means of emails. Of the initial 25 managers contacted, a final total of ten individuals responded to the request and agreed to participate and agreed to connect us to their subordinates. Interviewees were told the purpose of the study. Those who agreed to take part in the interviews signed the consensus form to take part in the interview. Interviews were carried out and stopped until the saturation in terms of information was reached (Guest *et al.*, 2020).

*Interviews.* Participants were interviewed face-to-face after giving their informed consent. Each interview took approximately 1 hour and participants were given the opportunity to make any additional comments at the end of the formal questions.

*Transcription.* All face-to-face interviews were audio recorded and transcription was completed. In total, 20 semi-structured interviews were conducted. All the interviews were recorded and transcribed in phase 1 focusing on managerial perspective and phase 2 focusing on individual/employee perspective. With a view to having "numerous and highly knowledgeable informants who view the focal phenomena from diverse perspectives" (Eisenhardt & Graebner 2007, p.28), interviews were collected in two rounds and each phase addressed a particular level of analysis. In phase 1, 10 interviews were conducted with Vietnamese managers/leaders of various companies from different sectors in Vietnam [See Table 4.2]. In this phase, the aim was to understand the role of supervisors/managers/leaders in facilitating employees' job crafting (task, relational, cognitive) in Vietnamese context and to what extent job crafting contributes to

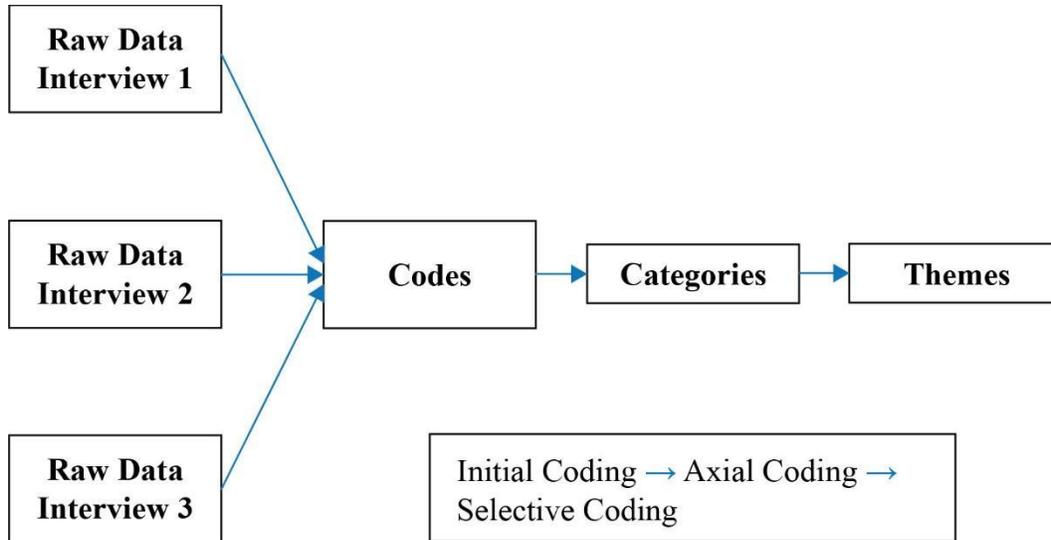
improving employability from a managerial perspective. In phase 2, 10 interviews were conducted with Vietnamese YPs (9x generation) [See Table 4. 3]. The respondents in phase 2 worked for at least one of the organizations in phase 1. In this phase, our aim was to understand how employees were helped by their managers/leaders in job crafting and how they perceived the importance of job crafting facilitation in enhancing their employees' employability. Besides, in both of the phases, the difficulties managers and YPs have encountered in job crafting facilitation were explored.

#### *Data analysis*

The software Nvivo was used and the data analysis was ongoing throughout the research. Analysis proceeded in two steps. To identify to what extent managers facilitate YPs' job crafting in Vietnamese context, how job crafting enhances YPs' employability, and difficulties in job crafting, we analyzed the interviews from Phase 1 to explore the information from managers' perspective. After that, all the scripts from Phase 2 were analyzed to understand things from YPs' perspective. From that, the comprehensive results from both two perspectives were pointed out. The analysis evolved around managers' facilitation in YP's job crafting including task crafting, relational crafting and cognitive crafting and the role of task crafting, relational crafting and cognitive crafting in YP's internal and external employability.

#### *Analytical Strategy*

We follow the analysis process of Williams (2019) with three main steps of open coding, making categories and theming things with the same properties and dimensions.



**Figure 4.1 Analysis Strategy**

(Source: Williams, 2019)

*Open coding.* The data was read and analyzed line by line, every sentence and also word by word. This line-to-line coding has been proved to be the initial step of qualitative analysis and to be important for researchers to build concepts or categories. All the concepts emerged from the raw data were later grouped into conceptual categories (Khandkar, 2009).

*Axial coding.* Axial coding reassembles data which were divided into separate codes by open coding. From this, we could come up with categories by adding depth and structure to generated codes (Gorra, 2010).

*Selective coding.* Morgan (2018) defined themes as “meaningful patterns in the data, which researchers use to interpret that data for an audience.” (p.339). In selective coding, we identified central categories, called themes which subsumed previously coded categories in axial coding process.

We almost carried out open, axial, and selective coding simultaneously in Nvivo software by putting scripts into the software and highlighting words, phrases and sentences script by script. We did that until additional data does not yield any marginal change in the core categories or the relationships.

#### **4.4. Results**

Our results suggest that although job crafting is common practice in not only start-ups, SMEs but also in big corporations in Vietnam because it brings many positive outcomes for both employees and companies. This effect was also mentioned in the JD-R theory of Bakker & Demerouti (2014). However, there are still difficulties resulting from both the company side and YPs side.

##### ***4.4.1. Job Crafting Facilitation***

As illustrated in appendix 3, *Job autonomy* depends much on **leadership styles**. Transformational leadership and transactional leadership were mentioned by managers with contrasting characteristics. Whereas transformational managers supported and facilitated job crafting, transactional managers had a tendency to force their employees to follow their instructions and orientations rather than let them do things in their own ways.

Regarding *scope*, YPs were facilitated to expand their role and responsibilities such as guiding a newbie only after they have gained enough experience, usually after 1 year. Besides, YPs are allowed to take more tasks suited with their interest and passion as long as they accept multi-tasking. Although YPs were allowed to change tasks to cope with difficulties, they were required to engage in both tasks they liked and tasks they did not like. Employees were permitted to focus more on tasks that fit their passions and ability or take additional tasks due to their interests while multitasking. Otherwise, they were reminded by their boss. Or even, young professors had to do the tasks they did not like first to prove their ability and talent before being assigned favorite and interesting tasks. Moreover, managers used financial incentives to involve YPs in new projects to trigger their interests and widen their job scope. Also, young professionals were allowed to change tasks to cope with difficulties to some extent.

*“When writing analysis report about company A, but it was impossible to access information about company A, I could take the initiative to access company B and write report about company B as long as they were in the same field” - YP04-QVCBS*

YPs have chances to bring about their *proposals and new approaches* by presenting in meetings or by talking directly to their managers. These employees can also receive their bosses' comments on their new approaches. They are even allowed to adopt suitable solutions to gain better results and avoid difficulties at work. It's because managers give YPs freedom to do their tasks without

focusing on how they do their tasks, but the results. YPs were also encouraged to work on their own schedule and speed. Sometimes, employees could choose flexi-time. Moreover, managers even choose to apply a new approach to set examples so that YPs could observe and feel encouraged to adopt new approaches.

*“In our company, my young professionals can decide how to do tasks on their own as long as they follow the same mindset. They set up their own schedules, task priority and working methods.” – 09M-MT*

In some special cases, YPs were offered another position in the company according to their **interests and passions**, but this was done only when the benefits and profits of the company were maintained or were not harmed.

*“Some employees wanted to be transferred to another department within the company. We also created favourable conditions for them to do that because we found out that they could develop more and do their best in that new position. In all, transferring them to a new position must bring benefits to the company first.” – 04M-TTKP*

Besides, job crafting facilitation is made based on certain young professionals and in certain situations. Firstly, managers associated task crafting with skills, logical thinking, experience, and passion. Therefore, more favorable conditions were created for YPs' who had better skills, logical thinking, experience, and passion. Secondly, **not all employees** were encouraged to craft tasks at work. Employees who were experienced enough and had enough expertise were provided with favorable conditions for task crafting. Besides, managers said that task crafting facilitation was made based **on certain practical situations** [See Figure 4.2].

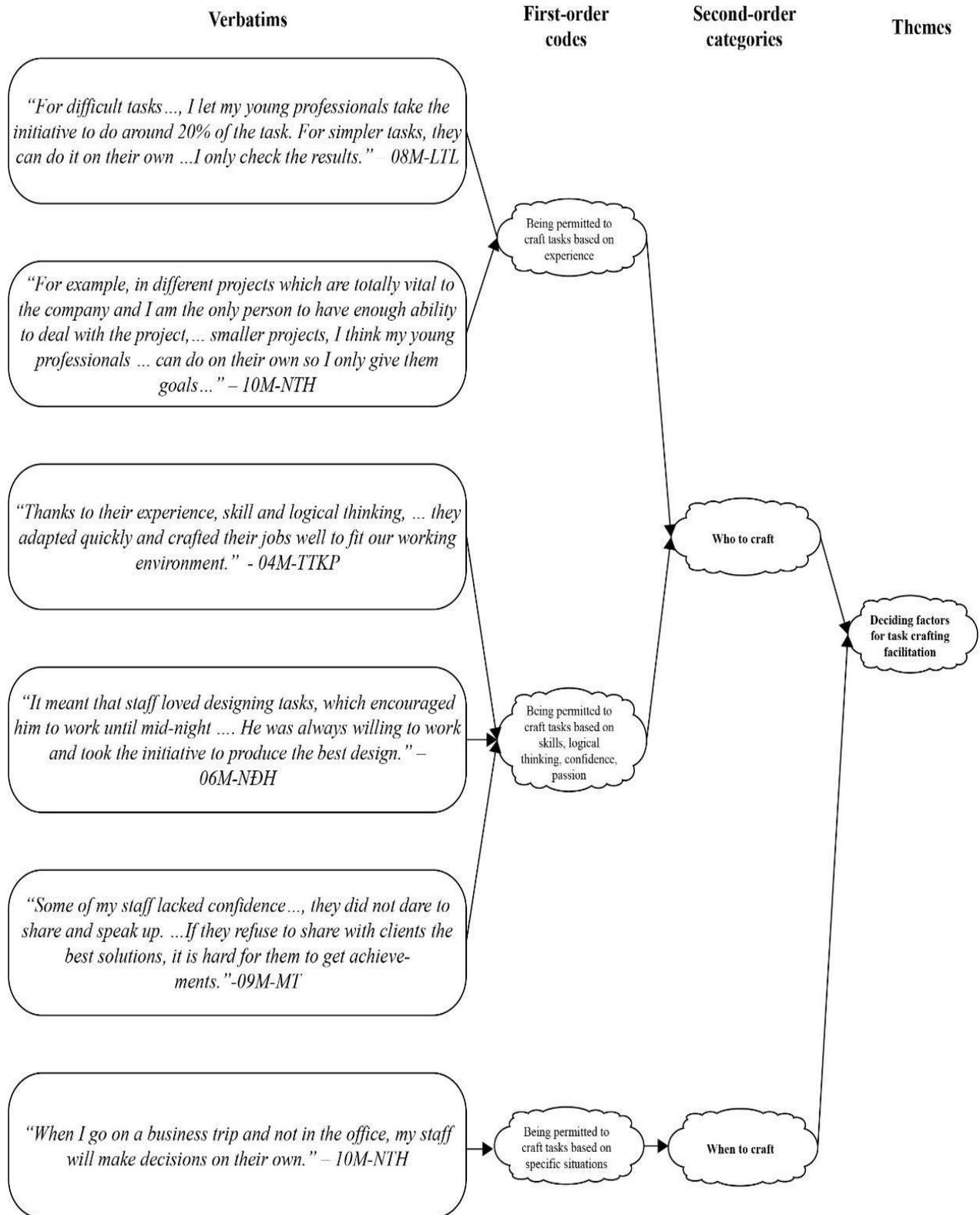


Figure 4.2 Deciding factors for task crafting facilitation

Table 4.4 shows themes in relational crafting facilitations. According to table 4.4, interviewees reported their *relation crafting facilitation* in terms of both internal relations and external relations. In most companies, there was quite sufficient support for both internal and external bonding activities [For verbatims, see appendix 4]

Regarding internal relation facilitation, managers said that they cared about facilitating their YPs' relation crafting by providing them team-building holidays periodically, supporting them in building a team, allowances for department parties, holding connecting or bonding games. Annally, YPs' had from 1 to 3 events to socialize with employees within the department and within the company. They were even given money especially used for these events. For newcomers, these managers provided them with training or took initiative to approach them as a part of helping them in ice-breaking. New comers felt comfortable with the support from managers which enabled them to engage in the working environment, thus enabling them to maintain and build meaningful relationships with current employees of the company. They did not feel like a fish out of water. Some interviewees stated that they were put in a very close-bond and friendly working environment, which was the key factor leading to their current success. When the internal relationship was good, employees could focus on exchanging information and solving arising problems.

When it comes to external relation crafting, the information managers provide also match with the information that YPs give when they mention supporting YPs' to gain clients' trust, to connect with clients, or giving YPs with weak job crafting abilities detailed guidance for communication (over the phone communication, face-to-face communication, email communication). Besides, they could take part in various activities or bonding parties with clients or company partners or important people in the field and industry. Managers sometimes also gave employees detailed advice about which clients/partners employees would contact and network with and supported them to contact clients/partners.

**Table 4.4: Relational Crafting Facilitation**

First-order codes	Second-order categories	Themes
Bonding parties		
Team-building holidays		

<b>First-order codes</b>	<b>Second-order categories</b>	<b>Themes</b>
Support employees to build a team	<b>Internal Relational Crafting</b>	<b>Relational Crafting Facilitation</b>
Friendly, close-bond working environment		
Ice breaking support		
Having chance to interact with clients	<b>External Relational Crafting</b>	
Being supported to gain clients' trust		
Getting connected with clients		
Getting relationship building training		
Getting detailed instruction for external communication (those weak at communicating)		

When it comes to cognitive crafting facilitation [Appendix 5], one interviewed manager stated that for higher positions, more awareness of role significance at work could be seen. In particular, YPs who were more authorized with more autonomy and responsibility found their jobs more important in the development of the organization.

YPs' interest at work was paid attention to by managers. Some managers used financial incentives to get YPs involved in new tasks or new projects. Thanks to those chances, YPs discovered new tasks which fit their interests. Besides triggering their interests, the ways to maintain YPs' interest were also taken care of. Two interviewed managers mentioned increasing job demands to make YP more interested in jobs. Five out of ten interviewees reported that their interest in their current jobs were awakened by their managers. Sometimes, in time support from managers made these interviewees love their job more because they could overcome their difficulties at work and maintain their working interest. Thanks to an increase in passion, YPs performed better with more good results.

Four interviewed YPs confirmed that it was their boss that helped them to reshape their awareness of their current jobs and build their self-trust. With certain amounts of confidence, these YPs were willing to take challenges at work in higher positions and take more responsibilities. At first, YPs thought that the task was too difficult for them to do and this thought prevented them from completing the task well. After that, the manager set a good example for them to follow and gave

them enough construction and persuasion so that these YPs changed their opinion of the current tasks. As a result, these YPs could find everything just fine for them.

Three of interviewees talked about the importance of their jobs and their roles in the company as well as in the community, which was built up thanks to their managers' sharing. Knowing that they can bring certain values to the community and they can help the company by doing their part well facilitated themselves in achieving their goals and good performance at work.

Based on verbatims from interviews, we came up with the following codes, categories and themes as shown in Figure 4.3.



Figure 4.3 Cognitive Crafting Facilitation

#### **4.4.2. Role of Job Crafting in Employability Enhancement**

Managers were highly aware that **relational crafting** plays an important role in internal employability whereas task crafting is the most important to external employability. This means when they get the jobs already, building good relations facilitates their work, helping them work smoothly but when they want to apply for a job, they need to show their ability to work proactively without too much supervision and instruction [See appendix 6]. Managers also judged that relation crafting was more important than task crafting and cognitive crafting in improving internal employability but for internal career advancement, the combination of good task crafting and good relation crafting would be better.

*“Good task crafter will climb up the career ladder faster when he or she has a good ability to connect with people.” – 06M - NDH*

Also shown in appendix 6, managers agreed that YPs who are good at task crafting can maintain jobs, develop their current jobs, especially get promoted to leaders, or even managers. Young professionals also stated that those who struggled with task crafting to adapt to their current working environment would choose to leave and vice versa. Those who received enough support in task crafting might overcome difficulties and succeed in retaining their jobs. At the same time, the ability to explore things, to apply new approaches and the ability to take the initiative to do the tasks and self-correcting skills helped young employees to retain their jobs after the probation period. Besides, they can also take more responsibility as team leaders. When YPs proved their ability to take the initiative to do tasks effectively, more responsibilities were delegated to them. Thanks to authority delegation, YPs gained more progress at their current work and gained better results, followed by a pay rise.

*“I think I have made quite a lot of progress. Like I said, many changes in terms of tasks. ....Secondly, my working ability has been improved thanks to taking more responsibilities for various tasks.” 03YP – TZL*

Besides, managers cared much about YPs' ability to build good relationships. Managers highly evaluated those with good relation crafting with a host of benefits. One of the benefits which was mentioned is boosting cooperation leading to better conflict solutions, better teamwork resulting in better results. Four interviewees stated that although building meaningful relationships and networking is not the direct factor that results in better working performance and a pay rise, it is

an indirect factor. In particular, when YPs have good relations with other co-workers, they feel happy to come to their working places, feel like working or receive support from their colleagues. These things contribute to their smooth work and other good working results.

*“Good relationships with co-workers are beneficial because I can receive a lot of support from them at work. As a result, my current working performance is better. In my company, we have reviews every 6 months for pay rise and promotion. So work performance is the key. When we have good relations with insiders, we tend to have a friendlier attitude and therefore, feel more comfortable to work and focus on the tasks more. Thanks to good work performance, I have received pay rises.” - 06YP-NTV*

The second benefit is that being good at building meaningful and good relationships with co-workers can help employees to retain their jobs within the organization. Finally, a good relationship at work brought YPs good references when they applied for a higher position in the current organizations.

Two interviewed YPs regarded the interest and passion at work as an integral part of the occupation. Only when they had enough interest and passion did they keep trying to do their best, keep thinking of the ways to carry out tasks in the best possible light. Managers had the same opinion with YPs when they stated that there was an increase in work performance when YPs had good cognitive crafting.

*“Because I had passion for work, I learnt to continue whenever I failed. I failed so many times, but I kept trying without feeling tired until I achieved the goals.” 09YP-DTL*

However, managers expressed more about the consequences resulting from weak relations and cognitive crafting ability of YPs. While failure to build good relationships with co-workers could force employees to quit their jobs, having no passion for jobs brought similar effects. These things reduced internal employability. Besides, under managers' observation, when YPs had no idea of their job importance, they had a tendency to underestimate the values that their jobs could bring to the company. These thoughts prevented them from trying hard and they lost the determination at work.

*“Some staff couldn't figure out what to like after a long period of time working. This seriously affected their discipline. Finally, they couldn't keep their jobs.” – 05M – PHH*

Appendix 7 illustrates themes on the contribution of job crafting to young professionals' external employability. Accordingly, managers pointed out many good effects of task crafting on external

employability. After working for the company for a while, YPs were better at task crafting, so YPs had the ability to find jobs on the market with higher positions or higher salary. In particular, because during the working process, YPs were facilitated to learn how to approach tasks as well as were allowed to adopt new approaches, they became more mature and confident, and moved to a new company to work at management positions. Six YPs also agreed that knowing how to craft their jobs well could help enhance their external employability. In detail, taking the initiative at their jobs brought them not only good soft skills such as dealing with problems, allocating time etc but also experience because employees could learn a lot when craft their jobs proactively. Besides, in order to craft jobs, they learnt how to multi-task which laid the foundation for their getting a job elsewhere.

*"I propose that in any job, taking initiative to learn about things is a desirable characteristic of a successful young professional. If you would like to find another job elsewhere, it will be easy. Firstly.... Secondly, I know what to do without the leaders' supervision. And I think task crafting is the thing required in many jobs. ..."* - 08YP-PKA

Moreover, because task crafting ability is the thing that YPs can still use in a new working environment, which ensures their future success not only in moving to another company but also setting up their own businesses.

According to interviewees, building a good external network does not only ensure opportunities for young employees to get another job but also helps them further when they do their new jobs. It is because When YPs can build their own relationships, even when they move to another company in the same industry, they can still take advantage of their own relationships. Besides, managers thought that relational crafting is the main criteria to decide whether one applicant should be accepted or not. Managers need to recruit those who can fit their team and can adapt to the new environment quickly. Moreover, YPs who succeeded in building good relationships could receive good references for their job applications when they quit the job and applied for another position in another company because only direct managers could understand clearly the real working ability and contribution of these YPs. Finally, from managers' observations, YPs whose relational crafting was good could work well in a new environment even in a totally different sector. It means that a great relation builder can use the skill of building relationships everywhere, much later in their career path.

*“He worked here and showed that he was a great relationship builder. He communicated with other departments very well. He managed to deal with different relational communication well. So, after he quit, we still exchanged information. Then he quit and is now working as a project coordinator. He now very successful with many achievements.”-  
10M - NTH*

According to the respondents, cognitive crafting contributed to their ability to get a job on the market because the awareness of their ability, skills helps them to make sure that they are eligible for the job and take action to get job offers. Two managers also stated that when their YPs were trained and realized how important their roles were and felt their passion at work, these YPs got job offers in other organizations. They knew how to show their passion and care in their job interviews, which helped persuade their potential employers to accept them.

*“Applicants who were aware of their contribution to the community at work had more chances for getting employed. When we interviewed, those who cared about what they could receive from the job first were not as highly appreciated as those who cared more about their responsibilities and contribution at work first.” – 08M – LTL*

Table 4.5 shows the themes regarding difficulties in job crafting facing managers [For verbatims, see Appendix 8]. Managers' difficulties in job crafting came from 2 aspects: from company and employee aspects.

Firstly, difficulties come from the company side with recruitment issues. Because of the salary range companies can offer, they cannot recruit candidates with good job crafting abilities. Therefore, they have to spend time training those bad at job craftings. However, training takes time and effort and sometimes training cannot bring significant changes. Also, the working nature also affects. Distance working prevented managers from facilitating task, relational and cognitive crafting because most things were done online. Besides, managers saw that they had bonding activities but hardly received so many effects from these bonding activities because of the formality, which prevented employees from bursting out. A very problematic issue is maintaining employees' interest at work. Managers stated that because of their company growth rate, there were not many chances for YPs to keep learning new things all the time and expand their job scope all the time. This prevented YPs from developing their interest at work. After several years of working, they realized they loved one major/expertise and would like to deeply learn and work in that expertise.

Secondly, difficulties managers encountered came from YPs' weaknesses. It was very dangerous for YPs' career development when they lacked motivation. Some managers had to invite famous and successful people to come to their company seminars to inspire and motivate YPs. Especially, managers realized that those born in 1990s to 1995s had clear aim and motivation at work, helping them work proactively and creatively whereas those born after 1996 showed more weaknesses in job crafting and needed more training.

When YPs had few life experiences and belonged to the younger generation, they had several difficulties in building relationships such as finding it hard to keep smooth communication with customers, not being able to solve arising problems from customers and authority. Besides, they also found it hard to understand and persuade their customers. These weaknesses came from their age gaps with customers and clients:

For experienced YPs, they had had experience before in the previous companies, so it was difficult for managers to change their mindsets so that they can adjust their resources to meet the demands of the current jobs and fit the current working environments.

**Table 4.5 Difficulties in Job Crafting facing Managers**

First order-codes	Second-order categories	Themes
Quality of newly recruited employees	<b>Factors from company or company policy</b>	<b>Managers's obstacles</b>
Distant working		
Company growth rate		
Quality of bonding activities		
Lack of motivation	<b>Factors from YPs' weaknesses</b>	
Lack of life experience		
Age gaps with customers		
Changing YPs' mindsets		

Table 4.6 shows the themes regarding difficulties in job crafting facing YPs [For verbatims, see Appendix 9]. According to the table, while crafting jobs, YPs encountered some difficulties in task crafting. The first one was that it was hard for employees to remember a long list of tasks they have to do, both tasks in job descriptions and job outside job descriptions. They tried quite a few

methods but have yet to find out the suitable one. Though YPs had the chance to take part in training sessions, they hardly found them practical enough for their work. It's because in these training sessions, YPs couldn't imagine things which would happen in reality, especially arising problems. Having the same opinion, the interviewee also believed that there was a need for more training with practical contents related directly to their tasks such as access to new or updated information about designs and materials in their industry etc.

For inexperienced young employees, they need closer supervision and consultation from managers. However, for experienced young employees, they had a tendency to lose interest at work when their tasks and scope were not widened or increased.

One interviewee said that focusing more on their favored tasks made them neglect the others. At the same time, another interviewee thought that more authority needed to be delegated to them in terms of everyday routine tasks. It means that this person could have a chance to make their own decision, but this person still needed the close supervision of their managers on the working results or performance so that changes could be made in time to avoid any mistakes at work.

Obstacles in crafting tasks that YPs encountered came from their own personality traits. In particular, one of the YPs thought that with her/his characteristics, she/he did not want to be told to do this or to do that. He/she wanted to take the initiative at work so that she/he could become a high achiever with favorable conditions for job crafting.

Two difficulties of relational crafting came from external factors such as building a good team, building connections with directors and CEOs. When YPs could build a good team with a good understanding of each other, they could work smoothly and co-operated with each other well. Besides, having good relationships with directors or CEOs helped YPs to learn many things and get more motivation to work. However, they did not have many chances to meet and exchange ideas with these high-ranking directors.

Personality played a very important role in relational crafting. Shy, reserved, cowardly characteristics prevented YPs from breaking the ice to socialize with others, thus from taking the initiative to build good relationships with other co-workers. One of the reasons given by the interviewee was lack of lived experience.

Regarding difficulties in cognitive crafting, those with the right attitudes, willingness to learn and to adapt have better performance and maintain the job and vice versa. However, not all show the same attitudes. Some YPs refused to change their working style to adapt to the corporate

regulations and managers' expectations, so they quit. Besides, one interviewee said that it was hard for her/him to feel or see the values that her/his work brought to the public.

**Table 4.6 Difficulties in Job Crafting facing YPs**

<b>First-order codes</b>	<b>Second-order categories</b>	<b>Themes</b>
Workload	Task Crafting	Young professional's obstacles
Insufficient practical training		
Closer supervision and more consultation for inexperienced YPs		
Losing interest		
Uneven focus		
More expertise training		
Balance between delegation and result supervision		
Personal traits		
Building a good team	Relational Crafting	
More connection between staff in lower levels and senior managers		
Personality - a barrier against relational crafting		
Life experience		
Attitudes at work	Cognitive Crafting	
Unawareness of the values of their job		

#### **4.5. Discussion**

##### *Role of leadership in job crafting facilitation*

One of the important findings from the research is leadership. The facilitating role of leadership in the Vietnamese context was proved to be very important in employees' relational crafting efforts

in the research of Nguyen (2020). In similar contexts such as China, transformational leadership and servant leadership have been proved to stimulate employee job crafting by increasing their adaptability, leading to more employees' engagement at work (Xin *et al.*, 2020). Transactional leaders might expect their employees to complete prescribed tasks and might not encourage them to take more responsibility to develop themselves (Wang *et al.*, 2016).

#### *Priorities in task crafting facilitation*

Job crafting is well-aware of and highly evaluated by both YPs and managers in companies ranging from start-ups, SMEs or big corporations in Vietnamese context. In the Vietnamese context, although there are still certain employees who do jobs with job orientation, employees' experience is decided by job characteristics designed by managers (Nguyen, 2020). Therefore, managers and companies have policies to support YPs to redesign their jobs in terms of task crafting, relational crafting and cognitive crafting.

Benefits and profits of a company are considered whenever managers let YPs adopt new approaches at work. It can be understandable because what managers care about is their working results or performance, not the process of doing tasks. If new approaches bring profits, managers even set good examples to become first actors for YPs to observe and follow, or even use financial incentives to encourage task crafting. Allowing YPs to do task crafting means allowing them to change the form, scope or number of job tasks while working, or change physical boundaries (Demerouti, 2014). However, job crafting has been proved to be both detrimental and beneficial. Besides good effects on work-related attitudes such as job satisfaction and affective commitment, crafting jobs can leave bad downsides on performance-related outcomes (Dierdorff & Jaclyn, 2018). Although YPs are introducing changes at work to reduce the difficulties of their tasks and enhance the meaning of their occupation in Vietnamese context, not all YPs are allowed to do task crafting.

Characteristics and competence of YPs such as experience, skills, logical thinking and passion are vital criteria which enable managers to decide who to do task crafting and when to do task crafting. Some previous scholars in the literature also confirmed that in some cases, the personal characteristics have a supportive effect or a constraining effect on the achievement of their goals in crafting jobs (Batova, 2018). However, it has been proved that job crafting enhances employees' self-confidence which in turn results in putting more energy in job crafting to achieve their initial

goals (Buonocore, 2018). This may be a big obstacle for those who want to craft jobs but are considered not having suitable characteristics.

The findings suggest that multi-tasking is the typical thing required in the workplace, especially when YPs expand their roles and responsibilities at work. This requires YPs to do both their favorite and unfavourite tasks. Roles and responsibilities have been so-called role expansion (Bruning & Campion, 2018), increasing challenging job demands (Tims *et al.*, 2012) and job expanding techniques (Berg *et al.*, 2010). This kind of task-crafting is not only about changing their tasks but also about including elements not originally listed in their job description (Lazazzara, *et al.*, 2020). Therefore, YPs cannot choose avoidance crafting, which means only doing their favorite tasks and reducing others.

#### *More focus on newbies' relational crafting*

Enough support is made for YPs to build their internal and external relationship. Favorable conditions are made for YPs to build their meaningful relationship with their co-workers as well as their customers and clients. Task crafting and relational crafting were described as techniques Vietnamese women used to achieve work-life balance during covid-19 pandemic (Tho & Tran, 2022). However, from managers' side, they put more focus on newbies and those with weak relational crafting ability by supporting them more so that they can break ice and build relationships at work. At the same time, some YPs stay passive in making efforts to build meaningful relationships with other co-workers because they are satisfied with their current support in building relationships and working environments. It is different from what Wang *et al.*, (2016) confirmed. They confirmed that leaders can stimulate effective job crafting by building a trusting, open and supportive work climate.

#### *Big roles of managers in shaping employees' cognition*

Managers play a very important role in facilitating YPs' cognitive crafting, which has been realized by both managers and YPs. Managers have contributed considerably to shape YPs' cognition of their jobs to avoid difficulties at work. Besides, managers also play an important role in building YPs' self-trust and confidence, leading to more willingness to take more responsibilities at work and cope with more challenging tasks. In the literature, perceived organizational support has been given as a predictor for employees' cognitive crafting. When YPs

realize that their values and contributions are highly evaluated by organizations, and their well-being is cared for, they get engaged more in organizations, become more confident and their cognitive crafting get impacted (Kim *et al.*, 2018). Also, because YPs realized that their roles are important to their community and company, they try more and more to contribute and become more responsible.

#### *Employees' interests at work*

Thanks to managers' help, YPs' interest is also awakened. With an increase in their interest, YPs can overcome difficulties at work and perform better. Managers' effort in triggering YPs' interest is huge and some financial incentives are used to get YPs involved in new projects, from which they can have chances to discover their new interests. Besides, managers try to increase job demands to maintain YPs' interest at work. According to Berge *et al.*, (2013), it was critical to identify interests in crafting the cognitive and relational boundaries of employees' jobs. Sánchez-Cardona *et al.*, (2019) suggested that organizations should provide opportunities for employees to find meaning in their jobs and more research towards reducing boredom at work through job crafting be needed. Tim *et al.*, (2021) also confirmed that job crafting towards strengths and interests might be easier for employees because less self-awareness is needed compared to development crafting – craft to develop themselves.

#### *More responsibilities, better cognitive crafting*

From a managerial viewpoint, YPs in higher positions with more responsibilities and authorisation have better awareness of their role significance at work. It can be explained by the very distinctive context in Vietnam where certain individuals struggle with their job with job orientation to live through the days at work to earn a living (Nguyen, 2020).

#### *Good job crafting leading to young professionals' higher employability*

Job crafting has been proved to be useful and create a lot of favorable outcomes, including both individuals and organizational outcomes such as work engagement, job performance, person-job fit etc. (Wang, 2016). However, few studies pointed out the effects of job crafting on young employees' internal and external employability. The findings of this research suggest that

managers and YPs are on the same side regarding the effects of task crafting on YPs' employability.

Inside companies, task crafting has a negative or positive effect on retaining current jobs, especially after probation time. Therefore, managers' support is essential for this period. Besides, good task crafting leads to more responsibilities and authorization. This is an important step for YPs to be promoted to team leaders, and then get further promoted. Being allowed to take more responsibilities and authorisation means being allowed to expand jobs demands and seeking more challenges at work, which may result in boredom avoidance and interest maintenance (Demerouti, 2014). Outside companies, skills gained from task crafting in current jobs enable YPs to improve their external employability illustrated in the ability to get a job elsewhere on the market. The skills include problem solving, time managing, and multi-tasking. Problem-solving has been considered critical for young employees in an emerging economy like Vietnam (LeGrand, 2017). Besides, Vietnamese employers realized that time-managing skill is a big challenge with young employees and expected them to improve this skill (Huu, 2018). Multi-tasking is considered the necessary skill helping employees to encounter changing working environments and the best employees are those who can multitask (Ngoc Su *et al.*, 2021). As a result, owning these skills facilitates YPs to get a job on the market, thus improving their external employability.

Managers are well aware of the effects of task crafting on external employability. The reasoning is that taking initiative to craft jobs in the current workplace such as freedom to adopt new approaches enables YPs to be more confident, more mature and of course more skilled. All of these things bring YPs more chances in a new organization even with higher positions with a higher salary range. More importantly, their good job crafting can be totally applied in a new environment. Under the lens of Job Demands-Resources Theory, job crafting contributes to sustainable employability, especially during uncertainties (Irfan, 2020).

Regarding the effects of relational crafting on internal employability, the findings suggest that building meaningful relationships with co-workers and having a good internal net-work makes YPs feel like working. Besides, this also brings YPs a lot of co-workers' support. Accordingly, they can have high achievements at work. From managers' side, relational crafting is highly evaluated because good cooperation can help solve conflicts easily and better teamwork also results in better results. This factor helps YPs retain their jobs and develop their career easily. As good relational crafting facilitates communication between employees and their co-workers and

their bosses, leading to better information exchange, which in turn enhances employability (Van, 2010).

Besides, good relational crafting is good for external employability. There is a shared viewpoint between YPs and managers that good networkers can use their meaningful relationship not only in their new job but also much later in their business life whether it is in the same industry or different industry. Even more, the findings from managers' views suggest that YPs can have good references from their bosses when they apply for another job elsewhere on the market. Sometimes, relational crafting is one of the criteria that helps managers make a recruitment decision. It is because managers want to recruit those who can adapt to the new environment and fit into their teams easily and quickly. This seems to be very distinctive in Vietnamese context because as a Confucian culture, "relationships played a crucial role in the Vietnamese setting. It was important for the Vietnamese to maintain and cultivate their relationships with people at work in order to have good opportunities and standing in the workplace" (Van Thanh, 2016, p.4).

It is obvious that interest and passion at work are integral parts of YPs' occupation. Having interest and passion, YPs can work with the best results and overcome struggles at work with the most proactive style. However, at the managerial level, weak cognitive crafting is more concerning because having no passion for the jobs means no motivation, which is the killing factor for maintaining jobs. Also, under-valuing job importance prevents YPs to try hard and makes YPs lose determination. According to Tims *et al.*, (2022), crafting towards interest happened more easily than developmental crafting and strengths crafting among young employees because it could bring them a person-job fit.

Though relational crafting plays more important roles in enhancing internal career than task-crafting, the combination of task crafting and relational crafting would be better to ensure current success and career development. It has been shown that task crafting allows young employees to take their personal initiative to create changes in tasks such as doing different tasks, to change working method such as working process, to change the timing of tasks like completing the most difficult tasks in the morning when they are in high spirit with full of energy (Geldenhuis *et al.*, 2021). From that, employees can have good performance. However, YPs do not work alone separately from others in the company. Though the original purpose of employees' participation in relational crafting is satisfying their own need to connect and build social relationship with

others (Wrzesniewski & Dutton, 2001), good relationship with co-workers and bosses helps them minimize stress at work (Tims *et al.*, 2022), then focusing more on task crafting.

#### *Difficulties facing YPs*

The amount of task crafting permission YPs want to obtain depends much on their own experience. For inexperienced ones, they need more practical training to help YPs to deal with sudden arising problems and to update the newest trend in the industry/sector. Besides, inexperienced YPs need closer supervision and more often consultation but still need to have a chance to make a decision themselves. Meanwhile, experienced YPs lose interest in repetitive tasks and old tasks. They have a tendency to get involved in task crafting to maintain their interest at work. However, the policy of the company is for the whole employees without distinctions for inexperienced and experienced YPs. The flexibility only lies in the managers' HRM implementation. In similar contexts such as in China, the implementation of HRM systems has also been proved to have a crucial influence on employee job crafting by enhancing their task and relational crafting through HRM systems (Hu *et al.*, 2022).

Also, focusing on their favorite and passionate tasks makes YPs neglect the other ones. At the same time, multi-tasking has gradually become the core working style at modern organizations in multitasking-rich working environments (Kinney, 2007.)

Difficulties in task crafting also come from YPs' personality. For certain YPs, being told what to do is the irritating thing, badly affecting their working results and vice versa. Yet, characteristics are not apparent and easy to know. Proactive personality is engaged in all forms of crafting, especially leading to increased job crafting (Albert, 2020)

Although they receive a lot of support, YPs still need more chances to have good connections with high-ranking directors because this brings them a lot of motivation, helping them to learn from their bosses. Building a good team is never easy for YPs. So, if doing jobs requires having a good team, they will encounter obstacles. It means YPs encounter difficulties in collective/team relational crafting. In the Vietnamese context, it has been proved that collective crafting has positive effects on individual crafting (Tuan, 2019).

Relational crafting results from YPs' personality traits. Weak relational crafting can be seen in YPs who are shy, reserved, cowardly and vice versa. Therefore, this problem is complicated. In the literature, employees' personality was confirmed to be the antecedent of job crafting. For

instance, proactive personality and personal initiative led to more actions in seeking social and structural resources and challenges. In contrast, cynicism was related to reducing hindering demands at work (Bakker *et al.*, 2012, Tims *et al.*, 2012). However, Bipp & Demerouti (2015) pointed out that there was too much emphasis on selected, specific individual difference variables in stead of basic personal characteristics such as temperament. Therefore, “a conclusive theoretical basis for the underlying mechanism whereby personality serves as an antecedent of job crafting behavior is still missing” (Bipp & Demerouti 2015, p. 633).

Refusal to make changes in their attitudes at work is a big obstacle preventing YPs from maintaining jobs because instead of having the right attitudes towards learning from others and managers, YPs too believe in their ability and think no more changes are needed. The main reason is that they hardly see the values their jobs contribute to the company and public. Demerouti *et al.*, (2021) suggested that job crafting intervention can make white-collar employees change their behavioral attitudes towards changes at work because this kind of intervention helped them to reduce their exhaustion.

#### *Difficulties facing managers*

At individual level, difficulties are investigated in terms of their task crafting, relational crafting and cognitive crafting, whereas at managerial level, obstacles are observed from company policy and YPs side.

With the low quality of newly recruited YPs, more training is needed and more training needs to be crafted to meet specific YPs' needs, including newly recruited YPs both inexperienced and experienced. However, in some SMEs with limited budgets for salaries, it is hard to recruit better qualified staff. Training takes time and effort and does not work all the time. New hires have been proved to involve uncertainty (Gallagher *et al.*, 2009) and enter companies with the expectation of training and learning (Jaske & Deborah, 2021).

Working nature of the company also affects. Working online or distant working does not facilitate job crafting much, especially relational crafting which requires more in-person interactions. Because of this, it is hard to inspire YPs. Besides, formal bonding activities do not help much in improving relational crafting. This difficulty has emerged mainly due to the fact that working context is important in the job crafting process (Lazazzara, 2020).

One problem resulting from the company is maintaining YPs' interest at work. In the literature, it has been shown that one of the factors affecting employee's interest to work is leadership competencies (Diskiene *et al.*, 2019). Meanwhile, it is obvious from this study that YPs often change their interest at work after 2 or 3 years. They need to learn some new expertise from new tasks or new positions. Working in the same position and doing the same things for long makes them lose their interest at work. A lack of interest leads to quitting jobs and trying to find a chance elsewhere so that they can fulfill their needs. However, because of the company growth rate, it is not easy for companies to increase job demands by expanding their responsibilities into another position to fit their job resources. Losing interest means reducing work motivation.

When it comes to individual level, motivation and life experiences are big obstacles. A similar problem of YPs' lack of motivation was also found in the Pakistani context (Fatima, 2011). A lack of motivation prevents YPs from learning and carrying tasks proactively. All the completion at work is just at the normal level, not creatively or proactively. This lack of motivation also makes training less productive in terms of job crafting. Secondly, YPs are young and lack lived experience. So, it is hard for them to solve arising problems coming from customers or the authorities. Or even worse, it is not easy for them to keep smooth communication with customers because of age gaps between the two generations when customers are mostly much older than them. Therefore, YPs fail to persuade customers to buy products or services frequently, leading to low performance. In contrast, experienced YPs stay persistent and it is difficult for managers to change their mindsets so that they adjust their job resources to meet their job demands.

#### **4.6. Conclusion**

The aim of this paper is to explore the role of managers in facilitating YPs' job crafting in terms of task, relational and cognitive in Vietnamese context from both managers' and YPs' perspective. The data collected from 20 semi-structured interviews and analyzed in Nvivo reveal that to some extent job crafting was facilitated in companies with the very important role of managers. However, there were no consistent policies applied in job crafting interventions in Vietnamese companies. This led to variations in making decisions on who to change in jobs and when to craft jobs. This result suggests that managers should come up with a systematic job crafting intervention policy. Besides, job crafting facilitation brings good effects in improving YPs' perceived internal and external employability. Last but not least, both managers and YPs difficulties in the process

of facilitating job crafting though the good effects of job crafting were confirmed. From the study, implications for both managers and YPs have been shown.

#### **4.7. Implications**

##### *Implications for researchers*

The study extends the research on job crafting facilitation and its effects on YPs' perceived employability. In the study, a more comprehensive understanding of job crafting facilitation and the role of job crafting facilitation in enhancing young professionals' perceived employability as well as difficulties facing both managers and employees in job crafting has been shown. Information combined from both individual and managerial perspective is interchangeable and vital in understanding the issue.

JD-Theory is proved true in Vietnamese context when both managers and YPs agree that job crafting improves YPs' internal and external employability.

Though positive outcomes of job crafting such as work engagement, job performance, person-job fit have been pointed out in the literature (Wang, 2016), few scholars concerned the effects of job crafting on employability. Therefore, the study plays a role as a call for more research on this.

##### *Implications for practitioners*

Both managers' and YPs' perceptions reveal that job crafting has been facilitated in all of the companies in the survey. However, the thing revealed is that sometimes, from managers' view, job crafting facilitation is enough, but it is not from YPs' view. For example, although both managers and YPs agree that job crafting is facilitated in workplaces, YPs need more practical training to become able to make changes in their tasks.

Both managers and YPs realized the importance of job crafting facilitation in improving YPs' internal and external employability. From managers' viewpoint, relational crafting should go with task crafting in achieving employability in Vietnamese context whereas from YPs' viewpoint, task crafting facilitation is more highly evaluated as an approach to improve their employability. It implies that at managerial level, relational crafting is proved more important than at individual level.

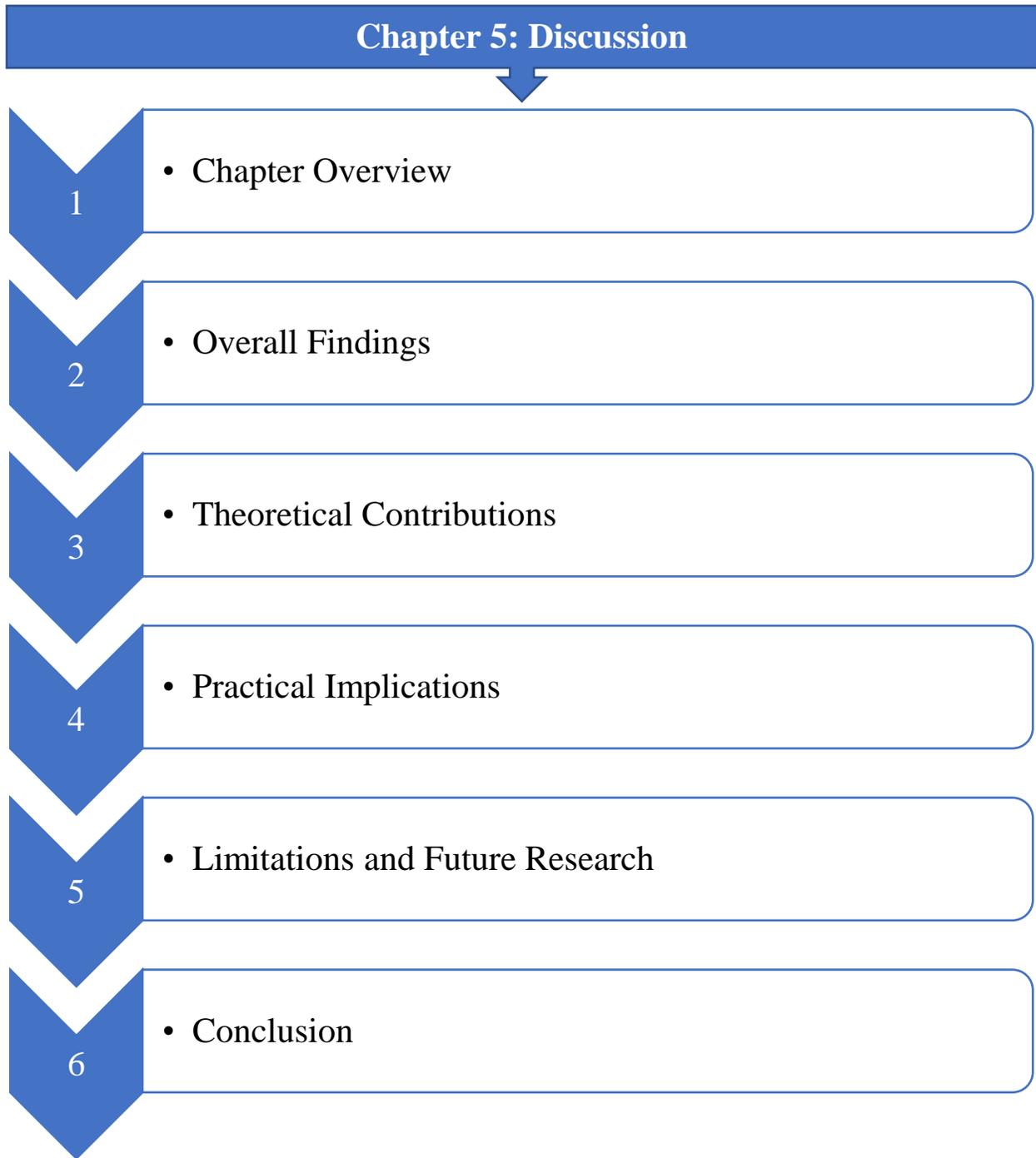
Moreover, job crafting is not allowed to be consistently applied for all YPs' and who to craft and to what extent to craft depends much on managers' decision. Therefore, it is necessary for companies to cope up with a consistent policy for job crafting.

Both managers and YPs encounter certain difficulties regarding facilitating YPs' job crafting. YPs present their particular difficulties related to making changes in tasks, relationship and cognition whereas managers look at difficulties from 2 sides including company policy and YPs' side.

#### **4.8. Limitations and Further Studies**

Although in-depth interviews allow researchers to have useful and relevant insights into the issue, even in informal environments, the data may not generalizable (Queirós *et al.*, 2017). Therefore, quantitative methods should be considered to confirm the effects of job crafting, especially relational crafting on perceived employability. In Confucian culture like Vietnam, relational crafting seems to be prominent (Van Thanh, 2016). Therefore, more research on the role of relational crafting on employees' employability is worth considering.

**CHAPTER 5:  
DISCUSSION**



## 5.1. Chapter Overview

This chapter outlines overall findings, theoretical contributions, practical implications, and research limitations, followed by future research directions based on our study findings. Finally, the conclusion of the dissertation is provided.

## 5.2. Overall Findings

There are three main findings which are drawn from the dissertation with different focuses. Firstly, it is about the trends in the employability research and employability research avenues. The second finding is a focus on the role of job crafting and career success as mediators between the relationship between career competencies and perceived employability. The third finding illustrates the role of managers' job crafting facilitation in YPs' employability enhancement.

*Regarding the trends and development of employability, there has been an upward trend in the employability research evolving around three different themes with a heavy focus on the role of HEIs in graduates' employability and with employability being mostly considered as employees' assets.* In particular, 62.2% of the documents in our database were published over a period of five years (2015–2019), meaning that this is a rapidly emerging field, now and in the next years to come. Moreover, the location distribution of authors' affiliations showed that interest in employability is a global phenomenon with significant bodies of research emerging across 74 countries. Besides, De Cuyper, Jackson and Van der Heijden ranked as the three top authors with the highest number of publications focusing on the relationship between graduate employability and job security/insecurity, satisfaction, personal wellbeing, HEIs' curricula and psychological factors. However, Rothwell, Tomlinson and Berntson had the highest numbers of citations per document. In particular, Jackson tended to be a single author who carried out a wide range of research based on topics including how to improve graduate employability and highlighted the role of work-integrated learning in improving skills development, career management, career management competencies, graduate identity and pre-professional identity leading to higher employability. Rothwell focused heavily on self-perceived employability, while Tomlinson investigated employability by understanding students' perceptions and attitudes at work.

There are *three themes* shown in the employability literature: employers' requirements and HIEs' preparation; the antecedents of employability; and the role of WIL in enhancing employability. The first theme showed the research about what employers require and what graduates have indicated skill gaps, followed by causes and solutions (Hill *et al.*, 2019). The second theme determined the antecedents of employability such as protean career attitude, social capital and emotional intelligence (Di Fabio & Kenny, 2015). The last theme focused on WIL and ways to implement WIL. These themes are well supported by the perspectives in the literature, including personal, educational and company perspectives (Guilbert *et al.*, 2016). While our findings overlap in several aspects, the results of this review show more focus on educational and companies' perspectives (the first and the third themes) rather than personal perspectives (the second theme) in the literature, with a blind spot for personal agency in the second theme.

Besides, the focus of the latest research topics is on the preparation of graduates before entering the labor market, putting the responsibility on HIEs' shoulders. The latest topics reveal the importance of employability skills, soft skills, industrial skills, personal qualities and competencies in improving graduates' employability to meet the requirements of Industry 4.0 (Majid, 2019). Employability skills remain an ongoing topic for debate, with many highlighted studies addressing HEIs' ability to develop graduates who are ready for the workforce (Griffin & Coelho, 2019). Many changes in industrial settings, job tasks and skill requirements have demanded graduates have the right skills for the right positions (Haron *et al.*, 2019) because different employability skills are needed in different industries. They may involve communication, problem-solving, teamwork, planning and organizing, creativity and innovation, teamwork, independent study, numeracy, information and communication technology, self-management and time management skills (Karim & Maat, 2019). Therefore, WIL and inserting more extra-curricular activities have been proposed to improve graduates' employability (Bridgstock *et al.*, 2019). It may be essential that employability is investigated during the process of employees maintaining jobs and developing careers as part of internal employability.

*When it comes to the second overall main finding, personal agency was put in the center of employability research with the result that job crafting and career success played a role as mediators in the relationship between career competencies and employability.* Specifically, career competencies directly affected both perceived internal and external employability, but the effect on the latter was stronger. These direct effects were in line with previous studies (Akkermans &

Tims, 2017, Bargsted, 2017, Monteiro *et al.*, 2018). These results suggest that young professionals' reflection on motivation, work qualities, networking, self-profiling, work exploration and career control had a crucial role in improving employees' perceived employability (Forrier *et al.*, 2015, Chen *et al.*, 2018, Blokker *et al.*, 2019). Employees' perception of their ability to maintain and develop jobs inside their organizations or to get desired ones outside has been considered an outcome of career competencies because mastering these competencies allows employees to have more positive perceptions of their ability to search, obtain and maintain employment (Akkermans *et al.*, 2013).

Moreover, career success (objective and subjective) partially mediated the relationship between career competencies and perceived internal employability, but career success (objective and subjective) was not related to perceived external employability. The mediating role of subjective career success between career competencies and perceived internal employability coincided with the results of Blokker *et al.*, (2019). However, subjective career success was not related to perceived external employability, which was the opposite of the result found in the literature. According to Blokker *et al.*, (2019), more subjective career success leads to a lower perception of external employability. The result of this study reveals that employees would stop finding job opportunities outside their organization if they had higher subjective career success. This result differentiates young professionals' working behavior in Vietnam from others in developing countries such as those in research results of Blokker *et al.*, (2019). It is obvious that, in the Vietnamese context, when young professionals gain more recognition, quality work, meaningful work, influence, authenticity, personal life, growth and development, and satisfaction, they tend to contribute more to their current organizations without thinking of quitting jobs and finding another one elsewhere. Besides, the Career Construction Theory of Savickas (2005) is proved insignificant in Vietnamese context when young professionals' external employability is concerned. It's because the assumption that career competencies has a critical role in achieving career success and, subsequently, perceived employability among young professionals was only accepted with internal employability. The mediating role of objective career success partially mediates the relationship between career competencies and perceived internal employability, which is opposite to the result of Blokker *et al.*, (2019), who concluded that objective career success did not have any mediating role between career competences and perceived internal employability. The results indicate that in the Vietnamese context, an increase in the salary rate,

delegation rights, project responsibility and leadership position resulted in a higher perception of being employable internally. Consequently, employees could maintain and develop their careers better. Objective career success was not related to perceived external employability, which was also the conclusion of Blokker *et al.*, (2019). Even when young professionals receive more salaries and responsibilities at work, their perceptions of being employable in the labor market will not change, and they will not seek outside opportunities.

*Job crafting was highlighted because it was the only factor to have effects on perceived employability both internally and externally, making it the mediator between career competencies and perceived employability.* Even more, the mediating role of job crafting between career competencies and perceived external employability was stronger. These mediating roles were supported by Akkermans & Tims (2017) because career competencies were considered personal resources. Based on personal resources such as preferences, skills, and abilities, employees shape their employability (Berg & Dutton, 2008). Thanks to task variety and autonomy resulting in higher adaptability, young professionals' perceptions of employability were boosted (Van Emmerik *et al.*, 2012). Job crafting practices could lead to positive outcomes such as better person-job fit and job performance (Wang *et al.*, 2016). When young professionals utilize their personal resources to make changes in their jobs, this leads to stimulation in personal growth and adaptability. Positive experiences such as achievement and resilience, such as the ability to cope with future adversity, makes them more employable inside their current organization (Berg *et al.*, 2008). Moreover, these young professionals also are more attractive to the labor market, leading to their higher perception of external employability (Tims *et al.*, 2012). Better career competencies enabled employees to make changes in their jobs, especially in cognitive and relational aspects, leading to being more employable both internally and externally. Different from career success, job crafting ability enables young professionals to succeed at the current jobs but also to get a job elsewhere. Though JD-R theory is proved to be true in Vietnamese context to conclude that job crafting has a mediating role in the relationship between job crafting and employability, social factors of leadership styles in job crafting facilitation which leads to more employability cannot be ignored (Wang *et al.*, 2020).

*Finally, there are findings related to the role of managers' job crafting facilitation in YPs' employability enhancement. It is obvious that job crafting was well-aware of and highly evaluated by both YPs and managers in companies ranging from start-ups, SMEs or big corporations in the*

*Vietnamese context.* Favourable conditions are made for YPs to craft their jobs and build their meaningful relationship with their co-workers as well as their customers and clients. Task crafting and relational crafting were described as techniques Vietnamese women used to achieve work-life balance during covid-19 pandemic (Tho & Tran, 2022). At the same time, some YPs stay passive in making efforts to build meaningful relationships with other co-workers because they are satisfied with their current support in building relationships and working environments. It is different from what Wang *et al.*, (2016) confirmed. They confirmed that leaders can stimulate effective job crafting by building a trusting, open and supportive work climate. As far as cognitive crafting is concerned, managers have contributed considerably to shape YPs' cognition of their jobs to avoid difficulties at work. Besides, managers also play an important role in building YPs' self-trust and confidence, leading to more willingness to take more responsibilities at work and cope with more challenging tasks. In the literature, perceived organizational support has been given as a predictor for employees' cognitive crafting. When YPs realize that their values and contributions are highly evaluated by organizations, and their well-being is cared for, they get engaged more in organizations, become more confident and their cognitive crafting get impacted (Kim, *et al.*, 2018). Thanks to managers' help, YPs' interest is also awakened. With an increase in their interest, YPs can overcome difficulties at work and perform better. Managers' effort in triggering YPs' interest is huge and some financial incentives are used to get YPs involved in new projects, from which they can have chances to discover their new interests. Besides, managers try to increase job demands to maintain YPs' interest at work. According to Berge *et al.*, (2013), it was critical to identify interests in crafting the cognitive and relational boundaries of employees' jobs. Sánchez-Cardona *et al.*, (2019) suggested that organizations should provide opportunities for employees to find meaning in their jobs and more research towards reducing boredom at work through job crafting be needed. Tim *et al.*, (2021) also confirmed that job crafting towards strengths and interests might be easier for employees because less self-awareness is needed compared to development crafting – craft to develop themselves.

*Nevertheless, in a Confucian culture like Vietnam, leadership plays a very important role in employees' organizational behaviour at work, thus the role of these leaders in facilitating YPs' employability could not be neglected.* The facilitating role of the leadership in the Vietnamese context was proved to be very important in employees' relational crafting efforts in the research of Nguyen (2020). In similar contexts such as China, transformational leadership and servant

leadership have been proved to stimulate employee job crafting by increasing their adaptability, leading to more employees' engagement at work (Xin *et al.*, 2020). Transactional leaders might expect their employees to complete prescribed tasks and might not encourage them to take more responsibility to develop themselves (Wang *et al.*, 2016). In the Vietnamese context, although there are still certain employees who do jobs with job orientation, employees' experience is decided by job characteristics designed by managers (Nguyen, 2020). Therefore, managers and companies have policies to support YPs to redesign their jobs in terms of task crafting, relational crafting and cognitive crafting. *However*, there are many factors managers take into consideration when making decisions on to what extent to allow their YPs to craft tasks such as benefits and profits of the company, characteristics and competence of YPs, multi-tasking. This kind of task-crafting is not only about changing their tasks but also about including elements not originally listed in their job description (Lazazzara, *et al.*, 2020). Therefore, YPs cannot choose avoidance crafting which means only doing their favourite tasks and reducing others. Employees are allowed to craft their tasks but not all employees are allowed to do so. Regarding relational crafting, managers also have a tendency to put more focus on newbies and those with weak relational crafting ability by supporting them more so that they can break ice and build relationships at work. *Therefore, facilitating job craftings depends much on managers who have rights to make decision on employee's job crafting.* However, YPs in higher positions with more responsibilities and authorisation have better awareness of their role significance at work. It can be explained by the very distinctive context in Vietnam where certain individuals struggle with their job with job orientation to live through the days at work to earn a living (Nguyen, 2020).

*Job crafting enhancement contributed to the improvement in YPs' employability but there should be a combination of task, relational and cognitive crafting.* Inside companies, task crafting has a negative or positive effect on retaining current jobs, especially after probation time. Therefore, managers' support is essential for this period. Besides, good task crafting leads to more responsibilities and authorisation. This is an important step for YPs to be promoted to team leaders, and then get further promoted. Being allowed to take more responsibilities and authorisation means being allowed to expand jobs demands and seeking more challenges at work, which may result in boredom avoidance and interest maintenance (Demerouti, 2014). Outside companies, skills gained from task crafting in current jobs enable YPs to improve their external employability illustrated in the ability to get a job elsewhere on the market. The skills include problem solving, time

management, and multi-tasking. Problem-solving has been considered critical for young employees in an emerging economy like Vietnam (LeGrand, 2017). Besides, taking initiative to craft jobs in the current workplace such as freedom to adopt new approaches enables YPs to be more confident, more mature and of course more skilled. All of these things bring YPs more chances in a new organization even with higher positions with a higher salary range. More importantly, their good ability of crafting jobs can be totally applied in a new environment. Under the lens of Job Demands-Resources Theory, job crafting contributes to sustainable employability, especially during uncertainties (Irfan, 2020). Furthermore, good relational crafting is good for external employability. There is a shared viewpoint between YPs and managers that good networkers can use their meaningful relationship not only in their new job but also much later in their business life whether it is in the same industry or different industry. Even more, the findings from managers' views suggest that YPs can have good references from their bosses when they apply for another job elsewhere on the market. Sometimes, relational crafting is one of the criteria that helps managers make a recruitment decision. It is because managers want to recruit those who can adapt to the new environment and fit into their teams easily and quickly. This seems to be very distinctive in Vietnamese context because as a Confucian culture, "relationships played a crucial role in the Vietnamese setting. It was important for the Vietnamese to maintain and cultivate their relationships with people at work in order to have good opportunities and standing in the workplace" (Van Thanh, 2016, p.4).

*In the Vietnamese context, though relational crafting plays more important roles in enhancing internal career than task-crafting, it must go with task crafting to ensure current success and career development.* It has been shown that task crafting allows young employees to take their personal initiative to create changes in tasks such as doing different tasks, to change working method such as working process, to change the timing of tasks like completing the most difficult tasks in the morning when they are in high spirit with full of energy (Geldenhuis *et al.*, 2021). From that, employees can have good performance. However, YPs do not work alone separately from others in the company. Though the original purpose of employees' participation in relational crafting is satisfying their own need to connect and build social relationship with others (Wrzesniewski & Dutton, 2001), good relationship with co-workers and bosses helps them minimize stress at work (Tims *et al.*, 2021), then focusing more on task crafting.

*Both young professionals and managers encounter difficulties in job crafting facilitation and these difficulties come from both company policies as well as YPs.* With the current policies of the companies, managers face the low quality of newly recruited YPs. This means more training is needed and more training needs to be crafted to meet specific YPs' needs, including newly recruited YPs both inexperienced and experienced. However, in some SMEs with limited budgets for salaries, it is hard to recruit better qualified staff. Training takes time and effort and does not work all the time. New hires have been proved to involve uncertainty (Gallagher *et al.*, 2009) and enter companies with the expectation of training and learning (Jaske & Deborah, 2021). Working nature of the company also affects. Working online or distant working does not facilitate job crafting much, especially relational crafting which requires more in-person interactions. Because of this, it is hard to inspire YPs. Besides, formal bonding activities do not help much in improving relational crafting. This difficulty has emerged mainly due to the fact that working context is important in the job crafting process (Lazazzara, 2020). One problem resulting from companies is maintaining YPs' interest at work. In the literature, it has been shown that one of the factors affecting employee's interest to work is leadership competencies (Diskiene *et al.*, 2019). Meanwhile, it is obvious from this study that YPs often change their interest at work after 2 or 3 years. They need to learn some new expertise from new tasks or new positions. Working in the same position and doing the same things for long makes them lose their interest at work. A lack of interest leads to quitting jobs and trying to find a chance elsewhere so that they can fulfill their needs. However, because of companies' growth rates, it is not easy for these companies to increase job demands by expanding their responsibilities into another position to fit their job resources. Losing interest means reducing work motivation.

Besides, YPs' lack of motivation and life experiences is a big obstacle for managers. A similar problem of YPs' motivation lack was also found in Parkistan context (Fatima, 2011). A lack of motivation prevents YPs from learning and carrying tasks proactively. All the completion at work is just at the normal level, not creatively or proactively. This lack of motivation also makes training less productive in terms of job crafting. Secondly, YPs are young and lack lived experience. So, it is hard for them to solve arising problems coming from customers or the authorities or to persuade customers to buy products or services frequently, leading to low performance. In contrast, experienced YPs stay persistent and it is difficult for managers to change their mindsets so that they adjust their job resources to meet their job demands.

Furthermore, Vietnamese employers realized that time-managing skill is a big challenge with young employees and expected them to improve this skill (Huu, 2018). Multi-tasking is considered the necessary skill helping employees to deal with changing working environments and the best employees are those who can multitask (Ngoc Su *et al.*, 2021). As a result, owning these skills facilitates YPs to get a job on the market, thus improving their external employability. It is obvious that interest and passion at work are integral parts of YPs' occupation. Having interest and passion, YPs can work with the best results and overcome struggles at work with the most proactive style. However, at the managerial level, weak cognitive crafting is more concerning because having no passion for the jobs means no motivation, which is the killing factor for maintaining jobs. Also, under-valuing job importance prevents YPs from trying hard and makes YPs lose determination. According to Tims *et al.*, (2021), crafting towards interest happened more easily than developmental crafting and strengths crafting among young employees because it could bring them a person-job fit.

Yps' difficulties were closely linked to their changes in tasks, relation and cognition. For crafting tasks, some inexperienced YPs need more training, consultation and experience to craft whereas some experienced YPs hate being told what to do and require complete freedom at work and lose interest at work if they are not allowed to try new tasks or positions at work after about 1 or 2 years. They have a tendency to get involved in task crafting to maintain their interest at work. However, the policy of companies is for the whole employees without distinctions for inexperienced and experienced YPs. The flexibility only lies in the managers' HRM implementation. In similar contexts such as in China, the implementation of HRM systems has also been proved to have a crucial influence on YPs' job crafting by enhancing their task and relational crafting through HRM systems (Hu *et al.*, 2022). Also, focusing on their favourite and passionate tasks makes YPs neglect the other ones. At the same time, multi-tasking has gradually become the core working style at modern organizations in multitasking-rich working environments (Kinney, 2007).

For relational crafting, although Yps receive a lot of support, they still need more chances to have good connections with high-ranking directors because this brings them a lot of motivation, helping them to learn from their bosses. Building a good team is never easy for YPs. So, if doing jobs requires having a good team, they will encounter obstacles. It means YPs encounter difficulties in

collective/team relational crafting. In the Vietnamese context, it has been proved that collective crafting has positive effects on individual crafting (Tuan, 2019).

Relational crafting results from YPs' personality traits. Weak relational crafting can be seen in YPs who are shy, reserved, cowardly and vice versa. Therefore, this problem is complicated. In the literature, employees' personality was confirmed to be the antecedent of job crafting. For instance, proactive personality and personal initiative led to more actions in seeking social and structural resources and challenges. In contrast, cynicism was related to reducing hindering demands at work (Bakker *et al.*, 2012, Tims *et al.*, 2012). However, Bipp & Demerouti (2015) pointed out that there was too much emphasis on selected, specific individual difference variables instead of basic personal characteristics such as temperament. Therefore, "a conclusive theoretical basis for the underlying mechanism whereby personality serves as an antecedent of job crafting behaviour is still missing" (Bipp & Demerouti 2015, p. 633).

For cognitive crafting, refusal to make changes in their attitudes at work is a big obstacle preventing YPs to maintain jobs because instead of having the right attitudes towards learning from others and managers, YPs too believe in their ability and think no more changes are needed. The main reason is that they hardly see the values their jobs contribute to the company and public. Demerouti *et al.*, (2021) suggested that job crafting intervention can make white-collar employees change their behavioral attitudes towards changes at work because this kind of intervention helped them to reduce their exhaustion.

### **5.3. Theoretical Contributions**

Firstly, the dissertation provides systematic knowledge about the existing literature on tracing the trends and changes and development of employability research. The study documented and analyzed trends in research on employability for the past 38 years with bibliometrics method, thus providing a better and more profound understanding of employability in the period from 1972 to 2019. The addition of the time range since 1972 provided the overview of employability research in the literature and a clearer explanation of different schools of thought in employability literature. Besides, thanks to the bibliometrics review, the dissertation help to put forward fruitful avenues for future research.

Secondly, the quantitative part extends the current literature more to put a focus on the role of personal agency in employability. In particular, the results from the quantitative part of the

dissertation showed that the relationship between career competencies and employability via career success and job crafting is not straightforward.

Regarding career competencies and career success, young professionals who have developed high levels of career competencies became more satisfied with their career, leading to their perception of being more employable internally (Blokker *et al.*, 2019) but not more employable externally. This suggests that career competencies and career success are not associated with higher perceptions of external employability. In contrast, subjective career success has been proven to have effects on perceived employability without the differentiation between perceived internal and external employability (Bargsted *et al.*, 2021). This extends the literature to deny the mediating role of career success (both objective and subjective) in the relationship between career competencies and perceived external employability.

For career competencies and job crafting, when young professionals improved their career competencies, they could improve their job crafting, leading to their perception of being employable both internally and externally (Akkermans & Tims, 2017). Moreover, employees who can adapt to their tasks, cognition and relations, perceive themselves to be more employable both internally and externally, but they think of external opportunities more. This result might be highly applicable to the sample of young professionals in the study. An increase in crafting structure or challenges in job demands leads to increased responsibility, professional experience and networking, which are transferable to other jobs and organizations, meaning a higher feeling of external employment (Plomp *et al.*, 2019). The confirmation of job crafting as a mediator between career competencies and employability among Vietnamese young professionals opens more space for research. Firstly, it's because managerial support plays a very crucial role in boosting employees' job crafting (Irfan *et al.*, 2022). Secondly, HR flexibility which can be decided by social and cultural characteristics is the thing that equip young professionals with knowledge, skills, and autonomy to craft their jobs both individually and collaboratively (Tuan, 2019). These make job crafting worth a closer and more contextual look in terms of leadership styles in different organizations in Vietnamese context.

Moreover, the author expected there to be a mediating role of career success and job crafting in the relationship between career competencies and perceived employability (both internal and external), but the results showed that only job crafting was the mediator of both career competencies and perceived internal and external employability. Meanwhile, career success (both

objective and subjective) does not affect perceived external employability. These findings imply that differentiating between perceived internal employability and external employability is important for examining their interrelations. This distinction will contribute to the understanding of internal and external opportunities within and outside organizations (Van Emmerik *et al.*, 2012). Besides, the absence of the mediating role of career success in the relationship between career competencies and internal perceived employability suggests that Career Construction Theory (Savickas, 2005) and other considerations of this mediating role should be regarded under the distinctions of cultural and contextual issues.

This study contributed to the literature by putting personal agency at the heart of employability research, which allows researchers to regard employability as a process in human resources management (HRM) rather than a result of education. From this, employability involves both external and internal employability, which involves not only graduates' preparing and obtaining a job (Ressia & Shaw, 2022), but also their maintaining, developing careers. The heavy focus of the literature on employer's requirements and HEIs' preparation concerns HEIs' roles rather than individuals themselves in improving graduates' employability. However, employability should be regarded as a multi-dimensional process which is in development over time (Römgens *et al.*, 2020).

The qualitative part contributes to the current literature by exploring job crafting facilitation and its effects on YPs' perceived employability from both individual level and managerial level, ensuring a more comprehensive view. In the study, a more comprehensive understanding of job crafting facilitation and the role of job crafting facilitation in enhancing young professionals' perceived employability as well as difficulties facing both managers and employees in job crafting has been shown. Information combined from both individual and managerial perspective is interchangeable and vital in understanding the issue.

Besides, from the study, JD-RTheory is proved true in Vietnamese context where employees are allowed to design their job in certain cases, just adjusting their job demands and job resources. Though positive outcomes of job crafting such as work engagement, job performance, person-job fit have been pointed out in the literature (Wang, 2016), few scholars concerned the effects of job crafting on employability. Therefore, the study plays a role as a call for more research on this.

Finally, the dissertation extends the literature to the research of the interaction between leadership and job crafting, especially in contexts with Confucian culture like Vietnam. The research in the

literature confirmed the connection between leadership and JD-R theory. In particular, most of the studies in the literature focused on the relationship between leadership and job resources whereas few concluded that leadership could boost or undermine employee's job crafting (Tummers & Bakker, 2021). However, in contexts with a high level of power distances but a low level of individualism (Lee & Ande, 2023, Hofstede insights, 2023), the role of leadership in employee's designing jobs according to their demands and resources needs more attention.

#### **5.4. Practical Implications**

Our results have practical implications for young professionals, HR managers and career advisors. First, the study shows that career competencies are a career source that is positively associated with achieving career success and necessary changes in jobs (in terms of tasks, relation and cognition) and subsequently employability (Akkermans & Tims, 2017, Blokker *et al.*, 2019).

This means that young professionals with good career competency development are likely to have better chances for long-term success and career adaptation (Kuijpers *et al.*, 2006, Dumulescu *et al.*, 2015). At the same time, employees who are aware of their changes and make changes in their tasks, relations and recognition in the workplace perceive themselves to be more employable not only inside their current organizations but also on the market (Berg *et al.*, 2008, Vogt *et al.*, 2016). Therefore, young professionals should invest their time and effort into developing their career sources and have a flexible attitudes when adapting to the workplace (by changing their tasks, updating their networks and improving their cognition) to avoid just following their daily routine tasks monotonously to improve their work performance (Singh & Singh, 2018) and thus their employability.

HR managers could use the findings of the study to help young professionals build their employability. In particular, HR managers could propose training programs to enable young professionals to take the initiative to apply new ways or techniques at work and engage more in networking activities. Companies can implement opportunity-enhancing high-performance work practices to enable employees to express their adaptability through job crafting, leading to higher work engagement (Federici *et al.*, 2021). Regarding turnover rate, HR managers can increase young professionals' subjective career success by proposing policies aimed at enhancing young professionals' satisfaction, recognition, meaningful work or creating more chances for young professionals' growth and development, thus making young professionals' focus on internal

employability. This can result in reducing the current turnover rate (Nguyen & Tran, 2021, Talluri & Uppal, 2022).

Moreover, HR managers could also apply policies to boost young professionals' job crafting with more flexibility in HR practices (Tuan, 2019) such as letting them mentor new employees or take new networking responsibilities, such as holding a birthday party for a coworker. From managers' and YPs' perceptions, job crafting has been facilitated in all of the companies in the survey. However, the thing revealed is that sometimes, from managers' view, job crafting facilitation is enough, but it is not from YPs' view. For example, although job crafting is facilitated in workplaces in certain situations and to some extent, YPs need more practical training to become able to make changes in their tasks. Therefore, there needs to be consistent policy and consensus on what to craft between managers and YPs.

Both managers and YPs realized the importance of job crafting facilitation in improving YPs' internal and external employability. From managers' viewpoint, relational crafting should go with task crafting in achieving employability in Vietnamese context whereas from YPs' viewpoint, task crafting facilitation is more highly evaluated as an approach to improve their employability. It implies that at managerial level, relational crafting is proved more important than at individual level.

Furthermore, job crafting is not allowed to be consistently applied for all YPs' and who to craft and to what extent to craft depends much on managers' decision. Therefore, it is necessary for companies to come up with a consistent policy for job crafting. In other words, job crafting intervention should be considered as a consistent and formal program in companies because job crafting intervention can bring good results on job crafting behaviour (Kooij *et al.*, 2017). Job intervention can also be used to maintain employees' interests and passion at work. Employees can be trained on job crafting behaviours because these can help to maximize job resources and optimize job demands, leading to an increase in work passion (El-Gazar *et al.*, 2023). This can be partly done by delegating more and more demanding tasks with suitable support and evaluation schemes.

Managers in the Vietnamese contexts with the Confucian cultures should consider giving employees more responsibilities at work. Due to the unique cultures of a high power distance level and a low individualism level (Lee & Ande, 2023), not many responsibilities may be given to employees, thus preventing them from feeling their important roles in organizations. However,

being delegated with more responsibilities will probably facilitate employees to feel their important roles at work, thus enhancing their cognitive crafting.

### **5.5. Limitations and Future Research**

The key limitation of the first study comes from our reliance on the Scopus index as the source of documents. While Scopus provides a more comprehensive coverage than the Web of Science (Mongeon & Paul-Hus, 2016), it may offer less complete coverage of books and conference papers than of journal articles. A research comparing bibliometric analysis using Pubmed, Scopus, and Web of Science databases showed that a search on Scopus databases led to the highest number of documents, followed by a lower number of documents from a Web of Science search (AlRyalat *et al.*, 2019). In addition, the review provided an analysis based on documents from English language sources, which may have meant that papers published in other languages were not included. Further studies may overcome this limitation with the exploitation of documents written in other languages. Finally, the review only applied a limited set of the instruments used in science mapping. Therefore, the authors hope that other scholars will exploit this method, based on other instruments, for specific investigations (Hallinger & Kovačević, 2019).

Secondly, the second study employs a quantitative method in the form of a survey. Although the quantitative method enables researchers to obtain accurate and reliable measurements that allow statistical analysis, the survey method bears the nature of rigidity in terms of structure, leading to the failure to capture emotions, behavior and changes in emotions of respondents (Queirós *et al.*, 2017). Therefore, the limitation of the study is also this, especially with the mediating role of job crafting between career competencies and perceived employability. A qualitative method might be used to explore the role of career competencies in job crafting initiatives and the extent to which job crafting is allowed in companies from HR managers' perspectives, leading to improving young professionals' employability. The qualitative methodology enables researchers to understand a complicated reality as well as the meaning of actions in a given context (Queirós *et al.*, 2017). At the same time, job crafting is a complex phenomenon, and understanding it is a large and lasting challenge for managers (Berg *et al.*, 2008). In addition, context is also a very important factor in the job crafting process (Lazazzara *et al.*, 2020). This research direction may bring about a more comprehensive understanding of new antecedents and outcomes of job crafting using job demands

and resources (JD-R) theory as not much research has been done in Vietnamese context with focus on HRM practices.

Thirdly, although in-depth interviews allow researchers to have useful and relevant insights into the issue, even in informal environments, the data may not be generalizable (Queirós *et al.*, 2017). Therefore, quantitative method should be considered to confirm the effects of job crafting, especially relational crafting on perceived employability. In Confucian culture like Vietnam, relational crafting seems to be prominent (Van Thanh, 2016). Therefore, more research on the role of relational crafting on employees' employability is worth considering.

Finally, the dissertation used the mix-method explanatory consequential design so it cannot avoid the weaknesses of the method itself. In particular, for this type of method, the priority must be given to either the qualitative data collection and analysis or the quantitative data collection analysis (Ivankova 2006). Therefore, it is hard to put a balance between the second and the third study of the dissertation.

## 5.6. Conclusion

The dissertation consists of three main parts which are the bibliometric review of employability research over 38 years, the consequences of career competencies on perceived employability through job crafting and career success, and the role of job crafting facilitation in the enhancement of perceived employability.

The review part of the thesis aimed to fill the void in the literature by analyzing data obtained from the Scopus dataset from 1972 to 2019 and employed bibliometric analyses. A total of 1,703 Scopus-indexed articles were filtered from 7,885 documents. From that, the review part provides a systematic investigation of the existing literature tracing the trends, changes and developments in employability research. The results reflect a rapidly emerging literature on employability, given the worldwide interest in this topic. With science mapping, the conceptual structure of scientific disciplines was visualized, highlighting three main schools of thought including employers' requirements and Higher Education Institutions' preparation; the antecedents of employability; and the role of work-integrated learning in enhancing employability. The review also highlighted the latest topics in the employability literature, which show that different skills are needed in different industries. As a result, work-integrated learning was proposed to improve graduates' employability. The paper calls for more integrative research focusing on personal agency, with

the development of career paths inside organizations, and for more focus on a multilevel perspective exploring both individuals' and organizations' perceptions.

Part 2 of the dissertation plays a role as an answer to the call in part 1, aiming to investigate whether career competencies could enhance young professionals' perceived employability via job crafting and career success. 1008 respondents from different companies in Vietnam answered an online survey with 957 valid answers. Partial least square structural equation modeling was used to evaluate the measurement and structural models and examine the mediating role of career success and job crafting. The results of the study were significant. First, career competencies directly affected both perceived internal and external employability, but the effect on the latter was stronger. Second, career success partially mediates the relationship between career competencies and perceived internal employability. However, career success was not related to perceived external employability. Third, job crafting partially mediates the relationship between career competencies and perceived employability. However, the mediating role of job crafting between career competencies and perceived external employability is stronger. The study extends the previous literature on employability to a personal perspective with the effects of personal resources through personal adaptation and personal success leading to HR management indications.

The part 3 of the dissertation plays a role as the following part of the second part because the dissertation employs the Explanatory Design, so-called Explanatory Sequential Design which is defined as a two-phase mixed methods design starting with the collection and analysis of quantitative data, followed by qualitative phase connected with the results of the first quantitative phase (Creswell, 2006). The second part reveals that job crafting is the only partial mediator between career competencies and internal perceived employability and also between career competences and external perceived employability. This means that this is a factor which needs more exploration. That's the reason why part 3 which goes after part 2 and employed the qualitative methods. The third part of the dissertation brought about significant results. First, job crafting is the common practice in not only start-ups, SMEs but also in big corporations in Vietnam. Secondly, job crafting facilitation depends much on leadership styles and managers' decisions. Therefore, job crafting facilitation is not consistent even within a company. Thirdly, both managers and YPs encounter difficulties in job crafting facilitation.

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## Appendices

### 1. Appendix 1

#### INTERVIEW PROTOCOL

For managers

#### Job Crafting and Employability

Date/time: -----

Gender: -----

Company: -----

Position: -----

#### Introduction

The following are questions for the interview. The research topic of the interview is employees' job crafting in companies in Vietnamese context and the role of job crafting in improving employees' employability. When employees job craft, they change parts about their work to derive more meaningfulness out of what they do. *Job crafting can involve changing certain tasks, thoughts, or relationships. This way, employees integrate more of their own passions, interests, and strengths into their work.*

#### Demographic

- How long have you been working in your current organization? And how long have you been in your current job?
- Can you describe types of jobs that your employees do everyday?

#### Job Crafting and Employability in General

<i>Questions</i>	<i>Clarifications/probes</i>
In your department, to what extent is your employees' autonomy allowed?	

<p>What do you think of the role of autonomy in improving employees' ability to gain, maintain their occupation and become successful in present jobs as well as future employment?</p>	
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**Task Crafting and Employability**

<i>Questions</i>	<i>Clarifications/probes</i>
<p>What are your roles in facilitating employees in making changes in your employees' job scope and approaches?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to explain your roles?</li> <li>- What do you do if your employees introduce new approaches to improve their work?</li> <li>- What do you do if your employees focus more on the tasks that suit their passion?</li> <li>- What do you do if your employees take additional tasks which suit their skills and interests?</li> <li>- If your employees change their tasks to cope with difficulties, what do you do then?</li> </ul>
<p>How does employees' autonomy in changing work tasks and work approaches improve their ability to find a job outside the organization?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>
<p>How does employees' autonomy in changing work tasks and work approaches improve their ability to maintain their occupation and become successful in their current jobs?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

**Relational Crafting and Employability**

<i>Questions</i>	<i>Clarifications/probes</i>
What are your roles in helping your employees to change their relationship to benefit them?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> <li>- What do you do when your employees try to build meaningful, helpful relationships with others?</li> <li>- What are the things you may do when your employees adjust their relationships with others to cope with their difficulties at work?</li> </ul>
How does employees' autonomy in changing relationships at work help to improve their ability to find a job outside the organization?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>
How does employees' autonomy in changing relationships at work help to improve their ability to maintain their occupation and become successful in their current jobs?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

### Cognitive Crafting and Employability

<i>Questions</i>	<i>Clarifications/probes</i>
What is your role in shaping your employees' recognition of their work towards the community?	<ul style="list-style-type: none"> <li>- What do you do to make your employees change the way they perceive the job to fit their passion?</li> <li>- How can you change your staff' thoughts so that they can avoid difficulties at work?</li> </ul>
How is reshaping an employee's cognition of tasks important in helping employees find a job outside the organization?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

<p>How is reshaping an employee’s cognition of tasks important in helping employees improve their ability to maintain their occupation and become successful in their current jobs?</p>	<p>- Can you give me a concrete example to illustrate that?</p>
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**Barriers in Job Crafting Encouragement**

<i>Questions</i>	<i>Clarifications/probes</i>
<p>What obstacles do you face in encouraging employees’ job crafting?</p>	<ul style="list-style-type: none"> <li>- Any difficulties in helping them make changes in their job scopes, job approaches to fit their passions...</li> <li>- Any difficulties in helping them adjust their realtionships with others to lessen their obstacles at work...</li> <li>- Any difficulties in enabling them to reshape their cognition of their work importance?</li> </ul>

**Supervisors/managers/leaders’s role in enhancing employees’ employability through crafting permission**

How do you perceive the importance of job crafting facilitation in enhancing their employees’ employability?

Among three aspects of job crafting, which one seems to be prominent in internal and external employability? Why?

**2. Appendix 2**

**INTERVIEW PROTOCOL  
For Young Professionals  
Job Crafting and Employability**

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Date/time: -----

Gender: -----

Company: -----

Position: -----

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**Introduction**

The following are questions for the interview. The research topic of the interview is employees’ job crafting in companies in Vietnamese context and the role of job crafting in improving employees’ employability. When employees job craft, they change parts about their work to derive more meaningfulness out of what they do. *Job crafting can involve changing certain tasks, thoughts, or relationships. This way, employees integrate more of their own passions, interests, and strengths into their work.*

**Demographic**

- How long have you been working in your current organization? And how long in your current job?
- Can you describe the types of jobs that you do everyday in your department?

**Job Crafting and Employability in General**

<i>Questions</i>	<i>Clarifications/probes</i>
In your department, to what extent is your autonomy allowed?	
What do you think of the role of autonomy in improving your ability to gain, maintain your	

occupation and become successful in present jobs as well as future employment?	
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**Task Crafting and Employability**

<i>Questions</i>	<i>Clarifications/probes</i>
To what extent can you make changes in your job scope and approaches?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to explain?</li> <li>- What does your manager respond if you introduce new approaches to improve your work?</li> <li>- What does your boss act if you focus more on the tasks suit that suit your passion?</li> <li>- What does your boss respond to if you take additional tasks which suit your skills and interest?</li> <li>- If you change the tasks to lessen difficulties, how does you your boss respond?</li> </ul>
How does your autonomy in changing work tasks and work approaches improve your ability to find a job outsides the organization?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>
How does your autonomy in changing work tasks and work approaches improve your ability to maintain their occupation and become successful in your current jobs?	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

**Relational Crafting and employability**

<i>Questions</i>	<i>Clarifications/probes</i>
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<p>To what extent can you change your relationship to benefit you at work?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> <li>- What does your boss act when you try to build meaningful, helpful relationships with others?</li> <li>- What are the things your boss may do when you adjust our relationships with others to cope with your difficulties at work?</li> </ul>
<p>How does your autonomy in changing relationships at work help to improve your ability to find a job outside the organization?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>
<p>How does your autonomy in changing relationships at work help to improve your ability to maintain your occupation and become successful in your current jobs?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

**Cognitive Crafting and Employability**

<i>Questions</i>	<i>Clarifications/probes</i>
<p>What is your manager's role in shaping your recognition of your work towards the community?</p>	<ul style="list-style-type: none"> <li>- What does your boss do to help you change the way you perceive the job to fit your passion?</li> <li>- How can your boss change your thoughts so that you can avoid difficulties at work?</li> </ul>
<p>How is reshaping your cognition of tasks important in helping you find a job outside the organization?</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>
<p>How is reshaping your cognition of tasks important in helping you improve your ability</p>	<ul style="list-style-type: none"> <li>- Can you give me a concrete example to illustrate that?</li> </ul>

to maintain your occupation and become successful in your current jobs?	
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**Barriers in Job Crafting Encouragement**

<i>Questions</i>	<i>Clarifications/probes</i>
What obstacles do you face in job crafting?	<ul style="list-style-type: none"> <li>- Any difficulties from your managers when making changes in your job scopes, job approaches to fit your passions...</li> <li>- Any difficulties from your managers when changing your relationship with others to lessen your obstacles at work...</li> <li>- Any difficulties from your managers when reshaping your cognition of your work importance?</li> </ul>

## 3. Appendix 3

## Task Crafting Facilitation

Quotes	First-order codes	Second-order categories	Themes
<i>“Most managers would like to have staff who took the initiative to do tasks but still ask them to work under managers’ orientations...Some heads of departments in my company are very authoritative and want their staff to do exactly what they are told to do whereas some others like to discuss before making any decisions” – 04M - TTKP</i>	Working under managers' orientation	<b>Transformational leadership</b>	
<i>“Transformational leadership is different from transactional leadership. Transformational leaders try to delegate their authorisation, are friendly whereas, the latter is the reverse.” – 05M-PHH</i>	Being delegated with authorisation	<b>Transactional leadership</b>	<b>Task Autonomy</b>
<i>“For difficult tasks which I think only experienced personnel like me do, I let my young professionals take the initiative to do around 20% of the task. For simpler tasks, they can do it on their own and decide how to do it themselves. I only check the results.” – 08M-LTL</i>			
<i>“For example, in different projects which are totally vital to the company and I am the only person to have enough ability to deal with the project, I cannot assign employees specific tasks. However, the other tasks such as operations or smaller projects, I think my young professionals are already experts and can do on their own so I only give them goals and they do it themselves.” – 10M-NTH</i>	Being permitted to craft tasks based on experience		
<i>“Thanks to their experience, skill and logical thinking, when they started working in my company, they adapted quickly and crafted their jobs well to fit our working environment.” - 04M-TTKP</i>		<b>Who to craft</b>	
<i>“It meant that staff loved designing tasks, which encouraged him to work until mid-night without my requirement. He was always willing to work and took the initiative to produce the best design.” – 06M-NDH</i>	Being permitted to craft tasks based on skills, logical thinking, confidence, passion		
<i>“Some of my staff lacked confidence. Although they understood the issues clearly and knew how to do it, they did not dare to share and speak up. However, sharing helped them to become more successful at work. If they refuse to share with clients the best solutions, it is hard for them to get achievements.”-09M-MT</i>			
<i>“When I go on a business trip and not in the office, my staff will make decisions on their own.” – 10M-NTH</i>	Being permitted to craft tasks based on specific situations	<b>When to craft</b>	<b>Deciding factors for task crafting facilitation</b>
<i>“Young professionals are allowed to learn skills to narrow their skill gaps, thus allowing them to widen their tasks after gaining enough experience. Sometimes, they felt happy when being allowed to take this or that extra task.” – 02M-NXT</i>	Focusing on tasks fitting their passion (after gaining enough experience)	<b>Job Scope</b>	<b>Tak crafting facilitation</b>

<p><i>“For some employees, I found it was hard for them to do sales, but with my observation, I discovered their strength in customer service and I knew she favoured tasks in operation more. At that time, I reduced KPI in sales and increased KPI in operation. I think this way is good to develop our HR team. It means, we do not transfer them into new positions immediately, but gradually transfer them into new positions by letting them do the tasks they like more.” – 03M-THH</i></p>			
<p><i>“When employees proposed to learn and do new tasks, I created favourable conditions for them. Sometimes, some focused more on Media but I still required them not to neglect other tasks, let say, multitasking.” – 06M-NDH</i></p>			
<p><i>“ In fact, we work in a field requiring a lot of creativity. First, I need to give them tasks which make them brainstorm and trigger their interest. Of course, they can make their choice to do what is more interesting to them. By doing it, I can make them do their best.” – 07M-VNL</i></p>			
<p><i>“We manage based on work results. When employees focused on certain tasks but completed with high qualities and good results, we were happy to accept. In some cases, employees wanted to change their career path, we considered moving them to a more suitable position in another department because they could prove that they gained good results and KPIs in that department.” – 03M-THH</i></p>	<p>Being transferred to another position with new responsibilities to fit passion and ability</p>		
<p><i>“Some employees wanted to be transferred to another department within the company. We also created favourable conditions for them to do that because we found out that they could develop more and do their best in that new position. In all, transferring them to a new position must bring benefits to the company first.” – 04M-TTKP</i></p>			
<p><i>“Some employees did not dare to take part in new projects and take on new tasks because they did not know whether the new one suited their passions or interests or not. In that case, I gave them more financial incentive in terms of bonus or profits sharing from new tasks, and projects. Luckily, after taking part in it for a short period of time, they agreed that the tasks fit their passion.” – 05M-PHH</i></p>	<p>Using financial incentive to encourage staff to take part in projects outside JD</p>		
<p><i>“There are arising tasks everyday. In the past, I gave a policy which allowed employees to earn 20% salary when dealing with arising issues. These issues were not listed in the job description. For example the money they received was 10 million VND (salary) plus 2 million VND for solving tasks outside JD.” – 10M-NTH</i></p>			
<p><i>“If employees focused on their favourable tasks, but still took time to complete the other tasks in their Job Description, I will give them a good evaluation.” – 08M-LTL</i></p>	<p>Focusing more on favourite tasks but still ensure qualities of other tasks</p>		
<p><i>“When I assigned tasks to employees, I let them volunteer to choose what to take charge of publicly in the meeting. Of course because they liked the tasks they did, they</i></p>	<p>Being allowed to be in charge of more tasks which</p>		

<p><i>found them aligned with their career orientation and career path.” – 05M-PHH.</i></p>	<p>fit their passion and ability</p>		
<p><i>“In the operation section, there are several tasks, and some liked only two of which and only focused on two of which with good results neglecting the rest. I need to supervise and require them to multi-task and complete all assigned tasks.” – 10M-NTH</i></p>			
<p><i>“We have three sections in which managing product arrangement on shelves in supermarkets does not involve many new things, thus not suit my passion and interest. Therefore, I felt so happy and excited when being assigned more tasks in other sections such as carrying new projects in fashion section or restaurants etc.” – 02YP-HTPT</i></p>			
<p><i>“At first, my company had 2 branches in HCM city, after that, it opened another one in District 9, so I applied for another new job because it fits my passion and interest. So now I am in charge of both the old position and the sales position as a new one.” – 03YP-TZL</i></p>			
<p><i>“When I accepted the job offer here, I expected to work as a concept designer in architecture so that I could create my own design. However, I was assigned to work as a draftsman. I still accepted because I needed to prove to be a good draftsman so that my company would let me work as a concept designer” – 07YP DXT</i></p>			
<p><i>“Actually, our tasks are diverse, including administrative tasks. Some tasks are related to designing, some related to project management, some related to customer service or im-exports ....” – 02YP-HTPT</i></p>			
<p><i>“There are two main job tasks: running the business and improvement. I love improvement more and devote more time to it. However, I have to learn to accept doing both at the same time so as to work more smoothly.” - 10YP-LMH</i></p>	<p>Multi-tasking, taking on both favourite and unfavorite tasks</p>		
<p><i>“My boss also reminded me when I only focused on some sectors that I felt interested in. Even if I would like to devote myself to writing reports on businesses in one sector, I still had to write some reports on others.” – YP04-QVCBS</i></p>			
<p><i>“I love doing tasks in Human Resources because they involve personal interaction and communication but I have been dealing with administrative issues more. I find these administrative tasks repetitive and boring....I am currently writing and posting some articles on our company website to promote our company. I find it a little bit beyond my ability and not my cup of tea but I still do it because my boss asks me to.” - YP08-PKA</i></p>			
<p><i>“When writing analysis report about company A, but it was impossible to access information about company A, I could take the initiative to access company B and write report about company B as long as they were in the same field” - YP04-QVCBS</i></p>	<p>Allowed to change tasks to cope with difficulties</p>		

<p><i>“Being a newbie, I only worked with clients in electronics. However, when I gained more skills, I was allowed to work with clients in fashion to expand my skills and knowledge more.” – 02YP-HTPT</i></p>	<p>Expanding the role and responsibilities after gaining enough experience</p>		
<p><i>“After gaining enough experience, I asked for an increase in the number of tasks. I did this by talking directly to my manager or raised the issue in the meeting” – 03YP-TZL</i></p>			
<p><i>“After working for a while, I got used to the work, the responsibilities and the number of tasks increased” – 05YP-MT</i></p>			
<p><i>“In the first year, I only did things according to my boss’ assignment. After that, I was assigned to lead a newbie. Besides, now I take responsibility for administrative and insurance issues and take the initiative to assign administrative tasks to the newbie.” – 06YP-PKA</i></p>			
<p><i>“Employees discussed how to do certain tasks with me, but I hardly interrupted how they did tasks, I only focused on the results to see if they met my expectations or not.” – 04M-TTKP</i></p>	<p>Being encouraged to work with autonomy and their own method, schedule and speed</p>	<p><b>New approaches</b></p>	
<p><i>“I asked him to design a villa for me, he listed all the tasks he would do with the specific timeline. Tasks were divided into major and minor parts of the design. The major parts were complemented first, and after receiving comments from me for the major parts, he corrected the design..” – 07M-VNL</i></p>			
<p><i>“We assigned tasks and focused on the number of tasks, not the number of hours in the office. We tried to create an environment for young employers to work under enough pressure for promotion and their career development. I see that my staff took the initiative to decide their own ways of doing things and the time to do so. We did not control. So even when at home, they were happy to take initiative to do tasks without our requirement ” – 02M-NXT</i></p>			
<p><i>“Regarding time, my staff were allowed to choose their time as long as they could do tasks effectively and could be responsive when necessary. Responsive even when they were at home. Their efforts and results were rewarding.” – 03M-THH</i></p>			
<p><i>“I used to work as an editor so I understand. When at home, working could be more effective because of the quiet atmosphere. So I let the whole team work flexi-time and worked on their results and products.” – 06M-NĐH</i></p>			
<p><i>“Sometimes, I choose to set a good example for my staff to follow. The aim is to push the speed. They observed and followed to work faster and gain good results.” - 05M-PHH.</i></p>			
<p><i>“Managers had their own ways or tools to motivate the young professionals like caring activities or sharing activities among members in their teams.” – 02M-NXT</i></p>			
<p><i>“ In our company, my young professionals can decide how to do tasks on their own as long as they follow the</i></p>			

<p><i>same mindset. They set up their own schedules, task priority and working methods.” – 09M-MT</i></p>			
<p><i>“In every meeting, young professionals were asked to give their own proposals for work or their new ideas. They exchanged ideas with each other and with me. Besides, I gave them goals at work in the meeting and asked them to give their comments or ideas.” – 01M-DTT</i></p>	<p>Having changes to give proposals in meetings/adopt new approaches or suitable solutions</p>		
<p><i>“I have always listened to my employees’ comments and ideas. I learnt from their ideas and adopted them when suitable. For workable ideas, I adopted, or I explained why the others couldn’t work according to the current situation.” – 06M-NDH</i></p>			
<p><i>“When young professionals came up with new initiatives, they were allowed to share the initiatives with managers and others. We listened to their initiatives.” - 09M-MT</i></p>			
<p><i>“Two meetings for giving proposals. One main session at the end of the week was designed especially for proposals and contributing solutions to the current situations of the company. Another session was at the beginning of the week for young employees to give their own week plans.” – 10M-NTH.</i></p>			
<p><i>“Usually, I make a powerpoint file to present to illustrate the new approach. Sometimes, I can send photos to show my new approach through the zalo app. For example, I would like to propose a more modern architecture for our project. I will use images to persuade my boss.” - 07YP-DXT.</i></p>		<p>Receiving feedbacks on their proposals</p>	
<p><i>“There is no right way to approach tasks at work. We can do our work in our own way so each person has a variety of approaches. For example, I am in charge of analysing and writing reports about companies in logistics and real estate, and I use my own way. My co-worker also uses his own way in his field of banking. All approaches are accepted as long as the results are good.” – YP04-QVCBS</i></p>			
<p><i>“What we do is also related to designing, so new ideas and creativity are required. We need to take initiative to update client information and their products so that we can understand what they expect from us while hiring us to set up their store. From that, we can give them suitable consultation.” – 02YP-HTPT</i></p>			
<p><i>“Our boss is quite flexible. He doesn’t interrupt how we do the tasks, but the results. While doing tasks, if there are arising problems, we can consult him.” – 05YP-MT</i></p>			
<p><i>“Even in holding events for the company, I gave proposals about changing in process to improve the current situations. After giving proposals, I could almost see actions from my boss. So I felt very devoted to working harder.” - 09YP-DTL</i></p>			
<p><i>“I gave them comments and compliments on their new ways of doing things and also the results. They were motivated, which made them have more effective initiatives.” – 01M-DTT</i></p>			

<p><i>“We had monthly reviews to decide on a pay rise. In these review sessions, the young professionals had from 30 minutes to 1 hour to discuss what they had done in the previous month, what would be done to improve and what were their initiatives for the following month.” – 06M-NDH</i></p>			
<p><i>“I assigned them a task, they took the initiative to propose a suitable schedule from the ideas to the final design. I gave comments on the length of the schedules and other details.....After I looked at the design, I gave them comments and gave them a chance to explain their design choice. Sometimes, I asked them to design in a way and they designed in another way the other day. They had to explain that. Their explanations were persuasive so I accepted their initiative.” – 07M-VNL</i></p>			

## 4. Appendix 4

## Relational Crafting Facilitation

Quotes	First-order codes	Second-order categories	Themes
<i>“The company paid for the bonding parties of departments, which made them feel closer bond between managers and staff and of course made them feel motivated.” – 02M - NXT</i>	Bonding parties	Internal Relational Crafting	Relational Crafting Facilitation
<i>“Every one year, the corporation has two events to help connect every staff member, such as watching football matches together. Staff contribute a little money of their own to the fund combined with the money of the company. We watch football matches together and predict the results and then we use the fun for parties or camping.” – 02M - NXT</i>			
<i>“Each of us is given 200 VND on Saturday every two months for bonding parties. Besides, we have summer team building events... We have many activities to bond with each other. Our boss is very caring, so are all the staff. We unite and support each other whenever someone is in need.” 02YP-HTPT</i>			
<i>“We organise two or more team-building holidays per year for all the staff in the company” – 02M – NXT</i>	Team-building holidays		
<i>“In our company, there was at least one team-building holiday each year. Besides, we celebrate special occasions such as women’s days, christmas ect. These chances are for all the staff to get together to strengthen bonds among colleagues. We think that meaningful and good relationships among colleagues are important for them to receive mutual support.” – 03M-THH</i>			
<i>“I saw my employees’ leadership ability with weak teamwork, I had a talk so that he could understand what he was doing. I let him build his team in 2 months. After 2 months, he failed, we talked and he understood the problem in his building team skill and adjusted his behaviour as well as communicating skills to craft the relationship. He listened to team members more and appreciated their team members more.” – 03M – THH</i>	Support employees to build a team		
<i>“Recently, I have made some changes. I designed one Media task for several staff, so they had to work together, which resulted in more teamwork. After working together, they had conflicts, disagreements, arguments helping them understand each other more and have more skills to build a better relationship.” – 06M – NDH</i>			
<i>“It is because we are working in a friendly and close-knit department. We can communicate with each other about any arising problems so that everybody is well-informed. There will be a meeting to solve serious problems. We spend more hours in the office than at home.” 10YP-LMH</i>	Friendly, close-bond working environment		
<i>“Many chances for us to socialise and create a close-knit bond with each other. We are put in such a favourable environment that we do not care which department the staff come from, we only we can, we are in the same company and we support each other whenever anyone is in need.” - 09YP-DTL</i>			
<i>“I think I am lucky to work in an environment where my relationship with my boss and other colleagues are very comfortable.” 05YP-MT</i>			

<p><i>“We are working in a very connecting environment, but it is important that we take the initiative to connect with others.” - 07YP-DXT</i></p>				
<p><i>“As a newcomer, I couldn’t join the team and felt like a fish out of water. I was going to quit the job because of that. But my manager realised that and supported me to get involved in the team. Not getting involved in the team prevented me from working well.” 03YP-TZL</i></p>	<p>Ice breaking support</p>			
<p><i>“For those who hesitated to talk first because of shyness, we – leaders and managers took the initiative to approach them and socialise with them. Gradually, they saw our warm welcome and support, they became our integral part.” – 01M-DTT</i></p>				
<p><i>“Ms L supported me a lot. I didn’t get used to socialising with male co-workers but the vast majority of staff were male. So I felt shy and couldn’t manage to socialise. But with her help, I could manage well.” - 08YP-PKA</i></p>				
<p><i>“Our clients get used to jogging in the morning, so my boss held a running competition for us and our clients. People registered to tighten the bond and boost the relationship. Besides, there are also parties to take part in to socialise and understand our clients.” 02YP-HTPT</i></p>	<p>Having chance to interact with clients</p>			
<p><i>“My boss and manager gave me orientation on who I needed to take care of to build the business relationship with. After that, my boss also contacted the partner first to tell them about my approaching them. Thanks to that, our partner welcomed me and the working results were therefore improved.” 01YP-TTH</i></p>				
<p><i>“My boss created many chances for us to meet outstanding figures in the field so that we could learn a lot. Without these chances, we could not have managed to meet them ourselves because they were so outstanding, so we really appreciated these chances.” - 05YP-MT</i></p>				
<p><i>“ I had some tools or favourable policies for staff to build relationships with old clients. For instance, I let my staff offer old customers some points. These points can be turned into tuition fees or money. These customers can use these points to register for another course.” – 03M-THH</i></p>	<p>Being supported to gain clients' trust</p>	<p><b>External Relational Crafting</b></p>		
<p><i>“We created an open environment for our staff. It means we took them along with us to meet our key clients. Thanks to this, our staff had a chance to meet the company’s clients and observe our communicating ability as well as sales ability. Our clients are experienced and senior” – 02M-NXT</i></p>	<p>Getting connected with clients</p>			
<p><i>“We spent more time training those bad at building relationships. They lacked self-confidence and thought they could not do the job well, which prevented them from socialising with other co-workers. What we did was make them feel more self-confident. By doing this, they became more open and built meaningful relationships with others at work.” – 01M-DTT</i></p>	<p>Getting relationship building training</p>			
<p><i>“Young professionals were trained how to sympathise and listen to others..” – 09M-MT</i></p>				
<p><i>“We even gave young employees the plan for communication like which text message to send to customers, how to write professional emails to customers and clients ....However, face-to-face communication was still difficult for them. A shortage of living experience prevented them from communicating well with clients and customers as well as understanding them.” – 01M - DTT</i></p>	<p>Getting detailed instruction for external communication (those weak at communicating)</p>			

## 5. Appendix 5

## Cognitive Crafting Facilitation

Quotes	First-order codes	Second-order categories	Themes
<i>"I think my boss' changing my way of thinking helped me reduce my difficulties at work. My boss had more experience than I did so I think I should always follow her advice" - 01YP-TTH</i>	Changing opinion to avoid difficulties at work	<b>Changing ways of thinking</b>	<b>Cognitive Crafting Facilitation</b>
<i>"At first, I didn't like the job because I was required to work the night shift. I wondered why I was forced to work at night. After that, I realised that nobody pushed me to do that. Being present at night in the workplace helped me to follow my work easily, thus gaining better performance. So I allocated my time more reasonably and I find everything ok now." - 03YP-TZL</i>			
<i>"When I was offered a higher position, I declined because I was not confident enough. But my boss persuaded me, and offered to be my supervisor to listen to my ideas, sharing and discuss options with me during my decision making process at work. So, I decided to take over the new position and did well." - 06YP-NTV</i>	Building self-trust		
<i>"When being inspired by my boss, I find more confidence which prevented me from giving up even in difficult situations" - 09YP-DTL</i>			
<i>"Starting here, I only did trivial tasks. After that, I was trained and was allowed to do more demanding things. Under the guidance of my boss, I gradually built up my skills, experience. Therefore, I have more confidence in my ability now." - 05YP-MT</i>			
<i>"Ms T showed me my strengths and encouraged me to believe in myself. Moreover, she also gave me orientations and made me believe that I could do things well. Gradually, I performed well and kept doing things like I am doing now." - 01YP-TTH</i>	Loving job more thanks to boss' support		
<i>"At first, I didn't like working here. But after that, being supported by the boss made me feel more interested in the job. The feeling of being more interested in the jobs enabled me to gain better performance" - 01YP-TTH</i>			
<i>"My manager gave a lot of good comments and praises for us to our director but in front of us, she always creates a feeling that we need to try more. This made us find more interest in the work we are doing and want to work better" - 02YP-HTPT</i>			
<i>"I have never thought of having a job in such a kind of working field, and never thought of working in this position. But my boss changed my mind and I thought this job suited my ability. I began to love the job and had the passion for it. So I think I can work well and finding out my passion is like exploring myself successfully." - 05YP-MT</i>			
<i>"My leader visited my workplace and found my job is very repetitive, thus boring, which made me unmotivated. Then the boss proposed some changes and showed how to do tasks</i>			

<p><i>more efficiently. Thanks to this, my motivation came back and I found more interest in tasks.” - 06YP-NTV</i></p>			
<p><i>“What made me feel more interested in my jobs are my working environment and my co-workers. My co-workers are kind, friendly and never say bad things about me behind my back. My bosses are very supportive and there are no gaps between bosses and employees...Moreover, whenever I encounter difficulties at work, I surely receive support from my bosses. These made me interested in my work. I am not sure If I can maintain this interest when I get another job elsewhere.” - 08YP-PKA</i></p>			
<p><i>“For an emotional person like me, I find my job more meaningful if it brings certain benefits to the community, thus I try to do my job better. When my boss can make employees believe that they bring huge benefits to the community or believe that those in the community can get huge benefits by experiencing our service, these employees will be encouraged to do better”. - 03YP-TZL</i></p>	<p>Being aware of how jobs are important towards community</p>	<p><b>An increase in awareness of job significance</b></p>	
<p><i>“Awareness of providing excellent service to customers has become a vital part of our corporate culture. So, both CEO and managers understand this and inspire young professionals to act upon this type of culture to bring the best benefits to company customers.” – 01M - DTT</i></p>			
<p><i>“My boss often told us about those in the community who had gained benefits from our work. Therefore, we realised that we hadn’t been aware of the benefits we had brought to the community and realised that our efforts were really appreciated by the community.” - 05YP-MT</i></p>			
<p><i>“ When I started working here, I heard from my friends and acquaintances that the admin position was simple and insignificant in the company...so I believed that and wanted to get rid of the job. However, It was my boss who persuaded me to believe that this position was important for the smooth operation of the whole company. Thanks to this belief, I have devoted more and have become quite successful in my current job.” - 08YP-PKA</i></p>	<p>Being aware of how jobs are important towards company</p>		
<p><i>“Before we had done the job according to our job descriptions without thinking much of our significance. However, our team leader had several meetings and talks to awaken our awareness of how our job was important in the company and the community. Therefore, we always tried our best to perform well and to meet customers’ demands so that we could satisfy our customers and bring value to them.” - 10YP-LMH</i></p>			
<p><i>“I realise that in my company, the awareness of their significant roles result from their positions. Those with more authority and responsibilities may find their jobs more important and more contributive, thus trying more to contribute.” - 08M-LTL</i></p>	<p>Higher positions better cognitive of job importance towards company and community</p>		

<p><i>“I repeatedly told my young professionals that they played a very important role in the company and encouraged them to work well to ensure their contribution towards the company.”</i> – 01M – DTT.</p>	<p>Raising awareness of the importance of employees' tasks and jobs within the organisation</p>		
<p><i>“ This was my responsibility. First, I let them know that their role was important in the company. Second, they were made to know that thanks to their contribution, the department got high achievements, leading to the company's success.”</i> – 04M-TTKP</p>			
<p><i>“My staff needed to design and post the vacancies online to find suitable candidates for the jobs. At first he thought that he just posted the information, that was it! But I told him that when these posts did not work, the company had to incur costs such as no staff doing the tasks leading to losses in revenues. This made my staff think seriously and made the posts in its best possible light to attract good candidates.”</i> – 06M-NDH</p>			
<p><i>“I made them find their roles important by assigning them realistic and short-term achievable tasks. By achieving goals at work constantly, and by being appraised by me, they felt happy at work and realised how important they were to the company.”</i> – 10M-NTH.</p>			
<p><i>“Quarterly, we carry out work reviews, and then grant prizes and merits to all the staff who have had great contributions to the company. Completing tasks, building relation, and proposing ideas to build corporate culture are all listed as contributions.”</i>-08M-LTL</p>	<p>Using prizes, merits to raise YPs' awareness of their job contribution</p>		
<p><i>“There was one guy who changed after working for a while. First, he did not like the job, but after that gradually he found the job meaningful and devoted and committed more. The main reason for not liking the job was he couldn't now achieve the target at work. However, after receiving support from me, he got the deal and from then he knew what he was doing was an initial part of the company.”</i> – 03M-THH</p>	<p>Reshaping employees' cognition to fit their job with their passion</p>	<p><b>Reshape employees' cognition</b></p>	
<p><i>“I supported her so that she found the work she was doing interesting, thus creating motivation for her to work well.”</i> – 04M-TTKP</p>			
<p><i>“To be honest, I encouraged him to take on one more task. After that, I had a small talk to ask him about his feelings as well as motivation. He said after doing the tasks, he discovered that they fit him. Without being given the chance, he would have never known whether the tasks were suitable or not.”</i> – 05M-PHH</p>			
<p><i>“In theory, all the staff choose to do what they are best at. In reality, they have to do both favourite and unfavourite tasks. This is a must for the company's survival. So we need to make them want to commit and contribute to the company and be happy to do all the assigned tasks.”</i> – 05M-PHH</p>	<p>Reshaping employees' cognition so that they even do things not related to their passion</p>		
<p><i>“They got stuck and thought that it was too difficult to do the tasks. This way of thinking prevented them from completing the tasks. Pessimistic views and too much pressure made things more difficult in their eyes. Therefore, I gave them advice, showed them how to solve that situation. They took my advice and started to get some good results, which made them</i></p>	<p>Reshaping employees' cognition of their own ability</p>		

<p><i>more positive and more self-confident in their abilities.” – 03M-THH</i></p>			
<p><i>“My staff thought that it was too difficult for them to do tasks, so I set a good example, I did the task and did it well. After observing, my staff changed their viewpoint because they observed and also understood strategies I used.” – 05M - PHH</i></p>	<p>Reshaping employees' cognition of difficult tasks by setting good examples</p>		
<p><i>“Whatever brings people success and money at work would be difficult, so what needs to be changed is young professionals' viewpoint of tasks they are in charge of. They thought it was so difficult and gave up. So I made them change by asking them questions to find out what they thought, and then I trained them, asked them to learn and to try to observe and imitate what other successful young professionals had done.” – 09M-MT</i></p>		<p>Increasing job demands to make employees more interested in jobs</p> <p><b>Maintain employees' interest</b></p>	
<p><i>“There are two factors to keep employees at work. Firstly, it is the company salary, working regulations and other perks. The second thing is when their interest at work is maintained. Despite the high salary, young professionals won't dedicate themselves to work if they lose interest at work. So I did a lot to maintain their interest at work, such as increasing job demands.” – 07M-VNL</i></p>			
<p><i>“For such kinds of employees, we need to give them high-demanding tasks because simple and repetitive tasks will make them lose interest and get rid of tasks. It means, when I assigned them tasks, I needed to consider their experience, skills and critical thinking so as to assign the right tasks to the right people.” – 04M-TTKP</i></p>			

## 6. Appendix 6

## Job Crafting on Internal Employability

Quotes	First-order codes	Second-order categories	Themes
<p><i>"I was doing that job but I felt pressured because I couldn't deal with the job. The job overwhelmed me so I thought of quitting. It was about company policies or salary. Luckily, my manager gave me enough support and I could overcome the most difficult situation"</i> – 06YP-NTV</p>	Weak task crafting leads to intention to leave		
<p><i>"My co-worker, she refused to change her work approach though her approach was not suitable at that time. She refused to adjust tasks to suit the current situation. So she quitte."</i> –  <i>"My co-worker, she couldn't adjust to our company working environment, she didn't want to change her working style, so she left."</i> 01YP - TTH</p>			
<p><i>"I think task crafting is the most important because cognitive and relational crafting are the easy-to-change things with discussion. But taking initiative to craft jobs, especially taking initiative to come up with new approaches at work depends much on the individual and is totally hard to change. Good task crafting enables employees to create values for themselves and organisations. Accordingly, these employees are appreciated in the company."</i> – 03M-THH</p>	Good task crafting leads to maintaining current job	Effects of Task Crafting	Job crafting on Internal employability
<p><i>"During the probation period, I was highly evaluated thanks to my ability to investigate things, explore things, and use my own approaches at work. At that time, there was not much instruction for newcomers. In my position, I had to deal with many tasks and I had to manage myself to do all the things. I observed my boss and did things and self-corrected my mistakes. I think my self-learning ability was highly appreciated."</i> - 08YP-PKA</p>			
<p><i>"When staff know what to do and how to do without detailed instructions from managers, their personal competences have been improved. As a result, their work quality increases."</i> – 06M-NDH</p>	Good task crafting helps to develop current jobs		
<p><i>"MH is my staff. When he started working here, there were no procedures and timeline for him to do certain types of tasks. He built a procedure and even 15 procedures for online products – as an e-coach nowadays. He took the initiative and built the process actively. Now he has more advantages than others because he receives a much higher salary and has a better career path, especially a promotion path."</i> – 10M-NTH</p>			
<p><i>"Those who can do tasks without managers' detailed instructions of course gain advantages. We, managers are happier if we do not have to interfere with how our staff do their tasks but they still gain good results. We consider these staff more productive and have more chances for their development than others and appreciate them."</i> – 04M-TTKP</p>			
<p><i>"I think crafting jobs brings my employees empowerment, which means they have more authority and are more empowered by us. Thanks to this, they not only have more opportunities outside but also more chances for internal</i></p>			

<p><i>career development with higher positions and better benefits.” – 03M - THH</i></p>			
<p><i>“She has very good critical thinking, leading to very good skill of doing tasks actively. Besides, one more strong point is that she is highly responsible. When she was assigned to do any tasks, she tried her best to complete and find all ways to do it best. Though she was too busy with many tasks, she volunteered to ask for more so that she could learn more and more. She is very ambitious. And of course, a person like her has been considered to be put into a leadership position.” – 02M-NXT.</i></p>			
<p><i>“Taking initiative to do tasks with their own approaches plays an important role in their career development. First, they only started a position as a normal staff member, but after that they were promoted to a leader position first. We recruited some more junior staff under their supervision. They had a chance to practice their managing skills. After a while, things went well and they were promoted to CM – centre managers.” – 03M-THH</i></p>	<p>Good task crafting helps to get promoted to leaders or managers</p>		
<p><i>“Those who took initiative to do tasks without the interference of managers in how to do tasks got promoted faster than others, nearly 2 times. One guy got promoted three levels in one year, leading to a 40% increase in terms of salary while his co-worker stayed at the same level for 3 years.” – 08M-LTL</i></p>			
<p><i>“For those who only do what their boss assigns them, the promotion is very slow. For those who are allowed to craft tasks and they are also very good at it, they can get promoted very fast.” – 04M-TTKP</i></p>			
<p><i>“It is hard to get promoted if young professionals refuse to open their minds. They need to become less rigid to keep up with every-minute changes of the market. So they need to stay alert and update things fast as well as have new approaches to meet changes at work.” – 06M-NDH.</i></p>			
<p><i>“After finishing work earliest with the best quality among the other counterparts, he was promoted to the leader. Of course, in order to do that three times, he had to take the initiative to do things based on his own ability and speed.” – 07M-VNL</i></p>			
<p><i>“Even an admin, after two months of working well and showing a good job crafting ability could lead several junior employees or newbies. It is obvious that good job craftings brings more authority to young professionals.” - 01YP - TTH</i></p>	<p>Good task crafting leads to tasks delegation</p>		
<p><i>“I think I have made quite a lot of progress. Like I said, many changes in terms of tasks. ....Secondly, my working ability has been improved thanks to taking more responsibilities for various tasks.” 03YP – TZL</i></p>	<p>Good task crafting leads to better performance and working results or make progress in current position</p>		
<p><i>“Good job crafting ability is very important because my work doesn’t need close supervision. Managers only need to tell me the general goal and objective and tell me why I have to do this or that, I will try to find a way to complete a task well without being shown how to do this, how to do that”. - 10YM-LMH</i></p>			

<p><i>“Yes, it is my own experience. I am the person to take the initiative to craft my jobs. I think job crafting is positive. Firstly, I can prove my working ability by solving problems at work fast, especially arising problems. My boss also told me that and praised me...Therefore, I consider job crafting very an integral part of my work.” - 07YP-DXT</i></p>				
<p><i>“I think I have made quite a lot of progress. Like I said, many changes in terms of tasks. For example, I have received a pay raise.” 03YP – TZL</i></p>	<p>Good task crafting leads to a pay rise</p>			
<p><i>“Yes, in terms of skills and knowledge, surely I have gained more and my salary has increased considerably at the same time.” - 07YP-MT</i></p>				
<p><i>“The promotion in my company is not so fast, maybe after 2 years but pay rise is obvious, so my efforts in task crafting is paid off by a pay rise every year.” 02YP-HTPT</i></p>				
<p><i>“Being weak at building relationships made young professionals feel isolated. During lunch, he sat alone in a corner without sitting with others and socialising. He couldn’t keep that situation long and quit the job.” – 06M – NDH</i></p>	<p>Weak relational crafting leads to job loss</p>	<p><b>Effects of Relational Crafting</b></p>		
<p><i>“Good relationships with co-workers are beneficial because I can receive a lot of support from them at work. As a result, my current working performance is better. In my company, we have reviews every 6 months for pay rise and promotion. So work performance is the key. When we have good relations with insiders, we tend to have a friendlier attitude and therefore, feel more comfortable to work and focus on the tasks more. Thanks to good work performance, I have received pay rises. “ - 06YP-NTV</i></p>	<p>Good relational crafting improves current performance(leading to a pay rise and promotion)</p>			
<p><i>“I think when we have a good relationship with other co-workers, I feel like working when coming to the company. For example, If I have an argument with someone and our conflict cannot be solved, I cannot focus on my job.” 02YP-HTPT</i></p>				
<p><i>“When we had a good relationship with co-workers, they supported me at work, leading to better working results, of course.” 06YP-NTV</i></p>				
<p><i>“I think having a good network is very vital at work. For example, when we held events during the year, we had to contact many service providers, so good-networking helped us to find suitable partners helping us to run the events smoothly.” - 08YP-PKA</i></p>				
<p><i>“We had bonding meetings, met each other often, had meals together and have understood each other well. We solved conflicts easily.” – 10M-NTH.</i></p>	<p>Boost cooperation</p>			
<p><i>“Being able to build a good relationship is very important because having a good relationship ensures good communication. We work on projects all the time, so good teamwork is the key to success. Those who can craft relationships well can work very well in a team, leading to good results for the whole team.” – 08M – TLT</i></p>				
<p><i>“We need to interact and work closely with other departments, so having a good relationship crafting skill is very necessary for better teamwork. Otherwise, a lot of conflicts will arise, preventing us from working together.” – 10M-NTH</i></p>				

<p><i>“In our company, successful people were those who tried to build new relationships continuously, not merely based on their current relationship. They built good relationships for long-term development and put this task as their top priority to get high achievements at work.” – 09M-MT</i></p>			
<p><i>“Many things at work cannot be pointed out exactly how to do and what to do. For instance, in many projects, we had the Vietnamese construction ministry ratify our project quality. We had to wait for a long time, but this waiting affected our building timeline. So we used our good networking to make things clearer and faster.” – 07M-VNL</i></p>			
<p><i>“After three months of working, YPs who cannot adapt, join teams, and build relationships with co-workers and clients will be asked to quit.” – 02M – NXT</i></p>	<p>Help retain jobs within organisations</p>		
<p><i>“He is good at both crafting relationships and crafting tasks. So, he is the person I will consider when the company has a new team, new department. He is the first person to be offered these new positions to lead the team.” – 03M-THH</i></p>			
<p><i>“In the past, I only worked as a normal employee here. But I did build good relationships with many other people. We socialised a lot and they knew me. So when I applied for a higher position here, people who had already known me gave me a lot of positive comments on my ability and good characteristics. So I was chosen.” – 06M - NDH</i></p>	<p>Get promoted to a team leader</p>		
<p><i>“Some young professionals were chosen to lead a team because they met our criteria including: good working ability, good relational crafting, and having good influence on others” – 01M - NTH</i></p>			
<p><i>“Within organisation, relational crafting seems to be the most important but for finding a job elsewhere, task crafting should be considered first. With good task crafting, young professionals can get the job, but after that they need to build meaningful and good relationships to adapt to the new environment well. With good relations, they can work smoothly because basically they cannot work alone.” – 04M – TTKP</i></p>	<p>Most important to internal employability</p>		
<p><i>“Some staff couldn’t figure out what to like after a long period of time working. This seriously affected their discipline. Finally, they couldn’t keep their jobs.” – 05M – PHH</i></p>	<p>No passion for jobs has bad effects on maintaining jobs</p>		
<p><i>“When staff under-evaluate their tasks, it is easy for them to give up and they have no determination to try till the end. And of course, cannot get the best results because they have no creativity, they only do things to complete their tasks, not think of the best way to do. In contrast, those with passion do tasks better because of higher creativity and motivation.” - 04M – TTKP</i></p>	<p>Low cognitive of their job importance leading to lower internal employability</p>		<p><b>Effects of Cognitive Crafting</b></p>
<p><i>“In my opinion, when I love my job, I have passion for my job, I feel that I have enough motivation to complete my tasks in the best light, like my boss said, completing tasks well instead of completing tasks. Because I have the passion, I always want to complete things the best, for the things I don’t have passion, I will complete.” - 06YP-NTV</i></p>	<p>Doing jobs fit with passions helps to succeed at current work</p>		

<p><i>“Because I had passion for work, I learnt to continue whenever I failed. I failed so many times, but I kept trying without feeling tired until I achieved the goals.” 09YP-DTL</i></p>			
<p><i>“In fact, they were well aware of their career and job importance, they took it seriously to work. This led to good results because they tried their best to come up with the best solutions for clients and customers.” – 09M – MT</i></p>	<p>Being well aware of job importance helps increase work performance</p>		
<p><i>“Good task crafter will climb up the career ladder faster when he or she has a good ability to connect with people.” – 06M - NDH</i></p>	<p>Faster promotion</p>	<p><b>Combination of good task crafting and relational crafting</b></p>	

## 7. Appendix 7

## Job Crafting on External Employability

Quotes	First-order codes	Second-order categories	Themes
<i>"Now, I think I can find any jobs in other companies in the same field because I am experienced and have a good job crafting ability." 09YP-DTL</i>			
<i>"I propose that in any job, taking initiative to learn about things is a desirable characteristic of a successful young professional. If you would like to find another job elsewhere, it will be easy. Firstly, because I am experienced. Secondly, I know what to do without the leaders' supervision. And I think task crafting is the thing required in many jobs. If I don't work by myself and find my own solutions at work, asking every detailed question at work, it is very irritating for others. So, I only ask advice for things that I cannot deal with myself." - 08YP-PKA</i>			
<i>"I think knowing how to take initiative to do things at work will help me to find another job. And it is true in my company, I see some of my colleagues who are good at job crafting quit the jobs and find better jobs easily in the same industry." - 04YP-QVCS</i>			
<i>"It is easier because when I have an overview of the work, and stay alert to react to arising problems at work, it is of course easier for me to find another job." - 07YP-DXT</i>			
<i>"Knowing how to craft jobs actively enables me to have good working skills when doing a new job elsewhere. My job involves multi-tasking, so I feel like I can do many things. I do administrative tasks, and something related to designing, customer service, project management etc. These help me gain more experience"- 02YP-HTPT</i>			
<i>"Because they are good at crafting tasks, doing tasks actively, I guess it is easy for them to be recruited by other companies on the market." - 10M-NTH</i>			
<i>"Besides, I think that actively working here facilitates me to enhance external employability, finding a job on the market. For example, I have to multi-task here, which has enabled me to learn many skills such as knowing various tasks, dealing with arising problems in a smart way, arranging tasks or allocating time reasonably. Actually, problem solving skills require both experience, learning and practice." - 03YP - TZL</i>			
<i>Young employees in my company have a tendency to find a job in another company when our company cannot offer them good chances to work in good technology projects. They are active, intelligent and are always taking initiative to do things. After 6 months or 1-2 years, they will quit if they cannot learn anything new and see no development chances. There are a host of job opportunities for them on the market. So our turnover rate is high." - 08M - LTL</i>	Taking initiatives at work enables to find a job elsewhere on labor market	Task crafting	Job crafting on External employability
	Taking initiatives to do tasks enable employees to find jobs elsewhere with more development chances		

<p><i>“They have learnt a lot and have become very mature. 3 young professionals who graduated from Foreign Trade University, after 3 years of working, they were mature in logical and critical thinking, task crafting, they quit the job and got another job in another company with a higher salary range.” – 02M – NXT.</i></p>			
<p><i>“In fact, those who had good profiles and crafted tasks well were highly evaluated in our company. Of course, they were highly evaluated in other companies too. So many headhunters invited them so that no more training was needed.” – 09M - MT</i></p>	<p>Taking initiatives to do tasks enable employees to find jobs elsewhere with higher pay</p>		
<p><i>“Working here is like laying the foundation for a better position in other organisations later in their life. Here they learnt how to approach tasks actively everyday and mastered this. After that, they moved to another company to work at executive level or management level.” – 05M – PHH</i></p>	<p>Taking initiatives to do tasks enable employees to find jobs elsewhere at higher positions</p>		
<p><i>“There were some YPs who were active and crafted tasks well, and they all stopped working here. Some ran their own businesses in a different field such as beauty and spa or fashion. Some of them worked in the marketing department here, but after becoming mature at work like being flexible in having approaches to work, changing scope of work, they moved to another company to take charge of the marketing manager position.” – 03M-THH</i></p>	<p>Taking initiatives to do tasks enable employees to succeed in later jobs elsewhere</p>		
<p><i>“Ability to build meaningful relationships at work is vital, especially for building an external network. For example, I built a good network with clients and partners, when there was a good vacancy outside, they made good references for me to get the job.” - 03YP – TZL</i></p>			
<p><i>“I think networking is very important, not only internal networking but external networking as well. For example, analysts from different companies all know each other. If I can make a good reputation or earn some fame in the field, I have many more chances for jobs outside.” 04YP-QVCS</i></p>			
<p><i>“Actually, those having good conferences from their network are more considered for the vacancy. So it cannot be denied that building meaningful relationships or networks is useful.” - 06YP-NTV</i></p>			
<p><i>“For example, in my company, I was accepted because I had a good reference from a person working in this company. So I could gain trust from my boss. I did have more chances to be accepted here, so I think it is important to have a good network.” 07YP-ĐXT</i></p>			
<p><i>“Thanks to a good external network, a HR manager offered me a job but I refused because I would like to stay here in this company.” - 08YP-ĐXT</i></p>	<p>Good networking brings YPs more opportunities for jobs on the market</p>	<p><b>Relational Crafting</b></p>	

<p><i>“When I can maintain good relationships with other partners, I can take advantage of these relationships even when I move to work for another company in the same industry. As long as I can offer better programs or benefits, I can gain clients’ trust easily.” – 01YP-TTH</i></p>	<p>Good networking helps employees later in other organisations</p>		
<p><i>“Good relationships bring young professionals good references when they apply for another job in other companies.” – 06M - NDH</i></p>			
<p><i>“Job interviews cannot help us to judge candidates exactly, but listening to their answers and telling them to give us some examples from their own experience can help us decide whether they are good at building relationships and networking or not. Even when they excel but fail to fit into the team, we refuse to recruit them.” – 08M - LTL</i></p>	<p>Offer employees good reference for job applications</p>		
<p><i>“We, managers, clearly understood who was better than others. But on CV, things seemed to be the same, especially since they both worked on the same project, so their results were shared. Good networkers gained better references from us when they applied for a new job in another company.” – 05M - PHH</i></p>			
<p><i>“Relational crafting is the most important to internal employability whereas task crafting is the most important to external employability. It’s because when employees communicate in job interviews, task crafting is a persuasive factor to persuade employers who don’t want to find a person to give too detailed instructions at work because it takes time. But after joining the company, building good relationships at work is more important or work cannot be done smoothly.” – 04M – TTKP</i></p>	<p>Deciding factors for EE</p>		
<p><i>“He worked here and showed that he was a great relationship builder. He communicated with other departments very well. He managed to deal with different relational communication well. So, after he quit, we still exchanged information. Then he quit and is now working as a project coordinator. He now very successful with many achievements.”- 10M - NTH</i></p>	<p>Enable employees to succeed in workplaces in a different industry,</p>		
<p><i>“I think if we are aware that we a variety of skills to meet the demands of different vacancies, we will be willing to apply for another job and will succeed in getting another job.” 06YP-NTV</i></p>			
<p><i>“We have encountered a conflicting situation. We trained YPs to be aware of their job importance to both company and community. They deeply understood that and felt their deep passion for the jobs thanks to that. However, It was they who quit the job and found another job elsewhere easily. So we lost good employees and had to recruit new staff.” – 05M - PHH</i></p>	<p>Better awareness of jobs importance/contribution and passion at work leads to more chances to get employed</p>	<p><b>Cognitive crafting</b></p>	
<p><i>“Applicants who were aware of their contribution to the community at work had more chances for getting employed. When we interviewed, those who cared about what they could receive from the job first were not as highly appreciated as those who cared more about their responsibilities and contribution at work first.” – 08M – LTL</i></p>			

## 8. Appendix 8

## Difficulties in Job Crafting facing Managers

Quotes	First-order codes	Second-order categories	Themes
<i>I think the biggest difficulty we are facing is the quality of newly recruited employees. It saves time and effort if we can recruit employees with good logical thinking. It is because our company cannot offer a competitive salary range, so attracting good candidates is very hard. After recruiting employees, we have to train them to change their mindsets, so it is very time-consuming and challenging.” – 10M - NTH</i>	Quality of newly recruited employees	<b>Factors from company or company policy</b>	<b>Managers's obstacles</b>
<i>“I have one big team, but some in the North and some in the South. It is totally hard for the team members in the South to join the whole team because we are based in Hanoi, the North. Online support and online management don't bring as many effects as I wish.” – 09M - MT</i>	Distant working		
<i>“2 years ago, all the staff had chances to multi-task. The benefit they gained was learning, exploring a host of things but not so deeply in one thing. After a while, they started to find another place where they could deeply learn one major or one expertise they liked. So, they quit. Our growth rate was not fast enough to meet their growth rate so I accepted this.” - 10M – NTH</i>	Company growth rate		
<i>“We have formal sessions for people to report what they have done, their difficulties or new approaches. But I think they are too formal and not all the YPs dare to raise their voice. Besides, we have bonding activities such as holidays but I hardly see much good effects from the activities. So I would say I still think more effective bonding activities are needed.” - 10M – NTH</i>	Quality of bonding activities	<b>Factors from YPs' weaknesses</b>	
<i>“This is the main feather of young professionals aged 1996 to 1999. So I think for these young professionals, more is needed to make them change their mind-sets so that they can keep calm and devote more. Young professionals born in 1990-1995 are different. They are clear in their aims, and work more actively with more motivation.” – 09M – MT</i>	Lack of motivation		
<i>“Currently, we encounter difficulties in motivating and inspiring our YPs. Sometimes we find support from successful people outside the company. These people will come and interact with YPs in a workshop or something like that.” – 01M – DTT</i>			
<i>“Living experience is vital for relationship building, especially communication with customers and clients. Due to not having much living experience, they have difficulties to start a conversation or maintain conversation smoothly with experienced clients and customers. They find it hard to understand these customers and persuade them to believe in the prestige and quality of company service. They follow the guidelines rigidly and lack flexibility in each certain case. And even, they cannot solve arising problems because of no given guidelines for such kinds of things” – 01M – DTT</i>	Lack of living experience		

<p><i>“Age gaps between my young professionals and our customers is also a big problem. My staff are in their 90s but customers are in their 50s and 60s. So, it is not easy at all for my staff to maintain smooth communication.” – 01M – DTT</i></p>	<p>Age gaps with customers</p>		
<p><i>“Our difficulties lie in training new but experienced YPs who got used to the working method in their previous working places. It is hard to make them change their mindsets in task crafting and in adapting to the new working style and culture in our company.” - 08M – LTL</i></p>	<p>Changing YPs' mindsets</p>		

## 9. Appendix 9

## Difficulties in Job Crafting facing YPs

Quotes	First-order codes	Second-order categories	Themes
<i>“There will also be difficulties. For example, the day before, when I worked, the workload was very large and I felt that it was very difficult. Very difficult to remember. Only doing jobs in job description was not easy, now it was more difficult when I had to tasks outside job description also” - 01YP-TTH</i>	Workload	Task Crafting	Young professional's obstacles
<i>“Recently, the number of tasks has been on an increase, so sometimes I encountered a few difficulties when I tried to arrange all the tasks but I didn't find any effective methods to remember all the tasks. I tried using excel files to note, or notebook. But I think these were not effective. So in the future, I expect to find more effective ways to allocate time to all the tasks I have to do.” - 05YP-MT</i>			
<i>“Of course, we took part in training but training is not all about. We did the jobs to learn from reality so that we could take the initiative to do things, but we still encountered arising problems”- 01YP-TTH</i>	Insufficient practical training		
<i>“When we were inexperienced, we had difficulties in working actively and we met difficulties. Thanks to our managers' close supervision and continuous consultation, we could carry out the tasks.”- 01YP-TTH</i>	Closer supervision and more consultation for inexperienced YPs		
<i>“I proposed last year that I wanted to learn and do things related to salary, but my proposal has not been accepted. So I think the difficulty facing me is boredom resulting from repetitive tasks I am doing everyday. I would like to do new things and to learn more new things” – 08YP-PKA</i>	Losing interest		
<i>“Sometimes, I found some tasks more interesting, thus spending more time on them. As a result, there might be other unfavoured tasks which I could not remember and forget to do.” - 05YP-MT</i>	Uneven focus		
<i>“I need more training sessions to learn about necessary skills or have access to new and updated information such as wood and metal materials. All in all, I think I can learn more about new designs and materials from training sessions so that I can give better consultation to our clients.” 02YP-HTPT</i>	More expertise training		
<i>“In general, we want to self-decide our ways to do things, and make our own decisions while working but still need managers to keep an eye on our results. Or when we have a new approach, we want a chance to give our proposal, and our managers will say if it is okay or not.” 06YP-NTV</i>	Balance between delegation and result supervision		
<i>“Like me, with my own characteristics, I don't want to be told how to do this or to do that. I always believe that I can take the initiative and do my tasks well. So in my mind, a good manager will create favourable conditions for me to craft jobs and praise me when I do jobs well,” – 10YP - LMH</i>	Personal traits		

<p><i>“My difficulty is building a good team. Our team has only three people but the problem is we cannot cooperate smoothly and work together well. I think more understanding is needed” – 01YP - TTH</i></p>	<p>Building a good team</p>	<p><b>Relational Crafting</b></p>	
<p><i>“When I worked as a sales admin, I had no idea of who was CEO here, even When I met him in person I didn’t know who he was. After getting enough experience, I was delegated more authorities and responsibilities. I had more chances to meet our CEO in meetings. These chances bring me lot benefits because I can learn a lot from their own experience and sharing” – 01YP - TTH</i></p>	<p>More connection between staff in lower levels and senior managers</p>		
<p><i>“Sometimes, difficulties in maintaining good relationships depend much on our characteristics. Some of us were too shy to socialise with our customers. We set a barrier in our mind and couldn’t overcome the barrier.” – 01YP - TTH</i></p>			
<p><i>“In different stages of maturity of a person, the ability to build a relationship varies. For me, Lacking confidence prevented me from socialising with other co-workers. As a newcomer, I refused to say first so I did not manage to build a good relationship” – 03YP-TZL</i></p>	<p>Personality - a barrier against relational crafting</p>		
<p><i>“When I gained living experience, I knew how to break the ice in conversation with co-workers. When I joined the company, I thought I would quit the job if the isolation continued. I couldn’t join the conversation. Now my mind has changed. If I were in that situation again, I would find out the reason and if it was mainly from my side, I would take more initiative to build a meaningful relationship with my co-worker.” – 03YP-TZL</i></p>	<p>Life experience</p>		
<p><i>“In my company, young professionals’ attitudes have been paid more attention. When we had the right attitudes towards what we were doing, having experience is no longer important, the results would be good. It was because we were eager to learn, to adapt and to change our working style to fit with the organisation. Some other experienced staff even refused to change, so it was totally hard to gsset good results at work.” – 01YP – TTH</i></p>	<p>Attitudes at work</p>	<p><b>Cognitive Crafting</b></p>	
<p><i>“Personally, I hardly feel values that I can bring to the public, so I am not affected or encouraged by the values I create to the public.” – 06YP-NTV</i></p>	<p>Unawareness of the values of their job</p>		

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**Employabilité perçue et création d'emplois**

*Trois études séquentielles sur de jeunes professionnels Vietnamiens*

THÈSE

présentée et soutenue publiquement le 16 novembre 2023 en vue  
de l'obtention du

**DOCTORAT EN SCIENCES DE GESTION**

par

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## Résumé

L'employabilité est depuis longtemps une préoccupation des chercheurs en raison de sa nature complexe et de l'évolution des marchés du travail pour répondre aux nouvelles exigences de la révolution industrielle 4.0 et de la mondialisation. La question primordiale de la recherche est « *quel est le rôle de la création d'emplois dans la contribution à l'employabilité perçue des jeunes professionnels (JPs) dans le contexte Vietnamien ?* » Le premier essai était une revue bibliométrique visant à suivre les tendances, les changements et le développement de la recherche sur l'employabilité. À partir de là, un aperçu plus complet de la recherche sur l'employabilité a été esquissé, ouvrant la voie à des pistes potentielles pour de futures recherches. En conséquence, le deuxième essai visait à déterminer si les compétences professionnelles pouvaient améliorer l'employabilité perçue des JPs via la réussite professionnelle et la création d'emplois dans le contexte Vietnamien. PLS-SEM a été utilisé pour évaluer les modèles de mesure et structurels et pour examiner le rôle médiateur de la réussite professionnelle (objective et subjective) et de la création d'emplois. À partir de là, la création d'emplois a montré les effets les plus significatifs et était liée à la fois à l'autonomie du personnel et au contrôle des managers. Par conséquent, la création d'emplois et l'employabilité étaient au cœur du troisième essai. Le troisième essai visait à explorer le rôle des gestionnaires dans la facilitation de la création d'emplois chez les jeunes et la mesure dans laquelle la création d'emplois contribue à l'amélioration de l'employabilité des JPs. Le troisième essai révèle des résultats spécifiques dans le contexte Vietnamien. La thèse étend la littérature précédente sur l'employabilité davantage à une perspective personnelle et multiniveau (de la part des managers et des JPs) avec les effets des ressources personnelles (compétences de carrière) à travers l'adaptation personnelle (création d'emploi) et la réussite personnelle (réussite de carrière), qui peuvent conduire à l'indications de gestion des ressources humaines.

**Mots-clés :** *employabilité, cartographie scientifique, exigences des employeurs, apprentissage intégré au travail, antécédents, compétences professionnelles, employabilité perçue, réussite professionnelle, création d'emploi, jeunes professionnels, Vietnam.*

## 1. Lacunes en matière de recherche

### *Nécessité d'une revue bibliométrique de l'employabilité*

Les changements dans l'employabilité ont été illustrés par les variations de ses définitions, mesures, antécédents et résultats. Maree (2017) a analysé ces variations pour décrire l'évolution de l'employabilité au fil du temps. Par exemple, les définitions de l'employabilité ont radicalement changé, passant d'une compréhension très simple du maintien du travail à des versions plus complexes incluant des facteurs externes. Osmani et al. (2019) ont classé les compétences des diplômés en analysant le marché du travail au Royaume-Uni et en fournissant une image claire des écarts entre les priorités académiques et les priorités réelles des praticiens, sur la base des attributs des diplômés. Cela coïncide avec le point de vue d'Abelha et al. (2020), qui ont souligné l'inadéquation entre les compétences des diplômés universitaires et les besoins des employeurs.

Bien que l'employabilité ait été comprise sous différentes perspectives, une compréhension plus globale est essentielle pour retracer les tendances, les changements et le développement de la recherche sur l'employabilité. L'une des raisons est que l'employabilité doit être traitée comme un processus plutôt que comme un groupe de caractéristiques ou de compétences (Ornellas et al., 2019). En outre, de nombreux acteurs et universitaires ont du mal à trouver des moyens d'améliorer l'employabilité des diplômés, en particulier dans le contexte de l'Industrie 4.0 (Suarda et al., 2020). D'autre part, selon Byl et al. (2016), la bibliométrie s'est avérée efficace pour mesurer les effets de la recherche, avec quelques points forts, comme son utilité pour évaluer les résultats d'un individu, d'une discipline ou d'une institution ; et mesurer les éléments de l'impact d'un ouvrage ou d'un ensemble d'ouvrages. Plus important encore, « l'analyse bibliométrique est un outil important parmi un ensemble de processus potentiels et d'outils connexes utilisés pour comprendre certains aspects des résultats de la recherche ». (Byl et al., 2016, p.2).

Jusqu'à présent, les méthodes bibliométriques ont été utilisées dans certains articles de synthèse avec un objectif spécifique. Masduki et al. (2022) ont analysé les tendances de la recherche sur l'employabilité des diplômés dans leur étude bibliométrique sur trois sous-périodes : 1986-2000, 2001-2010 et 2011-2020. Les résultats montrent une croissance spectaculaire au fil du temps et mettent en évidence le rôle des établissements d'enseignement supérieur dans l'amélioration de l'employabilité des diplômés. En outre, Noori & Azmi (2021) ont réalisé une revue bibliométrique de l'apprentissage basé sur les résultats pour l'employabilité des diplômés dans les établissements

d'enseignement supérieur, confirmant que « le facteur de réussite de l'enseignement supérieur parmi les universités et les établissements d'enseignement est l'apprentissage basé sur les résultats » (p. 1). De plus, Raihan & Azad (2021) ont publié une revue de 59 articles publiés dans 45 revues à comité de lecture de 2008 à 2021 sur l'employabilité perçue des étudiants. L'examen s'est concentré sur l'explication de l'employabilité perçue des étudiants et sur les publications sur l'employabilité perçue. Ce qui différencie la présente étude des revues bibliométriques précédentes est l'ajout d'une période de temps plus large (depuis 1972) pour fournir un aperçu de la recherche sur l'employabilité et une explication plus claire des différentes écoles de pensée dans la littérature sur l'employabilité.

Bien que certains chercheurs aient utilisé des méthodes bibliométriques pour étudier l'employabilité, ils se sont concentrés uniquement sur certaines périodes de temps ou sur des aspects spécifiques de l'employabilité, tels que l'apprentissage par les résultats pour l'employabilité (Noori et Azmi, 2021 ; Raihan et Azad, 2021 ; Masduki et al., 2022). Par conséquent, l'objectif du premier essai de la thèse est de documenter et d'analyser les tendances de la recherche sur l'employabilité au cours des 38 dernières années à l'aide d'une méthode bibliométrique, fournissant ainsi une compréhension meilleure et plus approfondie de l'employabilité entre 1972 et 2019.

### ***Le rôle de l'agence personnelle dans l'enquête sur l'employabilité***

Placer l'agence personnelle au cœur de la recherche sur l'employabilité permet aux chercheurs de considérer l'employabilité comme un processus de gestion des ressources humaines (GRH) plutôt que comme le résultat de l'éducation. D'un point de vue personnel, l'employabilité implique à la fois l'employabilité externe et interne, ce qui implique non seulement la préparation et l'obtention d'un emploi par les diplômés (Ressia & Shaw, 2022), mais également le maintien et le développement d'un emploi. L'accent mis dans la littérature sur les exigences des employeurs et la préparation des établissements d'enseignement supérieur concerne le rôle des établissements d'enseignement supérieur plutôt que celui des individus eux-mêmes dans l'amélioration de l'employabilité des diplômés. En revanche, une enquête menée par une agence personnelle permet aux chercheurs de disposer d'un cadre plus complet pour comprendre l'employabilité des diplômés. « Les approches basées sur les compétences définissent l'employabilité comme un processus multidimensionnel qui se développe au fil du temps » (Römgens et al., 2020, p.2590) et

l'identification des compétences au niveau individuel est essentielle pour aider les salariés à obtenir et à conserver un emploi. sur un marché du travail extrêmement compétitif.

Il est évident que la littérature révèle que l'accent mis sur les perspectives des employeurs et des établissements d'enseignement supérieur doit être complété par une perspective personnelle. L'une des ressources personnelles très importantes des employés réside dans les compétences professionnelles (éléments réflexifs, communicatifs et comportementaux), qui sont liées à la réussite en début de carrière et à la création d'un emploi, ce qui se traduit par une employabilité plus élevée (Bargsted et al., 2021). Les compétences professionnelles comprennent les connaissances, les compétences et la capacité à développer un développement de carrière, influencées et développées par les individus (Akkermans et al., 2013) et sont positivement liées à la réussite en début de carrière (Presti et al., 2022). Les compétences professionnelles constituent la base permettant aux diplômés d'utiliser leurs qualités personnelles et leurs motivations dans la transition vers un emploi, ce qui est considéré comme la première étape pour que les jeunes professionnels réussissent en début de carrière (Savickas & Porfeli, 2012).

En ce qui concerne les ressources personnelles, les compétences professionnelles peuvent inciter les diplômés à prendre l'initiative d'améliorer leur employabilité perçue (Rothwell et al., 2009). De solides compétences professionnelles permettent aux diplômés d'apprendre et de s'adapter à leur environnement de travail, ce qui est essentiel dans leur transition vers le travail (Kuijpers et al., 2006). En outre, la création d'emplois (création de tâches, création de relations et création cognitive) est l'acte par lequel des individus façonnent leur travail en fonction de leurs préférences, de leurs compétences et de leurs aptitudes (Berg et Dutton, 2008). Selon Muhammad Irfan et Qadeer (2020), l'un des prédicteurs importants de l'employabilité perçue est la volonté d'apporter des changements à l'emploi. Plus précisément, l'adaptation des postes de travail aux besoins individuels permet aux salariés de maintenir et d'améliorer leurs performances, conduisant ainsi à une amélioration de leur employabilité interne. En outre, il a été prouvé qu'une augmentation de l'élaboration des tâches était liée à l'employabilité externe perçue des employés (Plomp et al., 2019). Par conséquent, les compétences professionnelles ont été améliorées pour promouvoir des changements dans la création d'emplois, conduisant à une meilleure employabilité comme résultat central (Bakker et Demerouti, 2014).

Une enquête approfondie sur le rôle de la création d'emploi et de la réussite professionnelle ainsi que de la création d'emploi dans la relation entre les compétences professionnelles et

l'employabilité perçue parmi les jeunes professionnels au Vietnam est essentielle pour les raisons suivantes. Premièrement, dans la littérature, quelques études réalisées par certains noms clés Nghia et al., (2019), Tran (2015) et Thang & Wongsurawat (2016) se concentrent sur les compétences d'employabilité. Dans ces études, de sérieuses préoccupations ont été soulignées concernant la faiblesse des compétences en matière d'employabilité telles que les compétences générales, le manque de connexions entre les universités et les entreprises, les programmes d'études irréalistes, etc. Ces problèmes sont considérés comme des raisons qui empêchent les diplômés de réussir. Cependant, dans le contexte vietnamien, les recherches sur les compétences professionnelles ainsi que sur leurs effets sur la réussite professionnelle sont limitées, ce qui justifie l'étude du rôle médiateur de la réussite professionnelle. Deuxièmement, Sartori et al. (2022) ont proposé la création d'emplois comme intervention au travail pour améliorer l'employabilité des employés et ont appelé à des recherches pour explorer le rôle de l'évolution des ressources professionnelles et des défis dans l'amélioration de l'employabilité. Troisièmement, on a constaté une augmentation du taux de turnover parmi les jeunes professionnels de la génération 9x en 2019 (Haymora, 2019). Concernant le marché du travail vietnamien, l'employabilité, en particulier l'employabilité perçue, a pris une importance croissante parmi les jeunes professionnels. Premièrement, c'est parce que « l'emploi est un résultat réel de l'employabilité perçue » (Thang & Wongsurawat, 2016, p. 148). En conséquence, il existe une inadéquation des compétences dans l'économie vietnamienne, entraînant une augmentation du nombre de diplômés qui n'ont pas réussi à obtenir un emploi correspondant à leurs qualifications (Tong, 2019). Deuxièmement, le taux de turnover a augmenté parmi la génération 9x, notamment dans les domaines du marketing, des ventes, de l'informatique et de la finance, avec un taux de 24 %, bien loin du taux idéal de 10 % (Vietnamnews.net, 2019). Par ailleurs, le taux de turnover moyen au Vietnam en 2019 était de 24 % (Adecco, 2020), ce qui est bien supérieur au taux recommandé de 10 % (Haymora, 2019). Étonnamment, 17 % de ce taux appartenaient à de jeunes professionnels de la génération 9x en 2019 (Haymora, 2019). En outre, le taux de chômage au Vietnam a été le plus élevé des cinq dernières années (Vietnamplus.vn, 2020).

Dans la littérature, les chercheurs ont souligné diverses manières d'améliorer l'employabilité, en mettant l'accent sur le rôle des établissements d'enseignement supérieur. La voie couramment proposée est une plus grande collaboration entre les éducateurs et les employeurs, ce qui peut être réalisé en mettant davantage l'accent sur les stages, les activités extrascolaires et l'éducation vers

l'employabilité (Silva et al., 2016, Jackling et Natoli, 2015). En outre, apporter des changements au programme scolaire a également été proposé comme une solution idéale, comme l'enseignement de compétences transférables ou un changement de système dans le programme scolaire (Cavanagh et al., 2015, Kolmos et al., 2016). De plus, certains chercheurs considèrent l'apprentissage intégré au travail comme un outil essentiel pour améliorer l'employabilité, car il renforce l'identité préprofessionnelle des étudiants de premier cycle et stimule le développement par les étudiants de compétences, de connaissances et d'attributs professionnels pertinents (Jackson et Collings, 2018, Tran et Soejatminah). , 2016). Récemment, Sartori et al. (2022) ont proposé la création d'emplois comme intervention au travail pour améliorer l'employabilité des employés et ont appelé à des recherches pour explorer le rôle de l'évolution des ressources professionnelles et des défis dans l'amélioration de l'employabilité.

Cependant, il existe peu de recherches sur la façon dont la création d'emplois contribue à améliorer l'employabilité et peu d'enquêtes sur la création d'emplois et l'employabilité sont réalisées dans une perspective à plusieurs niveaux. Bien que l'impact de la création d'emplois sur la performance et l'engagement au travail des employés ainsi que sur la performance organisationnelle ait été clairement souligné (Park & Park, 2023), aucune confirmation claire du processus par lequel la création d'emplois facilite l'employabilité. En outre, les effets de la création d'emplois sur l'employabilité doivent être étudiés à la fois au niveau individuel et organisationnel, ou aux niveaux micro et macro pour certaines raisons. Selon (Luu et al., 2019), l'autonomie est la condition préalable à la création d'emplois car elle offre aux salariés la possibilité de décider quoi faire et comment le faire au travail. En outre, le comportement de création d'emploi peut être favorisé dans un environnement tel que les organisations à forte orientation entrepreneuriale grâce à une grande autonomie dans ces organisations. Cependant, dans le contexte de superviseurs abusifs répandus dans l'équipe, le niveau de création d'emploi peut être faible car les employés peuvent être empêchés et démotivés de mobiliser leurs ressources professionnelles et de prendre des initiatives pour réduire les obstacles au travail (Luu, 2020). En d'autres termes, une supervision abusive peut miner la motivation des employés à concevoir leurs ressources et leur conception du travail.

## 2. Objectifs du programme de recherche

Les objectifs de cette thèse sont d'étudier les relations qui lient la création d'emplois et l'employabilité. L'objectif est de répondre à la question : « Quel est le rôle de la création d'emplois dans la contribution à l'employabilité perçue des jeunes professionnels dans le contexte vietnamien ? » Afin d'aborder cette question, nous rédigeons trois essais axés sur de différentes dimensions de l'employabilité et les facteurs qui interagissent avec elle. Le graphique 1.1. présente le programme de recherche de la thèse et l'articulation des trois essais.

Le premier essai est une revue bibliométrique de la littérature sur l'employabilité. Contrairement à d'autres revues systématiques et revues bibliométriques de la littérature, ce premier essai donne un aperçu de la recherche sur l'employabilité sur une période plus longue (38 ans depuis 1972) (Masduki et al., 2022). En outre, les analyses de la littérature portaient sur un objectif spécifique, tel que l'apprentissage basé sur les résultats pour l'employabilité des diplômés dans les établissements d'enseignement supérieur ou l'employabilité perçue des étudiants (Noori & Azmi, 2021, Raihan & Azad, 2021). Par conséquent, il est nécessaire de réaliser une revue bibliométrique pour fournir un aperçu complet de la recherche sur l'employabilité dans la littérature afin de comprendre les tendances, les changements et le développement de la recherche sur l'employabilité, les sujets d'actualité ainsi que les écoles de pensée dans la recherche sur l'employabilité. À ce titre, la revue nous aide à affiner notre compréhension du phénomène central de la thèse et à proposer des pistes de recherche.

Le deuxième essai est un essai empirique qui étudie l'influence des compétences professionnelles sur l'employabilité perçue avec le rôle médiateur de la réussite professionnelle et de la création d'emplois. Bien que la littérature illustre une croissance rapide de la recherche sur l'employabilité, les études sur l'employabilité se sont principalement concentrées sur la préparation des établissements d'enseignement supérieur (EES) (Ressia & Shaw, 2022). En outre, de nombreuses autres études considèrent l'employabilité des diplômés comme des atouts pour les salariés, tels que l'attitude professionnelle, le capital social et l'intelligence émotionnelle. Ces axes traitent l'employabilité comme un résultat plutôt que comme un processus. Par conséquent, l'accent mis sur l'action personnelle dans la recherche sur l'employabilité est encore considéré comme un aspect négligé de l'employabilité (Forrier et al., 2018). La littérature révèle que l'accent mis sur les perspectives des employeurs et des établissements d'enseignement supérieur doit être complété par

une perspective personnelle. L'une des ressources personnelles très importantes des employés réside dans les compétences professionnelles (éléments réflexifs, communicatifs et comportementaux), qui sont liées à la réussite en début de carrière et à la création d'un emploi, ce qui se traduit par une employabilité plus élevée (Bargsted et al., 2021). Le deuxième essai pose ainsi la question : « Dans quelle mesure la création d'emplois et la réussite professionnelle affectent-elles la relation entre les compétences professionnelles et l'employabilité perçue parmi les jeunes professionnels au Vietnam ? Pour cette question de recherche, nous proposons un modèle de médiation dans lequel le niveau d'employabilité que les jeunes professionnels peuvent développer dépend de leurs compétences professionnelles, médiées par la réussite professionnelle et la création d'un emploi.

Le troisième essai est empirique et vise à explorer le rôle de la création d'emplois dans le développement de l'employabilité perçue des jeunes professionnels. À partir du deuxième essai, les résultats montrent que la création d'emplois médiate en partie la relation entre les compétences professionnelles et l'employabilité perçue, mais que le rôle modérateur de la création d'emplois dans la relation entre les compétences professionnelles et l'employabilité externe perçue est plus significatif. Ainsi, l'objectif de ce troisième essai est d'explorer le rôle des managers dans la facilitation de la création d'emplois pour les employés dans le contexte vietnamien et le rôle de la création d'emplois dans l'employabilité des jeunes professionnels. Ainsi, cette partie vise à répondre à la question : « Dans quelle mesure les managers et les jeunes professionnels perçoivent-ils le rôle des managers dans la facilitation de la création d'emplois pour améliorer l'employabilité perçue des jeunes professionnels vietnamiens ? Cette question semble importante car comprendre le rôle de la création d'emplois aux niveaux managérial et personnel pourrait révéler des informations plus approfondies sur l'employabilité perçue des jeunes professionnels.

### **3. Un essai conceptuel menant à deux études empiriques**

La question de recherche primordiale de la thèse porte sur « quel est le rôle de la création d'emplois dans la contribution à l'employabilité perçue des jeunes professionnels dans le contexte vietnamien ? ». Cependant, les analyses documentaires actuelles se concentrent sur la recherche d'employabilité sur une courte période ou sur des aspects spécifiques pertinents de l'employabilité tels que l'employabilité perçue des étudiants, l'apprentissage basé sur les résultats pour l'employabilité des diplômés, etc. (Noori et Azmi, 2021, Raihan et Azad, 2021). Par conséquent,

une revue bibliométrique est nécessaire pour suivre les tendances, les changements et le développement de la recherche sur l'employabilité. Grâce à la méthode de cartographie scientifique, le premier essai fournit un aperçu plus complet de la recherche sur l'employabilité avec une explication claire des écoles de pensée, ouvrant ainsi la voie à des pistes potentiellement fructueuses pour des recherches futures.

Visant à décrire le paysage actuel des connaissances en matière d'employabilité et à tracer des pistes de recherche future, le premier essai est une revue bibliométrique. Il est basé sur des analyses du total de 1 703 articles indexés Scopus filtrés à partir de 7 885 documents de 1972 à 2019. Cet essai révèle le paysage théorique de la recherche sur l'employabilité et la clarification conceptuelle et le cadre de l'employabilité en présentant le nombre de publications liées à l'employabilité au fil du temps, du lieu de répartition des affiliations des auteurs, des meilleurs auteurs et écoles de pensée, ainsi que des sujets les plus récents. Nous proposons enfin plusieurs pistes de recherche, qui soulignent la nécessité d'études plus approfondies concernant (1) une plus grande concentration sur l'agence personnelle et (2) le rôle des perspectives multi-niveaux dans l'investigation de l'employabilité.

Les essais deux et trois qui émergent du premier essai constituent les objets des études empiriques restantes. En conséquence, le deuxième essai se concentre sur l'influence des compétences professionnelles sur l'employabilité perçue à travers la création d'emplois et la réussite professionnelle en tant que médiateurs, et le troisième essai s'intéresse au rôle joué par la création d'emplois dans l'amélioration des jeunes professionnels. " l'employabilité perçue. Ces deux études sont basées sur le même contexte d'étude et les mêmes objets, mais dans un temps séquentiel avec le troisième essai jouant le rôle d'explication de suivi pour plus de détails sur le rôle de la création d'emplois dans la contribution à l'employabilité perçue des jeunes professionnels au Vietnam.

#### **4. Deux essais empiriques**

##### *4.1. Premier essai empirique: Employabilité perçue, création d'emploi et réussite professionnelle :le cas des jeunes professionnels au Vietnam*

###### *Collecte d'échantillons et de données*

Le questionnaire a été publié en ligne sur les groupes Facebook des anciens élèves de différentes universités vietnamiennes, notamment l'Ecole supérieure de commerce extérieur, l'Université

nationale d'économie, l'Université des syndicats, l'Université d'architecture de Hanoï, l'Institut de technologie des postes et télécommunications, l'Université de technologie de Hanoï, l'Académie bancaire, l'Université Dai Nam, Université de Thang Long, Université ouverte, Université de Hanoï, Université nationale du Vietnam, Université de Thuong Mai, Université des ressources naturelles et de l'environnement de Hanoï et Université nationale d'éducation de Hanoï. Au total, 1 008 réponses ont été recueillies et 51 réponses ont été rejetées parce que les répondants étaient étudiants ou ne travaillaient pas.

### *Mesures*

Les compétences professionnelles ont été mesurées à l'aide du questionnaire de compétences professionnelles en 21 éléments (CCQ ; Akkermans et al., 2013). Les items ont été mesurés sur une échelle de Likert à 5 points allant de 1 (fortement en désaccord) à 5 (fortement d'accord). La fiabilité de cette échelle était de  $\alpha$  0,866.

La réussite professionnelle subjective a été mesurée à l'aide d'éléments adaptés de l'inventaire subjectif de réussite professionnelle de Shockley et al. (2016), avec une échelle de Likert en cinq points allant de 1 (fortement en désaccord) à 5 (tout à fait d'accord). La fiabilité de cette échelle était de  $\alpha$  0,859.

La réussite objective de carrière a été mesurée à l'aide d'éléments d'Abele & Spurk (2009), qui consistent en un indice incluant la rémunération et le statut hiérarchique (droit de déléguer, responsabilité de projet, postes de direction). Ces éléments sont notés séparément puis combinés en une seule partition. Cet indice produit le score total de 0 à 18. Cet indice peut être de 0, ce qui signifie un faible succès, à 18, ce qui signifie un succès élevé.

L'élaboration de tâches a été mesurée à l'aide d'éléments adaptés du questionnaire de 19 éléments sur l'élaboration de tâches avec trois facteurs principaux : l'élaboration de tâches, l'élaboration cognitive et l'élaboration relationnelle (Slemp et Vella-brodick, 2013). Les éléments ont été évalués sur une échelle de 6 points allant de (1) jamais à (6) tout le temps. La fiabilité de cette échelle était de  $\alpha$  0,824.

L'employabilité perçue a été mesurée à l'aide de 11 éléments reflétant à la fois l'employabilité interne et externe (Rothwell et Arnold, 2007). L'employabilité interne perçue a été mesurée avec quatre éléments, tandis que l'employabilité externe perçue a été mesurée avec sept éléments. Les éléments ont été évalués sur la base d'une échelle de Likert à 5 points allant de (1) fortement en

désaccord à (5) tout à fait d'accord. La fiabilité de cette échelle était de  $\alpha$  0,782 pour l'employabilité interne et de  $\alpha$  0,886 pour l'employabilité externe.

Le questionnaire a été envoyé aux responsables RH et aux chercheurs RH pour amélioration et modification. Un test pilote avec les 400 échantillons a d'abord été réalisé, puis le test avec des données d'échantillon complètes ( $n = 957$ ) a été réalisé.

*Variables de contrôle.* Le sexe (0 = homme, 1 = femme), l'âge et l'année d'expérience ont été contrôlés.

### *Stratégie analytique*

Pour l'essai 2, nous avons utilisé SPSS pour obtenir les statistiques descriptives et corrélationnelles, ainsi que la modélisation des équations structurelles des moindres carrés partiels (PLS-SEM) pour évaluer les modèles de mesure et structurels concernant les variables de l'étude et leurs associations. PLS-SEM est choisi pour l'étude car le modèle contient des variables d'ordre supérieur et des variables d'ordre inférieur (modèle hiérarchique) (Hair et al., 2017). De plus, la thèse vise à identifier les facteurs prédictifs de l'employabilité perçue des diplômés, le PLS-SEM constitue donc un meilleur choix pour une analyse d'orientation prévisionnelle (Urbach & Ahlemann, 2010). Concernant le modèle de mesure, la cohérence interne (alpha de Cronbach, fiabilité composite), la validité convergente (AVE – variance moyenne extraite) et la validité discriminante sont utilisées aussi bien pour les construits d'ordre supérieur que pour les construits d'ordre inférieur (Hair et al., 2017). Ces données ont été tirées à la fois de modèles de mesure réflexive de premier ordre et d'évaluations de modèles de mesure réflexive d'ordre élevé. Avec un modèle structurel, en plus de RMStheta (mesure d'ajustement du modèle), les valeurs VIF, les valeurs P et les carrés R sont utilisées pour l'évaluation de la colinéarité, les coefficients de chemin, les coefficients de détermination et les effets médiateurs (Hair et al., 2017). De plus, le biais de méthode commune (CMB) est identifié grâce à une approche d'évaluation de colinéarité complète (Kock, 2015). Outre les effets directs, l'étude vise également à tester les effets indirects ou effets médiateurs en Hypothèse avec une méthode de bootstrapping.

#### ***4.2. Deuxième essai empirique: Facilitation de la création d'emplois par les employeurs et rôle de la création d'emplois dans l'amélioration de l'employabilité.***

##### *Collecte d'échantillons et de données*

Cet essai de thèse utilise des méthodes qualitatives dans le but d'explorer et de comprendre les perceptions des managers et des employés sur la création d'emplois, la facilitation de la création d'emplois et leur interaction avec l'employabilité perçue des jeunes professionnels. Au total, 20 entretiens semi-structurés ont été menés et le protocole d'entretien a été utilisé comme guide pour 20 entretiens semi-structurés. Tous les entretiens ont été enregistrés et retranscrits en phase 1 centrée sur le point de vue managérial et en phase 2 centrée sur le point de vue individuel/employé. Afin d'avoir « des informateurs nombreux et hautement compétents qui voient les phénomènes centraux sous divers angles » (Eisenhardt & Graebner 2007, p.28), les entretiens ont été collectés en deux cycles et chaque phase a abordé un niveau d'analyse particulier.

Dans la phase 1, 10 entretiens ont été menés avec des dirigeants vietnamiens de diverses entreprises de différents secteurs au Vietnam. Dans cette phase, l'objectif était de comprendre le rôle des managers dans la facilitation de la création d'emplois (tâches, relationnelles, cognitives) des employés dans le contexte vietnamien et dans quelle mesure la création d'emplois contribue à améliorer l'employabilité d'un point de vue managérial.

Au cours de la phase 2, 10 entretiens ont été menés avec des jeunes professionnels vietnamiens (génération 9x). Les répondants de la phase 2 travaillaient pour au moins une des organisations de la phase 1. Dans cette phase, notre objectif était de comprendre comment les employés étaient aidés par leurs managers/dirigeants dans la création d'emplois et comment ils percevaient l'importance de la facilitation de la création d'emplois dans l'amélioration de l'employabilité de leurs salariés. En outre, dans les deux phases, les difficultés rencontrées par les managers et les jeunes professionnels dans la facilitation de la création d'emplois ont été explorées. Le logiciel Nvivo a été utilisé et l'analyse des données s'est poursuivie tout au long de la recherche.

## **5. Conclusions générales**

*Il y a eu une tendance à la hausse dans la recherche sur l'employabilité, évoluant autour de trois thèmes différents, avec un fort accent sur le rôle des établissements d'enseignement supérieur dans*

*l'employabilité des diplômés et l'employabilité est principalement considérée comme un atout pour les salariés. En particulier, 62,2 % des documents de notre base de données ont été publiés sur une période de cinq ans (2015-2019), ce qui signifie qu'il s'agit d'un domaine en pleine émergence, aujourd'hui et dans les années à venir.*

Trois thèmes ressortent dans la littérature sur l'employabilité : les exigences des employeurs et la préparation des EES ; les résultats d'employabilité; et le rôle de l'AIT dans l'amélioration de l'employabilité. Le premier thème présentait la recherche sur les besoins des employeurs et les lacunes signalées par les diplômés en matière de compétences, suivies des causes et des solutions (Hill et al., 2019). Le deuxième thème a déterminé les exposés de l'employabilité tels que l'attitude protéiforme à l'égard de la carrière, le capital social et l'intelligence émotionnelle (Di Fabio & Kenny, 2015). Le dernier thème portait sur l'AIT et les moyens de mettre en œuvre l'AIT.

En outre, les derniers sujets de recherche se concentrent sur la préparation des diplômés avant d'entrer sur le marché du travail, mettant ainsi la responsabilité sur les épaules des EES. Les derniers sujets révèlent l'importance des compétences d'employabilité, des compétences générales, des compétences industrielles, des qualités personnelles et des compétences pour améliorer l'employabilité des diplômés afin de répondre aux exigences de l'Industrie 4.0 (Majid, 2019). Les compétences liées à l'employabilité restent un sujet de débat permanent, de nombreuses études ayant été mises en avant sur la capacité des établissements d'enseignement supérieur à former des diplômés prêts à entrer sur le marché du travail (Griffin & Coelho, 2019).

*Lorsque l'agence personnelle a été placée au centre de la recherche sur l'employabilité, la création d'emplois et la réussite professionnelle ont joué un rôle de médiateur dans la relation entre les compétences professionnelles et l'employabilité.*

Plus précisément, les compétences professionnelles affectaient directement l'employabilité interne et externe perçue, mais l'effet sur cette dernière était plus fort. Ces résultats suggèrent que la réflexion des jeunes professionnels sur la motivation, les qualités de travail, le réseautage, le profil personnel, l'exploration du travail et le contrôle de carrière a joué un rôle crucial dans l'amélioration de l'employabilité perçue des employés (Forrier et al., 2015, Chen et al., 2018, Blokker et coll., 2019).

De plus, la réussite professionnelle (objective et subjective) médiatisait en partie la relation entre les compétences professionnelles et l'employabilité interne perçue, mais la réussite professionnelle

(objective et subjective) n'était pas liée à l'employabilité externe perçue. Ce résultat différencie le comportement de travail des jeunes professionnels au Vietnam de celui des autres pays en développement, comme celui des résultats de recherche de Blokker et al. (2019). Par ailleurs, la théorie de la construction de carrière de Savickas (2005) s'avère insignifiante dans le contexte vietnamien lorsqu'il s'agit de l'employabilité externe des jeunes professionnels. Les résultats indiquent que dans le contexte vietnamien, une augmentation du taux de salaire, des droits de délégation, de la responsabilité du projet et de la position de leadership a entraîné une plus grande perception d'être employable en interne. Les salariés pourraient ainsi mieux maintenir et développer leur carrière. La réussite objective de carrière n'est pas liée à l'employabilité externe perçue, ce qui signifie que même lorsque les jeunes professionnels reçoivent plus de salaires et de responsabilités au travail, leur perception de leur employabilité sur le marché du travail ne changera pas et ils ne chercheront pas d'opportunités extérieures.

La création d'emplois a été mise en avant parce qu'elle était le seul facteur à avoir des effets sur l'employabilité perçue tant en interne qu'en externe, ce qui en fait le médiateur entre les compétences professionnelles et l'employabilité perçue. Ces rôles médiateurs ont été soutenus par Akkermans & Tims (2017) car les compétences professionnelles étaient considérées comme des ressources personnelles. Sur la base de ressources personnelles telles que les préférences, les compétences et les aptitudes, les employés façonnent leur employabilité (Berg & Dutton, 2008). Grâce à la variété des tâches et à l'autonomie résultant en une plus grande adaptabilité, les perceptions des jeunes professionnels en matière d'employabilité ont été renforcées (Van Emmerik et al., 2012). Les pratiques de création d'emplois pourraient conduire à des résultats positifs tels qu'une meilleure adéquation personne-emploi et une meilleure performance au travail (Wang et al., 2016).

Lorsque les jeunes professionnels utilisent leurs ressources personnelles pour apporter des changements dans leur travail, cela stimule leur croissance personnelle et leur adaptabilité. Les expériences positives telles que la réussite et la résilience, comme la capacité à faire face à l'adversité future, les rendent plus employables au sein de leur organisation actuelle (Berg et al., 2008). De plus, ces jeunes professionnels sont également plus attractifs sur le marché du travail, ce qui se traduit par une perception plus élevée de leur employabilité externe (Tims et al., 2012). De meilleures compétences professionnelles ont permis aux salariés d'opérer des changements dans leur emploi, notamment sur les aspects cognitifs et relationnels, ce qui les a conduits à être plus

employables tant en interne qu'en externe. Différente de la réussite professionnelle, la capacité à créer un emploi permet aux jeunes professionnels de réussir dans leurs emplois actuels mais aussi de trouver un emploi ailleurs. Bien que la théorie du JD-R se soit révélée vraie dans le contexte vietnamien, concluant que la création d'emplois a un rôle médiateur dans la relation entre la création d'emplois et l'employabilité, les facteurs sociaux des styles de leadership dans la facilitation de la création d'emplois qui conduisent à plus d'employabilité ne peuvent être ignorés (Wang et coll., 2020).

Il est évident que la création d'emploi était bien connue et hautement évaluée tant par les jeunes professionnels que par les managers d'entreprises allant des start-ups aux PME en passant par les grandes entreprises dans le contexte vietnamien. Néanmoins, dans une culture confucéenne comme celle du Vietnam, le leadership joue un rôle très important dans le comportement organisationnel des employés au travail. Le rôle de ces dirigeants dans la facilitation de l'employabilité des jeunes professionnels ne peut donc être négligé.

Le rôle facilitateur du leadership dans le contexte vietnamien s'est avéré très important dans les efforts d'élaboration relationnelle des employés dans les recherches de Nguyen (2020). Dans des contextes similaires, comme en Chine, il a été prouvé que le leadership transformationnel et le leadership serviteur stimulent la création d'emplois par les employés en augmentant leur adaptabilité, conduisant ainsi à un plus grand engagement des employés au travail (Xin et al., 2020). Les leaders transactionnels pourraient s'attendre à ce que leurs employés accomplissent les tâches prescrites et pourraient ne pas les encourager à assumer davantage de responsabilités pour se développer (Wang et al., 2016). Dans le contexte vietnamien, même si certains employés exercent encore des emplois orientés vers l'emploi, l'expérience des employés est déterminée par les caractéristiques de l'emploi conçues par les managers (Nguyen, 2020). Par conséquent, les managers et les entreprises disposent de politiques pour aider les jeunes professionnels à repenser leur travail en termes de création de tâches, de création relationnelle et de création cognitive.

Les jeunes professionnels et les managers rencontrent des difficultés pour faciliter la création d'emplois et ces difficultés proviennent à la fois des politiques de l'entreprise et des jeunes professionnels. Avec les politiques actuelles des entreprises, les managers sont confrontés à la faible qualité des jeunes professionnels nouvellement recrutés. Cela signifie que davantage de formation est nécessaire et que davantage de formations doivent être élaborées pour répondre aux

besoins spécifiques des jeunes professionnels, y compris des jeunes nouvellement recrutés, à la fois inexpérimentés et expérimentés.

Cependant, dans certaines PME disposant de budgets salariaux limités, il est difficile de recruter du personnel plus qualifié. La formation demande du temps et des efforts et ne fonctionne pas à tous les coups. Il a été prouvé que les nouvelles embauches impliquent de l'incertitude (Gallagher et al., 2009) et entrent dans les entreprises avec l'attente d'une formation et d'un apprentissage (Jaske et Deborah, 2021). La nature du travail de l'entreprise affecte également. Le travail en ligne ou à distance ne facilite pas beaucoup la création d'emplois, en particulier la création relationnelle qui nécessite davantage d'interactions en personne. Pour cette raison, il est difficile d'inspirer les jeunes professionnels. En outre, les activités formelles de création de liens n'aident pas beaucoup à améliorer l'élaboration relationnelle. Cette difficulté est principalement due au fait que le contexte de travail est important dans le processus de création d'emploi (Lazazzara, 2020). L'un des problèmes posés par les entreprises est de maintenir l'intérêt des jeunes au travail. Dans la littérature, il a été démontré que l'un des facteurs affectant l'intérêt des employés pour le travail sont les compétences en leadership (Diskiene et al., 2019). Parallèlement, il ressort clairement de cette étude que les jeunes changent souvent d'intérêt pour leur travail après 2 ou 3 ans. Ils doivent acquérir de nouvelles compétences grâce à de nouvelles tâches ou de nouveaux postes. Travailler au même poste et faire les mêmes choses pendant longtemps leur fait perdre tout intérêt au travail. Un manque d'intérêt les amène à quitter leur emploi et à essayer de trouver une chance ailleurs afin de pouvoir répondre à leurs besoins. Cependant, en raison des taux de croissance des entreprises, il n'est pas facile pour celles-ci d'augmenter les exigences professionnelles en élargissant leurs responsabilités vers un autre poste adapté à leurs ressources professionnelles. Perdre tout intérêt signifie réduire la motivation au travail.

Pour les managers, le manque de motivation et d'expérience de vie des jeunes constitue un obstacle majeur. Un problème similaire de manque de motivation des jeunes professionnels a également été constaté dans le contexte du Pakistan (Fatima, 2011). Un manque de motivation empêche les jeunes d'apprendre et d'accomplir leurs tâches de manière proactive. Tout l'accomplissement au travail se fait juste au niveau normal, pas de manière créative ou proactive. Ce manque de motivation rend également la formation moins productive en termes de création d'emplois. Deuxièmement, les jeunes professionnels sont jeunes et manquent d'expérience vécue. Il leur est donc difficile de résoudre les problèmes provenant des clients ou des autorités ou de persuader les

clients d'acheter fréquemment des produits ou des services, ce qui entraîne de faibles performances. En revanche, les jeunes professionnels expérimentés restent persévérants et il est difficile pour les managers de changer d'état d'esprit afin d'ajuster leurs ressources professionnelles pour répondre aux exigences de leur poste.

## **6. Aperçu des trois essais**

### ***6.1. Essai 1 : Une revue bibliométrique de la recherche sur l'employabilité : ensemble de données de Scopus entre 1972 et 2019***

Auteurs : Ngoan Thi Dinh, Luong Dinh Hai, Hiep-Hung Pham

Statut : publié dans Higher Education, Skills and Work-based Learning (Scopus, Q3, Emerald Publishing)

Reçu le 7 février 2022 Révisé le 24 avril 2022 ; 20 juin 2022

Accepté le 21 juin 2022

### ***Résumé***

Cette étude visait à compléter l'examen bibliométrique précédent sur la recherche sur l'employabilité en y ajoutant une période plus large (depuis 1972) afin de fournir un aperçu de la recherche sur l'employabilité et une explication plus claire des différentes écoles de pensée dans la littérature sur l'employabilité. L'étude révèle que la recherche atteint actuellement un sommet qui pourrait persister au cours de la prochaine décennie. L'analyse présente également trois thèmes principaux dans la recherche sur l'employabilité, notamment les exigences des employeurs et la préparation des EES, les antécédents de l'employabilité et le rôle de l'apprentissage intégré au travail (AIT) dans l'amélioration de l'employabilité. Ce que l'on peut déduire de ces trois thèmes est que l'employabilité ne doit pas être traitée comme un atout pour les diplômés (groupes de compétences), mais comme un processus davantage axé sur l'action personnelle dans certains contextes et relations. Enfin, la revue met l'accent sur les derniers sujets de la période 1972 à 2019. L'étude contribue à la littérature en appelant à une recherche plus intégrative axée sur l'action personnelle et l'employabilité sur le marché du travail en tant qu'employabilité interne. La

recherche contribue également aux pratiques sociales en GRH en appelant à se concentrer davantage sur des perspectives multi-niveaux, avec la comparaison des perceptions des employés et des responsables RH, car l'agence et la structure peuvent avoir des effets sur l'amélioration de l'employabilité du personnel.

*Mots clés : employabilité, cartographie scientifique, exigences des employeurs, apprentissage intégré au travail, antécédents*

## **6.2. Essai 2 : Employabilité perçue, création d'emplois et réussite professionnelle : le cas des jeunes professionnels au Vietnam**

Auteur : Ngoan Thi Dinh

Statut : Accepté pour publication dans Management International (FNEGE 2 ; HCERES : A)

Reçu le 7 février 2022 Révisé le 24 avril 2022 ; 20 juin 2022

Accepté le 10 mars 2023

### **Résumé**

Cette étude visait à déterminer si les compétences professionnelles pouvaient améliorer l'employabilité des jeunes professionnels via la création d'emplois et la réussite professionnelle. Parmi 1008 réponses d'un sondage en ligne, 957 sont valides. Avec la modélisation de l'équation structurelle des moindres carrés partiels, les résultats ont été significatifs. Premièrement, les compétences professionnelles affectent directement l'employabilité interne et particulièrement celle externe. Deuxièmement, la réussite professionnelle médiatise en partie la relation entre les compétences professionnelles et l'employabilité interne perçue. Troisièmement, la création d'emplois médiatise en partie la relation entre les compétences professionnelles et l'employabilité. L'étude étend la littérature antérieure sur l'employabilité à une perspective personnelle avec les

effets des ressources personnelles à travers l'adaptation et la réussite personnelles menant à des recommandations de gestion des RH.

**Mots-clés :** Compétences professionnelles, Employabilité perçue, Réussite professionnelle, Jeunes Actifs, création d'emplois, Vietnam.

### ***6.3. Essai 3 : Facilitation de la création d'emplois par les employeurs et rôle de la création d'emplois dans l'amélioration de l'employabilité.***

Auteur : Ngoan Thi Dinh

Statut : en cours de révision pour la soumission de la revue

#### **Résumé**

Cette étude visait à explorer le rôle des managers dans la facilitation de la création d'emplois (tâches, relationnelles, cognitives) des jeunes professionnels dans le contexte vietnamien, du point de vue des managers et des jeunes professionnels. En outre, l'article vise à comprendre dans quelle mesure le job crafting contribue à l'amélioration de l'employabilité des jeunes professionnels. La recherche a utilisé une description qualitative avec 20 entretiens semi-structurés menés (10 managers et 10 jeunes professionnels (YP)). Le logiciel Nvivo a été utilisé pendant le processus d'analyse des données. Les résultats de l'étude ont été significatifs. Premièrement, la création d'emplois est la pratique courante non seulement dans les start-ups, les PME mais aussi dans les grandes entreprises au Vietnam, car elle contribue à améliorer l'employabilité des jeunes professionnels en termes d'employabilité externe et interne. Deuxièmement, la facilitation de la création d'emplois dépend beaucoup des styles de leadership et des décisions des managers. La facilitation de la création d'emplois n'est pas cohérente, même au sein d'une entreprise. Troisièmement, les managers et les jeunes professionnels rencontrent des difficultés dans la facilitation de la création d'emplois. L'étude étend la littérature précédente sur la création d'emplois, la facilitation de la création d'emplois et la manière dont elle contribue à améliorer l'employabilité des employés avec les points de vue combinés de tant au niveau individuel que managérial, les résultats ont des implications pratiques tant pour les jeunes professionnels que pour les

responsables RH. L'étude contribue au débat scientifique sur les antécédents de l'employabilité des jeunes professionnels en explorant le rôle de la création d'emplois et le rôle des managers dans la facilitation de la création d'emplois de leurs employés, améliorant ainsi l'employabilité perçue des jeunes employés.

**Mots clés :** *création d'emplois, jeunes professionnels, employabilité perçue, Vietnam.*