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Employability Market Orientation in Iran

Doctoral Dissertation
in the field of Management Sciences

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Abstract

In the current uncertain environment, organizations alter their human resource management system strategies to flexible ones. This policy changes the psychological contract's focus from a long-term to a short-term perspective and leads to change in the relationships between employees and employers. Employability is the proactive solution to prevent the side effects of implementing flexible human resource management on employees. As Iranian organizations tend to move towards implementing flexible human resource management, the following study evaluates the behavioral model of Employability Market Orientation (EMO) in employees in private and public organizations. This study aims to replicate the Polish research on EMO in different economic contexts and cultures and to carry out comparative analysis of Iranian and Polish study results. Retest this theory under different cultures and economic conditions gives more validity to the theory.

At the same time, the author's own contribution is to add new variables (Attribution style and Flexible Human Resource Management), and investigating the role of organizational determinants (independent and moderating variables). That is why in this study, individual and organizational factors that influence EMO were investigated based on two models. Model 1: The influence of organizational factors as independent variables on EMO, Model 2: The influence of individual factors on EMO with moderating role of organizational determinants. This research was conducted quantitatively using a questionnaire distributed among 320 employees of private and public organizations. Data analysis was performed by using Pearson correlation and structural equation modeling (SEM) with AMOS software.

The results of this study showed that EMO increases the employability of employees (public and private) but has no effect on the feeling of job insecurity. The relationship between flexible people management and the Employment Market Orientation has also been established. The main added value of this dissertation is that research on the Employability Market Orientation and its adaptation to cultural and economic conditions in Iran is done for the first time.

Keywords

Employability Market Orientation – Employability – Flexible Human Resource Management – Psychological Contract – Attribution style – Career Adapt-Ability Scale (CAAS) – Cognitive Flexibility – Job insecurity

The title of the thesis in Polish

Zatrudnieniowa Orientacja Rynkowa w Iranie

Abstract in Polish

W obecnym niepewnym środowisku organizacje zmieniają swoje strategie zarządzania zasobami ludzkimi na elastyczne. Polityka ta zmienia ukierunkowanie kontraktu psychologicznego z perspektywy długoterminowej na krótkoterminową i prowadzi do zmiany relacji między pracownikami a pracodawcami. Employability to proaktywne rozwiązanie zapobiegające skutkom ubocznym wdrażania elastycznego zarządzania zasobami ludzkimi na pracowników. Ponieważ organizacje irańskie dążą do wdrożenia elastycznego zarządzania zasobami ludzkimi, poniższe badanie ocenia behawioralny model Zatrudnieniowej Orientacji Rynkowej (ZOR ang. EMO) u pracowników w organizacjach prywatnych i publicznych. Niniejsze badanie ma na celu replikację polskich badań nad Zatrudnieniową Orientacją Rynkową w odmiennym kontekście ekonomicznym i kulturowym oraz przeprowadzenie analizy porównawczej wyników badań irańskich i polskich.

Jednocześnie wkładem własnym Autorki pracy jest rozszerzenie badań o dodatkowe zmienne indywidualne (styl atrybucji pracowników) oraz organizacyjne (elastyczne zarządzanie zasobami ludzkimi) oraz zbadanie roli determinant organizacyjnych jako zmiennych niezależnych i oprócz tego moderujących.

Dlatego w niniejszym badaniu indywidualne i organizacyjne czynniki wpływające na Zatrudnieniową Orientację Rynkową zostały zanalizowane w oparciu o dwa zaproponowane modele. Model 1: Wpływ czynników organizacyjnych jako zmiennych niezależnych na Zatrudnieniową Orientację Rynkową. Model 2: Wpływ poszczególnych czynników na Zatrudnieniową Orientację Rynkową z moderującą rolą determinant organizacyjnych.

Badanie zostało przeprowadzone ilościowo za pomocą ankiety rozesłanej wśród 320 pracowników organizacji prywatnych i publicznych. Analizę danych przeprowadzono przy użyciu korelacji Pearsona i modelowania równań strukturalnych (SEM) z wykorzystaniem oprogramowania AMOS.

Głównym rezultatem badania jest ustalenie, że Zatrudnieniowa Orientacja Rynkowa zwiększa zatrudnialność irańskich pracowników (publicznych i prywatnych), ale w przeciwieństwie do badań polskich nie ma wpływu na ich poczucie niepewności zatrudnienia. Wykazany został także związek między elastycznym zarządzaniem ludźmi

a Zatrudnieniową Orientacją Rynkową. Przeprowadzenie po raz pierwszy badań nad Zatrudnieniową Orientacją Rynkową i jej adaptacją do warunków kulturalnych i ekonomicznych w Iranie stanowi zasadniczą wartością dodaną niniejszej rozprawy.

Keywords in Polish

Zatrudnieniowa Orientacja Rynkowa – Zatrudnialność – Rynek pracy – Zatrudnialność – Elastyczność w zarządzaniu zasobami ludzkimi – Kontrakt psychologiczny – Styl atrybucji – Skala zdolności adaptacyjnych kariery (CAAS) – Elastyczność poznawcza – Niepewność pracy

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Introduction

In the recent evolution of the global economic structure and an uncertain market environment, organizations are looking for ways to gain a competitive advantage to survive. To overcome variable environmental conditions, managers should change their organizations' management patterns and create new principles where time frames for strategic decisions are shorter (Beltrán-Martín & Roca-Puig, 2013). Applying these strategies led to significant changes in modern organizations in careers, more flexible employment, and more employable labour markets (van Doorne-Huiskes et al., 2005). Therefore, organizations have moved on from traditional human resource management (HRM) procedures and implement flexible human resource management (FHRM). The flexibility of human resource management is a powerful strategy supporting organizations to cope with the unpredictable and competitive environment. Flexibility in human resource management helps organizations overcome market demand uncertainty, succeed in competitive advantage, and preserve business sustainability (Sabuhari et al., 2020).

However, implementing FHRM in organizations has some consequences for employees. FHRM uses strategies that may cause downsizing or 'planned elimination of positions or jobs' (Cascio, 1993, p. 95) and its effect on employer-employee relations that have moved towards a new transactional psychological contract. Previous research displays that employees' career life has changed, and the average employed time for one employer is becoming shorter, so the employee in this situation feels a sense of job insecurity and anxiety about professional development (Pawłowska, 2019). Continuing employees in this downsizing situation need to pick up new and more complex abilities to empower them to engage with changing jobs or unemployment. Therefore, employees need to adapt to new career changes.

Scholars introduced employability as a proactive adaptation strategy in the changeable, uncertain, and competitive modern economic structural environment (Heppner et al., 1994; Fugate & Ashforth, 2003; van Heijde & van der Heijden, 2006; Fugate & Kinicki, 2008; Xia et al., 2020). As we pass a traditional career phase, where employees are loyal to one or a few companies throughout the whole work-life, employability is offered as an alternative (Bernstrøm et al., 2019). In the current labour market, an employee prefers to consider employment security and remain in employment on the job market instead of securing their current jobs in the current company (Bernstrøm et al., 2019).

According to Forrier and Sels, "lifetime employability is often put forward as an alternative to lifetime employment with the same employer" (Forrier & Sels, 2003, p. 641). Prior researchers have suggested several models in employability skills, even though they have not been tested in different economics and cultures (Law & Watts, 1977; Hillage & Pollard, 1998; Bennett et al., 1999; Dacre Pool & Sewell, 2007). Employability Market Orientation (EMO) is a behaviour model in employability competencies presented by Pawłowska (2017) in Poland adapted to the flexibility of human resource management and short-term contracts.

Since Iranian organizations have to move towards flexible human resource management to survive in today's competitive environment, it is required to present a comprehensive model in employability competencies of employees that adapt to the flexibility of human resource management and short-term contracts. But can Employability Market Orientation (EMO) improve employability, and decrease the sense of job insecurity of the employees in Iran regardless of geographical boundaries, cultural and economic differences? The current study directly addresses this question. Furthermore, in this research, the relationship of individual and organizational determents with EMO will be investigated. As mentioned in the research gap section, prior academic research did not consider the effect of organizational factors on individual elements in relation to EMO. In this study, these factors are considered.

Therefore, this study aims to follow and replicate the Polish research on Employability Market Orientation (EMO) in different economic contexts and cultures. Retest this theory under different cultures and economic conditions gives more validity to the theory. This research is expanded by new variables with the justification of cultural and economic differences in flexibility of human resource management in Iran. The results of this research show that how Iranian workers adapt to the change in the relationship between the employee and the employer, i.e., what employee EMO level is, and what EMO depends on in Iran. Furthermore, the demographic, individual, and organizational determinants that improve the EMO level in Iranian workers are identified. Finally, this research carries out comparative analysis of Iranian and Polish study results.

For answering the questions, 340 questionnaires were distributed between employees in the Iranian public and private sectors to take into account the differences in the psychological relational and transactional contract in the Iranian organizations.

This study's conceptual framework is laid by Pawłowska model on Employability Market Orientation (EMO) in Poland. EMO is a behaviour model that improves

employee's employability competencies to predict and cope with uncertainty in the workplace. It shapes the employability and marketability of the employee to be a micro-entrepreneur in the labour market. It consists of skills related to Career Exploration (CE), Vocational Self-Concept Crystallisation (VSCC), Career Planning (CP), Career Strategy Implementation (CSI), and Future Time Perspective (FTP) (Pawłowska, 2019). These skills help an employee to do the appropriate reaction in the flexible human resource management and change in the psychological contract. In the current study, it is argued whether the EMO model helps Iranian employees to improve employability and feel less job insecurity or not.

Two theories and attribution style theory are taken into account and used as a theoretical framework for individual determinants in this study.

- Cognitive Flexibility (CF) mentioned the changing ability in the cognitive processing strategies to face new and unanticipated conditions environment (Cañas et al., 2003; Mehri & Bakhtiarpoor, 2016);
- Career adapt-ability theory – the individual's reactions to errands and challenges of professional development (Savickas, 1997; Savickas & Porfeli, 2012; Johnston et al., 2013);
- Attribution style's theory (how people make causal judgments in social interaction (Aquino et al., 2004).

Moreover, Hofstede's theory of cultural difference is used as an additional theoretical framework.

Prior study in Poland mentioned the model, which improves employees' employability capabilities to predict and cope with uncertainty in the Polish workplace. It seems that EMO also helps Iranian employees in public and private organizations to improve employability and cope with job insecurity. Furthermore, previous academic literature suggested the individual determinants on EMO and mentioned the relationship between indicators such as Cognitive Flexibility and Career Adapt-Ability scale, which influences EMO.

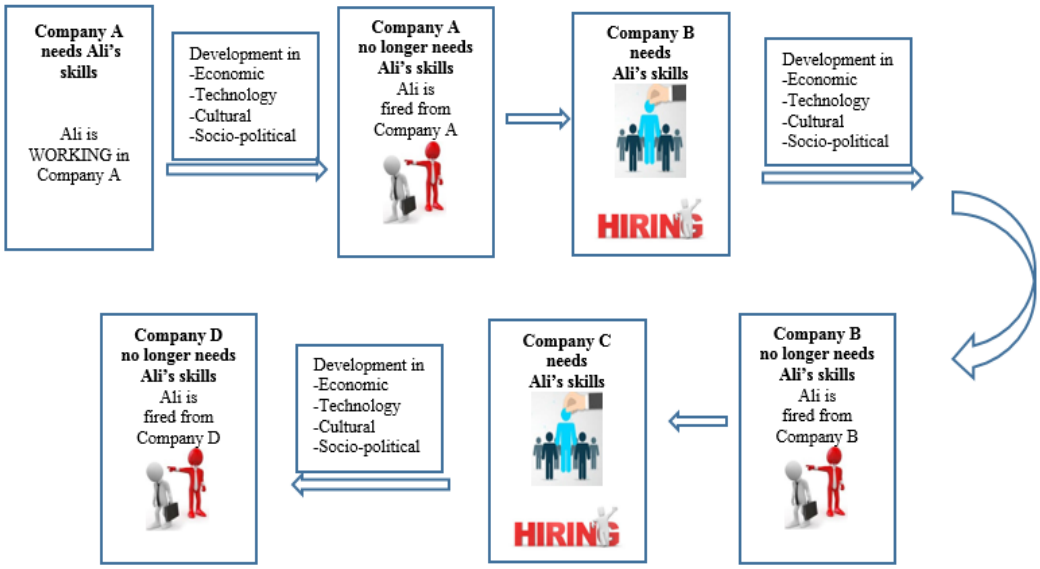
These suggestions are the basis for the research hypotheses of this study. Figure I-1 shows the research problem and the roll of EMO to solve it.

To the best of the author's knowledge, this is the first theoretical and empirical research investigating how the EMO acts in Iran. From a theoretical perspective, it allows a deeper understanding of the employability behaviour model and the influences of an individual and organizational factor on improving EMO in the

employees that their organizations move towards implementing flexible human resource management. Even though EMO research continues to grow, the practice is still ahead of the theory because it has a dynamic nature. Studies on EMO signify an important development for the field of human resource management and can have a significant impact on the future course of an individual's employability.

From a practical perspective, this study sought to help both employees and employers gain more insight regarding Employability Market Orientation in Iran. The employee adaptive behaviour approach of flexible human resource management is very beneficial due to the effective use of employee competencies in the labour market. Employee adaptive behaviour consists of building employability in this situation. This means that an employee may find employment at another company when they lose their job. According to Giddens (2004) and Pawłowska (2017), the global economy and request for flexible employees will result in an increasing number of "employees with the portfolio" (Pawłowska, 2017), people with an ability of skills and good recommendations from previous jobs, which they can use in their career life, performing several occupations and working in many organizations. The appearance of a portfolio career causes more flexible staffing options (Pate & Scullion, 2016). According to Pawłowska (2019), there are a number of various alternative aspects of work in which the employee can apply, such as a form of employment, way of work performance (i.e., remote job, crowd employment), duration of corporation between employee-employer (i.e., project work), and rules of cooperation (i.e., employee sharing, work on-demand via apps). Information from this study can help employers and employees understand the importance of employability skill development in the professional career and prevent occupational disorders in the workplace. Last but not least, at the macro level, nowadays, the whole world engaged in the Coronavirus pandemic, which affects everybody's career life and the EMO model helps the economy to support policymakers, employers, and employees to initiate effective policies, strategies, and methods turns threats into opportunities and avoiding the unfavorable phenomenon of unemployment.

Figure I-1. The employee's situation in the contemporary labour market from the perspective of the presented research (Ali is a presumed name)



Source: compiled on the basis of Pawłowska (2017)

This dissertation is organized as follows. The **first chapter** in eight subsections presents definitions and an overview of the extant literature on Flexible human resource management (FHRM), Psychological Contract, Employability, Job insecurity, Employability Market Orientation, Career Adapt-Ability Scale, Cognitive flexibility, Attribution style and Iranian and Polish socio-economics and culture – comparative analysis. The first section opens with the indication of the importance of flexibility in human resource management (FHRM) in organizations based on uncertainty and the competitiveness of the environment. The necessity of applying FHRM in Iranian organizations is also mentioned based on Iranian literature, predicting and analyzing the consequences of implementing FHRM on Iranian employees' behaviour. It is a determining factor that should be taken into account when designing the personnel function. Section two presents the Psychological Contract's definitions, types, and individual elements, showing its changes (from relational to transactional) in an employee's career life. Subsection three relates to the cause of feeling job insecurity in employees when they faced changes in strategies of management in human resources and changes in employee's contracts in the organizations. In this subsection, prior researches in Iranian literature was investigated. Subsection four is dedicated to the individual proactive activity concept to deal with organizational changes, which is named employability. Subsection five describes the employability competencies behavior models, especially Employability Market Orientation (EMO), and its dimensions. Subsection six is devoted to determinants of adapted abilities

indicators when individual career life is changed. With implementing FHRM in the organization, the employees encounter uncertainty in their jobs. It is expected that they react to these situations. The Career Adapt-Ability Scale (CAAS) indicates how individuals adapt to expectancies that they face in routine life and develop their relationships. Section seven describes Cognitive Flexibility that mentioned individuals' behaviors to deal with life changes, directly related to persons' capacity and capability. Both CAAS and Cognitive Flexibility show the adaptive indicators in individuals. Subsection six relates also to individual attribution styles, which focused on predicting the individual behaviors based on their characteristics. Eventually, in section seven, socio-economics and culture between two countries Iran and Poland were compared with each other.

The seven subsections of the first chapter describe the theoretical foundations and outline the study's scope, and section nine highlights the research gap of presented in doctoral thesis research.

The outlines of the research are described in the **second chapter**. In the first subsection, the research problem and the research questions are expressed. These research questions are based on a comprehensive review of prior studies. They lead to the development of research hypotheses presented in the second subsection of this chapter. The third subsection expresses the two conceptual models that illustrate the analyzed relationships. It is also about research method of analysis and explains why it is concerned as the most appropriate for the research problem In this subsection, research variables and a description of the study participants are presented. Subsection four describes the research sample. Subsection five is devoted to how data were collected. The last subsection of chapter two ends with an overview of the statistical analysis method applied in this study – correlations, regression analysis of variance, and AMOS structural evaluation model.

The **third chapter** describes and discusses empirical results in three sections. Descriptive statistics for the analyzed data are mentioned in the first section. In the second section, the research hypotheses testing are described. The obtained results are discussed in the third section of the chapter. Finally, the conclusions of this study, research suggestions and directions for future research, and limitations of the research are presented.

1. Overview of the extant literature on selected phenomena concerning contemporary human resource management, employee adaptation to new employment relations, Poland and Iran socio-economics and culture

This chapter presents the extended scope of academic literature on:

- Flexible human resource management (FHRM) and Psychological Contract as organizational determinants on employee's behavior in the contemporary labour market;
- Job insecurity and Employability (adaptive indicators) as the reaction of employees to changes on FHRM and the Psychological Contract in the contemporary labour market;
- Employability Market Orientation (EMO) model as a base of research studies presented in this dissertation;
- Cognitive Flexibility, Attribution style, Career Adapt-Ability Scale as a selected individual determinant on employee's behavior in the contemporary labour market;
- Comparative analysis of Iranian and Polish socio-economics and culture.

For the literature review, papers were selected from the web of science, Scopus database, science direct, and google scholar. The Iranian databases SID, MagIran, Noormags, are used to investigate Iranian-related research.

1.1. Flexible human resource management as a way to build a company competitive advantage

1.1.1. General perspective

The topic of flexibility was raised in the 1990s to empower organizations to recent changes in the competitive environment. Flexibility supports an organization to adapt to different and alternative demands from the environment (Snow & Snell, 1993; Wright & Boswell, 2002; Ngo & Loi, 2008). Flexibility is defined as the "golden triangle". Merging with the flexible labour market, a powerful social security net. It confirms 'protected mobility' and dynamic labour market policies, emphasizing improving employability through re-education and lifelong learning. (EMCO, 2006; Zhang & Rasiah, 2015).

Previous researches mentioned diverse scopes of organizational flexibility such as organizational structures, competitive strategies, production methods, and human resource management (HRM) (Atkinson, 1984; Michie & Sheehan-Quinn, 2001; Roca-Puig et al., 2005; Swan & Fox, 2009; de la Lastra et al., 2014).

The flexibility of human resources can be defined as the human resource management's ability to facilitate the ability of the organization to adapt effectively and react appropriately to changes in the internal and external environment (Milliman et al., 1991; Peiró et al., 2002).

Flexible human resource management (FHRM) empowers the organization to create innovative, valuable, exceptional, and incomparable resources (Barney et al., 2001; de la Lastra et al., 2014).

Wright and Snell in 1998 mentioned three dimensions for human resource (HR) flexibility in organizations:

- Employee skill flexibility;
- Employee behavior flexibility;
- HR practice flexibility.

Employee skill flexibility refers to using a number of potential substitutes that the abilities can be applied to.

Employee behaviour flexibility refers to the flexibility that concerns an employee's behaviour. The organization's flexibility depends on an employee's suitable behavioural responses to various situations. These behaviours contain sequences of behavioral actions expected by an employee.

HR practice flexibility means that they can be adapted and practical across a variety of conditions.

Flexible human resources could improve staff development with a comprehensive base of skills and behavioural repertoires essential to reply to various demands (Wright & Snell, 1998). Therefore, this increases the possibility of the substitute strategies produced within the organizations outside the official strategic planning process. It also involves changing a participative organization that empowers the firm to better display and respond to variations in the competitive environment. Although Wright and Snell did not mention employability directly, they emphasized the important role of the organization in an employee's development.

According to Pawłowska (2017), flexible management work is directly dependent on this relationship between the environment's features, the directions of competitiveness, the customer's needs, and the organization's offer.

Ekelund and Pluta (2012) acknowledged the model presented by Wright and Snell in 1998 that the process of the flexibility of human resource management points out to three related constituents.

The first one indicates the ability of the whole system and subsystems of human resource management, such as employment and selection, payment, assessment and training systems, etc., to answer the employment needs of the organisation. In addition, this constituent mentions the ability to adapt processes and implement them quickly. In HR management, the capacity to customize an offering based on the customer's needs plays an important role in developing competitive advantage for an enterprise (Pawłowska, 2017).

The second constituents of flexible human resource management involves type and level of the organization's human capital capabilities.

The third one consists of employees' cognitive-behavioral flexibility. For example, the range of behavioural characters that employees can adjust appropriately according to the various situation. They determine the adaptability, responsiveness and behavior required in a given situation and meet the employer's expectations (Ekelund & Pluta, 2012).

Furthermore, four dimensions of FHRM related to managing the flexibility of employees can be considered. These include functional, financial, quantitative and qualitative of FHRM (Juchnowicz & Wojtczuk-Turek, 2007, as cited in Pawłowska, 2017).

Functional aspect of FHRM refer to capable of performing various functions and tasks.

Financial aspect of FHRM means that employees accept fluctuations in their payment.

Quantitative aspect of FHRM helps to solve the problem of increased demand for labor in terms of productivity, which may be caused by the increase in demand for the company's current supply.

Qualitative aspect of FHRM leads to increased employment in new forms, such as short-term employment contracts, outsourcing, part-time employment, unusual jobs, work contracting, and on-call work telecommuting, homeworking (Strykowska, 2003; Pawłowska, 2017).

To solve the problem of growing demand of the customers organizations have two options: either train existing employees or dismiss them, and then the organization will recruit new employees with the necessary skills in the job market. Time is an important criterion here. Organizations may not have enough time to develop new skills (Strykowska, 2003). In addition, the cost of training existing labour can be so high that it is economically unprofitable and affects competitiveness. This is where the qualitative flexibility aspect of personnel management emerges, manifested in the organization's ability to update its employee competencies.

Studies on this have been done in the context of a variety of cultures. For instance Sekhar et al. (2018) studied the effect of FHRM and employability in 244 Indian IT companies to investigate the effect of work engagement on job performance in FHRM in one Sample Company. They mentioned that FHRM should be encouraged for the employee to enhance job performance. The authors cited previous research and redefined flexibility as the employees' freedom to choose their organizational entry and exit time, work timetables, and flexibility for job sharing daily. FHRM systems empower organizations, so companies have started to improve individual productivity. Improvement of an organization depends on how they can prepare a motivated and flexible workplace for its employees. FHRM is a strong indicator and is positively related to job performance and employee engagement. The authors suggested that an organization needs to reinvent its culture to adapt to FHRM. Employees who work in organizations with FHRM feel worthy, and the practice ultimately leads to better job performance through engagement.

Overall, it should be considered that FHRM strategies of companies with great potential in dealing with uncertain and volatile market conditions support their chances of survival in the market. More importantly, it enables the organization to provide job opportunities, although they may not always be the same and not for the same employees. Without this flexible approach, jobs and employer companies may disappear completely.

Scholars considered much attention to human resource management's flexibility from the organization's view, but for employees, how the employees react and adapt to this condition is less considered (Pawłowska, 2017). Neglecting employees' reactions when their rules change may increase conflict between employees and employers, increase personnel risk, and reduce the organization's efficiency (Pawłowska, 2017).

1.1.2. Flexible human resource management in Iranian literature

The need to create flexibility in the Iranian labour market was first raised in 2001 in a book published by Behkish (2001) entitled "Iran's Economic Exposed to Globalization." After that, many researchers attributed the lack of full implementation of flexible human resource management in Iranian organizations due to the Iranian labour law (Baratinia, 2002; Baseri, 2005; Ramezani, 2007; Matlabi & Askari, 2014).

Matlabi and Askari (2014), in a comparative study of flexibility elements in labour market laws in Iran, Japan, China, Indonesia, and Venezuela, compared labour laws in these five countries and concluded that Iranian labour laws were in contrast to the others,

which have only considered the employer's commitments without any responsibilities for workers to employers. The employer may not dismiss the worker unless the worker has violated his duties, and if the worker is dismissed for legal reasons, he should be paid one month of the full-service salary for each year of work experience. However, the worker can leave his/her freely without any compensation to the employer. The researchers of this study believe that the flexibility of the labour market and job security in Iran is far from the desired conditions and needs to review the labour law in Iran.

Reilly (2001) as cited by Arabi and Daneshparvar (2007), defined the types of flexibility patterns based on Table 1-1 and in their research examined the relationship between flexibility patterns (task flexibility, numerical flexibility, temporary flexibility, and financial flexibility), and they also discussed the relationship between the use of these models and the number of employees in companies. In their study, which was conducted among the top 100 companies in Iran, researchers used a simple random sampling method and Pearson-Tau Kendall B correlation analysis method, which achieved a relation between implementing a variety of flexible models and the number of employees in the organization. Furthermore, the increasing number of employees of companies has more relationships between flexibility patterns of task, numerical and financial flexibility. This study also showed a higher correlation between financial flexibility patterns and the number of employees in the organization. The researchers also compared flexibility models based on the willingness of Iranian organizations to implement them based on the Friedman test and concluded that Iranian organizations use the model of the task and numerical flexibility more. Overall, the researchers believe that there is a good pattern of flexibility for different organizations in each country. The implementation of a variety of flexibility patterns depends heavily on industrial relations, labor market laws, the vocational education system, and variables of labor markets in each country.

Table 1-1. The type of flexibility patterns in organizations

Type	Definition	Example
Task flexibility	Applying this model allows organizations to use their employees in different duties without considering the traditional organizational chart.	Existence of multi-skilled employees and existence of duties that require several different skills.
Numerical flexibility	Applying this model allows organizations to use different numbers of employees at different times depending on the needs of the organization.	Existence of temporary, Seasonal or unofficial staff and shift staff
Temporary flexibility	Applying this model allows organizations to make changes to employees' working hours.	Optional reduction of working time, Overtime, Variable time
Location flexibility	Applying this model allows organizations to use the services of employees outside the workplace.	Teleworking of employees, Remote work
Financial flexibility	Applying this model allows organizations to increase or decrease bills paid to employees based on company performance.	Profit sharing Different payment plans

Source: compiled on the basis of Arabi and Daneshparvar (2007)

Abasi et al. (2013) investigated the influence of flexibility of human resources in the entrepreneur's organization with the mediating role of adaptation of culture in 180 employees of the Iran Petroleum Industry Research Institute. Data analysis based on Structural Equation Modeling (SEM). The result of these researches showed that there is a positive relationship between an entrepreneur's organization and adaptation of culture. The authors showed that there is a relationship between behaviour flexibility, functional flexibility, and adaptation of culture, but in their research, they did not observe any relationship between skill flexibility and adaptation of culture.

Pourzare and Rahimi (2017) researched 100 companies in Iran. They wanted to investigate the relationship between dimensions of FHRM and promote competitive advantages by using Structural Equation Modeling – Partial Least Squares Method (SEM-PLS). They defined three dimensions for FHRM. Internal flexibility, behavioral flexibility, and relational flexibility. They displayed internal flexibility, and behavioral flexibility has a positive relationship with increasing competitive advantages. However, they did not find any proof of the relationship between behavioral flexibility and competitive advantages. Overall, FHRM had a direct positive effect on competitive advantage.

As mentioned, implementing flexibility of human resource management and the effects of FHRM on efficiencies of the organizations is necessary for Iranian organizations.

The public and Iranian private sectors are moving towards contractual, temporary, and flexible employment transition from permanent employment, and the traditional psychological contract between employees and employer changes to transactional one (Zahedi et al., 2010). However, there is a lack of research on employee-employer relations and change in the psychological contract in these conditions. The discussed topics are still new, and relevant Iranian research works are in their initial stages.

1.2. Contemporary employment relations – psychological contracts changes

1.2.1. General perspective

The Psychological Contract is one of the factors which is affected by the flexibility of human resource management. In the FHRM environment, the relationships between the employer and the employee have altered. The reciprocated expectations and commitment has been reformed on both sides (Pawłowska, 2019).

The nature of the psychological contract deals with the relationship between the employee and the employer.

For the first time, this concept was used by Argyris (1960) and based on the organization theory mentioned by Edgar Schein (Adamska, 2011).

The psychological contract is recognized as the mutual exchange connection between employers and employees (Rousseau, 1989; Chaoa et al., 2011). Currently, the research assumes the definition of Denise Rousseau and Martin Greller, according to which the psychological contract consists of the employees' ideas about the expectations of the employer and expected reactions of the employer to the behavior of employees (Rousseau, 2001; Wellin, 2010, p.43). The resulting "treatment expected by people and how they are actually treated can have a very significant impact on the way the job is done" (Makin et al., 2000, p. 12).

According to the suggestion of McInnis et al. (2009), a psychological contract is analyzed in terms of content (relational or transactional). The relational contract includes an attitude towards long-term employment and meeting mutual needs. The main values are loyalty and stability, and relationships are generally paternalistic. There is a para-economic exchange of benefits within a strictly defined scope of both parties' duties and tasks in the transaction contract between the employer and the employee. Figure 1-1

shows the change of the psychological contract between the employer and employee. As it shows, job security is one of the specifications of the relational psychological contract (Millward & Brewerton, 2000).

Figure 1-1. Change of the psychological contract between the employer and employee

Source: compiled on the basis of Pawłowska (2017)

Prior research showed that job insecurity's destructive effects are correlated to an undesirable change in the relational psychological contract (King, 2000; Pearce, 1998; Rousseau, 1995). Conversely, job security has no place in transactional psychological contracts, so employees feel insecure about their job. According to de Cuyper and de Witte (2007), there is a different standard between temporary and permanent employees in a good employment constitution because of the nonappearance of the contract type's direct effects on psychological consequences. Furthermore, temporary employees with transactional psychological contracts have more positive attitudes, and they also display more constructive behavior. Some researchers such as Delsen (1998), Forrier and Sels (2003) propose that temporary employees as compared to permanent ones may have accepted new psychological contracts to a larger extent; employees with temporary contracts take more responsibility in training cases, representative self-control and employability behavior. Their effort in training is mostly concentrated upon strengthening their position in the labour market, whereas permanent employees focus on personal development.

Similar results, McDonald and Makin (2000) showed that temporary employees with transactional contracts have more effort into career development. The temporary employees are involved in a high-quality relationship with their employer.

Van der Heijden et al. **(**2009**)** researched work experience and ages of employees and mentioned the differences in accepting changes in the psychological contract. They claimed that only middle-aged employees reacted to it when regular job changes occurred (internal or external)**.** Beginners want to stay at the job without changing it because they still have to construct their field of skill. However, for senior employees, the period spent in one job is not so noteworthy.

In recent experimental research by Pawłowska (2019) between 301 full-time and post-graduate students of the Warsaw University, the enthusiasm to change employers did not have any relation with EMO. Also, EMO was not activated by the transactional actions of the employer. However, EMO was related to individual predispositions, especially with Cognitive Flexibility (CF). The readiness to change employers has resulted in an increase in an employee's perception of the employer's transactional actions, the type of the employment contract, and his/her income.

According to Pawłowska (2019), employees who have adequate psychological predispositions or special external support behave as workpreneurs with EMO. Therefore, they can use full advantage of the chances offered by today's labour market.

1.2.2. Psychological contract in Iranian literature

Zahedi et al. (2010) defined a psychological contract as a set of beliefs about what employees and the organization offer and receive from each other. They mentioned that changing the traditional psychological contract to a new psychological one leads to threats to the employee's job security.

According to Habibi & Narimani (2018), there is a relationship between organizational trust, psychological contract, and job involvement. It means that mutual trust between employee and employer leads to a reinforced psychological contract with creating the desired feeling and improving job attitude in employees. Research results of Kafashpour et al. (2013) investigated a significant relationship between three variables: organizational trust, organizational commitment, and the psychological contract. The same result demonstrated by Mohammadi Mogaddam et al. (2014) that psychological contract has a significant impact on organizational commitment.

According to Mirmohammadi et al. (2018), work-oriented does not have a direct effect on employees' job attitudes. However, psychological contract as a mediating variable plays a role in the effect of work-oriented on job attitudes.

Little research has been done on this subject in Iran, so this important topic which plays an important role in individual career life, should be considered in future research.

1.3. The employee job insecurity as a result of transactional psychological contract in contemporary organizations

1.3.1. General perspective

For the first time, job insecurity was considered in the years 1950–1960. It mainly affected industrial workers, which were subject to business cycles and seasonal employment, which is similar to today's flexible human resource management. Today, job insecurity has become a permanent feature in the employer-employee relationship (Pawłowska, 2019).

The flexibility of human resource management raises unemployment and a widespread climate of job insecurity for employees. Insecurity is expected to be common in the context of downsizing in organizations or changes that decrease the number of jobs available (Heaney et al., 1994; Parker et al., 1997; Gowing et al., 1998; Sverke & Hellgren, 2002). The feelings of insecurity result from the change in working life refer to concern for the future being of their jobs (Sverke & Hellgren, 2002).

Job insecurity is mentioned as “perceived powerlessness to maintain desired continuity in a threatened job situation” (Greenhalgh & Rosenblatt, 1984, p. 438). On the other hand, an individual's “expectations about continuity in a job situation" (Davy et al., 1997, p. 323). Job insecurity states the employees' negative feedbacks to the changes regarding their jobs (Sverke & Hellgren, 2002).

According to the International Association for Applied Psychology in 2002, insecurity states the anticipation of the hectic occurrence that the nature and sustainability of one's job are supposed to be at risk. Sverke & Hellgren (2002) believed that the feeling of job insecurity could differ between individuals in the same situation; the individuals show different reactions to perceptions of jobs at risk.

Previous research mentioned that job insecurity perceptions could negatively affect employee attitudes but are necessary for organizational viability (Rosenblatt et al., 1999; Sverke & Hellgren, 2001, 2002). It also increases flexibility and activates highly mobile employees' behavior (Martin et al., 1998, as cited in Baranchenko et al., 2020). According to Kalleberg (2003), some employees are highly employable, and their skills are in high demand, so they have little trouble obtaining employment elsewhere. Moreover,

employees become more concerned about their employability in job insecurity (Baranchenko et al. 2020).

Hellgren et al. (1999) introduced two job insecurity types:

1. Quantitative job insecurity that an employee worries about losing the job.
2. Qualitative job insecurity, where an employee worries about losing some essential job traits.

According to Carless and Arnup (2011), employees who have social skills and extraversion abilities feel less insecure than non-sociable behaviors.

1.3.2. The employee job insecurity in Iranian literature

Iranian prior researches attributed the lack of full implementation of flexible human resource management in Iranian organizations to Iranian labour law, which has only considered the employer's commitments without any responsibilities for workers to employers (Baratinia, 2002; Baseri, 2005; Ramezani, 2007; Matlabi & Askari, 2014). In these circumstances, employees and workers do not have any fear of losing the job. However, employees use ways to circumvent the rules that can pose a serious risk of losing employees' jobs (Non-Standard Employment) (Hekmatnia & Zamanian, 2018).

Zahedi et al. (2010) mentioned that job insecurity has many negative consequences, such as endangering the health of employees mentally and physically.

So affects the performance of employees and eliminates things like satisfaction and affects organizational effectiveness.

According to Hekmatnia and Zamanian (2018), it is important to consider employability security instead of job security in the Iranian labour market. They mentioned the differences between job security and employability security as shown in Table 1-2.

Employability security assessment indicators based on Hekmatnia and Zamanian (2018) includes Objective Indicators and Subjective Indicators.

Objective Indicators:

- Behavioural indicators – the characteristics of the labour market: average length of employment, dismissal rate, and turnover rates in the economy;
- Contractual Indicators – measured by employment ratio to unstable contract such as employment rates in small enterprises, temporary employment;
- Governance Indicators include strict employment protection regulations, extent of employment security laws.

Subjective Indicators:

- Individual sense of job security – a person's feeling about the possibility of continuous employment. The sense of security relates to a wide range of labour market developments that includes the potential threat of losing a job.

Hekmatnia and Zamanian (2018) cited Stock's (2000) model "threat & powerlessness" that job insecurity is a problem for some employees. The basic elements of this model are:

- feeling of threatened job loss;
- feeling of being strong or weak to cope with job loss.

The importance of losing a job varies from person to person, and it depends on the flexibility of employees' skills and the consequences of unemployment for them. Personal judgments about his/her own ability to control the situation play a role in feeling of being strong or weak.

Following indicators have an important impact on the feeling of job insecurity

- the possibility of losing the current job;
- finding alternative job;
- value of the current job;
- expected value of new job or unemployment.

Table 1-2. Job security and Employability security

Job security	Employability security
Maintain current job	Continuous employment
Working with one employer	Working with two or more employer
Current employment approach	Prospective employment approach
Lack of flexibility in labour market	Working in flexibility of labour market

Source: compiled on the basis of Hekmatnia and Zamanian (2018)

Zahedi et al. (2010) looking for answers to the following questions in their research:

1. Does Employability concept has been proposed to deal with job insecurity in employment?

   In other words, it is an alternative to job security.
2. What are the organizational factors affecting the employability of employees in public organizations?

To answer these questions, they distributed survey between 450 employees in 12 organizations and examined the correlations between organizational factors and employability. The results of the research indicate that organizational factors: promotion,

relocation and transfer (FHRM), training, development and evaluation of performance have an effective relationship with the employability of employees. In other words, proper training and development, promotion, transfer and purposeful transfer and evaluation of correct and effective performance can be the knowledge, capability and expertise of employees, promote and strengthen the sense of employability security in them and this employability security can be a good alternative to job security.

The meta-analysis results of Iranian research about all variables that affect job security in 2001 to 2017 showed that employee empowerment is the most significant variable on job security (Hajizadeh Maymandi & Bonyad, 2020).

1.4. Employability as a feature of an employee in the modern labour market

1.4.1. General perspective

Employability is an essential requirement for employees that need to compete in a changing environment and labour market (Fugate et al., 2004; van der Heijde & van der Heijden, 2006; Nauta et al., 2009).

Previous literature mentioned that employability had been raised in the 1990s (Forrier & Sels, 2003; Nauta et al., 2009) but traces back approximately one century (Gazier, 1999; McQuaid & Lindsay, 2005; Nauta et al., 2009). The primary use of employability in publication returned to the 1950s–1960s, in which employability mentioned achieving full employment as a primarily economic purpose.

As the economic situation changed during the years, terms for employability were changed too (Forrier & Sels, 2003). Table 1-3 lists some of the definitions of employability expressed by researchers.

Table 1-3. Definitions of Employability

Author	Employability Definition
Sherer & Eadie, 1987, p. 16	"Skills which cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer"
Hillage & Pollard, 1998, p. 2	"Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required and, ideally, obtain suitable and fulfilling jobs"
Baruch, 2001, p. 545	"Enhance both their experience and specific knowledge in a way that will be appreciated by prospect future employers."

STRATA-ETAN Expert Group, 2002, p. 24	“Workers need not only to have learned a lot but also, have learned how to learn. This is the notion of "educability". They must have the capacity not only to adapt but also to be creative in rapidly changing work environments. This is the notion of "employability", or, even better, "sustainable employability”
Forrier & Sels, 2003, p. 642	“Employability points to the permanent possibility of employees gaining employment in the internal and external labour market”
Fugate et al., 2004, p. 16	“A form of work-specific active adaptability that enables workers to identify and realize career opportunities”
Fugate et al., 2004, p. 15	“An individual’s employability subsumes a host of person-centered constructs that combine synergistically to help workers effectively adapt to the myriad of work-related changes occurring in today’s economy”
McQuaid et al., 2005, p. 191	“Employability remains a contested concept in terms of its use in both theory and policy, and throughout the past century has been used as both a predominantly labour supply and a labour demand concept”
van der Heijde & van der Heijden, 2006, p. 453	“Continuous fulfilling, acquiring or creating work through the optimal use of one's competencies”
Yorke & Knight, 2006, p. 3	“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 benefit themselves, the workforce, the community and the economy”.
Dacre Pool & Sewell, 2007, p. 8	“Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.”
Rothwell & Arnold, 2007, p. 25	“As the individuals’ ability to keep the job one has, or to get the job one desires”
de Cuyper & de Witte, 2008, p. 95	“An individual’s chance of a job in the external labor market’’
Morcos, 2009, p. 38	“Preparing for future work changes in a personal, creative manner, in order to strive for the best possible job and career outcomes”
Vanhercke et al., 2014, p. 593	“The individual’s perception of his or her possibilities of obtaining and maintaining employment”.

Peeters et al., 2019, p. 81	"Three challenges are tied to employability: Job-related (specific and generic) competencies guarantee the present job, career-related competencies is important in view of potential other jobs in the near future and development-related competencies in view of shaping a long-term career".

Source: own elaboration

The three key elements that emerge from the definitions are: **individual abilities**, **educability**, and **adaptability**.

Workers with these characteristics empower organizations to confront an unstable environment. Changes in the organization's structure, technology, and job tasks require the employee to obtain new roles, adapt behavior, and gain new skills (Chan et al., 2000; Pulakos et al., 2000; Nauta et al., 2009).

According to Fugate et al. (2004), employability has three dimensions: career identity, human social capital, and personal adaptability that deliver the cognitive motivation and individual characteristics to affect adaptive behaviors at work.

Nauta et al. (2009) defined three perspectives for employability: Economic-social perspective, Individual perspective, Organizational perspective. Economic-social perspective implies the ability of diverse categories of workers to achieve and keep employment. It refers to how to recognize the unemployable and employable (McQuaid & Lindsay, 2005; Nauta et al., 2009). Individual perspective refers to career characteristics for instance adaptability (Fugate et al., 2004; Nauta et al., 2009), mobility (van Dam, 2005; Nauta et al., 2009), occupational skill (van der Heijde & van der Heijden, 2006; Nauta et al., 2009), occupation development (Sterns & Dorsett, 1994, Nauta et al., 2009), permanent learning and personal improvement (Hillage & Pollard, 1998; Rothwell & Arnold, 2007; Nauta et al., 2009). Organizational perspective defined employability in relation to the functional flexibility of organizations. Improved competition, internationalization, and technological changes are vital for reacting organizations to change the environment and improve the employee's employability via gaining extensive skills and tendency to change tasks freely (Guest, 1987; Nauta et al., 2009).

On the other hand, Rothwell (Rothwell et al., 2015, as cited in Vargas et al., 2018) considered four perspectives for employability:

1. The political perspective, which described the notion of employability in modern-day governments**,** reduces unemployment by promoting skills development in the labor market;

2. Educational perspective – mentioned graduates' gain to the labor market after increasing the numbers in the latest 20th century. So it highlights the role of employability in the syllabus of university students;
3. The human resource management perspective – considered employability strategies of employer-led to support individuals to maintain in their careers in the threat of increased job insecurity;
4. Individual perspective – emphasized each individual's capacity to find and keep a suitable job.

Carbery and Garavan (2005) defined two, internal and external employability.

1. Internal employability is mentioned as the ability of the employee to keep on employed with the current employer in the same or a different job;
2. External employability is the employee's ability to change a job to one in another organization. It concentrates on the values of the employee in the external labor market.

According to de Cuyper and de Witte (2007), employability is the most crucial element to employ in a transactional psychological contract successfully. Some scholars believe that employees who have the authority of high levels of employability can handle job insecurity, as they are more likely to observe that there are substitute opportunities accessible to them (Fugate et al., 2004).

1.4.2. Employability in Iranian literature

Few studies have been done on employability in Iran. Iranian literature on human resource management contains no detailed analysis or specification of employability skills.

Baseri (2005), mentioned the effect of globalization on the Iranian labour market and the need to create flexibility in the labour market. He expressed issues that prevent the implication of flexibility in the Iranian labour market, such as Iranian labour law. This law makes restrictions for the employer not to dismissing employees easily.

Tohidi et al. (2015) showed the factors affecting youth employability. They confirmed a significant difference between the necessary knowledge and employability scales and the province location of youth in Iran. For instance, youth who are living in developed or underdeveloped provinces show a different level of employability. Instead, there are significant factors in decreasing Iranian youth's employability, such as financial deprivation, work culture, educational system performance, and unpredictability macro-policy.

Most of the Iranian literature emphasized learning employability skills in universities and putting this topic in a student's curriculum. The studies conducted in the field of employability skills (according to Mag Iran, SID, Normags Iranian information databases) are as follows in Table 1-4.

Table 1-4. Employability skills in Iranian literature

Author	Date of published	Employability Skills studied	Methods	Results
Navidi & Mahmoudi Kahriz	2012	Basic skills, Core skills, Non-technical skills	Literature review	Key competencies skills facilitate employability in employment world.
Aghapour, Movahed Mohammadi, & Alambeigil	2015	Academic skills, Individual skills, and Business skills shape employability in individuals	Quantitative Questionnaire – 310 students of MA degree or Ph.D.	The contribution of these three skills in employability was not equal. Business skill was the most effective on the shaping of employability, and the academic skills were the less effect on individual employability.
Aliabadi, Khaiatii, & Movahedi	2016	Psychological empowerment components change the level of student employability. They defined Psychological empowerment components as a Feeling competency, Feeling Meaningful, Feeling Influence And a Feeling of trust	Quantitative Questionnaire – 375 university students Analysis with SPSS and AMOS	There is a significant difference in the comparison of psychological empowerment components in male and female students.
Sepahvand, Solgi, & Akbari Pashm	2015	The implementation of Career path planning on Employability	Quantitative Questionnaire – 200 Ph.D. students	The Career Path Planning has positive effects on Human capitals, Social capitals and Psychological capitals. These Career capitals influence on employability.
Darvishian, Taslimi, & Hakimzadeh	2019	Hard skills, Soft skills and Cognitive skills	Quantitative and Qualitative Analysis with fuzzy technique	Defined a model based on three skills group.

Source: own elaboration

1.5. Employability Market Orientation (EMO) as a new model of employee adaptive meta-competencies

Scholars have suggested several models in employability skills, even though they have not been compatible with different economics and cultures. Table 1-5 shows some employability skills models.

Employability Market Orientation is Poland's recently implemented behaviour model in the flexible human resource management situation. In organizations with flexible human resource management, the employee needs to change his/her approach in adaption to change the contract between employee-employer and change *relational* to *transactional* psychological contract (Pawłowska, 2017).

EMO is an adapting behaviour model that acts in line with Savickas's career construction theory. According to Savickas (2002, 2005), the notion of career adaptability was established from the career construction theory. This theory mentioned that career and adaption development must continually adapt to the social environment to accomplish person-environment integration and a successful career. This theory implied the process and consequences of individuals' efforts to encounter their own and others' expectations concerning significant working lives and careers (Bocciardi et al., 2017).

The notion of career adaptability states the "readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions" (Savickas, 1997, p. 254).

Career adaptability has been known as a psychosocial concept that reveals employees' resources for challenges careers that may influence their integration in their social environment (Savickas, 1997; Bajcar, 2006; Pawłowska, 2017).

However, career adaptability is not a stable trait and may be changed in different situations (Savickas & Porfeli, 2012; Pawłowska, 2017). Therefore, the continuity of this adaptive behavior is necessary for the employees.

Employability market orientation (EMO), a model for evaluating and helping employee adaptive behaviour in FHRM, was proposed by Anna Pawłowska in 2017 and examined in Poland.

In this model, these skills are defined (Pawłowska, 2017):

- Career Exploration;
- Vocational Self-Concept Crystallization;
- Career Planning;

- Career Strategy Implementation skills;
- Future Time Perspective;

Career Exploration (CE) skills refer to exploring self-exploration (one's skills) and environmental exploration:

- Self-exploration means gathering all the information to the progress of one's employment opportunities;
- Environmental exploration refers to collecting information and investigating various career opportunities for job offers and employers' needs in the labor market, leading to professional decisions easily.

Career Exploration skills should be considered a lifelong process to adapt to unpredictable, unplanned professional experiences such as job changes. In this regard, it can prevent job insecurity. "Career Exploration can be considered an analogous action in the professional functioning of the employee" (Pawłowska, 2017, p. 73).

According to Pawłowska (2017), cultural factors influence career exploration, especially on individualism and uncertain dimensions. Therefore, it is important to test this determinant in other cultures such as Iran.

Vocational Self-Concept Crystallisation (VSCC) mentions the degree of an individual's self-evaluation to modify attitudes, values, and needs to the vocational situation and job requirements. These skills give the better able to meet the uncertain world of work (Weng & McElroy, 2010, as cited in Pawłowska, 2017). According to Pawłowska (2017), VSCC contains all the competencies related to professional, proactive behaviours in environmental changes. VSCC skills give individuals the ability to be flexible against changeable person's employment.

Career Planning (CP) refers to having a view of career progress and planning professional development. Traditional career planning theories focused on employees recognizing a promotion path and attended to predict career development in the organization, but nowadays, CP is not a static action in the changing labour market. It supports individuals to build employability in their career life (Pawłowska, 2017).

Career Strategy Implementation skills refer to the dynamic ability that creates the conditions for making and maintaining the communication between the employee and potential employers. This ability is a proactive behaviour beyond job-search strategies, which make a professional relationship network in advance. In this regard, two types of Career Implementation Strategies were defined (Pawłowska, 2017):

- An intrapersonal strategy. The individual's centralization of self-development and self-improvement to build a portfolio of competences.
- An interpersonal strategy. Getting social support and networking supports to build employees career capital and ensures employability.

  With this skill, individuals can increase the opportunity to get a job when they need it.

Future Time Perspective determines the ability which predict employee's situation in the longer term on the future to professional development.

According to Pawłowska (2017), EMO raises individual competencies based on behavioural indicators to have the opportunity to change and develop activities and not based on permanent personality characteristics. EMO also helps to predict and appropriately adapting to the human resource management process in the organization. Pawłowska (2019) used the so-called "workpreneur" for employees with EMO.

Whereas Iranian organizations' approach is moving towards flexible human resource management, this model is based on this research to determine the Iranian employees' behaviour.

Table 1-5. Employability models

Author	Employability models
Law and Watts (1977)	DOTS: - Decision learning – decision making skills - Opportunity awareness (knowing what work opportunities exist and what their necessities are) - Transition learning (job searching, self-presenting skills) - Self-awareness (interests, abilities, values, etc.)
Hillage and Pollard (1998)	- Employability assets - Deployment - Presentation - Personal circumstances
Bennett et al. (1999)	- Disciplinary content knowledge - Disciplinary skills - Workplace awareness - Workplace experience - Generic skills
Knight and Yorke (2002)	USEM: - Understanding - Skills (subject-specific and generic) - Efficacy beliefs (and self-theories generally) - Metacognition (including reflection).
Dacre Pool and Sewell (2007)	CareerEDGE: - Career Development Learning - Experience (Work & Life) - Degree Subject Knowledge, Understanding, & Skills - Generic Skills - Emotional Intelligence
Pawłowska (2017)	EMO (Employability Market Orientation): - Career Exploration - Vocational Self-Concept Crystallization - Career Planning - Career Strategy Implementation skills - Future Time Perspective

Source: own elaboration

1.6. Selected individual determinants of Employability Market Orientation (EMO)

1.6.1. Cognitive flexibility of employee

1.6.1.1. General perspective

Cognitive flexibility is the human's ability to change herself/himself in the cognitive processing strategies to encounter new and unanticipated conditions in the environment (Cañas et al., 2003; Mehri & Bakhtiarpoor, 2016). This definition mentioned that behaviours to deal with life changes are different in individuals, and it is directly related to persons' capacity and capability. Therefore, it seems this ability helps individuals develop EMO.

Cognitive flexibility mentions the ability to consider issues simultaneously from varied perspectives and change ways of thinking while distinguishing and processing received information (Grattan & Eslinger, 1989; Martin & Rubin, 1995; Mehta & Dahl, 2019).

According to Dennis and Vander Wal (2010), if individuals are able to create alternative approaches for solving problems, they will be more identified as adaptive persons in facing difficult situations.

According to Pawłowska (2017), individual cognitive skills are reliable predictors of effectiveness, achievements, and career development.

Therefore, individual factors will be considered to build Employability Market Orientation in changing psychological contracts and implementing human resource management. It assumed that cognitive flexibility can affect the employees' behaviour in the new situation as one of the individual factors in this study.

The Cognitive Flexibility Inventory (CFI) is the tool used to measure cognitive flexibility by a brief self-report of persons to show the impact of their success in challenges and change maladaptive views with balanced and adaptive thinking (Dennis & Vander Wal, 2010).

Dennis & Vander Wal (2010) formed twenty items for measuring the CFI's of the individual.

CFI measures three traits of cognitive flexibility: the trends to perceive difficult conditions as controllable, the capability to recognize multiple substitute explanations for life events, the behaviour of humans, and the ability to create multiple alternative responses to complex conditions.

Gaisch, Preymann and Aichinger (2019), in their research based on the World Economic Forum, 2016, compared the 21st-century skills for an individual's perceived employability in 2015 and 2020. They mentioned ten individual' skills to arrange for appropriate employability consequences for the current labor market. Table 1-6 shows that cognitive flexibility and emotional intelligence skills were replaced by active listening and quality control in 2020.

Table 1-6. Differences of necessary skills for obtaining employability in 2015

21st-century skills in 2015	21st-century skills in 2020
1. Complex Problem Solving	1. Complex Problem Solving
2. Coordinating with Others	2. Coordinating with Others
3. People Management	3. People Management
4. Critical Thinking	4. Critical Thinking
5. Negotiation	5.Negotiation
6. Creativity	6. Creativity
7. Service Orientation	7. Service Orientation
8. Judgement and Decision Making	8. Judgement and Decision Making
9. Active Listening	9. Emotional Intelligence
10. Quality Control	10. Cognitive Flexibility

Source: World Economic Forum (2016, as cited in Gaisch et al. 2019)

In one of the latest research by Magrin et al. (2019), cognitive flexibility is mentioned as a resilience resource for employability in disabled people. In this research, resilience resources and soft skills display their efficiency in reducing the impact of perceived disability and amending perceived employability. However, two groups of 1) disabled students and 2) a non-disabled sample display differences in the resilience and employability resources. In the disable students, these resources are significantly lower, such as self-empowerment and soft skills. Furthermore, in the non-disabled students, the resilience (such as cognitive flexibility) and employability resources are positively correlated to perceived employability. In the disabled ones, this is really only for self-empowerment. This happens because of limited access to a set of resources in compares on to non-disabled participants.

Laureiro-Martínez and Brusoni (2018) defining cognitive flexibility "as the ability to match the type of cognitive processing with the type of problem at hand" they mentioned two types of cognitive processes:

- Cognitive process encountered with well-structured problems;
- Cognitive process encountered with ill-structured problems.

According to Laureiro-Martínez and Brusoni (2018), cognitive flexibility is the most relevant factor for responding to the demands of increasingly flexible and rapidly changing organizations. Therefore, it is important to know how employees act based on their cognitive flexibility in the labour market, how to gain job or how to behave in relations with the employer in changing organizational determinants. Psychological contracts give the ability to individuals to adapt to these new situations. These abilities give the knowledge to employees to know which behaviour for adapting and success in the labour markets are suitable and acceptable in face of various situations.

1.6.1.2. Cognitive flexibility in Iranian literature

In Iran, little scientific research has been done on cognitive flexibility in organizational and work environments.

In recent research by Rezaei Manesh et al. (2021), cognitive flexibility acts as the mediating role to effects of mindfulness in the work environment (innovative and creative work behaviors, relationship quality, and achievement at work). Their study showed that mindfulness has a positive and significant effect on cognitive flexibility, and cognitive flexibility positively affects the work environment. In this study, 192 people who work in Mellat Bank were selected as the sample size. The data were analyzed by the structural equation modeling method (SEM) and SmartPLS 3 software. This study showed that improving mindfulness by holding relevant training courses can affect employees' cognitive flexibility to solve and adapt to problems.

1.6.2. Attribution style of employee

1.6.2.1. General perspective

Attributional style is a notion that mentions how people make causal judgments in the situation of social interaction (Aquino et al., 2004). On the other hand, it is defined as how people show tendencies to attribute consequences in similar situations over time (Anderson et al., 1988; Aquino et al., 2004). Attributional style is considered as a personality trait (Martinko et al., 2011).

Attribution theory was first introduced by Heider (1958). He believed three basic things are impressive to perform a successful job: the intention, exertion, and personal ability (Chattopadhyay, 2007). Weiner (1986) mentioned the three dimensions of attribution: locus of causality, stability, and controllability (Table 1-7).

After Weiner, other researchers considered four dimensions, so they added globality to Weiner's dimensions. According to Weiner (1986), the main attribution model of motivation

and emotion emphasizes stability, locus, and controllability. In the research presented in the dissertation, three Attributional style dimensions (Locus of control, Stability, Controllability) as predictors of Employability Market Orientation were considered.

Table 1-7. Weiner's Dimensions of Causal Attribution

Locus of control	**Stability of causes**		**Controllability**
Internal	Ability	Effort	Ability to control the cause
External	Task Difficulty Effort	Luck	Self-oriented

Source: compiled on the basis of Weiner (1986)

Attribution styles are the stable orientation of attributing cause through a diversity of situations (Kent & Martinko, 1995; Martinko, 2018). Attribution styles are also considered as trait-like tendencies of persons to make specific types of attributions (Martinko, 2018).

Individuals' optimistic attributional style shows stable and internal attributions in explaining success, and in explaining failures, individuals make unstable and external attributions.

The term *locus of control* mentions perceiving internal or external reasons for outcomes (Harvey et al., 2006). The locus of causality states people in the face of a particular event. They consider themselves to be responsible for that event or another. This view has a direct impact on a person's behavior (Weiner, 1985).

When internal attribution happens, the individual perception reflects some person's specifications, for instance, effort or capability or taking responsibility for failures (Harvey & Liu, 2014). When the external attribution occurs, individual perception reflects some forms of blaming coworkers or something that happens by chance. Stability shows how to expect the possibility of cause's changes over time. According to Weiner (1972), *stability* dimension is mainly related to personnel selection. Internal and external attributions can be stable or unstable.

Controllability defines whether a person is supposed to control his or her own activities or not.

According to Anderson and Riger (1991), controllability provided predictive effects on causes of phenomena.

Scholars from conflicting backgrounds have proposed that attribution style and job search has a positive correlation. Kulik and Rowland (1986) showed that students with stable internal attribution improve their chances of getting a job.

Previous research showed that locus of control is connected with job satisfaction and other job-related behaviors (Judge & Bono, 2001). According to Petrovic et al. (2018), the locus of control has positive relationships with a proactive job search.

Ćurić Dražić et al. (2018) mentioned that internal locus of control leads to proactive behaviors and related to employability to securing a sustainable job. They defined that locus of control has positive relationships with employability.

Bargsted (2017) showed that locus of control was the main predictor of perceived employability chances. Her research proved that increasing beliefs about their own abilities and skills could improve individuals' perceived employability opportunities.

According to Kulik and Rowland's (1986) research, students with stable internal attribution develop their chances of success in getting the job. It shows that attribution styles are essential, especially in motivationally challenging professions (Corr & Gray, 1996).

Pawłowska (2019) mentioned that it is essential to know how employees interpret the occurring phenomena and cause of occurrences. "If employees perceive these phenomena as targeted against them and hostile, caused by bad intentions of the employer and others, then they may aim their behaviours at fighting and rebelling against them, and not at adapting and seeking adequate behaviours.".

Frequent failures, obstacles, and changes at the workplace can change the individuals' attributional styles and become rather unstable during long periods (Furnham et al., 1992). Therefore, it is important to know how employees react in changing labour markets by their attribution style.

Therefore, this factor considered as an individual determinant in this study to know the employee's way of attributing can shape their employability orientation market in this context.

1.6.2.2. Attribution style in Iranian literature

Meshbacki (1994) examined factors which affecting the understanding of behaviour by attribution style. This research emphasized that attribution style is necessary for predicting employee's behavior in the work place especially for evaluating the employees. This study mentioned that wrong analysis of the employee has unfavorable results for organizations and affects the effectiveness of the organization.

According to Saatchi (1997), the attribution style of employers and employees in organizations can lead to misunderstanding, pessimism, job satisfaction, leave the job, etc., or vice versa has a great role in creating an environment full of mutual understanding.

Therefore, it is important to consider attribution styles of employees in organizations.

1.6.3. Career Adapt-Ability Scale (CAAS) as an alternative model of employee adaptive meta-competencies

1.6.3.1. General perspective

One of the factors that seem to determine the ability of an individual to adapt to this kind of behaviour pattern is Career Adapt-Ability Scale (CAAS). Career adapt-ability is a psychosocial concept containing the properties an individual uses to react to errands and challenges of professional development (Savickas, 1997; Savickas & Porfeli, 2012; Johnston et al., 2013).

For the first time, Savickas (1997) mentioned career adapt-ability as an accomplishment of Super's (1957) theories of life span (Johnston et al., 2013). In 2005, Savickas's identified career construction theory. It expressed that individuals must adapt to expectancies that they face in routine life and develop their relationships (Savickas & Porfeli, 2012).

Career adapt-ability considered four dimensions (Savickas, 2002, 2005; Savickas et al., 2009):

1. Come to be concerned with individual's future role as a wage earner;
2. Rise individual control over the skilled activities;
3. Show curiosity in advance to make educational and professional choices;
4. Shape the suitable individual's confidence to affect career choices.

These dimensions express the required individual strategies in a different job's life (Savickas, 2005; Johnston et al., 2013).

Career adapt-ability has an important effect on consequences of the capabilities of career individual's life (Soresi et al., 2012; Johnston et al., 2013), self-confidence (van Vianen et al., 2012; Johnston et al., 2013), also work engagement (Rossier et al., 2012; Johnston et al., 2013). It helps persons in adjusting their behaviours to factual circumstances and interact with the environment. Previous research mentioned "self-regulation" (Ebberwein et al., 2004). According to Coetzee et al. (2015), there is a significant relationship between employability capacities and the career adaptability dimensions. Their empirical research between 196 of employees showed the importance of problem-solving, decision-making, and communication abilities in predicting a person's career adaptability level. They mentioned that lifelong learning abilities affect confidence, curiosity, and control of individuals' careers, signifying the responsibility, motivation, and effectiveness, respectively, in control, curiosity, and confidence dimensions. These skills help to be dynamically involved in vocational developmental

tasks to adapt proactively to unexpected requirements, which may arise from variations in the labour market. Many scientists have researched the construct validity of Savickas CAAS form in different countries (Savickas & Porfeli, 2012; Johnston et al., 2013; Maggiori et al., 2017). They confirmed Savickas CAAS score in different countries with various cultures.

McKenna et al. (2016) verified the Savickas CAAS questionnaire between 204 employees in Iran. The result of their research showed a highly reliable CAAS score. The researchers confirmed that CAAS–Iranian Form has good psychometric properties. It can predict significant employee career consequences.

Confirmatory factor analyses in this study indicates that the Iranian CAAS form can measure the dimensions (concern, control, curiosity, confidence) of employees' higher-order career adaptability. Furthermore, the f indings confirmed the positive relationship between the CAAS with career satisfaction and entrepreneurial purposes.

1.6.3.2. Career Adapt-Ability Scale (CAAS) in Iranian literature

To the best of the author's knowledge, based on the Iranian database, other than McKenna et al.'s (2016) research, there is not any Persian research on this topic up to now. More study is needed to identify these Iranian career adapt-ability characteristics.

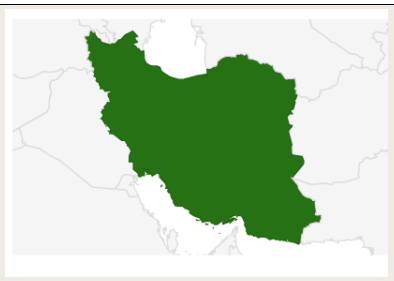
1.7. The Iranian and Polish socio-economics and culture. Comparative analysis

Scholars believe that it is essential to consider the influence of culture and socio-economics on conducting studies or comparisons in management theories (Berry et al., 2002; Ember, 2009; Almeida & Packard, 2018). Therefore, in this section, the socio-economics of Iran and Poland (based on the trading economics website, the Statistical Center of Iran) and different cultural dimensions (based on Hofstede dimensions) are investigated.

1.7.1. The Iranian and Polish socio-economics

Table 1-8 shows the population, geographical location, and number of men and women in Iran and Poland for initial acquaintance with these countries.

Table 1-8. Comparison of Iran and Poland (Geographic and population)

Country	 **Iran**	 **Poland**
Geographical location	West Asia	Central Europe
Land area	1,628,550 km^2 (628,786 sq. miles)	306,230 km^2 (118,236 sq. miles)
Population	83,992,949	37,846,611
The percentage of population in urban	75.5 %	60.2 %
Percentage of male population	50.7%	48.2%
Percentage of female population	49.3%	51.8%
Median age	32.0 years.	41.7 years.

Source: compiled on the basis of Worldometer (n.d.) and Countrymeters (n.d.)

Labour market conditions of each country are one of the most important and influential economic and social factors of societies that have a tangible and noticeable impact on the level of development and welfare (Statistical Center of Iran, n.d.). International Labour Organization (1999) introduced key labour market indicators, which provide a tool to control and evaluate most issues, related to labour market functions.

Key labour markets, which have available data in both Iran and Poland as follows.

Labour force participation rate: An economy's active workforce is measured by its labour force participation rate. This index shows the ratio of population to the working-age of the country (employed and unemployed) working in the labour market.

This index shows the relative size of the labour supply ready to produce goods or services and is calculated using the following formula:

$$\text{Labour force participation rate} = 100 * \frac{\text{Active population (working-age) 10 years and older (or 15 years and older)}}{\text{Population (working-age) 10 years and older (or 15 years and older)}}$$

Employment-to- population ratio: It is calculated by dividing the number of people employed by the total number of people of working age, which is used to measure the labour force and unemployment. It is calculated using the following formula:

$$\text{Employment-to-population ratio} = 100 * \frac{\text{Working population aged 10 and over (or aged 15 and over)}}{\text{Population (working-age) 10 years and older (or 15 years and older)}}$$

Unemployment rate: Unemployment is the most popular and certainly the most widely used labour market indicator in most countries. This rate is one of the main indicators. In the labour market, it shows a picture of the employment situation in the country and shows the part of the labour force that does not have a job and is actively looking for it. It is calculated using the following formula:

$$\text{Unemployment rate} = 100 * \frac{\text{Unemployment population}}{\text{Active population (working-age) 10 years and older (or 15 years and older)}}$$

Youth Unemployment: Addressing the issue of youth unemployment and the workforce in skills and competencies is one of the most important concerns of policy makers. This index is calculated using the following formula:

$$\text{Youth unemployment rate} = 100 * \frac{\text{Unemployment population (15-24 years old) or (15-29 years old)}}{\text{Active population (working-age) 10 years and older (or 15 years and older)}}$$

Active population *Long-term unemployment:* The long-term unemployment index focuses on the duration of unemployment. That means when a person is unemployed for a year or more, he or she quits in search of work. If the period of unemployment is prolonged, especially when the person is covered by unemployment insurance or similar benefits, it will have adverse effects, especially in the form of loss of income and reduction of job opportunities for job seekers. This index is calculated using the following formula:

$$\text{Long-term unemployment rate} = 100 * \frac{\text{Population of people who have been unemployed for a year or more}}{\text{Active population (working-age) 10 years and older (or 15 years and older)}}$$

Table 1-9 illustrates the differences between key labour markets indicators of Iran and Poland. Since Iran's reported statistics do not match in (https://tradingeconomics.com/, https://www.statista.com/, and https://www.worldbank.org/), in this study, the extracted statistics are based on the official reports of the Statistical Center of Iran (n.d.). As there is not any report about the item long-term unemployment in Iran based on Statistical Center of Iran, this item extracted from TRADING ECONOMICS (n.d.) which is written in red.

Table 1-9. Key labour markets indicators in Iran and Poland

Key labour markets indicator	Iran	Poland
Labour force participation rate	41.4	56.50
Employment-to-population ratio	37.77	69.40
Unemployment rate	8.8	5.90
Youth unemployment rate, 15-24 years	22.1	13.50
Long- term unemployment	9.4	0.90

Source: compiled on the basis of Statistical Center of Iran (n.d.) and TRADING ECONOMICS (n.d.)

O'Neill (Statista.com, 1 July 2021) believed that the Iranian economy has been in recession, which has exacerbated the difficulty of meeting the labour needs of its residents. In times of economic downturn, it is often more difficult to create jobs and introduce people to the labour force. According to him, this problem back to depend on Iran's economic activity to a large extent on oil revenues, so it reduces the stability of the economy and employment (Statista.com, 1 July 2021).

1.7.2. The Iranian and Polish culture based on Hofstede cross-cultural theory

A country's culture has long been considered as a potential key environmental characteristic of systemic behavior differences (Baumgartner & Steenkamp, 2001). Cultural norms and beliefs influence people's perceptions, dispositions, and behaviors (Markus & Kitayama, 1991; Baumgartner & Steenkamp, 2001). Since EMO presents a labour market employability behavioural model, this section investigates the cultural differences between Iran and Poland based on Hofstede's theory. Hofstede (1980) described culture as “the collective programming of the mind distinguishing the members of one group or category of people from others”.

He defined six dimensions of national culture. The cultural dimensions show the independent distinction for the phenomenon that differentiates countries from each other. The dimensions are:

Power Distance Index (PDI) showed the degree of the less powerful citizens of a country who agree and believe that power is distributed unequally. It means that how a country handles *inequalities between people*.

Power Distance Index (PDI) in Iran compared with Poland: The score of Iran is 58, and the score of Poland is 68, so both of these countries have a hierarchical society. However, Poland is more hierarchical. Hierarchical order means that everyone has a place and rejects excuses. Hierarchy is defined in an organization as reflecting inherent dissimilarities, so centralization is common, subordinates are supposed to be told what to do, and the perfect manager is a generous dictator.

Individualism (IDV) versus Collectivism expressed individuals that have an inclination only to take care of themselves and their close families. However, Collectivism signifies individuals that consider themselves as one in a group to look after each other.

Individualism (IDV) versus Collectivism in Iran compared with Poland: As it is mentioned in figure 1-2, Iran has a score of 41 compared with Poland's 60, so it means that Iran has a more collectivistic society than Poland. In collectivistic societies, the fault leads to embarrassment and loss of face, the employer/employee relationships are observed in ethical terms (similar to a family link), engagement and promotion decisions, considering the employee's in the group and manager are considered as the boss of the group. So in this society, the employee expects the employer to ensure job security. The employee gives up his/her interests for the benefit of the others. The employee does not monitor his/her professional situation. The employee believes that the employer manages all the issues. On the other hand, Poland has a score of 60, so it is an individualist society. In individualist societies, fault causes guilt and a loss of self-esteem, the employer/employee relationship is a type of contract, based on reciprocal advantage that hiring and promotion decisions are assumed to be based on value only and the manager is the boss of individuals.

Masculinity versus Femininity (MAS) describes the extent to which society values traditional male characteristics, such as tenacity and self-confidence in public life.

In Masculine society, the tendency of society for success, assertiveness, heroism, and material prizes for success is rewarded. This society is more competitive.

Femininity believes in teamwork, modesty, and care for the quality of life. This society is more consensus-oriented.

Masculinity versus Femininity (MAS) in Iran compared with Poland: The score of Iran is 43 and Poland is 64, so Iran is considered as a Feminine society and Poland as a Masculine society. In a Feminine society, the focus is on “working to live”. Bosses have tendency toward consensus, people value equality, commonality, and quality in their working places. Conflicts are fixed by cooperation and negotiation. Motivations such as free time and flexibility are favoured. The focus is on well-being; position is not cared about. In Masculine countries such as Poland, people “live to work”, the emphasis is put on competition and performance, and conflicts are set on by fighting them out.

Uncertainty Avoidance dimension (UAI) showed how much the citizens of a country feel uncomfortable with uncertainty. It means how a country deals with that the future can never be known: can we control the future or just let it happen?

Uncertainty Avoidance dimension (UAI) in Iran compared with Poland: Iran got 59, and Poland 93, so both of these countries have a high trend for avoiding uncertainty. However, avoidance of uncertainty in Poland is higher than in Iran. The countries, which show high uncertainty avoidance, maintain firm codes of faith and behaviour, and are biased of unorthodox behaviour and ideas. In these cultures, there is a passionate need for rules (however, the rules never give the impression to work), the time mentioned as money, people have an internal desire to be busy and work hard, accuracy and regularity are the norms, maybe there is resistance to innovation. Security is a significant part of an individual's motivation.

Long-term orientation versus short-term normative orientation (LTO) mentioned the societies that link their own past with the experiments of the present and the future.

Long-term orientation versus short-term normative orientation (LTO) in Iran compared with Poland: The score of Iran is 14 and the score of Poland is 38.

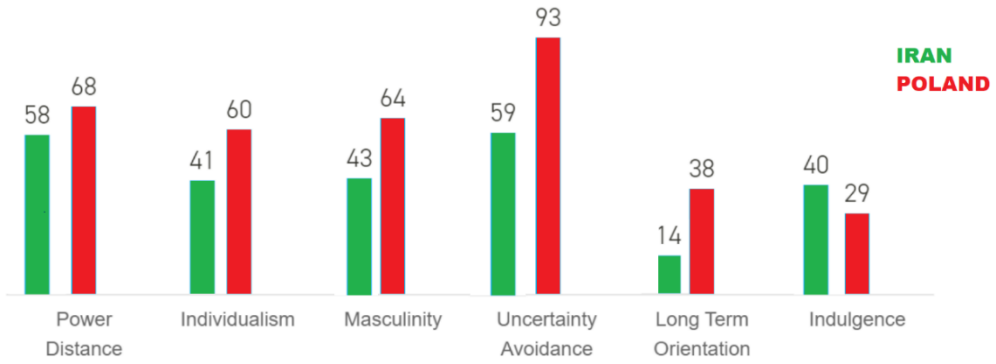
Both of these countries have short-term normative orientation. It shows that it has a powerfully normative cultural orientation. People in these societies have a strong concern with establishing the complete Truth; they are normative in their thinking. They display great respect for traditions, a relatively small tendency to save for the future, and a focus on attaining quick results.

Indulgence versus restraint (IND). Indulgence mentioned a society that is let be satisfied with enjoying life and having fun. Restraint mentioned a society that has overpowers to regulate and strict social rules.

Indulgence versus restraint (IND) in Iran compared with Poland: The score of 40 for Iran and 29 for Poland show that Iran and Poland have restraint culture. In addition,

have a tendency to be cynical and pessimistic. In compare to Indulgent societies, restrained societies do not much highlight on leisure time and control the delight of their desires (Hofstede, 1984). Figure 1-2 illustrates the differences of Iran and Poland‘s culture.

Figure 1-2. Comparing Iran and Poland based on Hofstede Dimensions



Source: Hofstede Insights (n.d.)

According to Hofstede (1980) the Individualism versus Collectivism (IDV) dimension is too important to consider in comparative studies of Asian and Western nations. Prior studies show that Asians are collectivistic more than Westerners are (Power, Schoenherr & Samson, 2010). It is expected that this dimension plays a significant role in the result of this study.

1.8. Research gap

A comprehensive study on previous research and literature reviews, despite the importance of the issue, shows some important research gaps that this study purposes address:

1. EMO model is a new concept as a pattern of adaptive behaviour to new relationships with the employer that assessing and helping the adaptive employee behaviour in FHRM. It was only investigated at Polish employees, so this theory should be replicated and validated for the other cultures. As Hofstede (1993) stated: "The validity of a theory is limited by national boundaries". So, it would be interesting to examine this model in Iran.

Nowadays, the approach of Iranian organizations toward employees has changed and they tend to implement flexible human resource management. Prior employability competencies models did not consider the role of the flexibility of human resource management.

So, it is important to retest EMO model to considering employees' behavior in this new situation and considering the role of culture in it.

2. In similar previous research in Poland, the attribution style of employees was not considered. However, in this study, the relationship of employees' attribution style will be measured as an individual factor.

Since frequent failures, obstacles, and changes at the workplace can influence individuals' attribution styles and affects employee's employment stability (Furnham et al., 1992), it is important to know how employees react in changing labour markets by their attribution style.

According to Kulik and Rowland's (1986) research, students with stable internal attribution develop their chances of success in getting the job. It shows that attribution styles are essential, especially in motivationally challenging professions (Corr & Gray, 1996). So when the study wants to know about the behaviour reaction of employees in losing their job or changing it, the role of employees' attribution style becomes more colourful.

Scholars mentioned that attribution styles are essential, especially in motivationally challenging professions (Corr & Gray, 1996). So it is necessary to study this factor as an individual determinant in the uncertain environment of organizations. It might be important to question if an employee's way of attributing can be shaped their employability orientation market in this context.

Pawłowska (2019) suggested that further research could focus on attribution styles in EMO contexts to know how employees interpret the occurring phenomena and cause of occurrences. Therefore, this factor is considered in this study.

3. This study considers the relationship of Managerial Position as organizational determinant, and also Marital Status of the employees with EMO in order to learn more about the characteristics of employees and their sociodemographic variables. These variables help scholars to know the characteristics of employees who show Employability Market Orientation in the labour market.

Table 1-10 demonstrates the differences of prior research in Poland and current study in Iran.

4. The EMO model is designed with the default FHRM in organizations, but the question arises that does this model work in organizations which want to implement FHRM in their mission?

In this study, the relationship between FHRM as organizational factors in both independent variable and moderating ones will be considered to investigate the role of organizational determinants on employee's employability behavior. The result helps the

Iranian organizations identify the related factors and how they act to promote EMO in employees.

5. Comparing the result of this study in two countries, Iran and Poland (including economic & cultural differences), in the EMO model. Hofstede (1984) mentioned the differences between countries, and it could be worth considering the cross-cultural investigation of EMO between these two countries.

Table 1-10. The comparison between Iranian and Polish research on the individual and organizational determinants

Iranian research	Polish research
Considering **Attribution style** as an individual factor	Considering **Professional Flexibility** as an individual factors
Considering **FHRM as independent** organizational factor	Considering **Boundaryless Career** as an individual factors
Considering **FHRM as moderating role** of individual factors	
Considering **Psychological Contract as moderating** role of individual factors	
Measuring the relationship of **Managerial Position with EMO**	
Measuring the relationship of **Marital Status with EMO**	

Source: own elaboration

2. Research overview

2.1. Research problems

Today, organizations' attitudes toward human resources have changed. They tend to hire and retain qualified, skilled employees and entrepreneurs who are able to adapt to environmental conditions. Therefore, organizations have shifted to using flexible human resource management strategies. Implementing FHRM leads to changes in the psychological contract from rational to transactional, which affects employees' expectations of organizations and causes harmful effects for employees in organizations (Stone, Hager & Griffin, 2001). Changing psychological contracts from long-term employment to short-term leads to a negative attitude in employees and decreases organizational commitments and organizational trust and job security (Smithson & Lewis, 2000; Stone, Hager & Griffin, 2001; Pate et al., 2003). Moreover, it caused increased tension between employees and employers, employee dissatisfaction, workplace violation, and tendency to leave the job (Pate et al., 2003; Pawłowska, 2017).

Considering these problems, scholars addressed issues of changing job insecurity in employees' employability (Chan et al., 2000; Pulakos et al., 2000; Nauta et al., 2009). The essential factor in employing in a transactional psychological contract is employability (de Cuyper and de Witte, 2007). Employability refers to developing skills and the ability to adapt (Fugate & Ashforth, 2003).

While several models in employability skills have been proposed, they have not yet been tested in different cultures and economies (Law & Watts, 1977; Hillage & Pollard, 1998; Bennett et al., 1999; Dacre Pool & Sewell, 2007; Pawłowska, 2017). Employability Market Orientation (EMO) is one of these models that focus on employee's behaviour in acquiring employability competencies in the flexibility of human resource management and short-term contracts, which was presented and tested by Pawłowska (2017) in Poland.

In this study, the previous research in Employability Market Orientation will be repeated for Iranian organizations due to their flexible human resource management approaches to survive in today's competitive environment. The important question that should be answered is: Does Employability Market Orientation (EMO) improved employees' employability, and decreased the employees' job insecurity in Iran regardless of cultural and economic differences. Furthermore, it is worth noting which factors from the dimension of individual or organizational determinants increase or decrease the

Iranian employees' EMO. Furthermore, the demographic, individual, and organizational factors that develop the Iranian employees' EMO are identified. Knowing the effect of these factors is significant from the practical perspective. Finally, the results of this study compare with the prior research carried out in Poland and investigates the role of culture in EMO.

The main research goals of this study are to investigate:

1. How Iranian employees adapt to the flexibility of human resource management and changes in the relationship between the employee and the employer, based on EMO model and what employees' EMO depends on;
2. Identifying the factors that influence Iranian workers' EMO levels (demographic, individual, and organizational factors);
3. Comparison of Iranian and Polish research results;
4. Presentation of the results with additional variables not included in the Polish study (Flexible human resource management as organizational determinants and Attribution style as an individual one).

The main research goal requires specific questions to be answered:

1. Do employees who exhibit EMO have better rates of Employability?
2. Do employees who exhibit EMO feel a low level of Job insecurity?
3. Do employees who exhibit EMO have special socio-demographic and employment related characteristics: age/gender/education/marital status/type of contract/work experience/management position/the number of jobs to now/employment time in current job/planning for working in the current job?
4. Do employees with EMO have individual psychological features?
    - 4.1. Do employees with EMO have special Cognitive Flexibility level?
    - 4.2. Do employees with EMO have a special Attribution style?
        - 4.2.1. Which dimensions of Attribution style (Locus of control, Stability and Controllability) have relationship with EMO?
    - 4.3. Do employees with EMO have a special career adapt ability level?
5. Do organizational factors influence employees EMO level?
    - 5.1. Do employees with EMO work in specific organizations? (private vs. public)
    - 5.2. Does the level of EMO depend on the Psychological Contract in which they work? (relational vs. transactional)
    - 5.3. Do employees with EMO work in organizations with FHRM?

5.4. Do organizations with FHRM impact employee's individual determinants to improve EMO?

5.5. Do organizations with transactional contract impact employee's individual determinants to improve EMO?

6. What are the differences and similarities comparing Polish and Iranian research studies?

2.2. Research hypotheses and models

In this section, appropriate hypotheses are assigned based on questions and research goals.

EMO is a behaviour model that is assumed to help improve adaptation in employees in front of changing the organization's approach in the flexibility of human resource management and changing the relationship of the employees and employers.

Prior similar research in Poland showed that polish employees who exhibit EMO show employability (Pawłowska, 2017). It is assumed that EMO show employability in Iranian employees. However, according to Shi and Wang (2011) cited Hofstede (2001), there is enormous cultural diversity among employees from different countries and regions. Gerber (2009) suggested that further research should study the specific impact of cultural and economic background on career guidance (differences) in more detail. So, it is worthwhile to test EMO in the other culture (Iran) between employees to know the relationship between employee's EMO behaviour and employability.

In addition, one of the consequences of implementing flexible human resource management and changing psychological contract, which is made the changing in the relationship between the employees and employers, is feeling job insecurity (Dixon et al., 2018). Perceived job insecurity pertains to employees' feelings of uncertainty about their future (de Witte, 1999; Sverke & Hellgren, 2002; de Witte & Näswall, 2003). Therefore, employment uncertainty limits the ability to plan ahead (Morcos, 2009). Accordingly, research suggests that perceived threats to the existence and future of a job may be as harmful as job loss itself (Morcos, 2009). According to Sverke et al. (2006), job insecurity is separated from job loss. It indicates that feeling insecure about one's job does not always imply a job loss, fearing a loss of employment and fearing of losing positive economic and social benefits related to work (Dixon et al., 2018).

According to Barker (1999), job insecurity has a relationship with personal outcomes. So, in this study, the relationship of employees' behavior acts based on Employability Market Orientation will be measured with feeling job insecurity. It is

expected that improving EMO shows less job insecurity. Furthermore, Villanueva (2005) mentioned that the more job insecurity and uncertainty being present, the more important it is to provide employability. By investigating prior research, controversial approaches are observed in relation between job insecurity and employability. Three groups are identified in this regard.

Group I: A high level of individuals' employability leads to feeling less job insecurity (Berntson & Marklund, 2007; De Cuyper et al, 2008; Pawłowska, 2017) or lower preference for job security (Bernstrøm et al., 2019).

Group II: The higher the business uncertainty and job insecurity, the higher the productivity achievements due to the increase of employability. (Villanueva, 2005; Arocena et al., 2007).

Group III: With regard to career expectations of employees, employability has never been related to job security **(**Morcos, 2009).

According to Pawłowska's (2017) model, the state of adaptation of EMO is attained by the employees who feel a low level of job insecurity and have high employability. In other words, applying Employability Market Orientation is related to the norm of adaptation to the changing labour market. So, it is expected that employees with low job insecurity and high employability have achieved an adaption point.

Therefore, to answer **questions 1** and **2**, the following hypotheses were proposed:

H1: There is a positive relationship between EMO and Employability.

H2: There is a negative relationship between EMO and Job insecurity.

Demographic factors such as age, gender, educational level, marital status, and type of contract, work experience, management position, and the number of jobs up to now, employment time in current job, planning for working in current job are also assumed to be related to the attitudes and behaviors of workers. The personal consequences of workers' attitudes and behaviors are believed to affect people and their value to the company and the economy as a whole.

Research shows that some demographic variables can also affect employability and job insecurity. Prior research shows that there is a relationship between age and employability, age, gender; and job insecurity (Dooley et al., 1987; Moris, 2006). Roskies and Louis-Guerin (1990) believed that educational level has relationships with job insecurity.

Some studies that focus on how gender affects perceptions of job insecurity found that men tend to report higher levels of job insecurity (e.g., Kinnunen et al., 1999; Rosenblatt et al., 1999). Similar research in Poland showed that education and gender

have a relationship with EMO. However, these relationships are not salient (Pawłowska, 2019). In line with Pawłowska's research, in this study, the relationship of demographic factors is considered. Furthermore, the marital status and the employee's managerial position in the workplace are investigated too. According to László et al. (2010), marriage can be considered as an important mediator of job insecurity because it provides additional protection for the couple's second income. It is expected that marital status has a positive relationship with the employability's behavior (to gain income), and employees' managerial position has a negative relation with EMO. This inspiration for testing the managerial position in the workplace back to Soehnlein (1998), who believed that many lower-level managers do not have the new capabilities (knowledge, skills, and abilities) needed to operate in this new environment.

Therefore, to answer **question 3**, the following hypotheses were proposed:

H3: There is a relationship between socio-demographic variables and EMO.

H3a: There is a relationship between age and EMO.

H3b: There is a relationship between gender and EMO.

H3c: There is a relationship between employee's marital status and EMO.

H3d: There is a relationship between employee's education level and EMO.

H3e: There is a relationship between employee's managerial position (executive manager) in the workplace and EMO.

H3f: There is a relationship between employee's type of contract (permanent vs temporary) and EMO.

H3g: There is a relationship between work experience and EMO.

H3i: There is a relationship between the employment time in current company and EMO.

H3j: There is a relationship between the number of jobs and EMO.

H3k: There is a relationship between planning for working in the current job and EMO.

Based on social-cognitive theory, individual differences in behavior patterns in different situations reflect possible personal variables such as the coding or interpretation of the experiences of individuals, as well as their expectations, values, goals, and self-regulation strategies (Mischel, 1973, 1990; Shoda et al., 1994). Since EMO is a behavioural pattern, so the individual traits that improve EMO should be considered.

In this study, cognitive flexibility, Career Adapt-Ability Scale, and attribution style are considered as individual determinants.

Cognitive flexibility is one of the factors that determine the individual's ability to adapt to environmental change. Scholars expressed the importance of characteristics of the cognitive structure in the occupational adaptation process (Wieczorkowska & Burnstein, 2001; Pawłowska, 2017) and the strongest predictors of effectiveness, achievement, and career development (Ng & Feldman, 2010).

According to Pawłowska (2019): "What is crucial for Employability Market Orientation is whether an individual can perceive, accept and organize actions, including multiple alternative scenarios of action." So, this study, the same as Pawłowska's research, focuses on those aspects of the functioning of an individual which are relevant for the individual's ability to can potentially be shaped by training people to develop EMO.

Cognitive Flexibility has two dimensions: cognitive alternatives and cognitive control. It is expected that an individual's ability to interpret, analyse, and generate alternative behaviours with a sense of cognitive control makes EMO behaviours easier to attain.

Prior similar research in Poland confirmed that cognitive alternatives and cognitive control have a positive relationship with EMO. So, it is expected that these individual factors have positive relations in Iranian EMO.

Therefore, to answer **questions 4** and **4.1**, the following hypotheses were proposed:

H4: There is a relationship between Cognitive Flexibility and EMO.

H4a: There is a relationship between cognitive control and EMO.

H4b: There is a relationship between cognitive alternatives and EMO.

Attribution style is one of the individual traits that express how individuals interpret and investigate the occurring phenomena. Implementing FHRM and changing psychological contract in the organizations may seem hostile to them if they interpret that these changes are directed at themselves and hostile, they will consider their employer to be an enemy that has fired them, and they will also believe that the labour market is against them and does not support them. So, they resist these changes instead of adapting and seeking appropriate behaviors. However, it is important for individuals to see their opportunities in the changeable environment and new circumstances (Pawłowska, 2019).

Scholars have proposed that attribution style and job search have a positive correlation (Kulik & Rowland, 1986). According to Weiner (1985), attribution style has three dimensions. Locus of control, stability, and controllability.

The locus of control indicates people in the face of a particular event. They consider themselves to be responsible for that event or another. A person's behavior is directly affected by this view (Weiner, 1972). Prior research showed that the *locus of control* has

positive relationships with a proactive job search (Ćurić Dražić et al., 2009) and job satisfaction or other job-related behaviors (Judge & Bono, 2001). According to Ćurić Dražić et al. (2018), internal locus of control leads to proactive behaviors and related to employability to securing a sustainable job. They confirmed that locus of control has positive relationships with employability. Bargsted (2017) showed that locus of control was the main predictor of perceived employability chances by increasing beliefs about their abilities and skills.

The stability dimensions of attribution style is mentioned the stability of factors that generate a feeling of joy in taking the place of (positive events) or feeling hopelessness and resignation in the face of (negative events). Internal and external attributions can be stable or unstable. On the other hand, *controllability* states whether a person is supposed to control his or her own activities or not in the face of events. Studies about these two dimensions of attribution style in dealing with changing employee's environment are infrequent, and it is expected that these dimensions have relations with EMO.

Therefore, to answer **question 4.2**, the following hypotheses were proposed:

H5: There is a relationship between EMO and Attribution style.

H5a: There is a relationship between EMO and Locus of control.

H5b: There is a relationship between EMO and Stability.

H5c: There is a relationship between EMO and Controllability.

One of the individual's adaptation potential is Savickas's Career Adapt-Abilities Scale (CAAS) that builds their current strategies for solving problems and shaping their vocational self-concept. Career adapt-ability has a significant impact on the consequences of the capabilities of a career individual's life (Soresi et al., 2012; Johnston et al., 2013), self-confidence (van Vianen et al., 2012; Johnston et al., 2013), also work engagement (Rossier et al., 2012; Johnston et al., 2013). It helps individuals to adjust their behaviours to factual circumstances and interact with the environment.

Since EMO acts in line with CAAS, so it is expected that individuals with the CAAS's ability has a positive relationship with EMO and increasing CAAS by training lead to develop EMO.

Career adapt-ability considered four dimensions (Savickas, 2002, 2005; Savickas et al., 2009):

- Come to be *concerned* with individual's future role as a wage earner;
- Rise individual *control* over the skilled activities;
- Show *curiosity* in advance to make educational and professional choices;

- Shape the suitable individual's *confidence* to affect career choices.

According to Savickas (2005) and Johnston et al. (2013), these dimensions define the required individual strategies in a job's life. Prior research confirmed that there is a significant relationship between employability capacities and the career adaptability dimensions and these skills help to be dynamically involved in vocational developmental tasks to adapt proactively to unexpected requests, which may arise from variations in the labour market (Coetzee et al., 2015).

Therefore, to answer **question 4.3**, the following hypotheses were proposed:

H6: There is a relationship between CAAS and EMO.

H6a: There is a relationship between Concern and EMO.

H6b: There is a relationship between Control and EMO.

H6c: There is a relationship between Curiosity and EMO.

H6d: There is a relationship between Confidence and EMO.

The flexibility of human resource management and psychological contract is assumed to be the main reason in organizations for changing the attitude and behaviour of employees in the labour market. These two factors are the basis of organizational determinants.

According to Pawłowska (2017), an individual's ability to reveal Employability Market Orientation depends on the organizational determinant such as the psychological contract.

To know the effects of the type of psychological contract (transactional contract or relational contract) on EMO, it will be assumed that employees working in the private sector have transactional contracts and employees in public have a relational contract. In other words, the workplace is considered as an indicator of the psychological contract.

A similar study in Poland showed that employees with EMO work in public and private sectors, and the type of psychological contract (relational and transactional) does not change the employee's EMO. So, it is expected that the same result will be in Iran.

Therefore, to answer **questions 5, 5.1, 5.2**, the following hypotheses were proposed:

H7: There is a different level of EMO between private and public sectors.

A previous similar study on EMO assumed that there was flexible human resource management in Polish organizations. This means that individuals who show EMO work in FHRM organizations (Pawłowska, 2017). The question is, do people show EMO behaviour only in FHRM situations. It is worthwhile to know the relation of FHRM with individuals' who show EMO.

Furthermore, scholars believed that FHRM affects employee adaptation attributes (i.e., knowledge, skills, and behaviors) to environmental change (Ngo & Loi, 2008). So,

it is expected that FHRM plays a moderating role in improving EMO by increasing an individual's adaptation behavior.

It is expected that the employee Skill Flexibility and employee Behaviour Flexibility, the dimensions of FHRM, will improve the EMO by having an effect on developing individual adaptation characteristics.

Based on the description given in this study, FHRM will be considered in two roles: independent and moderating roles, which affect individual factors.

Therefore, to answer **questions 5.3** and **5.4**, the following hypotheses were proposed:

H8: There is a relationship between organizations with FHRM and EMO.

H9: FHRM moderates the relations between Attribution style and EMO.

H9a: FHRM moderates the relationships between Locus of control and EMO.

H9b: FHRM moderates the relationships between Stability and EMO.

H9c: FHRM moderates the relationships between Controllability and EMO.

H10: FHRM moderates the relationships between Cognitive Flexibility and EMO.

H10a: FHRM moderates the relationships between cognitive control and EMO.

H10b: FHRM moderates the relationships between cognitive alternatives and EMO.

H11: FHRM moderates the relationships between CAAS and EMO.

H11a: FHRM moderates the relationships between Concern and EMO.

H11b: FHRM moderates the relationships between Control and EMO.

H11c: FHRM moderates the relationships between Curiosity and EMO.

H11d: FHRM moderates the relations relationships between Confidence and EMO.

Based on Mirmohammadi et al.'s study, psychological contract as a moderate factor plays a role in the effect of work-oriented on job attitudes (Mirmohammadi et al., 2018). So, it is expected that psychological contract as an organizational determinants moderates the adaptability of individual traits to improve EMO.

In this study, the independent and the moderating role of organizational factors (FHRM and Psychological Contract) will be investigated. Knowing the positions of organizational factors from a practical view helps managers affect individual traits to improve EMO.

Therefore, to answer **question 5.5**, the following hypotheses were proposed:

H12: Psychological Contract moderates the relationships between Attribution style and EMO.

H12a: Psychological Contract moderates the relationships between Locus of control and EMO.

H12b: Psychological Contract moderates the relationships between Stability and EMO.

H12c: Psychological Contract moderates the relationships between Controllability and EMO.

H13: Psychological Contract moderates the relationships between Cognitive Flexibility and EMO.

H13a: Psychological Contract moderates the relationships between cognitive control and EMO.

H13b: Psychological Contract moderates the relationships between cognitive alternatives and EMO.

H14: Psychological Contract moderates the relationships between CAAS and EMO.

H14a: Psychological Contract moderates the relationships between Concern and EMO.

H14b: Psychological Contract moderates the relationships between Control and EMO.

H14c: Psychological Contract moderates the relationships between Curiosity and EMO.

H14d: Psychological Contract moderates the relationships between Confidence and EMO.

Scholars believe that it is necessary to validate management theories by considering the cultural context (Martinez et al., 2000; Almeida & Packard, 2018).

In similar prior research in Poland, the economic and cultural factors were excluded from the analysis process. However, the researcher suggested that these relationships should be researched further, and they should not be overlooked (Pawłowska, 2017). Thanks to accessible data and results of Polish research, this comparative study will be considered the economic and cultural factors in Poland and Iran.

Therefore, to answer **question 6**, the following hypotheses were proposed:

H15: The results of EMO model in Iran has differences and similarities with that of Poland.

H15a: There are differences in the relationship between individual/organizational indicators and EMO in Iran and Poland.

H15b: There are similarities in the relationship between EMO and adaptive indicators (Employability and Job insecurity) in Iran and Poland.

To summarize, Table 2-1 shows the research questions, hypotheses, and variables that will be used in this study.

Table 2-1. Research questions, hypotheses and variables

Research Questions	Research Hypotheses	Research Variables
1. Do employees who exhibit EMO have better rates of Employability? 2. Do employees who exhibit EMO feel a low level of Job insecurity?	**H1**: There is a positive relationship between EMO and Employability. **H2**: There is a negative relationship between EMO and Job insecurity.	- Employability - Job insecurity
3. Do employees who exhibit EMO have special socio-demographic characteristics?	**H3**: There is a relationship between socio-demographic variables and EMO. **H3a**: There is a relationship between age and EMO. **H3b**: There is a relationship between gender and EMO. **H3c**: There is a relationship between employee's marital status and EMO. **H3d**: There is a relationship between employee's education level and EMO. **H3e**: There is a relationship between employee's managerial position in the workplace and EMO. **H3f**: There is a relationship between employee's type of contract and EMO. **H3g**: There is a relationship between work experience and EMO. **H3i**: There is a relationship between the employment time in one company and EMO. **H3j**: There is a relationship between the number of jobs and EMO. **H3k**: There is a relationship between change of employment planning in the future and EMO.	- EMO - Age - Gender - Education - Type of contract - Work experience - Marital Statues - The number of jobs to now - Employment time in current job - Planning for working in current job - Managerial position
4. Do employees with EMO have individual psychological features? 4.1. Do employees with EMO have special Cognitive Flexibility? 4.2. Do employees with EMO have special Attribution style? 4.3. Do employees with EMO have special Career Adapt-Ability Scale?	**H4**: There is a relationship between Cognitive Flexibility and EMO. **H4a**: There is a relationship between cognitive control and EMO. **H4b**: There is a relationship between cognitive alternatives and EMO. **H5**: There is a relationship between EMO and Attribution style. **H5a**: There is a relationship between EMO and Locus of control. **H5b**: There is a relationship between EMO and Stability. **H5c**: There is a relationship between EMO and Controllability. **H6**: There is a relationship between CAAS and EMO. **H6a**: There is a relationship between Concern and EMO. **H6b**: There is a relationship between Control and EMO. **H6c**: There is a relationship between Curiosity and EMO. **H6d**: There is a relationship between Confidence and EMO.	- EMO - Cognitive Flexibility - Cognitive alternative - Cognitive control - Attribution style: - Locus of control - Stability - Controllability - CAAS: - Concern - Control - Curiosity - Confidence
5. Do specific organizations factors influence EMO in employees? 5.1. Do employees with EMO work in specific organizations? (private vs. public) 5.2. Does the level of EMO depend on the Psychological Contract in which they work? (private vs. public)	**H7**: There is a different level of EMO between private and public sectors.	- EMO - Psychological Contract - FHRM: - Skill Flexibility - Behavior Flexibility

5.3. Do employees with EMO work in organizations with FHRM? 5.4. Do organizations with FHRM impact employee's individual determinants to improve EMO?	**H8**: There is a relationship between organizations with FHRM and EMO. **H9**: FHRM moderates the relations between Attribution style and EMO. **H9a**: FHRM moderates the relations between Locus of control and EMO. **H9b**: FHRM moderates the relations between Stability and EMO. **H9c**: FHRM moderates the relations between Controllability and EMO. **H10**: FHRM moderates the relations between Cognitive Flexibility and EMO. **H10a**: FHRM moderates the relations between cognitive control and EMO. **H10b**: FHRM moderates the relations between cognitive alternatives and EMO. **H11**: FHRM moderates the relations between CAAS and EMO. **H11a**: FHRM moderates the relations between Concern and EMO. **H11b**: FHRM moderates the relations between Control and EMO. **H11c**: FHRM moderates the relations between Curiosity and EMO. **H11d**: FHRM moderates the relations between Confidence and EMO.	- EMO - FHRM: - Skill Flexibility - Behavior Flexibility - Attribution style - Cognitive Flexibility - CAAS
5.5. Do organizations with transactional contract impact employee's individual determinants to improve EMO?	**H12**: Psychological Contract moderates the relations between Attribution style and EMO. **H12a**: Psychological Contract moderates the relations between Locus of control and EMO. **H12b**: Psychological Contract moderates the relations between Stability and EMO. **H12c**: Psychological Contract moderates the relations between Controllability and EMO. **H13**: Psychological Contract moderates the relations between Cognitive Flexibility and EMO. **H13a**: Psychological Contract moderates the relations between cognitive alternative and EMO. **H13b**: Psychological Contract moderates the relations between cognitive control and EMO. **H14**: Psychological Contract moderates the relations between CAAS and EMO. **H14a**: Psychological Contract moderates the relations between Concern and EMO. **H14b**: Psychological Contract moderates the relations between Control and EMO. **H14c**: Psychological Contract moderates the relations between Curiosity and EMO. **H14d**: Psychological Contract moderates the relations between Confidence and EMO.	- EMO - Psychological Contract - Attribution style: - Locus of control - Stability - Controllability - Cognitive Flexibility: - Cognitive control - CAAS: - Concern - Control - Curiosity - Confidence
6. Do the results of Iranian study have differences with the results of the same research carried out in Poland?	**H15**: The results of EMO model in Iran has differences and similarities with that of Poland. **H15a**:There are differences in the relationship between EMO and adaptive indicators in Iran and Poland. **H15b**: There are similarities in the relationship between individual/organizational indicators in Iran and Poland.	The comparison results of Polish and Iranian study

Source: own elaboration

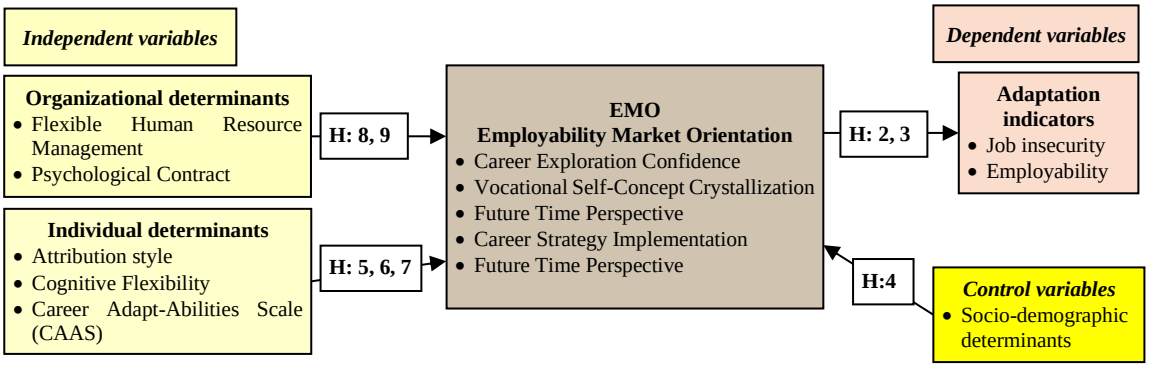
2.3. Models of conducted research and method

According to the hypotheses, the following research procedure models are presented in Figures 2-1 and 2-2.

In this study, in addition to testing model 1 in Iran, model 2 is also presented. The difference between the two models is how organizational factors are positioned as independent variables or moderator ones.

The final model has been chosen after data analysis.

Figure 2-1. Model 1



Source: compiled on the basis of Pawłowska (2017)

As demonstrated in model 1:

Independent variables consist of:

- Organizational determinants: Flexible Human Resource Management and Psychological Contract;
- Individual determinants: Attribution style, Cognitive Flexibility and Career Adapt-Abilities Scale (CAAS).

Dependent variables consist of:

- Adaptation indicators: EMO, Job insecurity and Employability.

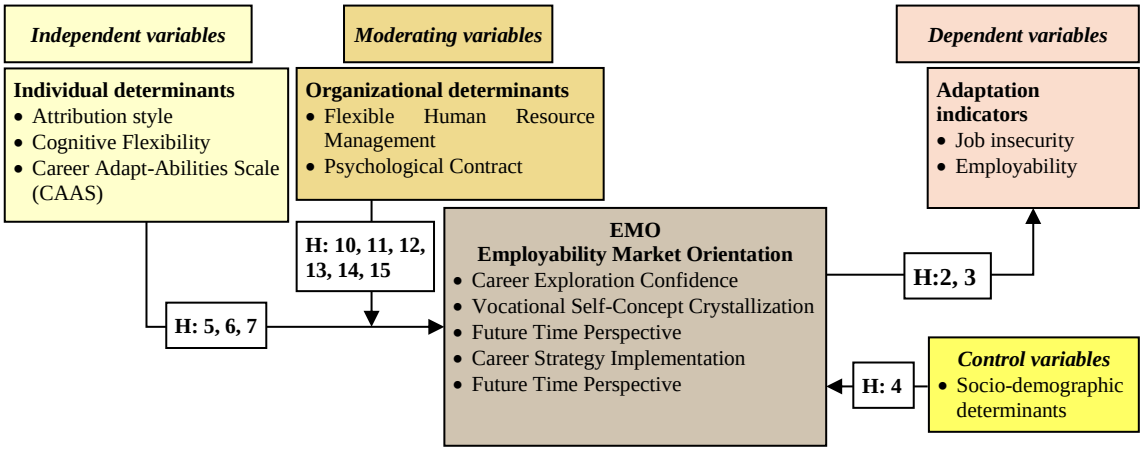
Control Variables consist of:

- Socio-demographic determinants: Age, Gender, Marital status, Education, Occupation, Type of contract, Number of jobs in the respondents' professional career, Frequency of respondents' work experience, The Employment time in one company, Time planning to work in the current company.

As mentioned above, model 1 was designed based on the relationship between independent variables (individual and organizational variables) and EMO. However, assessing the effect of moderating role in social-psychological research lead to enrich the models (Baron & Kenny, 1986). Therefore, model 2 was introduced in this study to

investigate the moderating role of organizational determinants on the relationship between individual variables and EMO.

Figure 2-2. Model 2



Source: own elaboration

As demonstrated in model 2:

Independent variables consist of:

- Individual determinants: Attribution style, Cognitive Flexibility and Career Adapt-Abilities Scale (CAAS).

Dependent variables consist of:

- Adaptation indicators: EMO, Job insecurity, Employability.

Moderating variable consists of:

- Organizational determinants: Flexible Human Resource Management, Psychological Contract.

Control Variables consist of:

- Scio-demographic determinants: Age, Gender, Marital status, Education, Occupation, Type of contract, Number of jobs in the respondents' professional career, Frequency of Respondents' work experience, The Employment time in one company, Time planning to work in the current company.

As can be seen, the organizational determinants (Flexible Human Resource Management and Psychological Contract) have a moderating role in model 2, and by affecting the individual factors, lead to an increase or decrease in the tendency of Employability Market Orientation in employees.

Summarizing the research method used in this study is a descriptive correlational method to examine the relationship between individual and organizational variables with

the behavioural model of employability. This research is a survey-analytical method that uses standard questionnaires for each variable.

Table 2-2 illustrates the research methodology of this study. According to the two conceptual models of this research, the independent and dependent variables for model 1 are as follows.

Independent variable. The independent variables in this study are individual and organizational factors

Individual factors:

1. Cognitive Flexibility;
2. Career Adapt-Abilities Scale (CAAS);
3. Attribution style.

Organizational factors:

1. Psychological Contract;
2. Flexible Human Resource Management (FHRM).

Dependent variable. The dependent variable in this research is Employability Market Orientation (EMO) and adaptation indicators.

Adaptation indicators:

1. Employability;
2. Job insecurity.

The independent, dependent and the moderator variables for model 2 are as follows.

Independent variable:

1. Individual factors:
    1.1. Attribution style;
    1.2. Cognitive Flexibility;
    1.3. Career Adapt-Abilities Scale (CAAS).

Dependent variable:

1. Employability Market Orientation (EMO);
2. Adaptation indicators:
    2.1. Employability;
    2.2. Job insecurity.

Moderator variable:

1. Organizational factors:
    1.1. Flexible Human Resource Management (FHRM);
    1.2. Psychological Contract.

Table 2-2. Research methodology

Philosophy of Research	
Research Approach	Quantitative
Research Orientation	Applied research
Research Strategy	Survey
Sampling Plan	Possible Sampling
Sampling Method	Simple randomized
Research Tools	Questionnaire
Statistical Population	Employees work in private sector Employees work in public sector
Statistical Analysis	Correlation analysis Multiple Regression analysis by SPSS and SEM (AMOS)

Source: own elaboration

In the following chapter, the population and statistical sample of the research will be described.

2.4. Research sample

Since this study is repeating the study performed in Poland (Pawłowska, 2017), the number of participants is the same as that study to compare the results.

Employees from two groups participated in the study:

- Employees work in public sector (civil servants)
- Employees work in private sector (sales staff)

Employees were hired under two types of Psychological Contract (relational and transactional). The groups are contrasted in terms of the rules that govern the relationship between the employer and the employee. It is assumed that in the private sector, the employees have temporary contract and work based on a transactional psychological contract who have short-term and unstable job.

On the contrary, in the public sector, employees have permanent contract with relational psychological contract. In other words, public employees are considered to have long-term and stable job.

According to Pawłowska (2019), it is reasonable to assume that employees in public sector (civil servants) perform within a framework of relational contract, and employees in private ones (sales staff) perform within a framework of transactional one, to examine Employability Market Orientation based on the set research goals.

This study was supposed to select 150 samples from employees working in public and private sectors (based on Pawłowska's research, 2017). To have 150 complete questionnaires (paper and pencil method) from each group, two sets of 170 questionnaires were randomly distributed between employees working in public and private sectors to keep a safe margin for possible defective questionnaires. 169 distributed questionnaires were complete in the public sector, so they were included in the study. However, 151 questionnaires were complete in the private sector, and 19 defective ones were omitted.

Finally, 320 people were surveyed, including 169 civil servants (public organizations) and 151 sales staff members (private organizations), as follows:

1. Age:
    - 15.9% are aged 20 to 30 years (51 people);
    - 59.6% are aged between 31 and 45 years (190 people);
    - 22.5% are aged between 46 to 55 years old (72 people);
    - 1.9% were more than 56 years old (6 people);
2. Gender:
    - 37.8 % of women (121 people);
    - 61.3% of men (196 people);
3. Education:
    - 12.8% of people have a diploma or two years' college (41 people);
    - 46.9% have a bachelor's degree (150 people);
    - 39.1% have a master's degree (125 people);
    - 0.6% have a doctoral degree (2 people);
4. Marital status:
    - 25.9% of respondents are single (83 people);
    - 72.2% are married (231people);
5. Occupation:
    - 19.4% are manager/executive manager (62 people);
    - 53.4% are specialist/expert (171 people);
    - 9.1% are expert assistant (29 people);
    - 10% are super advisors (32 people);
6. Work experience:
    - 14.7% had less than 5 years of experience (47 people);
    - 20% had 6 to 10 years of experience (64 people);

- 35.6% had 11 to 20 years of experience (114 people);
- 29.1% had more than 20 years of experience (93 people);

7. Type of contract:
   - 40.6% of employees hired under a permanent contract treated as a long-term contract (144 people);
   - 55% hired under a temporary contract as a short-term form of employment (176 people);
8. Number of jobs:
   - 35% had one job (112 people);
   - 45.3% had two to three jobs (145 people);
   - 18.8% had more than three jobs (60 people);
9. Employment time in one company:
   - 26.6% of less than 5 years (85 people);
   - 17.8% 6 to 10 years (57 people);
   - 29.1% 11 to 20 years (93 people);
   - 25.3% 20 years (81 people);
10. Time planning to work in the current company:
    - 6.9% less than one year (22 people);
    - 17.8% between 2 to 5 years(57 people);
    - 11.9% between 6 to 10 years (38 people);
    - 13.8% between 11 to 20 years (44 people);
    - 43.8 % more than 20 years (140 people).

Tables and Figures of distributions of socio-demographics are included in the Statistical Annex.

2.5. Data collection method – indicators and measurements

2.5.1. General information and pilot study results

In this study, a survey research method through a questionnaire was used to collect information and data. The questionnaire of this research consists of eight standard questionnaires in research variables and their dimensions.

Table 2-3 shows the references of the questionnaires and mention what dimensions each questionnaire covers.

The framework of the questionnaire of this research has nine main parts. The first part includes demographic information including age, gender, marital status, level of education, work experience, type of contract, organizational position, and job change rate so far, and the decision to continue working in the current organization.

Sections two and three include questions related to Employability, Psychological Contract, Attributional Style, Career Adapt-Abilities Scale (CAAS), Cognitive Flexibility Index, Job Insecurity Index, Flexible Human Resource Management, and measuring the behavioural competency employability model.

For measuring the reliability, *Cronbach's alpha coefficient* was used to assess the questionnaire's reliability, given that the level of measurement is sequential with five ranks. Cronbach's alpha coefficient with the formula 3-2 indicates the degree of internal consistency of the questionnaire and is a number between zero and one. The generally accepted rule is that a α of 0.60 to 0.70 indicates an acceptable level of reliability, and 0.8 or more indicates a very good level. However, values greater than 0.95 are not necessarily good, as they can be redundant indicators (Hulin et al., 2001).

Therefore, after translating the questionnaire to Persian, it was distributed in a pilot test including 30 of the participants to measure the questionnaire's reliability. Table 2-4 shows the result of Cronbach's alpha coefficient in the pilot test.

Table 2-3. List of questionnaires and Dimensions

Questionnaire	Authors	Dimensions	The number of items
EMO questionnaire	Pawłowska, 2017	• Career Exploration – item 1-8 CE • Vocational Self-Concept Crystallization – item 9-13 VSCC • Career-Planning – item14-20 CP • Career Strategy Implementation – item 21-23 CSI • Future Time Perspective – item 24-28 FTP	28
FHRM questionnaire	Bhattacharya, Gibson, and Doty, 2005	• Skill Flexibility – item 1-7 SF • Behavior Flexibility – item 8-15 BF	15
Employability (EMA) questionnaire	Modified by Pawłowska, 2017	–	7
Job insecurity questionnaire	Job Insecurity Index by Pawłowska, 2017	–	3
Cognitive Flexibility inventory questionnaire	Dennis and Vander Wal, 2010	• Controllable – item 1-7C • Perceive/generate multiple alternative explanations/solutions – item 8-20	20
Career Adapt-Abilities Scale (CAAS)	International form of the Career Adapt-Abilities Scale (CAAS)	• Concern – item 1-6 • Control – item 7-12 • Curiosity – item 13-18 • Confidence – item 19-24	24

Psychological Contract questionnaire	Rousseau, 1989	Content orient: • Transaction • Relational • Balanced/hybrid • Transitional/uncertain	6
Attribution Styles Scale (ASQ)	Peterson and Amy Semmel	• Locus of control – LC 1-6 • Stability – Stab 1-6 • Controllability – Cntrlaty 1-6	18

Source: own elaboration

Table 2-4. Exploratory Data Analysis in Pilot Study

No.	Items of Questions	No. of items	Cronbach's alpha
1	Employability Market Orientation (EMO)	28	.890
1-1	Career Exploration (CE)	8	.812
1-2	Vocational Self-Concept Crystallization (VSCC)	5	.661
1-3	Career Planning (CP)	7	.789
1-4	Career Strategy Implementation (CSI)	3	.724
1-5	Future Time Perspective (FTP)	5	.705
2	Employability (EMA)	7	.634
3	Job insecurity (JI)	3	.575
4	The Cognitive Flexibility Inventory (CFI)	20	–
4-1	The Cognitive Flexibility Inventory Control (CFIC)	7	.649
4-2	The Cognitive Flexibility Inventory Alternative (CFIA)	13	.842
5	Attribution style (AS)	18	–
5-1	Locus of control(LC)	6	–
5-2	Stability (Stab)	6	–
5-3	Controllability(Cntrlaty)	6	–
6	Career Adapt-Abilities Scale (CAAS)	24	.925
6-1	Concern (Cncrn)	6	.803
6-2	Control (Cntrl)	6	.814
6-3	Curiosity (Crsty)	6	.839
6-4	Confidence (Conf)	6	.924
7	Psychological Contract (PschCnct)	6	.696
8	Flexible Human Resource Management (FHRM)	15	.900
8-1	Skill Flexibility (SF)	7	.755
8-2	Behavior Flexibility (BF)	8	.891

Source: own elaboration

2.5.2. Individual variables indicators

2.5.2.1. Employability Market Orientation (EMO) – Career Exploration (CE), Vocational Self-Concept Crystallization (VSCC), Career Planning (CP), Career Strategy Implementation (CSI), Future Time Perspective (FTP)

Pawłowska (2017) made the questioner includes 28 items for evaluating an individual's Employability Market Orientation. It consists of:

The Career Exploration (CE) scale includes eight questions to know about monitoring the professional environment. CE score helps to know the individual's trait in controlling employment opportunities, acquiring or improving new competencies based on demands in the labour market, and assessing the competitive situation compared to other possible fellows with the same competence portfolio (Pawłowska, 2019).

Vocational Self-Concept Crystallization (VSCC) scale contained five questions to show the rate of awareness of individuals of their strengths and weaknesses skills about employers' needs.

The Career Planning (CP) scale contained seven questions to mention the individual's career path in line with the labor market needs.

Career Strategy Implementation (CSI) scale by three questions measures the individual's actions to communicate with potential employers in labour market by social relations.

Future Time Perspective (FTP) scale includes eight questions to evaluate the degree of an individual's perspective on the future and identify individuals' readiness in career development over time.

These questions were translated and modified to accommodate the truths of the Iranian labour market and validated by experts and supervisors of this dissertation.

Items of Career Exploration (CE) Indicator

Rate on how often you do what is described below:

Q1. I observe the labour market and expectations of employers.

Q2. I analyze job offers that give me a chance for professional development.

Q3. I observe what forms of education are taken by people from my professional environment.

Q4. I check how many potential job offers on the market are for me.

Q5. I control what professional career other employees in my profession carry out.

Q6. I am looking for information about a specific job or company as a potential place of employment.

Q7. I regularly talk to people who are well-informed about matters related to my profession.

Q8. I gather information on how I can adapt to different career paths.

The scale of answers: (1) Never; (2) Rarely; (3) Often; (4) Very often.

In assessing the reliability of the CE questioner, after being translated into Persian, Cronbach's alpha value is 0.925, so it can be said that this questioner has good reliability.

Items of Vocational Self-Concept Crystallisation (VSCC) Indicator

Rate on the scale, to what extent you agree with the following statements:

Q1. Professional experience helps me get to know myself.

Q2. I know what professional skills I have.

Q3. I am not sure what skills I can use in my professional development. [Reverse coded]

Q4. I know myself well enough that I know what kind of job suits me.

Q5. I know how my traits and skills affect my professional development.

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree (The scale of Reverse coded changed).

In assessing the reliability of the VSCC questioner, after being translated into Persian, Cronbach's alpha value is 0.835, so it can be said that this questioner has good reliability.

Items of Career Planning (CP) Indicator

Rate on the scale, to what extent you agree with the following statements:

Q1. I have a professional development plan.

Q2. My current job is related to my future career goals.

Q3. I know how much effort I have to make to achieve my career goals.

Q4. I do not have clear career goals. [Reverse coded]

Q5. I know what skills I will develop in the near future.

Q6. I observe other people working in a similar way to my profession, to know what skills and competences to develop.

Q7. I develop my competences to be in line with what potential employers need.

The scale of answers: (1) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree (The scale of Reverse coded changed).

In assessing the reliability of the CP questioner, after being translated into Persian, Cronbach's alpha value is 0.821 so it can be said that this questioner has good reliability.

Items of the Career Strategy Implementation (CSI) Indicator

Rate on the scale, to what extent you agree with the following statements:

Q1. I work with a person who supports me in professional development.

Q2. I have contacts with employees of other companies that can help me find a new job.

Q3. I am active in many fields and have a wide network of contacts to help me find a job.

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the CSI questioner, after being translated into Persian, Cronbach's alpha value is 0.802, so it can be said that this questioner has good reliability.

Items of the Future Time Perspective (FTP) Indicator

Rate on the scale, to what extent you agree with the following statements:

Q1. I analyze my professional past.

Q2. I wonder how professional experience affects my professional development.

Q3. I think about what I can do and what I should improve to have a job.

Q4. I consider how my previous decisions and behavior influenced my current professional situation.

Q5. I think about my professional future.

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the FTP questioner, after being translated into Persian, Cronbach's alpha value is 0.770, so it can be said that this questioner has good reliability.

Total Cronbach's alpha value of EMO questionnaire is 0.777, so it can be said that this questionnaire has good reliability.

2.5.2.2. Employability (EMA)

The employability questions introduced by Pawłowska (2017) used in this dissertation.

According to Pawłowska (2017), these questions measure employability and marketability collectively as the Employment Opportunity Index, which was suggested by Griffeth et al. (2005) and Marketability by Wanberg et al. (2002) questionnaire.

Items of the Employability (EMA) Indicator

Rate on the scale, to what extent you agree with the following statements:

Q1. Given my qualifications and experience, I would quickly find a new job.

Q2. If I started looking for a job, I would probably get a higher salary in the new one than I currently have.

Q3. If I quit my current job, I would have a higher position in the new job.

Q4. I am perceived by my company as a valuable employee.

Q5. Given the skills and experience, my work brings important benefits to the company.

Q6. There are many development opportunities for me in my workplace.

Q7. Taking into account my skills and experience, potential employers perceive me as a valuable employee.

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the EMA questioner, after being translated into Persian, Cronbach's alpha value is 0.855, so it can be said that this questioner has good reliability.

2.5.2.3. Job insecurity (JI)

It is expected that employees in the face of changing environment feel job insecurity. According to Greenhalg and Rosenblatt (2010, as cited in Pawłowska, 2017), public organization employees' insecurity is different from private ones. In the current study, it is focused on the effect of alterations in the psychological contract, which lead to feeling insecurity in possession of a job or the threat of general job loss. The questions of JI contained three items as follows:

Items of the Job insecurity (JI) Indicator

Q1. What work would you find in the next 6 months if you need to change jobs?

Scale of answers: (1) Comparable (2) any other job (3) I would not find any.

Q2. To what extent, if at all, are you afraid of losing your job?

Scale of answers: (1) I am very afraid; (2) I am afraid to some extent; (3) I am a little it afraid; (4) I am not afraid at all.

Q3. How big is your risk of losing your job or not renewing your current contract during the next six months?

Scale of answers: (1) High; (2) Moderate; (3) Low.

In assessing the reliability of the JI questioner, after being translated into Persian, Cronbach's alpha value is 0.701, so it can be concluded that this questioner has acceptable reliability.

2.5.2.4. Cognitive Flexibility (CFI) – Control (CFIC) and Alternative (CFIA)

The Cognitive Flexibility Inventory (CFI) questionnaire developed by Dennis and Vander Wal (2010) is used in this dissertation. The questionnaires were translated into Persian and adapted with the Persian literature.

The CFI is designed for those aspects of individuals' functioning, which helps them think adaptively when unpredictable and stressful situations emerge. The two dimensions of cognitive functioning of an individual in reaction to events in the situation are consists of two scales:

1. *Cognitive alternatives* (Alternatives CFI A): Thirteen questions evaluate the ability to find various alternative explanations of human behaviours, reasons for life happenings, and the ability to make many alternative solutions and potential actions in problematic situations.
2. *Cognitive control* (Control CFI C), which measures the ability of the individual's sense of control over difficult situations with eight questions.

According to Dennis and Vander Wal (2010), the advantages of the Cognitive Flexibility Inventory (CFI) questionnaire are that it is a short and easy-to-use self-report.

CFI questionnaire used in similar research by Pawłowska (2017) to test the relationships between Cognitive Flexibility and EMO in Poland. So these are adequate psychometric parameters that justify using the CFI in this dissertation.

Items of the Cognitive Flexibility Inventory (CFI) Indicator

The Cognitive Flexibility Inventory Control (CFIC)

Using the scale below, indicate to what extent you agree or disagree with the following statements:

Q1. When difficulties arise, it is difficult for me to make decisions. [Reverse coded]

Q2. In the face of difficulties, I feel that I lose control of the situation. [Reverse coded]

Q3. In the face of difficult situations, I get so stressed out that I cannot think how to solve the problem. [Reverse coded]

Q4. When there are many possibilities, I have a problem with choosing one way to solve the problem. [Reverse coded]

Q5. When I encounter a difficult situation, I do not know what to do. [Reverse coded]

Q6. I am able to overcome the difficulties that I face in my life.

Q7. In a difficult situation, I feel that I do not have the strength to change anything. [Reverse coded]

The scale of answers: (7) I definitely agree; (6) I agree; (5) I rather agree; (4) I neither disagree nor agree; (3) I rather disagree; (2) I do not agree; (1) I strongly disagree (The scale of Reverse coded changed).

After results of confirmatory factor analysis question 2 and question 4 were excluded from the analysis process.

In assessing the reliability of the CFIC questioner, after being translated into Persian, Cronbach's alpha value is 0.742, so it can be concluded that this questioner has acceptable reliability.

The Cognitive Flexibility Inventory Alternative (CFIA)

Using the scale below, indicate to what extent you agree or disagree with the following statements:

Q1. I can properly assess the scale of a problem in a given situation.

Q2. I consider many options before making a decision.

Q3. I like to look at difficult situations from different points of view.

Q4. I look for additional information to explain the reasons for someone's behaviour.

Q5. I try to look at things from the point of view of another person.

Q6. I can put myself in the situation of another person.

Q7. It is important to look at a difficult situation from different points of view.

Q8. When in a difficult situation, I consider different solutions before I decide how to behave.

Q9. I always look at a situation from different points of view.

Q10. When determining the causes of someone's behaviour, I consider all available facts and information.

Q11. In the face of a difficult situation, I try to come up with several ways to solve it.

Q12. I can think of more than one way to solve a situation that I have to face.

Q13. I consider many options before I react in a difficult situation.

The scale of answers: (7) I definitely agree; (6) I agree; (5) I rather agree; (4) I neither disagree nor agree; (3) I rather disagree; (2) I do not agree; (1) I strongly disagree.

In assessing the reliability of the CFIA questioner, after being translated into Persian, Cronbach's alpha value is 0.908, so it can be concluded that this questioner has good reliability.

2.5.2.5. Attribution style (AS) – Locus of control (LC), Stability (Stab) and Controllability (Cntrlaty)

Attribution styles are the specific ways in which people interpret positive and negative events as well as the successes and failures of their lives. Scholars believed that attribution style effects on individual's employability (Kulik & Rowland, 1986; Judge & Bono, 2001; Petrovic et al., 2009; Chao et al., 2011; Ćurić Dražić et al., 2018).

Weiner (1986) mentioned the three dimensions of attribution style: Locus of control, Stability, and Controllability.

As Pawłowska (2017) suggested that further research could focus on attributional styles in EMO contexts. Therefore, the Locus of control, Stability, and Controllability of attribution style are considered in this study.

Locus of control (LC)

The locus of control scale evaluates the individual's expectation of events. In other words, when the expected events or behavior in reality occur, it shows that an individual's expectation is reinforced, and the individual's expectation does not occur, the expectation is weakened. According to Rotter an individual believes they have control over the causes of strengthening determines the outcome. Rotter named this behavior as "self-fulfilling prophecy".

Based on locus of control, individuals who believe that his or her behavior or characteristics cause events is said to have an internal locus of control. Conversely, those who believe that post-action reinforcement is not entirely dependent on their own behavior, but is viewed as luck, fate, opportunity, or other uncontrollable forces, have an external control point. In this research, Locus of control was measured by six questions (three assumed positive events and three assumed negative events) in this study.

The Stability (Stab) scale is evaluated for the stability of factors that generate a feeling of joy in taking the place of (positive events) or feeling hopelessness and resignation in the face of (negative events). Internal and external attributions can be stable or unstable. The stability (Stab) individual dimensions measured by six questions (three assumed positive events and three assumed negative events) in this study.

Controllability (Cntrlaty) evaluates individuals to have control on his or her own activities or not.

According to Anderson and Riger (1991), controllability provided predictive effects on causes.

The controllability individual's dimensions measured by six questions (three assumed positive events and three assumed negative events) in this study.

Seligman and Singh (Peterson et al., 1982) introduced standard questionnaires for evaluating attribution style (ASQ). This questionnaire includes 12 hypothetical situations of attribution styles questionnaire, six positive and six negative assumed positions, and asked individuals to imagine themselves in this event and decide on the root cause of that situation.

In this study, an abbreviated version of Seligman and Singh's questionnaire is used and contains three positive and three negative assumed scenarios.

Items of Attribution style (AS) Indicator

Locus of control (LC)

Q1. Is the cause of your unsuccessful job search due to something about you or to something about other people or circumstances?

The scale of answers: (5) Totally due to other people or circumstances; (4) Somewhat due to other people or circumstances; (3) Neutral; (2) Somewhat due to me; (1) Totally due to me.

Q2. You become very rich. Is it due to something about you or to something about other people or circumstances?

The scale of answers: (1) Totally due to other people or circumstances; (2) Somewhat due to other people or circumstances; (3) Neutral; (4) Somewhat due to me; (5) Totally due to me.

Q3. You apply for a position that you want very badly (e.g., important job, graduate school admission) and you get it. Is it due to something about you or to something about other people or circumstances?

The scale of answers: (1) Totally due to other people or circumstances; (2) Somewhat due to other people or circumstances; (3) Neutral; (4) Somewhat due to me; (5) Totally due to me.

Q4. You cannot get all the work done that others expect of you. Is it due to something about you or to something about other people or circumstances?

The scale of answers: (5) Totally due to other people or circumstances; (4) Somewhat due to other people or circumstances; (3) Neutral; (2) Somewhat due to me; (1) Totally due to me

Q5. You do a project that is highly praised. Is it due to something about you or to something about other people or circumstances?

The scale of answers: (1) Totally due to other people or circumstances; (2) Somewhat due to other people or circumstances; (3) Neutral; (4) Somewhat due to me; (5) Totally due to me.

Q6. You give an important talk in front of a group and the audience reacts negatively. Is it due to something about you or to something about other people or circumstances?

The scale of answers: (5) Totally due to other people or circumstances; (4) Somewhat due to other people or circumstances; (3) Neutral; (2) Somewhat due to me; (1) Totally due to me

After results of confirmatory factor analysis Q3 was excluded from the analysis process.

In assessing the reliability of the LC questioner, after being translated into Persian, Cronbach's alpha value is 0.812, so it can be said that this questionnaire has good reliability.

Stability (Stab)

Q1. In the future when looking for a job, will this cause again be present? (related to the answer of Q1(LC))

Q2. In the future when becoming very rich, will this cause again be present? (related to the answer of Q2(LC))

Q3. In the future when getting a good position, will this cause again be present? (related to the answer of Q3(LC))

Q4. In the future when doing the work, will this cause again be present? (related to the answer of Q4(LC))

Q5. In the future when doing a project, will this cause again be present? (related to the answer of Q5(LC))

Q6. In the future when giving an important talk in front of a group, will this cause again be present? (related to the answer of Q6(LC))

The scale of answers: (5) Will never again; (4) May be present; (3) I don't have any idea; (2) Will be present; (1) Will always be present.

In assessing the reliability of the stability questionnaire, after being translated into Persian, Cronbach's alpha value is 0.811, so it can be said that this questionnaire has good reliability.

Controllability (Cntrlaty)

Q1. Is the cause something that just influences looking for a job or does it also influence other areas of your life? (related to the answer of Q1(LC))

Q2. Is the cause something that just influences becoming rich or does it also influence other areas of your life? (related to the answer of Q2(LC))

Q3. Is the cause something that just influences being successful or does it also influence other areas of your life? (related to the answer of Q3(LC))

Q4. Is the cause something that just influences doing work or does it also influence other areas of your life? (related to the answer of Q4(LC))

Q5. Is the cause something that just influences doing a project well or does it also influence other areas of your life? (related to the answer of Q5(LC))

Q6. Is the cause something that just influences giving an important talk in front of a group, or does it also influence other areas of your life? (related to the answer of Q6(LC))

The scale of answers: (3) Influences just this particular situation; (2) Influences in other parts of life; (1) Influences all situations in my life.

After results of confirmatory factor analysis Q1, 4, 6 excluded from the analysis process

In assessing the reliability of the controllability questioner, after being translated into Persian, Cronbach's alpha value is 0.754, so it can be said that this questionnaire has good reliability.

2.5.2.6. Career Adapt-Abilities Scale (CAAS) – Concern (Cncrn), Control (Cntrl), Curiosity (Crsty), Confidence (Conf) indicators

Savickas introduced a career adaptation concept. This notion shows the individual's adaptability that makes the basis of an employee's career in their working life encounter job changes. Four dimensions to define an employee's adaptation skills during the life career introduced by Savickas:

Concern in six questions evaluate the individual's concern about professional future.

Control in six questions evaluate an individual's control in their professional future.

Curiosity contained six questions to investigate possible future situations of professional improvement.

Confidence contained six questions to evaluate the trust of themselves in pursuit of individual's own ambitions.

These dimensions help individuals construct their current strategies to shape their vocational self-concept (Pawłowska**,** 2017).

Therefore, in this study, the Savickas and Porfeli (2012) Career Adapt-Abilities Scale (CAAS) questionnaire were used to investigate the adaptive traits of employees. Persian translation of the CAAS standard questionnaire which suggested by McKenna et al. (2016) are used in this study.

Items of Savickas's Career Adapt-Abilities Scale (CAAS) Indicator

Concern (Cncrn)

Rate on how often you do what is described below:

Q1. I think about what my future will be like.

Q2. I realize that today's choices shape my future.

Q3. I prepare for the future.

Q4. I become aware of the educational and career choices that I must make.

Q5. Planning how to achieve my goals

Q6. Concerned about my career.

The scale of answers: (1) Never; (2) Rarely; (3) Often; (4) Very often.

In assessing the reliability of the Concern questionnaire, after being translated into Persian, Cronbach's alpha value is 0.809, so it can be concluded that this questionnaire has good reliability.

Control (Cntrl)

Rate on how often you do what is described below:

Q1. Keeping upbeat;

Q2. Making decisions by myself;

Q3. Taking responsibility for my actions;

Q4. Sticking up for my beliefs;

Q5. Counting on myself;

Q6. Doing what's right for me.

The scale of answers for Q1 and Q2: (1) Never; (2) Rarely; (3) Often; (4) Very often.

The scale of answers for Q3-Q5: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree.

After results of confirmatory factor analysis Q2 excluded from the analysis process.

In assessing the reliability of the Control questionnaire, after being translated into Persian, Cronbach's alpha value is 0.770, so it can be concluded that this questionnaire has acceptable reliability.

Curiosity (Crsty)

Rate on the scale, to what extent you agree with the following statements:

Q1. Exploring my surroundings;

Q2. Looking for opportunities to grow as a person;

Q3. Investigating options before making a choice;

Q4. Observing different ways of doing things;

Q5. Probing deeply into questions I have;

Q6. Becoming curious about new opportunities.

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree

In assessing the reliability of the Curiosity questioner, after being translated into Persian, Cronbach's alpha value is 0.819, so it can be concluded that this questioner has good reliability.

Confidence (Conf)

Rate on the scale, to what extent you agree with the following statements:

Q1. Performing tasks efficiently

Q2. Taking care to do things well

Q3. Learning new skills

Q4. Working up to my ability

Q5. Overcoming obstacles

Q6. Solving problems

The scale of answers: (5) I strongly agree; (4) I agree; (3) I neither agree nor disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the Confidence questionnaire, after being translated into Persian, Cronbach's alpha value is 0.900, so it can be said that this questionnaire has good reliability.

Total Cronbach's alpha value for CAAS is 0.873, so it can be concluded that this questionnaire has good reliability.

2.5.3. Organizational variables indicators

2.5.3.1. Flexible Human Resources Management (FHRM) – Skill Flexibility (SF) and Behavior Flexibility (BF)

As mentioned, implementing FHRM in the organization changes the relationship between employees and employers and leads to employees' reactions. Wright and Snell (1998) mentioned three dimensions for human resource flexibility:

- Employee skill flexibility
- Employee behavior flexibility
- HR practice flexibility

In this study, Bhattacharya et al.'s (2005) questionnaire is used to evaluate the FHRM and two dimensions (employee Skill Flexibility and Behaviour Flexibility).

The employee Skill Flexibility scale includes seven questions to evaluate the abilities of employees who show a wide range of skills and are capable of using these skills in different demand situations. Bhattacharya et al. (2005) named these skills a set of broad-based skills capable of producing productions for possible alternative requirements. With this ability of flexibility, when the need arises, organizations can reorganize their employees (for example, through project teams) to achieve the required skill sets to adapt to changing needs. (Neuman & Wright, 1999).

The employee Flexible Human Resource Management scale contained eight questions to measure employee's adaptable behavior as opposed to routine behaviors in the specific needs of the situation.

Flexible Human Resource Management (FHRM) Indicator

Items of the Skill Flexibility (SF) Indicator

Please use the scale to indicate the extent to which you agree or disagree with the following statements:

Q1. Our firm can shift employees to different jobs when needed.

Q2. Our employees can switch to new jobs in our company within a short time.

Q3. Our employees are capable of putting new skills to use within a short time.

Q4. Our firm is capable of meeting demand for new skills by retraining or shifting its existing employees.

Q5. We employ people with a broad variety of skills.

Q6. Many employees in our firm have multiple skills that are used in various jobs.

Q7. People in our firm can learn new skills within a short period.

The scale of answers: (7) I strongly agree; (6) I agree; (5) Somewhat agree; (4) Neutral; (3) Somewhat Disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the SF questionnaire, after being translated into Persian, Cronbach's alpha value is 0.853, so it can be concluded that this questionnaire has good reliability.

Items of the Behaviour Flexibility (BF) Indicator

Please use the scale to indicate the extent to which you agree or disagree with the following statements:

Q1. The flexibility of our employees' work habits helps us to change according to market demands.

Q2. People in our firm change their work habits in response to changes in the competitive environment.

Q3. Our employees respond to changing situations within a short time.

Q4. People in our firm readily change their work habits as demanded by changes in the working environment.

Q5. Most of our employees are flexible enough to adjust to dynamic work requirements.

Q6. Our employees adjust to changing work requirements within a short period.

Q7. Our employees' response to the changing nature of their jobs helps us remain competitive in the market.

Q8. People in our firm change their behavior in response to customer requirement.

The scale of answers: (7) I strongly agree; (6) I agree; (5) Somewhat agree; (4) Neutral; (3) Somewhat Disagree; (2) I disagree; (1) I strongly disagree.

In assessing the reliability of the BF questioner, after being translated into Persian, Cronbach's alpha value is 0.920, so it can be concluded that this questionnaire has good reliability.

Cronbach's alpha value FHRM questionnaire is 0.795, so it can be said that this questionnaire has acceptable reliability.

2.5.3.2. Psychological Contract

Understanding the change of psychological contracts is the basic effective cooperation between the employer and the employee to recognize reciprocal expectations

and commitments, accept this change, and create new ways of constructing mutual relations (Pawłowska, 2017). So it is essential to analysis of the extent of the psychological contract. For measuring psychological contracts in this study, two types of psychological contracts (relational, transactional) by Rousseau's (1989) questionnaire with six questions are considered.

Relational and transactional contracts are the basis for evaluating employees' reactions to the FHRM. The effects of implementing FHRM lead to change from long-term to short-term occupation. So, behaviour changes should be considered during the alteration of the rules. The direction of these changes is predictable by the analysis of current psychological contracts.

Items of the Psychological Contract (PschCnct) Indicator

Rate on how often you do what is described below:

Q1. To what extent has the organization implicitly or explicitly promised to provide X?

Q2. Overall, how well does your employer fulfill its commitments to you?

Q3. In general, how well does your employer live up to its promises to you?

Q4. To what extent have you promised, implicitly or explicitly to provide each of the following?

Q5. Overall, how well have you fulfilled your commitments to the organization?

Q6. Overall, how well have you fulfilled your promises to the organization?

The scale of answers: (1) Never; (2) Rarely; (3) Often; (4) Very often. (5) A very great extent.

After results of confirmatory factor analysis Q2 excluded from the analysis process

In assessing the reliability of the physiological contract questionnaire, after being translated into Persian, and excluded Q2, Cronbach’s alpha value is 0.786, so it can be said that this questionnaire has good reliability.

2.5.4. The Cronbach's alpha coefficient for diagnostic tools of all variables in the conducted research study

Table 2-5 shows the Cronbach's alpha coefficient of the research variables.

Table 2-5. Exploratory Data Analysis for final version of indicators

No.	Items of Questions	No. of items	Cronbach’s alpha
1	Employability Market Orientation (EMO)	28	0.912
1-1	Career Exploration (CE)	8	0.925

1-2	Vocational Self-Concept Crystallization (VSCC)	5	0.835
1-3	Career Planning (CP)	7	0.821
1-4	Career Strategy Implementation (CSI)	3	0.802
1-5	Future Time Perspective (FTP)	5	0.770
2	Employability (EMA)	7	0.855
3	Job insecurity (JI)	3	0.701
4	The Cognitive Flexibility Inventory (CFI)	18	0.734
4-1	The Cognitive Flexibility Inventory Control (CFIC)	5	0.742
4-2	The Cognitive Flexibility Inventory Alternative (CFIA)	13	0.908
5	Attribution style (AS)	14	–
5-1	Locus of control(LC)	5	0.812
5-2	Stability (Stab)	6	0.811
5-3	Controllability(Cntrlaty)	3	0.754
6	Career Adapt-Abilities Scale (CAAS)	23	0.873
6-1	Concern	6	0.809
6-2	Control (Cntrl)	5	0.770
6-3	Curiosity (Crsty)	6	0.819
6-4	Confidence (Conf)	6	0.900
7	Psychological Contract (PschCnct)	5	0.786
8	Flexible Human Resource Management (FHRM)	15	0.795
8-1	Skill Flexibility (SF)	7	0.853
8-2	Behavior Flexibility (BF)	8	0.920

Source: own elaboration

2.6. Statistical analysis method

The statistical analysis was based on the use of the Pearson correlation coefficient, linear regression, hierarchical regression analysis, multi-factor analysis of variance, and a structural model. In this regard, "SPSS19, Structural Equation Model (SEM) with "AMOS" software were used to check the consistency of the obtained results with the results expected by the hypotheses. The results are presented primarily in a descriptive form. The underlying statistical data are included in the statistical annex. Finally, the conceptual models of the research are tested.

3. Results

This dissertation has examined the behavioural model of Employability Market Orientation in Iranian employees and determined the influencing individual and organizational factors on it. Two models of research were tested in this study to determine the status of individual and organizational factors. In model 1 (based on Pawłowska's model), organizational factors (flexibility of human resource management and psychological contract) were examined as an independent role, in model 2, organizational determinants play a moderating role. The relationships assumed in this study were performed in accordance with the presented conceptual models, based on samples of employees of public and private companies in Iran.

3.1. Descriptive statistics of research sample

Before testing the hypotheses, the descriptive statistics described in this section were used to characterize the data collected in the research. Additional tables and graphs are in the statistical annex used to show some of the demographic and organizational characteristics of the sample used in the study.

The population sample in this study was 320 employees, including 169 civil servants (who work in public organizations) and 151 sales staff members (who work in private organizations).

As mentioned in previous chapter, the research variables are:

Individual determinants: Cognitive Flexibility (Control, Alternative), Career Adapt-Abilities Scale, Attribution style (Locus of control, Stability, Controllability).

Organizational determinants: Flexible Human Resource Management, Psychological Contract.

Adaptation determinants: Employability Market Orientation, Employability, Job insecurity.

Table 3-1 shows the mean and standard deviation of the research variables.

Table 3-1. Mean and SD of the research variables

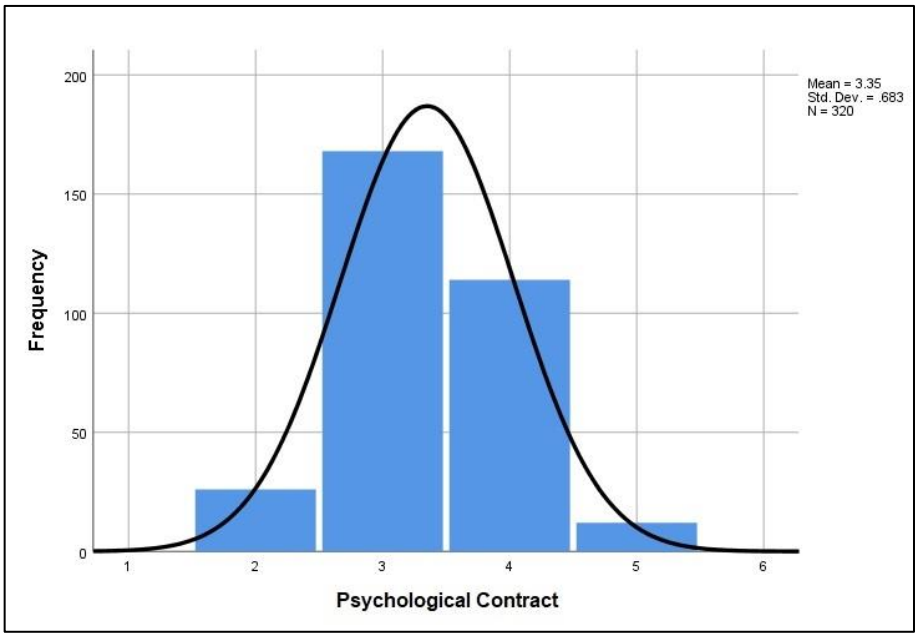
Variables of study	Minimum	Maximum	Mean	Std. Deviation
Flexible Human Resource Management	1.00	7.00	4.8073	1.02257
Locus of control	2.00	5.00	3.4719	.77417
Stability	2.00	4.83	3.1547	.69714
Controllability	2.00	3.00	2.9250	.21908
Cognitive Flexibility	2.00	7.00	5.2636	.80045

CAAS	1.00	4.71	3.9259	.60763
Employability Market Orientation	2.14	5.00	3.8138	.46588
Job insecurity	2.00	3.33	2.7938	.36068
Employability	1.00	5.00	3.7973	.64257

Source: own elaboration

In order to examine the distributions for possible issues that could violate the assumptions of normality, such as excessive skew and outliers, the histograms of these variables were examined. They are shown in the figures below.

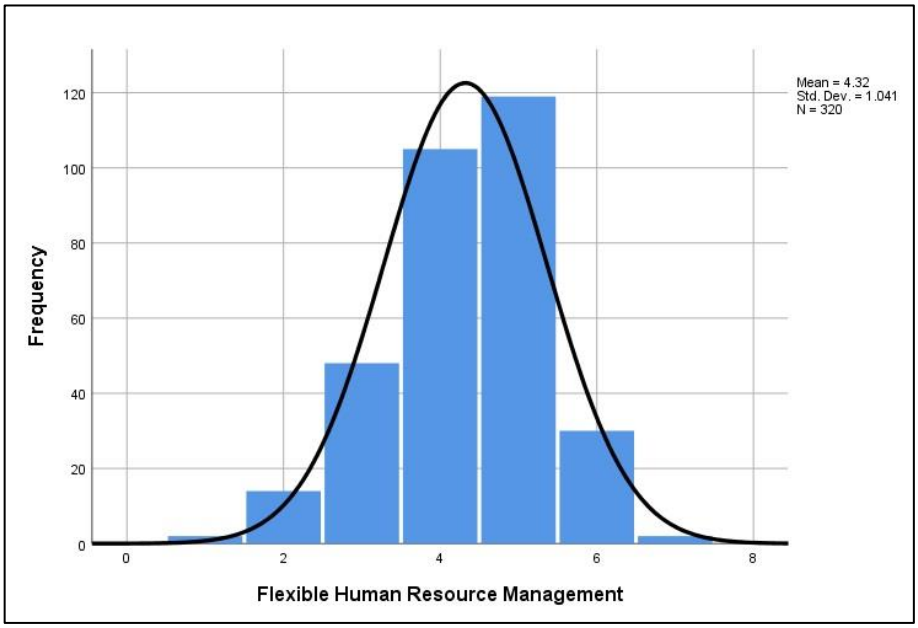
Figure 3-1. Distributions of results for the Psychological Contract scales in the surveyed group



Source: own elaboration

Figure 3-1 show the distribution of the Psychological Contract variable. The Distribution is unimodal centered on the middle of the sale and does not indicate an excessive departure from normality.

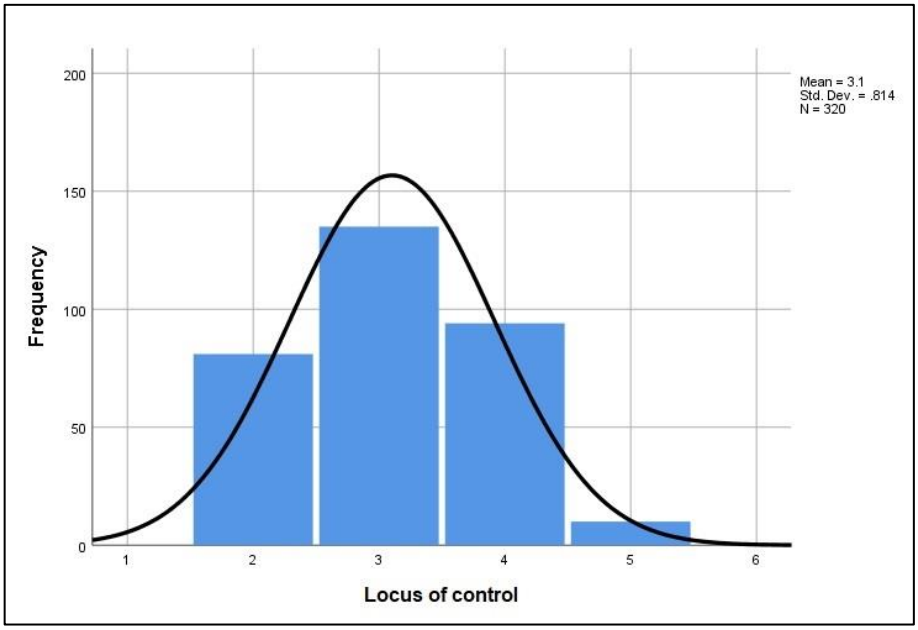
Figure 3-2. Distributions of results for the Flexible Human Resource Management scales in the surveyed group



Source: own elaboration

Figure 3-2 shows the distribution of the Flexible Human Resource Management variable. The variable is symmetrically distributed and does not show excessive departures from normality.

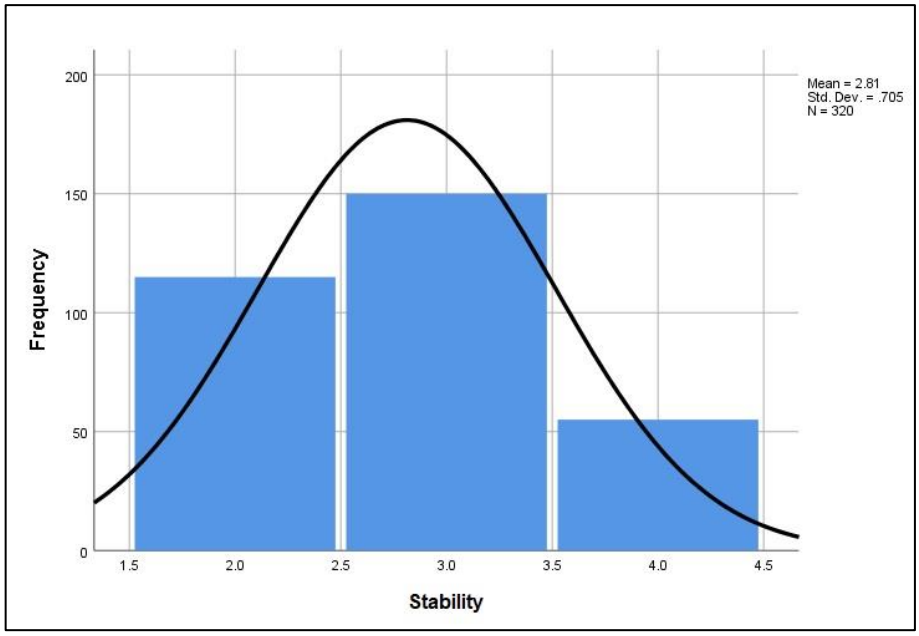
Figure 3-3. Distributions of results for the Locus of control in the surveyed group



Source: own elaboration

Figure 3-3 shows the distribution of the Locus of control variable. The variable is symmetrically distributed and does not show excessive departures from normality.

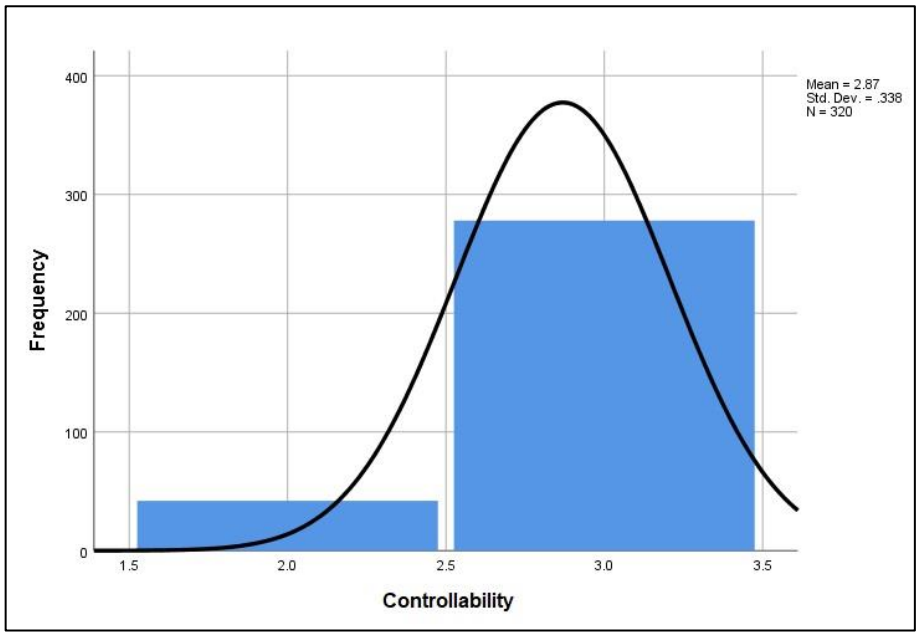
Figure 3-4. Distributions of results for the Stability scales in the surveyed group



Source: own elaboration

Figure 3-4 shows the distribution of the Stability variable. The variable is approximately symmetrically distributed and does not show excessive departures from normality.

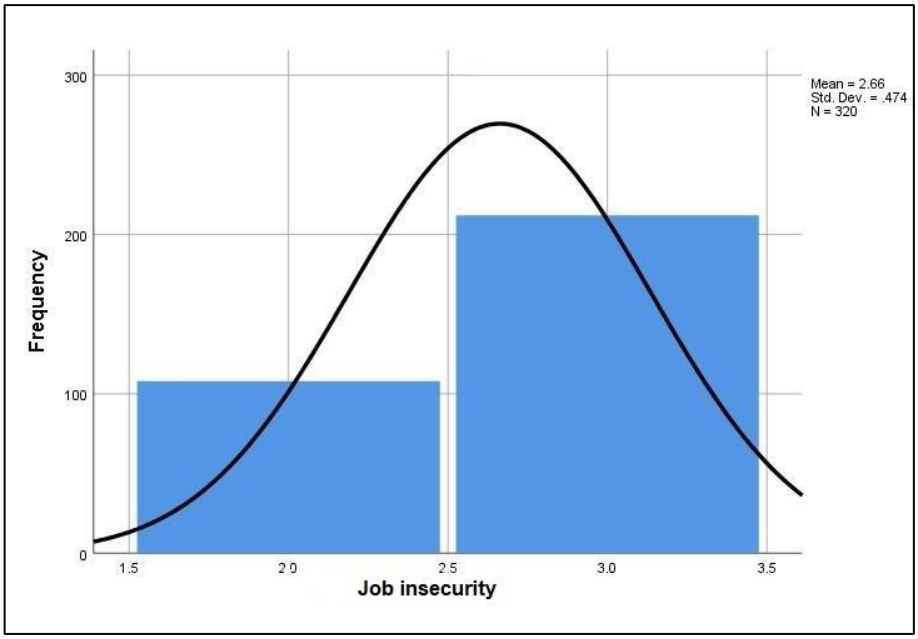
Figure 3-5. Distributions of results for the Controllability scales in the surveyed group



Source: own elaboration

Figure 3-5 shows the distribution of the Controllability variable. The variable is dichotomous and has a greater representation of high controllability then low controllability.

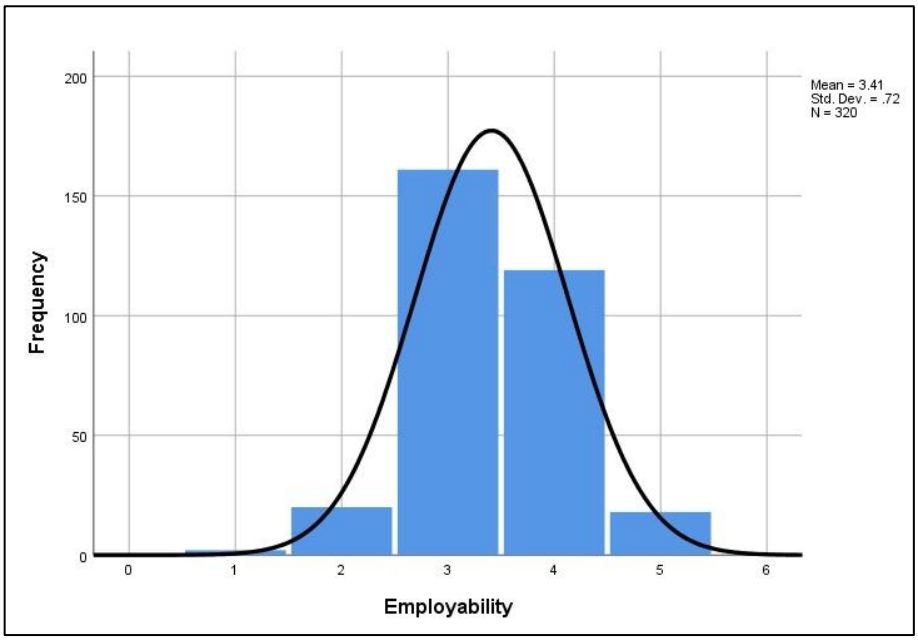
Figure 3-6. Distributions of results for the job insecurity scales in the surveyed group



Source: own elaboration

Figure 3-6 shows the distribution of the Job insecurity variable. The variable is dichotomous with nearly twice a high prevalence of job insecurity then job security.

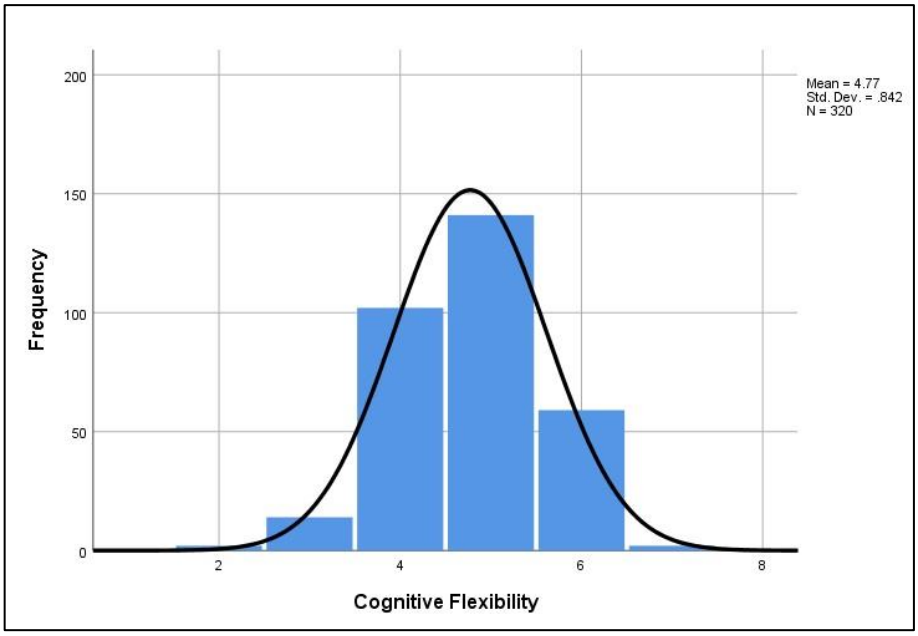
Figure 3-7. Distributions of results for the employability scales in the surveyed group



Source: own elaboration

Figure 3-7 shows the distribution of the Employability variable. The Variable is unimodal, symmetric and does not show excessive skew or kurtosis. Furthermore the majority of the values lay close to the middle of the scale (3).

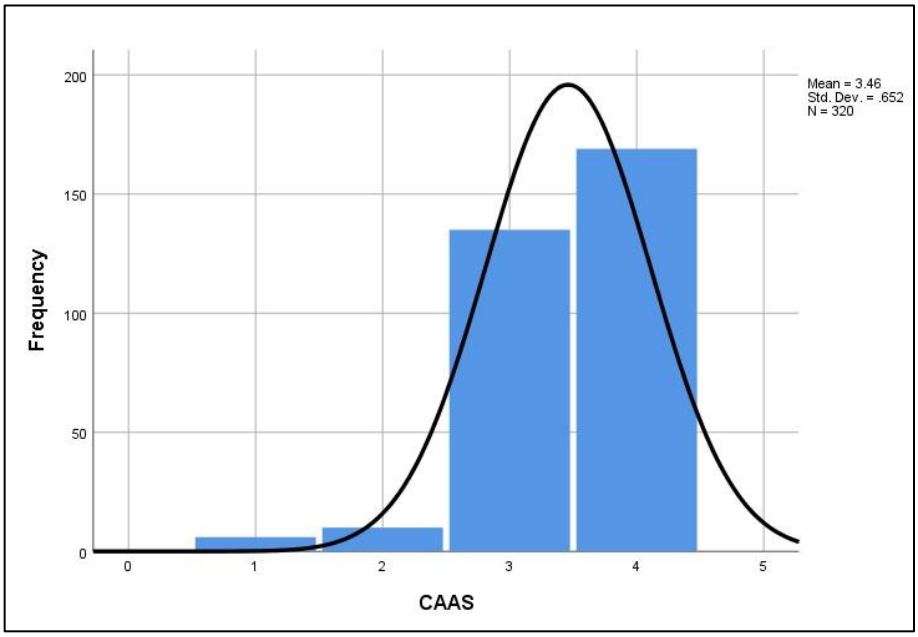
Figure 3-8. Distributions of results for the Cognitive Flexibility scales in the surveyed group



Source: own elaboration

Figure 3-8 shows the distribution of the Cognitive Flexibility variable. The variable is approximately normally distributed. It is unimodal, symmetric, and does not show excessive skew or kurtosis.

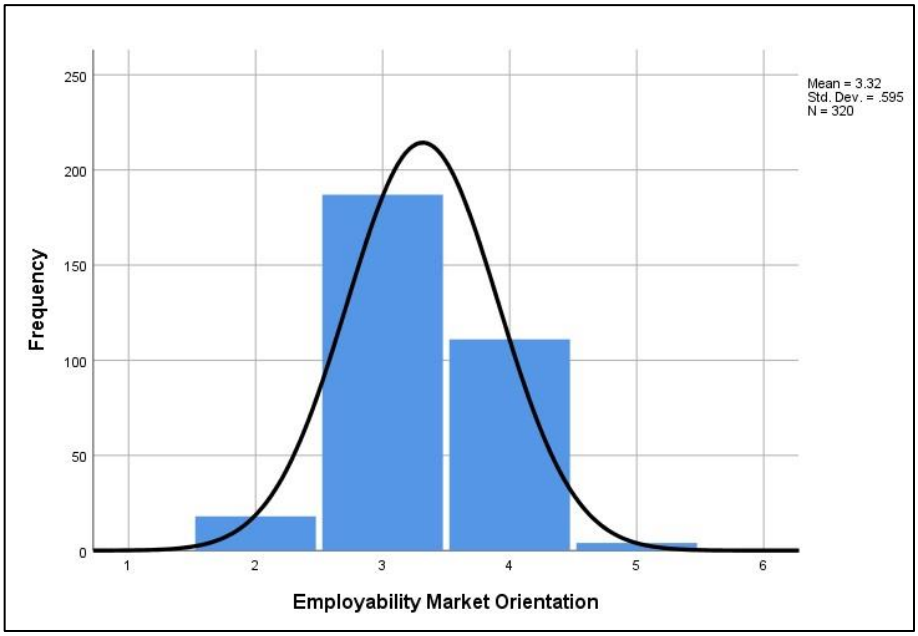
Figure 3-9. Distributions of results for the CAAS scales in the surveyed group



Source: own elaboration

Figure 3-9 shows the distribution of the CAAS variable. The variable is negatively skewed, with an overrepresentation of higher values relative to the normal distribution centered on the middle of the scale.

Figure 3-10. Distributions of results for the EMO scales in the surveyed group



Source: own elaboration

Figure 3-10 shows the distribution of the Employability variable. The variable is approximately symmetric and approximates a normal distribution.

After reviewing the descriptive statistics, by using inferential statistics, firstly the validity and reliability of the research tool and finally the research hypotheses have been examined.

3.1.1. Results of structural validity study - Convergent validity and discriminant validity

Before evaluating the proposed structural model, it is necessary to examine the significance of the factor load of the questionnaire to ensure the suitability of measurement tools and the acceptability of their indicators in measuring structures. This was done using Confirmatory Factor Analysis (CFA) technique and AMOS software.

In this section, each of the items was examined separately and then the general measurement tools were investigated. The significance level for the item loadings was chosen as $p < 0.05$. Otherwise, the relevant questions were excluded from the analysis process.

In addition, the structural construct validity indices of convergent validity and discriminant validity should also be considered. In convergent validity, each factor load must be significant and greater than or equal to 0.5. Otherwise, the optimal and acceptable limit of composite reliability (CR) and the mean of extracted variance (AVE) should be examined. The optimal limit of CR is at least 0.7, and the optimal limit of AVE is at least 0.5. In differential validity, to check the non-overlap between the questionnaire

correlational structures in relation to the items measured, the correlation between the two structures should not be greater than the square root of the AEV of the two structures. The results of discriminant validity are presented in Table 3-2.

Table 3-2. Results of confirmatory factor analysis and convergent validity of the items of questionnaire

Variables	Dimension	items	Factor Load	Significance	Result	AVE	CR
Employability Market Orientation	Career Exploration	Q1	0.799	0.001	significant	0.609	0.883
		Q2	0.816	0.001	significant		
		Q3	0.766	0.001	significant		
		Q4	0.795	0.001	significant		
		Q5	0.730	0.001	significant		
		Q6	0.655	0.001	significant		
		Q7	0.812	0.001	significant		
		Q8	0.854	0.001	significant		
	Vocational Self-Concept Crystallization	Q1	0.873	0.001	significant	0.570	0.759
		Q2	0.840	0.001	significant		
		Q3	0.516	0.001	significant		
		Q4	0.588	0.001	significant		
		Q5	0.879	0.001	significant		
	Career Planning	Q1	0.725	0.001	significant	0.505	0.704
		Q2	0.593	0.001	significant		
		Q3	0.666	0.001	significant		
		Q4	0.556	0.001	significant		
		Q5	0.663	0.001	significant		
		Q6	0.572	0.001	significant		
		Q7	0.678	0.001	significant		
	Career Strategy Implementation	Q1	0.800	0.001	significant	0.592	0.721
		Q2	0.625	0.001	significant		
		Q3	0.865	0.001	significant		
	Future Time Perspective	Q1	0.624	0.001	significant	0.504	0.701
		Q2	0.676	0.001	significant		
		Q3	0.566	0.001	significant		
		Q4	0.656	0.001	significant		
		Q5	0.641	0.001	significant		
Employability		Q1	0.756	0.001	significant	0.518	0.735
		Q2	0.694	0.001	significant		
		Q3	0.508	0.001	significant		
		Q4	0.902	0.001	significant		
		Q5	0.744	0.001	significant		
		Q6	0.557	0.001	significant		
		Q7	0.737	0.001	significant		
Job insecurity		Q1	0.517	0.001	significant	0.512	0.728
		Q2	0.579	0.001	significant		
		Q3	0.891	0.001	significant		

Cognitive Flexibility	Control	Q1	0.551	0.001	significant	0.509	0.741
		Q2	0.131	0.110	not significant		
		Q3	0.762	0.001	significant		
		Q4	0.241	0.082	not significant		
		Q5	0.660	0.001	significant		
		Q6	0.788	0.001	significant		
		Q7	0.565	0.001	significant		
	Alternatives	Q1	0.502	0.001	significant	0.541	0.762
		Q2	0.640	0.001	significant		
		Q3	0.661	0.001	significant		
		Q4	0.513	0.001	significant		
		Q5	0.607	0.001	significant		
		Q6	0.770	0.001	significant		
		Q7	0.848	0.001	significant		
		Q8	0.675	0.001	significant		
		Q9	0.670	0.001	significant		
		Q10	0.596	0.001	significant		
		Q11	0.766	0.001	significant		
		Q12	0.710	0.001	significant		
		Q13	0.757	0.001	significant		
Attribution style	Locus of control	Q1	0.615	0.001	significant	0.506	0.702
		Q2	0.844	0.001	significant		
		Q3	0.713	0.001	significant		
		Q4	0.267	0.078	not significant		
		Q5	0.673	0.001	significant		
		Q6	0.575	0.001	significant		
	Stability	Q1	0.534	0.001	significant	0.519	0.741
		Q2	0.728	0.001	significant		
		Q3	0.678	0.001	significant		
		Q4	0.554	0.001	significant		
		Q5	0.738	0.001	significant		
		Q6	0.636	0.001	significant		
	Controllability	Q1	0.228	0.086	not significant	0.571	0.730
		Q2	0.591	0.001	significant		
		Q3	0.797	0.001	significant		
		Q4	0.104	0.129	not significant		
		Q5	0.762	0.001	significant		
		Q6	0.095	0.162	not significant		
Career Adapt-Abilities Scale (CAAS)	Concern	Q1	0.593	0.001	significant	0.524	0.743
		Q2	0.656	0.001	significant		
		Q3	0.688	0.001	significant		
		Q4	0.679	0.001	significant		
		Q5	0.624	0.001	significant		
		Q6	0.620	0.001	significant		
	Control	Q1	0.581	0.001	significant	0.511	0.736
		Q2	0.124	0.124	not significant		
		Q3	0.675	0.001	significant		
		Q4	0.706	0.001	significant		
		Q5	0.685	0.001	significant		

		Q6	0.661	0.001	significant		
	Curiosity	Q1	0.700	0.001	significant	0.521	0.759
		Q2	0.707	0.001	significant		
		Q3	0.748	0.001	significant		
		Q4	0.672	0.001	significant		
		Q5	0.634	0.001	significant		
		Q6	0.544	0.001	significant		
	Confidence	Q7	0.716	0.001	significant	0.604	0.847
		Q8	0.749	0.001	significant		
		Q9	0.803	0.001	significant		
		Q10	0.837	0.001	significant		
		Q11	0.799	0.001	significant		
		Q12	0.755	0.001	significant		
Psychological Contract		Q1	0.650	0.001	significant	0.500	0.715
		Q2	0.186	0.124	not significant		
		Q3	0.569	0.001	significant		
		Q4	0.591	0.001	significant		
		Q5	0.884	0.001	significant		
		Q6	0.792	0.001	significant		
Flexible Human Resource Management	Skill Flexibility	Q1	0.520	0.001	significant	0.502	0.735
		Q2	0.546	0.001	significant		
		Q3	0.764	0.001	significant		
		Q4	0.772	0.001	significant		
		Q5	0.691	0.001	significant		
		Q6	0.668	0.001	significant		
		Q7	0.749	0.001	significant		
	Behavior Flexibility	Q1	0.813	0.001	significant	0.591	0.872
		Q2	0.822	0.001	significant		
		Q3	0.673	0.001	significant		
		Q4	0.781	0.001	significant		
		Q5	0.806	0.001	significant		
		Q6	0.791	0.001	significant		
		Q7	0.771	0.001	significant		
		Q8	0.679	0.001	significant		

Source: own elaboration

As shown in Table 3-2, the factor loading of some of the items of questionnaire are non-significant and these questions were excluded from the analysis. Also, due to the fact that the factor load of some items is less than 0.05 despite the significance, so to further ensure the convergent validity of the model, the value of two CR and AVE indices for all variables and components were examined, both values for all variables and components are more than 0.7 and 0.5, respectively. Therefore, according to the results, the convergent validity of the questionnaire can be ensured.

As mentioned in differential validity, the correlation between the two variables should not be greater than the AVE root associated with the variables. Table 3-3 shows

the results of differential validity of research variables, the square root of the AVE, shown in the main diameter (highlighted). Therefore, differential validity can be assumed.

Table 3-3. The result of differential validity of factor analysis and correlation between variables

Row	Variables	1	2	3	4	5	6	7	8	9	10
1	Psychological Contract	*.707*	–	–	–	–	–	–	–	–	–
2	FHRM	.211**	*.843*	–	–	–	–	–	–	–	–
3	Locus of control	.109	.073	*.711*	–	–	–	–	–	–	–
4	Stability	.218**	.019	.480**	*.720*	–	–	–	–	–	–
5	Controllability	.032	-.044	.022	.064	*.755*	–	–	–	–	–
6	Cognitive Flexibility	.304**	.258**	.190**	.186**	.100	*.766*	–	–	–	–
7	CAAS	.181**	.289**	.064	.142*	.080	.587**	*.812*	–	–	–
8	EMO	.343**	.247**	.116*	.064	.071	.361**	.333**	*.713*	–	–
9	Job insecurity	.081	-.067	.091	.046	.055	.076	.036	-.038	*.715*	–
10	Employability	.182**	.355**	.158**	.208**	-.027	.372**	.475**	.364**	-.016	*.719*
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

Source: own elaboration

Also, the fit indices of the CFA model with their desired values are presented in Table 3-4. These indicate a good fit of the measurement models and confirm the factor structure.

Table 3-4. Fit indicators of confirmatory factor analysis models of variables

Models	χ^2	df	χ^2/df	TLI	CFI	RMR	RMSEA
Psychological Contract	8.647	5	1.729	.984	.995	.024	.048
Flexible Human Resource Management	238.999	83	2.880	.931	.946	.071	.077
Attribution style	314.422	125	2.515	.902	.900	.057	.069
Cognitive Flexibility	574.649	195	2.94	.921	.936	.071	.074
Adapt-Abilities Scale (CAAS)	585.891	220	2.663	.903	.902	.030	.072
–	718.134	340	2.112	.906	.916	.035	.059
Job insecurity	5.214	3	1.738	.981	992	.012	.034
Employability	27.960	10	1.796	.965	.983	.024	.075

Source: own elaboration

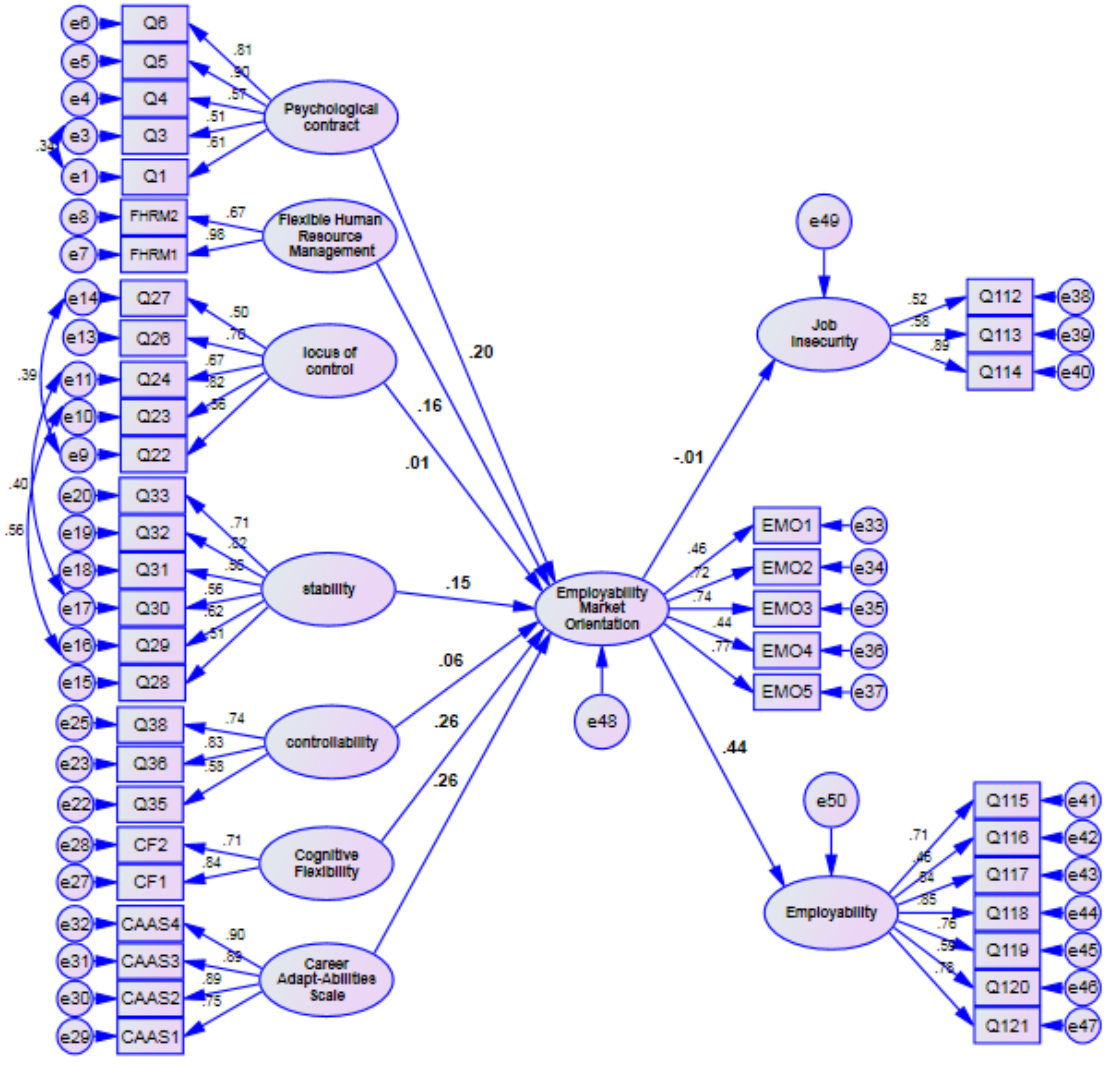
Reliability is assessed using Cronbach's alpha coefficient for each variable were investigated and shown in Table 2-5. Considering that for all variables and their dimensions, this value is above 0.7, it can be said that the tool has good reliability.

3.2. Investigation of research hypotheses

3.2.1. Fit model of research

Structural equation modelling using the Amos software was used to test hypotheses H1-H14. The full path model and measurement model is shown in the figure below. The measurement model's properties were discussed in the previous subsection. The overall model had a satisfactory Root Mean Error of Approximation (<0.08) and an acceptable CFI of above 0.90. These and additional fit indexes and the model Chi-square are shown in the Figure 3-11.

Figure 3-11. Fit model of research



Source: own elaboration

Table 3-5. Indicators of fitting the theoretical model of research

Indicator name	Accepted value	Ideal value	Obtained value in model
Degree of freedom (df)	–	–	803
Chi-square ($\chi 2$)	$2df \leq \chi 2 \leq 3df$	$0 \leq \chi 2 \leq 2df$	2117, 481
Optimized Chi-square ($df/\chi 2$)	$2 < \chi 2/df \leq 3$	$0 \leq \chi 2/df \leq 2$	2.704
Goodness of Fit (GFI)	$.80 \leq GFI < .95$	$.95 \leq GFI \leq 1.00$	0.856
Root of the mean squares remaining (RMR)	$0 < RMR \leq .10$	$0 \leq RMR \leq .05$	0.086
Comparative Fit Index (CFI)	$.90 \leq CFI < .97$	$.97 \leq CFI \leq 1.00$	0.901
Root of Mean Squares Estimation Error (RMSEA)	$.05 < RMSEA \leq .08$	$0 \leq RMSEA \leq .05$	0.073

Source: own elaboration

3.2.2. The relationship between EMO and socio-demographic variables, Employability and Job insecurity as adaptive indicators

The statistical test values and associated probability values used to test the study hypotheses are presented under each hypothesis below.

H1: There is a positive relationship between EMO and Employability.

For examining the relationship between EMO and Employability, two methods were used:

Correlation coefficient**:** The correlation coefficient between EMO and employability variables is equal to 0.364. This coefficient is significant at the 99% confidence level.

Table 3-6 shows the result of correlation between EMO and Employability.

Regression coefficient: Table 3-7 shows the result of the regression coefficient between EMO and Employability. By considering the path coefficient (0.044), the *p*-value, which is equal to 0.000 (less than the sig. 0.05) and the *t*-value is equal to 5.272 (outside the range of +/-1.96), it can be concluded that this relationship is significant.

Both of these analytical methods prove the positive relationship between EMO and Employability. It means by improving EMO, the employee's employability increases. Therefore, hypothesis first that *"There is a positive relationship between EMO and Employability"* **is confirmed.**

Table 3-6. The result of correlation between EMO and Employability

		EMO	Employability
Employability Market Orientation	Pearson Correlation	1	.364**
	Sig. (2-tailed)	–	.000
	N	320	320
Employability	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.000	–
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: own elaboration

Table 3-7. Regression coefficient of the relationships between EMO and Employability

Hypothesis	Direct route	Path coefficient	p-value	t-value	Result
1	EMO → Employability	0.44	0.000	5.272	significant

Source: own elaboration

H2: There is a negative relationship between EMO and Job insecurity.

For examining the relationship between EMO and Job insecurity, two methods were used.

Correlation coefficient: The correlation coefficient between EMO and job insecurity variables is equal to 0.038. No relationship has been found between EMO and job insecurity. Table 3-8 shows the result of correlation between EMO and job insecurity.

Regression coefficient: As Table 3-9 shows, the Path coefficient is equal to -0.01. By considering the p- value which is equal to 0.884 (higher than > 0.05) and the t-value which is equal to -0.144 (the range of +/-1.96) it can be concluded that there is no relationship between EMO and job insecurity.

Therefore, hypothesis second that "*There is a negative relationship between EMO and Job insecurity*" **is not confirmed.**

Table 3-8. The result of correlation between EMO and Job insecurity

		EMO	Job insecurity
Employability Market Orientation	Pearson Correlation	1	-.038
	Sig. (2-tailed)	–	.498
	N	320	320
Job insecurity	Pearson Correlation	-.038	1
	Sig. (2-tailed)	.498	–
	N	320	320

Source: own elaboration

Table 3-9. Regression coefficient of the relationship between EMO and Job insecurity

Hypothesis	Direct route	Path coefficient	*p*-value	Significant number	Result
2	EMO → Job Insecurity	-0.01	0.884	-0.144	NOT significant

Source: own elaboration

H3: There is a relationship between socio-demographic variables and EMO.

H3a: There is a relationship between age and EMO.

H3b: There is a relationship between gender and EMO.

H3c: There is a relationship between employee's marital status and EMO.

H3d: There is a relationship between employee's education level and EMO.

H3e: There is a relationship between employee's managerial position (executive manager) in the workplace and EMO.

H3f: There is a relationship between employee's type of contract (permanent vs temporary) and EMO.

H3g: There is a relationship between work experience and EMO.

H3i: There is a relationship between the employment time in current company and EMO.

H3j: There is a relationship between the number of jobs and EMO.

H3k: There is a relationship between planning for working in the current job and EMO.

Regarding the socio-demographic characteristics and Employability Market Orientation, it is confirmed that both the *education* and *the number of jobs in the professional career* have a positive relationship with EMO. However, there is no relationship between age, gender, employee's marital status, employee's managerial position, employee's type of contract, work experience, the employment time in current company, and planning for working in the current job and EMO

Table 3-10 shows the result of the correlation between socio-demographic and EMO.

Table 3-10. The result of correlation between socio-demographics and EMO

	Age	Gender	Marital status	Education	Managerial position	Experience time	Type of contract	No. of Jobs up to now	Employment Time in current comp.	Planning for Working in current job
EMO	-.044	.059	.034	.112*	-.011	-.028	.011	.120*	-.067	-.078
	*. Correlation is significant at the 0.05 level (2-tailed).									

Source: own elaboration

As Table 3-10 shows, education of employees has positive relationships with EMO, high education in employees improves the EMO. Furthermore, the employees' number of jobs in their career life have positive relationship with Employability Market Orientation. However, there is no relationship between the other socio-demographic characteristics and EMO.

Therefore, hypothesis third that "*There is a relationship between socio-demographic variables and EMO*" **is partially confirmed.**

Table 3-11 demonstrates the result of hypothesis third, and socio-demographic characteristics.

Table 3-11. The result of hypothesis related to the relationships between socio-demographics and EMO

Hypothesis 3	There is a relationship between socio-demographic variables and EMO	Partially confirmed
Hypothesis 3a	There is a relationship between age and EMO	Not confirmed.
Hypothesis 3b	There is a relationship between gender and EMO	Not confirmed.
Hypothesis 3c	There is a relationship between employee's marital status and EMO	Not confirmed.
Hypothesis 3d	There is a relationship between employee's education level and EMO	Confirmed
Hypothesis 3e	There is a relationship between employee's managerial position in the workplace and EMO	Not confirmed.
Hypothesis 3f	There is a relationship between employee's type of contract and EMO	Not confirmed.
Hypothesis 3g	There is a relationship between work experience and EMO	Not confirmed.
Hypothesis 3i	There is a relationship between the employment time in one company and EMO	Not confirmed.
Hypothesis 3j	There is a relationship between the number of jobs and EMO	Confirmed

Hypothesis 3k	There is a relationship between planning for working in the current job and EMO	Not confirmed.

Source: own elaboration.

3.2.3. The relationship between EMO and individual determinants

H4: There is a relationship between Cognitive Flexibility and EMO.

H4a: There is a relationship between cognitive control and EMO.

H4b: There is a relationship between cognitive alternatives and EMO.

For examining the relationship between Cognitive Flexibility and EMO, two methods were used:

Correlation coefficient: The correlation coefficient between Cognitive Flexibility and EMO variables is equal to 0.361. This coefficient is significant at the 99% confidence level. Table 3-12 shows the result.

Regression coefficient: As Table 3-13 shows, the Path coefficient is equal to 0.26. By considering the p- value which is equal to 0.002 (less than the 0.05), and the t-value which is equal to 3.069 (outside the range of +/-1.96), it can be concluded that there is a positive relationship between Cognitive Flexibility and EMO.

Table 3-12. The result of correlation between Cognitive Flexibility and EMO

		Cognitive Flexibility	**Employability Market Orientation**
Cognitive Flexibility	Pearson Correlation	1	.361**
	Sig. (2-tailed)	–	.000
	N	320	320
Employability Market Orientation	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.000	–
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: own elaboration

Table 3-13. Regression coefficient of the relationship between Cognitive Flexibility and EMO

Hypothesis	**Direct route**	**Path coefficient**	**p-value**	**Significant number**	**Result**
4	Cognitive Flexibility → EMO	0.26	0.002	3.069	significant

Source: own elaboration

To determine the relationship between cognitive control and cognitive alternatives, with EMO correlation coefficient method is used.

*Correlation coefficient***:** As table 3-14 shows, the correlation coefficient between cognitive control and EMO and cognitive alternatives and EMO respectively equals 0.329, .0315. These coefficients are significant at the 99% confidence level. So "*There is*

a relationship between cognitive control and EMO" and "*There is a relationship between cognitive alternatives and EMO*" **are confirmed**.

Overall, the analytical methods show the relationship between Cognitive Flexibility and EMO. Therefore, hypothesis four that **"***There is a relationship between Cognitive Flexibility and EMO*" **is confirmed**.

Table 3-14. The result of correlation between dimensions of Cognitive Flexibility (Cognitive control, cognitive alternatives and EMO)

		Employability Market Orientation	**Cognitive control**	**Cognitive alternatives**
Employability Market Orientation	Pearson Correlation	1	–	–
	Sig. (2-tailed)	–	–	–
	N	320	–	–
Cognitive control	Pearson Correlation	.329**	1	–
	Sig. (2-tailed)	.000	–	–
	N	320	320	–
Cognitive alternatives	Pearson Correlation	.315**	.598**	1
	Sig. (2-tailed)	.000	.000	–
	N	320	320	–
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: own elaboration

H5: There is a relationship between EMO and Attribution style.

H5a: There is a relationship between EMO and Locus of control.

H5b: There is a relationship between EMO and Stability.

H5c: There is a relationship between EMO and Controllability.

For examining the relationship between attribution style and EMO, two methods were used to measure the relationship between dimensions of Attribution style (Locus of control, Stability, Controllability) with EMO.

Correlation coefficient: The correlation coefficient between Locus of control and EMO variables is equal to 0.086. So, no relationship has been found between Locus of control and EMO.

Examine the relationship between Stability and EMO shows that the correlation coefficient between these two variables is equal to 0.164. This coefficient is significant at the 99% confidence level. This correlation confirms that Stability in employees' Attribution style improves EMO in employees.

Examine the relationship between Controllability and EMO shows that the correlation coefficient between these two variables is equal to 0.071. So, no relationship has been found between Controllability and EMO.

Table 3-15 shows the result of correlations between dimensions of Attribution style and EMO.

Regression coefficient: The Path coefficient between the Locus of control and EMO is equal to 0.01. By considering the *p*-value, which is equal to 0.920 (higher than the sig. of 0.05), and the *t*-value, which is equal to 0.101 (less than 1.96), it can be concluded that there is no relationship between Locus of control and EMO.

Examining the study of the relationships between the Stability and EMO shows that the Path coefficient is equal to 0.15. By considering the *p*-value, which is equal to 0.023 (less than the sig. 0.05), and the *t*-value, which is equal to 2.282 (out of the range of +/-1.96), it can be concluded that stability has a positive relationship with EMO.

Examining the relationships between the Controllability and EMO shows that the Path coefficient is equal to 0.00. By considering the *p*-value, which is equal to 0.330 (higher than the sig. of 0.05), and the *t*-value, which is equal to 0.974 (less than 1.96), it can be concluded that there is no relationship between controllability and EMO.

Table 3-16 shows the test results of the regression coefficient between Attribution style dimensions and EMO.

The analysis methods show that hypothesis five "*There is a relationship between EMO and Attribution style*" **is partially confirmed (only in Stability dimension).**

"*There is a relationship between EMO and Locus of control*" **is not confirmed.**

"*There is a relationship between EMO and Stability*" **is confirmed.**

"*There is a relationship between EMO and Controllability*" **is not confirmed**.

Table 3-15. The correlation between dimensions of Attribution style and EMO

Attribution's style dimension	EMO	Sig.
Locus of control	.086	.056
Stability	.164**	.003
Controllability	.071	.204
*. Correlation is significant at the 0.05 level (2-tailed).		

Source: own elaboration

Table 3-16. Regression coefficient and significance of the relationship between attribution's dimensions and EMO

Hypothesis	Direct route	Path coefficient	*p*-value	Significant number	Result
5a	Locus of control → EMO	0.01	0.920	0.101	NOT significant
5b	Stability → EMO	0.15	0.023	2.282	significant
5c	Controllability → EMO	0.00	0.330	0.974	NOT significant

Source: own elaboration

H6: There is a relationship between CAAS and EMO.

H6a: There is a relationship between Concern and EMO.

H6b: There is a relationship between Control and EMO.

H6c: There is a relationship between Curiosity and EMO.

H6d: There is a relationship between Confidence and EMO.

For examining the relationship between careers adapt ability scale and EMO, two methods were used:

*Correlation coefficient***:** The correlation coefficient between CAAS and EMO variables is equal to 0.333. This coefficient is significant at the 99% confidence level. Table 3-17 shows the result.

Regression coefficient: As Table 3-18 shows, the Path coefficient is equal to 0.26. By considering the *p*- value which is equal to 0.000 (less than the 0.05), and the *t*-value which is equal to 3.842 (outside the range of +/-1.96), it can be concluded that there is a positive relationship between CAAS and EMO.

Table 3-17. The result of correlation between CAAS and EMO

		CAAS	**Employability Market Orientation**
CAAS	Pearson Correlation	1	.333**
	Sig. (2-tailed)	–	.000
	N	320	320
EMO	Pearson Correlation	.333**	1
	Sig. (2-tailed)	.000	–
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: own elaboration

Table 3-18. Regression coefficient and significance of the relationship between CAAS and EMO

Hypothesis	**Direct route**	**Path coefficient**	***p*-value**	**Significant number**	**Result**
6	CAAS → EMO	0.26	0.000	3.842	significant

Source: own elaboration

To determine the relationship between Concern, Control, Curiosity, Confidence with EMO, the correlation coefficient method is used.

Correlation coefficient: As table 3-19 shows the result of the correlation coefficient between Concern, Control, Curiosity, Confidence and EMO respectively are equal to .303, .339, .294, and .259.

These coefficient are significant at the 99% confidence level. So:

"*There is a relationship between Concern and EMO*" **is confirmed**.

"*There is a relationship between Control and EMO*" **is confirmed**.

"*There is a relationship between Curiosity and EMO*" **is confirmed**.

"*There is a relationship between Confidence and EMO*" **is confirmed**.

The analytical methods show the relationship between CAAS and EMO. Therefore, hypothesis six that:

"*There is a positive relationship between CAAS and Employability Market Orientation*" **is confirmed**.

Table 3-19. The result of correlation between CAAS dimensions (Concern, Control, Curiosity, Confidence) and EMO

		Concern	**Control**	**Curiosity**	**Confidence**	**EMO**
Concern	Pearson Correlation	1	–	–	–	–
	Sig. (2-tailed)	–	–	–	–	–
	N	320	–	–	–	–
Control	Pearson Correlation	.699**	1	–	–	–
	Sig. (2-tailed)	.000	–	–	–	–
	N	320	320	–	–	–
Curiosity	Pearson Correlation	.634**	.785**	1	–	–
	Sig. (2-tailed)	.000	.000	–	–	–
	N	320	320	320	–	–
Confidence	Pearson Correlation	.663**	.785**	.818**	1	–
	Sig. (2-tailed)	.000	.000	.000	–	–
	N	320	320	320	320	–
EMO	Pearson Correlation	.303**	.339**	.294**	.259**	1
	Sig. (2-tailed)	.000	.000	.000	.000	–
	N	320	320	320	320	–
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: own elaboration

3.2.4. The relationship between EMO and organizational determinants

H7: There is a different level of EMO between private and public sectors.

To examine this hypothesis, first the relationship between Psychological Contract and EMO was tested. The result of Pearson correlation test shows the relationship between Psychological Contract and EMO.

Table 3-20 shows the result of Pearson correlation test and Table 3-21 shows the result of regression coefficient test between Psychological Contract and EMO.

Table 3-20. The correlation between Psychological Contract and EMO

		Psychological Contract	EMO
Psychological Contract	Pearson Correlation	1	.343**
	Sig. (2-tailed)	–	.000
Employability Market Orientation	Pearson Correlation	.343**	1
	Sig. (2-tailed)	.000	–
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: own elaboration

Table 3-21. Regression coefficient and significance of the relationship between Psychological Contract and EMO

Direct route	Path coefficient	*p*-value	Significant number	Result
Psychological Contract → EMO	0.20	0.003	3.001	significant

Source: own elaboration

It will be assumed that employees working in the private sector have transactional contract and employees in public have a relational contract. So, the workplace is considered as an indicator of the Psychological Contract.

Table 3-22 and Table 3-23 show that Psychological Contract has a positive relationship with Career Exploration, Vocational Self-Concept Crystallization, Career Planning, and Future Time Perspective (EMO's dimensions). However, there is no relationship between Career Strategy Implementation and Psychological Contract in both public and private companies. Overall, people with EMO work in both the private sector and public one.

Therefore, "*There is a different level of EMO between private and public sectors*" **is not confirmed.**

Table 3-22. Correlation between the dimensions of EMO and Psychological Contract for employees in public companies

	Career Exploration	**Vocational Self-Concept Crystallization**	**Career Planning**	**Career Strategy Implementation**	**Future Time Perspective**	**Psychological Contract**
Career Exploration	1	–	–	–	–	–
Vocational Self-Concept Crystallization	.301**	1	–	–	–	–
Career Planning	.305**	.616**	1	–	–	–
Career Strategy Implementation	.059	.327**	.482**	1	–	–
Future Time Perspective	.356**	.587**	.573**	.446**	1	–
Psychological Contract	.483**	.229**	.216**	.096	.251**	1
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: own elaboration

Table 3-23. Correlation between the dimensions of EMO and Psychological Contract for employees in private companies

	Career Exploration	**Vocational Self-Concept Crystallization**	**Career Planning**	**Career Strategy Implementation**	**Future Time Perspective**	**Psychological Contract**
Career Exploration	1	–	–	–	–	–
Vocational Self-Concept Crystallization	.378**	1	–	–	–	–
Career Planning	.319**	.631**	1	–	–	–
Career Strategy Implementation	.240**	.265**	.433**	1	–	–
Future Time Perspective	.409**	.628**	.619**	.460**	1	–
Psychological Contract	.619**	.198*	.279**	.108	.182*	1
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: own elaboration

H8: There is a relationship between organizations with FHRM and EMO.

Examine the relationship between FHRM and EMO shows that the correlation coefficient between these two variables is equal to 0.247. This coefficient is significant at the 99% confidence level. This correlation confirm that flexibility of human resource management improve EMO in employees. Table 3-24 shows the result of Pearson correlation test of these two variables.

Table 3-24. The correlation between FHRM and EMO

		Flexible Human Resource Management	**Employability Market Orientation**
Flexible Human Resource Management	Pearson Correlation	1	.247**
	Sig. (2-tailed)	–	.000
	N	320	320
Employability Market Orientation	Pearson Correlation	.247**	1
	Sig. (2-tailed)	.000	–
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: own elaboration

The same result by regression coefficient shows the positive relationship between FHRM and EMO. Table 3-25 shows the test results of the regression coefficient method. Therefore, hypothesis eight that "*There is a relationship between organizations with FHRM and EMO*" **is confirmed**.

Table 3-25. Regression coefficient and significance of the FHRM on EMO

Hypothesis	**Direct route**	**Path coefficient**	***p*-value**	**Significant number**	**Result**
8	FHRM → EMO	0.16	0.009	2.622	significant

Source: own elaboration

Overall, the correlation between research variables to EMO using the Pearson correlation coefficient is shown in Table 3-26. The relationship between Cognitive flexibility, CAAS, Stability of attribution style, Flexible Human Resource Management, and Psychological Contract with EMO are positive. In addition, the relationship between EMO and employability is positive too. However, there is no relationship between Locus of control and controllability of Attribution style with EMO. On the other hand, there is no relationship between EMO and job insecurity.

Table 3-26. Pearson correlation between variables of research with EMO

		1	2	3	4	5	6	7	8	9	10
1	Psychological Contract	1	–	–	–	–	–	–	–	–	–
2	Flexible Human Resource Management	.211**	1	–	–	–	–	–	–	–	–
3	Locus of control	.109	.073	1	–	–	–	–	–	–	–
4	Stability	.218**	.019	.480**	1	–	–	–	–	–	–
5	Controllability	.032	-.044	.022	.064	1	–	–	–	–	–
6	Cognitive Flexibility	.304**	.258**	.190**	.186**	.100	1	–	–	–	–
7	CAAS	.181**	.289**	.064	.142*	.080	.587**	1	–	–	–
8	Employability Market Orientation	.343**	.247**	.086	.164**	.071	.361**	.333**	1	–	–
9	Job insecurity	.081	-.067	.091	.046	.055	.076	.036	-.038	1	–
10	Employability	.182**	.355**	.158**	.208**	-.027	.372**	.475**	.364**	-.016	1
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

Source: own elaboration

The results of hypothesis testing related to relationships between variables are summarized in Table 3-27.

Table 3-27. Hypotheses testing results (H1-H8)

Hypothesis	Results
H1: There is a positive relationship between EMO and Employability.	Confirmed
H2: There is a negative relationship between EMO and Job insecurity.	Unconfirmed
H3: There is a relationship between socio-demographic variables and EMO.	Partially confirmed The education and the number of jobs are confirmed
H4: There is a relationship between Cognitive Flexibility and EMO.	Confirmed
H5: There is a relationship between EMO and Attribution style.	Partially confirmed Only in Stability dimension is confirmed.
H6: There is a relationship between CAAS and EMO.	Confirmed
H7: There is a different level of EMO between private and public sectors.	Unconfirmed
H8: There is a relationship between organizations with FHRM and EMO.	Confirmed

Source: own elaboration

In the following, the moderating role of organizational factors, i.e., Psychological Contract and Flexibility of Human Resource Management, in the relationship between individual factors and EMO is investigated.

During examining and evaluating management models with moderator variables, two basic questions must be answered (Azizi, 2013). The first, does the moderator variable have a moderating effect? The second, if it has a moderating effect, what is its size?

To answer the first question, by considering the hypotheses related to the moderator role of organizations determinants, the *R2 change test* was used.

To answer the second question, *hierarchical regression* was used in this study.

H9: FHRM moderates the relationship between Attribution style and EMO.

H9a: FHRM moderates the relationship between Locus of control and EMO.

H9b: FHRM moderates the relationship between Stability and EMO.

H9c: FHRM moderates the relationship between Controllability and EMO.

The results of the Flexibility of Human Resource Management moderating test on the relationship between the Locus of control and EMO are shown in Table 3-28. Due to the decrease in the sig value of the interaction variable (FHRM * Locus of control), FHRM moderates the effect of the relationship between Locus of control and EMO (β = 0.118, p <0.05). Therefore, the FHRM moderation hypothesis on the relationship between Locus of control and EMO is confirmed due to significant changes in R^2 (ΔR^2 model = 0.014). According to Jaccard Turrisi (2003), if the difference between R^2 values in steps one and two is statistically significant, there is a moderating effect (P <0.05).

Table 3-28. Results of Moderating Analysis of FHRM Variable on Locus of control and EMO

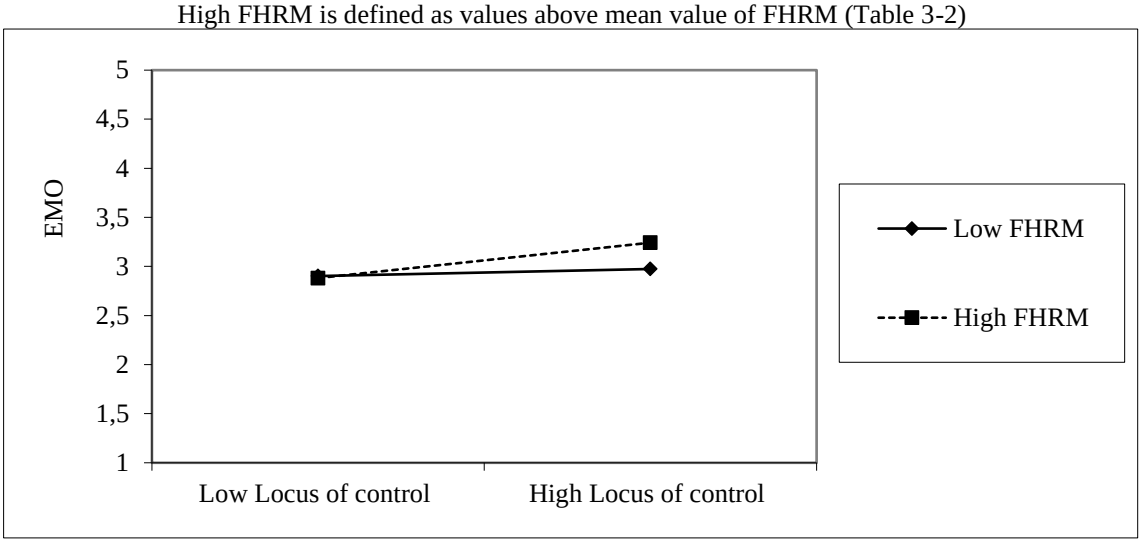
Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Locus of control	EMO	.109	.000	.070	.000	12.009	.070	0.000	12.0
	FHRM		.059	.072						
Step two	Locus of control	EMO	.108	.000	.084	.857	4.775	.000	0.000	99.6
	FHRM		.062	.058						
	FHRM * Locus of control		.072	.030						

Source: own elaboration

Figure 3-12 shows the moderating role of FHRM on the relationship between Locus of control and EMO. As it is shown, with increasing FHRM, the relationship of the Locus of control on EMO increases (line slope increases). Therefore, "*FHRM moderates the relationship between Locus of control and EMO*" **is confirmed**.

Figure 3-12. The role of the FHRM moderator on Locus of control and EMO

Low FHRM is defined as values under mean value of FHRM
High FHRM is defined as values above mean value of FHRM (Table 3-2)



Source: own elaboration

The results of the flexibility of human resource management moderating test on the relationship between the Stability and EMO are shown in Table 3-29.

Step one shows the effect of stability and FHRM as independent and moderating variables on the EMO variable. Step two shows the moderating effect of FHRM. The results in step 2 show that FHRM has no moderating effect on the relationship between stability and EMO ($\beta = -0.039$, $p = 0.476$). Therefore, the FHRM moderation hypothesis is not confirmed due to the lack of significant changes in R^2 (ΔR^2 model = 0.001).

Table 3-29. Results of Moderating Analysis of FHRM on Stability and EMO

Hierarchical regression steps	**Independent variable**	**Dependent variable**	**β**	**sig.**	**R^2**	**Change Statistics**			**ANOVA**	
						sig. F change	**F change**	**R Square change**	**sig.**	***f***
Step one	Stability FHRM	EMO	.244 .160	.003 .081	.081	.000	14.9	.086	0.000	14.09
Step two	Stability FHRM FHRM * Stability	EMO	.247 .158 -.039	.000 .003 .476	.079	.476	.510	.001	0.000	10.1

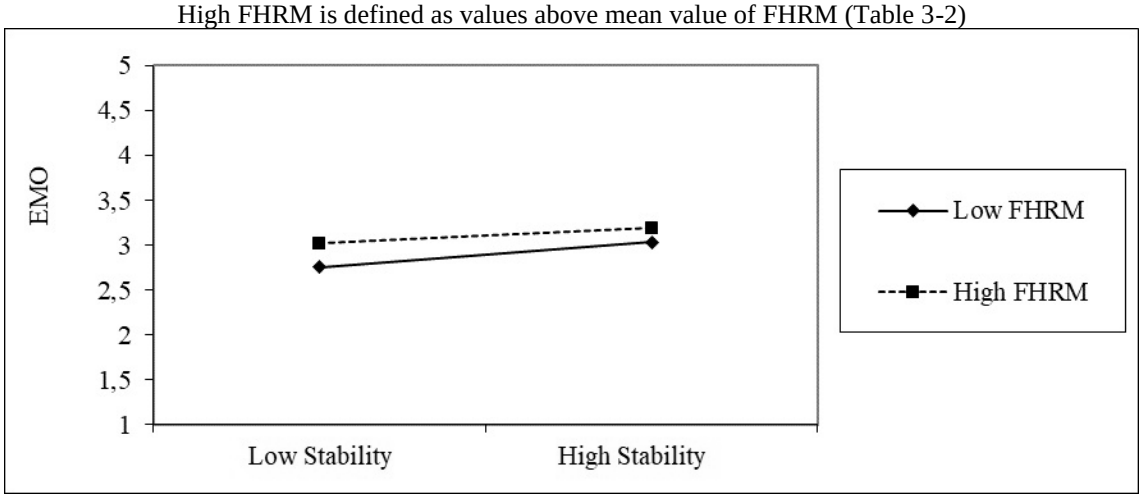
Source: own elaboration

Figure 3-13 shows the moderating role of FHRM on the relationship between Stability and EMO. It shows that changing the

FHRM does not change the effect of Stability on the EMO (line slope does not change). Therefore, "*FHRM has a moderating effect on the relationship between Stability and EMO*" **is not confirmed**.

Figure 3-13. The role of the FHRM moderator on Stability and EMO

Low FHRM is defined as values under mean value of FHRM
High FHRM is defined as values above mean value of FHRM (Table 3-2)



Source: own elaboration

As shown in Table 3-30, FHRM has no moderating effect on the relationship between controllability and EMO (β = -0.074, p = 0.178). Therefore, the FHRM moderation hypothesis in the relationship between controllability and EMO is not confirmed due to the lack of significant changes in R^2 (ΔR^2 model = 0.005).

Table 3-30. Results of Moderating Analysis of FHRM Variable on controllability and EMO

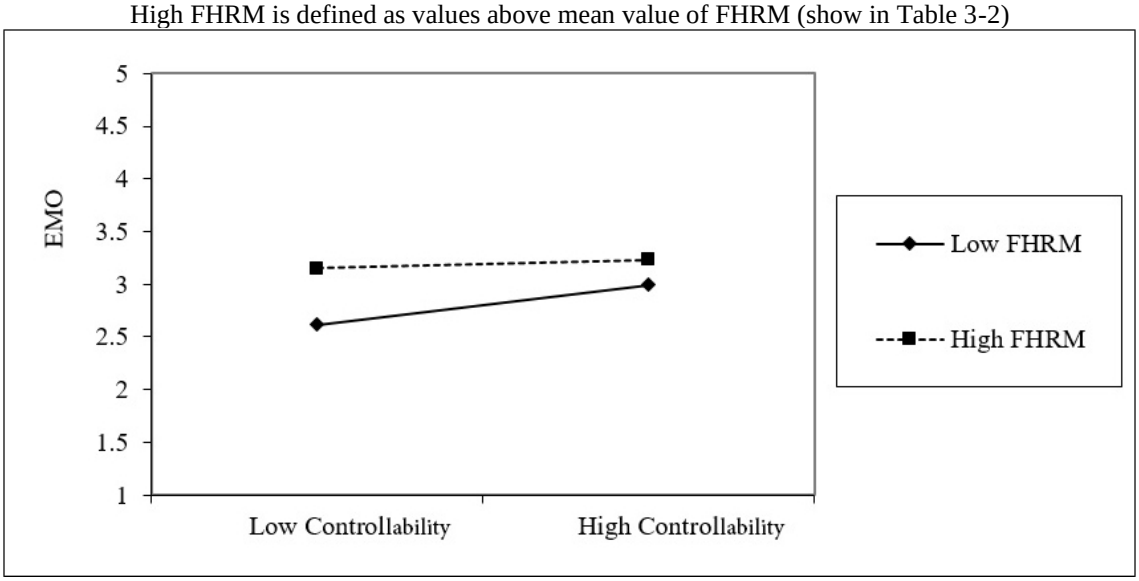
Hierarchical regression steps	**Independent variable**	**Dependent variable**	**β**	**sig.**	**R^2**	**Change Statistics**			**ANOVA**	
						sig. F change	**F change**	**R Square change**	**sig.**	***f***
Step one	Control FHRM	EMO	.250 .082	.000 .131	.068	.000	11.4	.068	0.000	11.4
Step two	Control FHRM FHRM * Control	EMO	.252 .091 -.074	.000 .095 .178	.073	.178	1.82	.005	0.000	8.2

Source: own elaboration

Figure 3-14 shows the moderating role of FHRM on the relationship between Controllability and EMO. Changing the FHRM does not change the effect of the controllability on the EMO (line slope does not change). Therefore, "*FHRM has a moderating effect on the relationship between Controllability and EMO*" **is not confirmed**.

Figure 3-14. The role of the FHRM moderator on Controllability and EMO

Low FHRM is defined as values under mean value of FHRM
High FHRM is defined as values above mean value of FHRM (show in Table 3-2)



Source: own elaboration

The result of moderating analysis show hypothesis ten that "*FHRM moderates the relationship between Attribution style and EMO*" **is partially confirmed** and FHRM acts moderate role in only Locus of control and EMO. It does not moderate the other dimensions of Attribution style on EMO.

H10: FHRM moderates the relationship between Cognitive Flexibility and EMO.

H10a: FHRM moderates the relationship between cognitive control and EMO.

H10b: FHRM moderates the relationship between cognitive alternatives and EMO.

As the results in Table 3-31 show, FHRM has a moderating effect on the relationship between Cognitive Flexibility and EMO ($\beta = 0.261$, $p < 0.05$). Therefore, the hypothesis about the FHRM moderating variable in the relationship between Cognitive Flexibility and EMO is confirmed due to significant changes in R^2 (ΔR^2 model = 0.059). Due to the positive effect coefficient of the interactive variable, it can be said that with increasing FHRM, the effect of Cognitive Flexibility on EMO increases. Therefore, "*FHRM moderates the relationship between Cognitive Flexibility and EMO*" **is confirmed**.

Table 3-31. Results of Moderating Analysis of FHRM Variable on Cognitive Flexibility and EMO

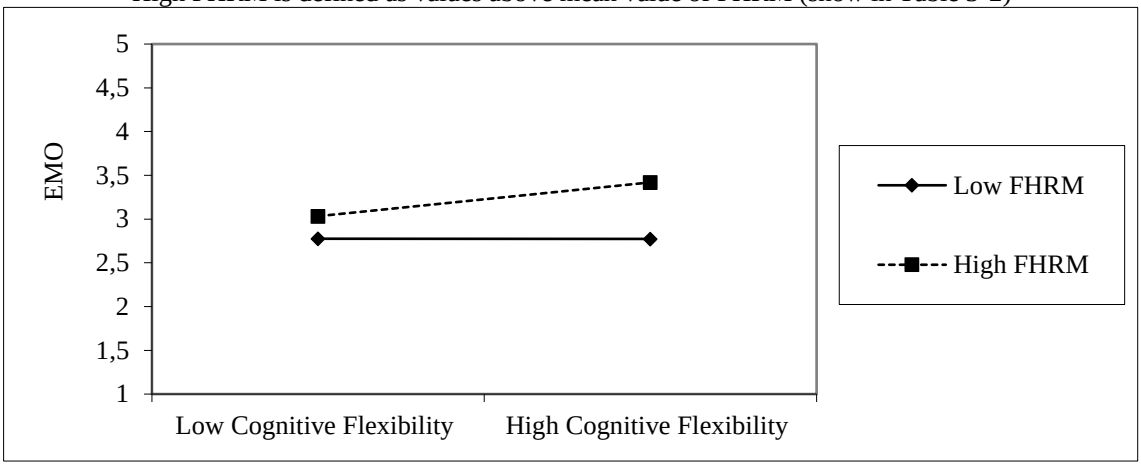
Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Cognitive Flexibility	EMO	.257	.000	.190	.000	37.202	.190	0.000	37.2
	FHRM		.282	.000						
Step two	Cognitive Flexibility	EMO	.193	.000	236	.000	18.93	.046	0.000	32.5
	FHRM		.324	.000						
	FHRM * Cognitive Flexibility		-.224	.000						

Source: own elaboration

Figure 3-15 illustrates the moderating role of FHRM on the relationship between Cognitive Flexibility and EMO. Increasing FHRM, the positive effect of Cognitive Flexibility on EMO increases (line slope increases).

Figure 3-15. The role of the FHRM moderator on Cognitive Flexibility and EMO

Low FHRM is defined as values under mean value of FHRM
High FHRM is defined as values above mean value of FHRM (show in Table 3-2)



Source: own elaboration

H11: FHRM moderates the relationship between CAAS and EMO.

H11a: FHRM moderates the relationship between Concern and EMO.

H11b: FHRM moderates the relationship between Control and EMO.

H11c: FHRM moderates the relationship between Curiosity and EMO.

H11d: FHRM moderates the relationship between Confidence and EMO.

As Table 3-32 shows, FHRM has a moderating effect on the relationship between CAAS and EMO ($\beta = 0.292$, $p < 0.05$). Therefore, the FHRM moderation hypothesis in relation to CAAS and EMO is confirmed due to significant changes in R^2 (ΔR^2 model =

0.073). In this hypothesis, the moderating role of FHRM is also positive, meaning that increasing FHRM increases the relationship between CAAS and EMO. Therefore, "*FHRM Moderates the relationship between CAAS and EMO*" **is confirmed**.

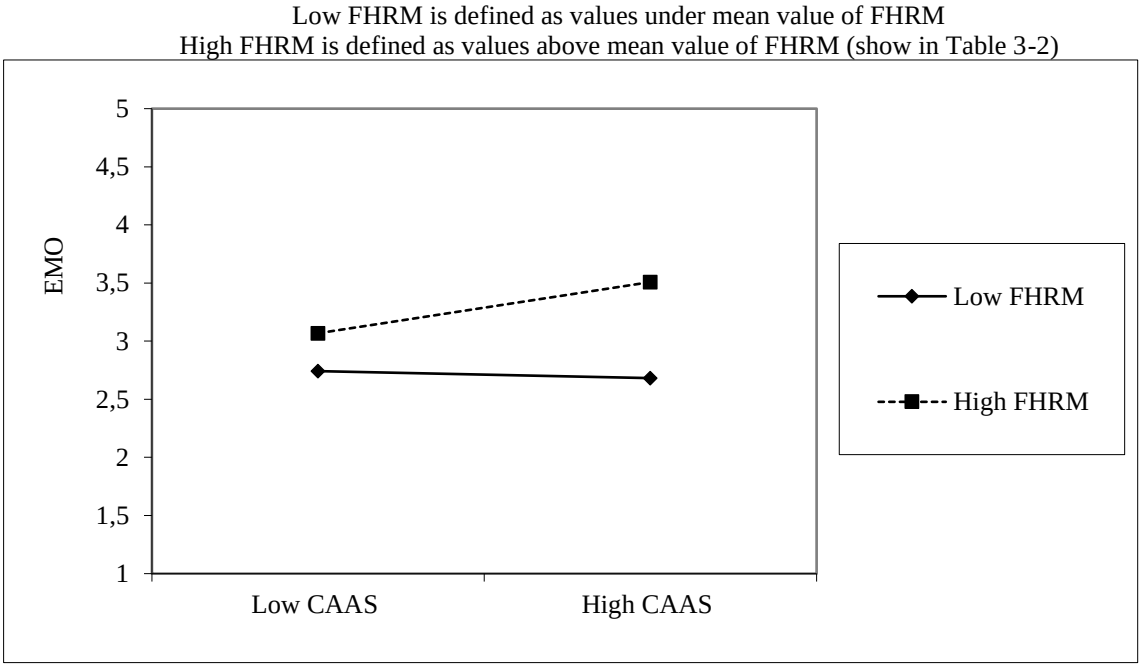
Table 3-32. Results of Moderating Analysis of FHRM Variable on CAAS and EMO

Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	CAAS	EMO	.164	.003	.135	.000	24.8	.135	0.000	24.8
	FHRM		.285	.000						
Step two	CAAS	EMO	.208	.000	.208	.000	29.02	.073	0.000	27.6
	FHRM		.376	.000						
	FHRM * CAAS		.292	.000						

Source: own elaboration

Figure 3-16 illustrates the moderating role of FHRM on the relationship between CAAS and EMO. As it is shown, with increasing FHRM, the positive effect of CAAS on EMO increases (line slope increases).

Figure 3-16. The role of the FHRM moderator on CAAS and EMO



Source: own elaboration

H12: Psychological Contract moderates the relationship between Attribution style and EMO.

H12a: Psychological Contract moderates the relationship between Locus of control and EMO.

H12b: Psychological Contract moderates the relationship between Stability and EMO.

H12c: Psychological Contract moderates the relationship between Controllability and EMO.

The results of the Psychological Contract moderating test on the relationship between the Stability and EMO are shown in Table 3-33.

Step one shows the effect of Locus of control and Psychological Contract as independent and moderating variables on the EMO variable. Step two shows the effect of Psychological Contract as a moderator role. The results in step two shows that the Psychological Contract has no moderating effect on the relationship between the Locus of control and EMO (β = -0.010, p = 0.857). Therefore, the Psychological Contract moderating hypothesis is not confirmed due to the lack of significant changes in the amount of R^2 (ΔR^2 model = 0.000).

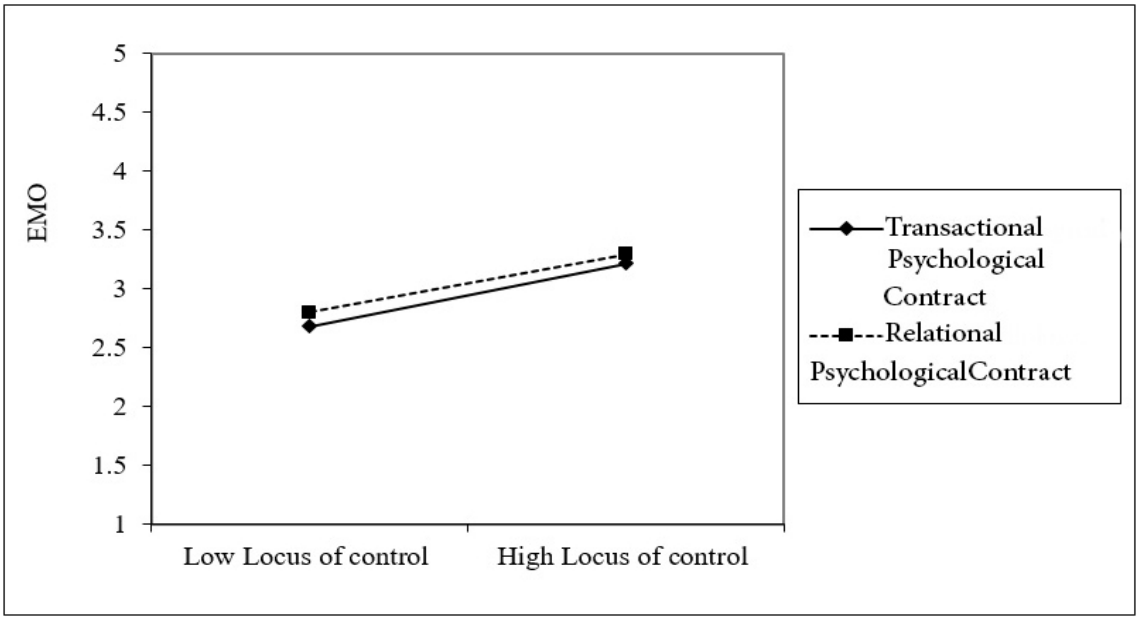
Table 3-33. Results of Moderating Analysis of the Psychological Contract on Locus of control and EMO

Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Locus of control Psychological Contract	EMO	0.334 0.079	0.000 0.000	0.124	0.000	22.4	.124	0.000	22.4
Step two	Locus of control Psychological Contract Psychological Contract * Locus of control	EMO	0.333 0.079 -0.010	0.000 0.136 0.857	0.000	0.857	0.033	0.000	0.000	14.89

Source: own elaboration

Figure 3-17 illustrates the moderating role of the Psychological Contract on the relationship between the Locus of control and the EMO. Changing the Psychological Contract from relational to transactional has no effect on the relationship between Locus control and EMO (line slope does not change). Therefore, "*Psychological Contract moderates the relationship between Locus of control and EMO*" **is not confirmed**.

Figure 3-17. The role of the Psychological Contract moderator on Locus of control and EMO



Source: own elaboration

Table 3-34 shows the results of moderator analysis for the Psychological Contract on Stability and EMO.

Step one show the effect of Psychological Contract and Stability as moderating and independent variables on the EMO. Step two shows the effect of Psychological Contract as a moderator variable. The results in model 2 shows that the Psychological Contract has no moderating effect on the relationship between Stability and EMO ($\beta = 0.031$, $p = 0.557$). Therefore, the Psychological Contract moderating hypothesis is not confirmed due to the lack of significant changes in the amount of R2 (ΔR^2 model = 0.001).

Table 3-34. Results of Moderating Analysis for the Psychological Contract on Stability and EMO

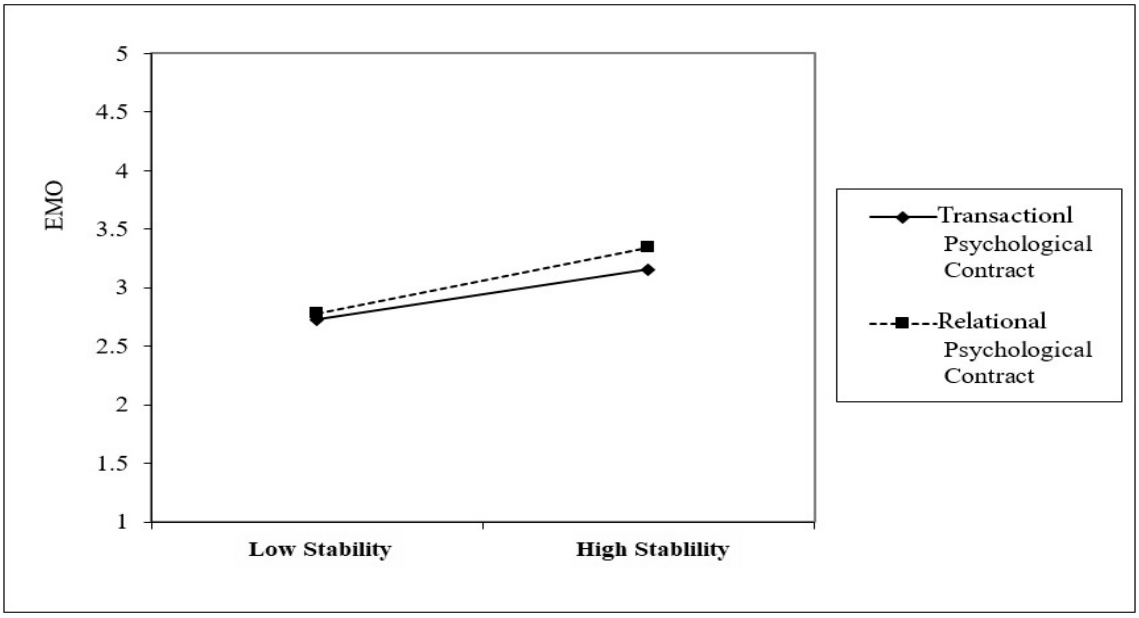
Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Stability Psychological Contract	EMO	0.323 0.094	0.000 0.081	0.126	0.000	22.870	0.126	0.000	22.8
Step two	Stability Psychological Contract Psychological Contract * Stability	EMO	0.321 0.092 0.031	0.000 0.089 0.557	0.127	0.557	0.345	0.001	0.000	15.3

Source: own elaboration

Figure 3-18 illustrates the moderating role of the Psychological Contract on the relationship between Stability and EMO. Changing the Psychological Contract from

relational to transactional has no effect on the relationship between Stability and EMO (line slope does not change). Therefore**,** "*Psychological Contract moderates the relationships between Stability and EMO*" **is not confirmed**.

Figure 3-18. The role of the Psychological Contract moderator on Stability and EMO



Source: own elaboration

As the results in Table 3-35 show, the Psychological Contract has no moderating effect on the relationship between Controllability and EMO (β = -0.017, p = 0.750). Therefore, the Psychological Contract moderating hypothesis is not confirmed due to the lack of significant changes in the amount of R2 (ΔR^2 model = 0.000).

Table 3-35. Results of Moderating Analysis for the Psychological Contract on Controllability and EMO

Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Control Psychological Contract	EMO	.341 .060	.000 .254	.121	.000	21.875	.121	0.000	21.8
Step two	Control Psychological Contract Psychological Contract * Control	EMO	.340 .060 -.017	.000 .256 .750	.122	.750	.102	.000	0.000	14.5

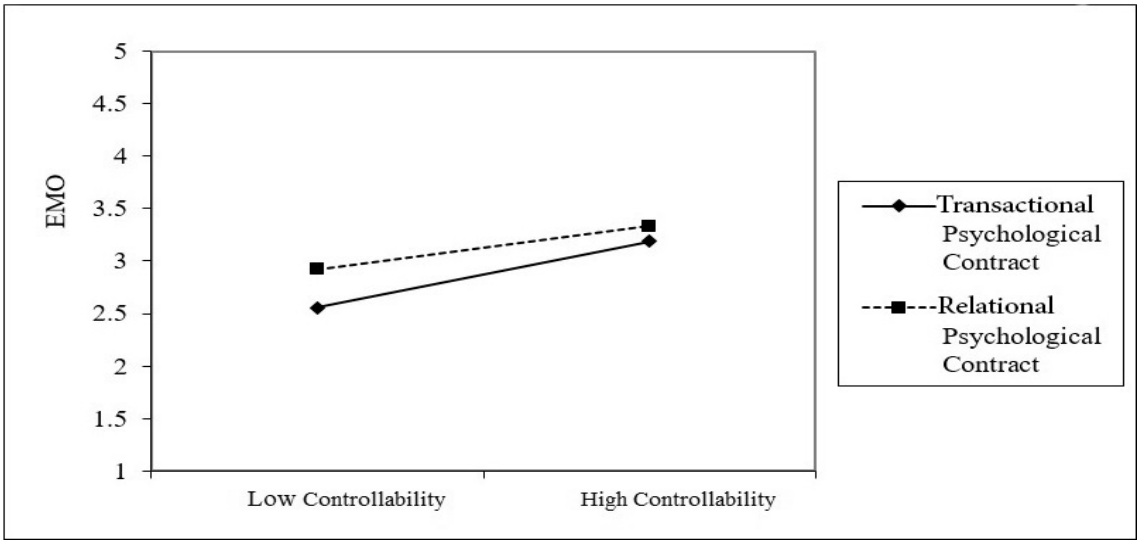
Source: own elaboration

Figure 3-19 shows the moderating role of the Psychological Contract on the relationship between Controllability and EMO. Changing the Psychological Contract from relational to transactional has no effect on the relationship between the controllability and

EMO (line slope does not change). Therefore, "*Psychological Contract moderates the relationship between Controllability and EMO*" **is not confirmed**.

Based on above moderator analysis**,** hypothesis twelve that **"***Psychological Contract moderates the relations between Attribution style and EMO*" **is not confirmed**.

Figure 3-19. The moderating role of Psychological Contract on Controllability and EMO



Source: own elaboration

H13: Psychological Contract moderates the relations between Cognitive Flexibility and EMO.

H13a: Psychological Contract moderates the relations between cognitive control and EMO.

H13b: Psychological Contract moderates the relations between cognitive alternatives and EMO.

As the results in Table 3-36 show, Psychological Contract has a moderating effect on the relationship between Cognitive Flexibility and EMO (β = -0.224, $p < 0.05$). Therefore, the Psychological Contract moderating hypothesis is confirmed due to significant changes in the amount of R^2 (ΔR^2 model = 0.046). It should be noted, when the Psychological Contract increases, the relationship between Cognitive Flexibility and EMO increases.

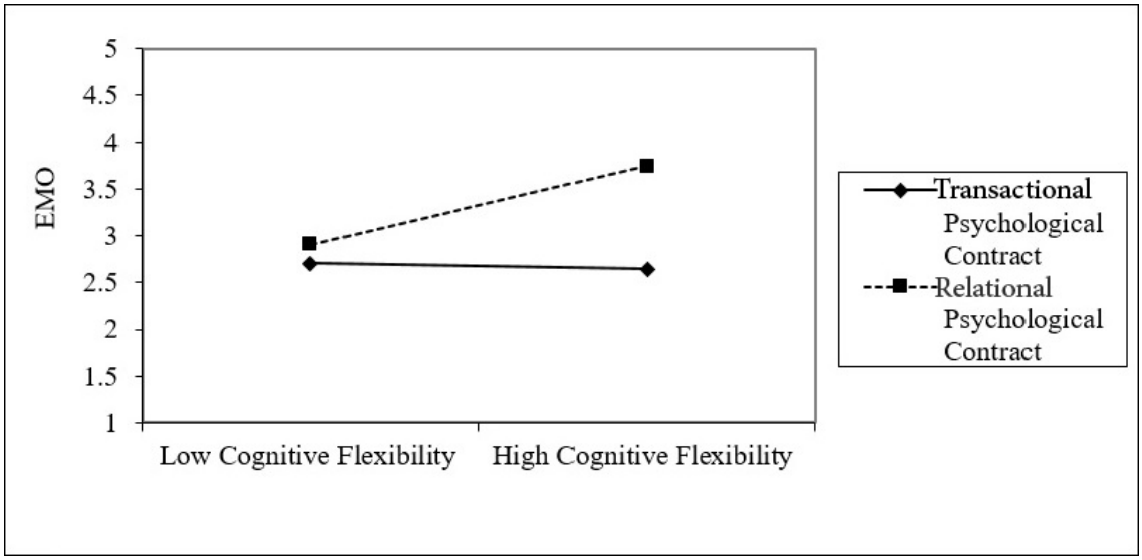
Table 3-36. Results of moderating analysis for the Psychological Contract on Cognitive Flexibility and EMO

Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	Cognitive Flexibility	EMO	.257	.000	.190	.000	37.202	.190	0.000	37.2
	Psychological Contract		.282	.000						
Step two	Cognitive Flexibility	EMO	.193	.000	.236	.000	18.93	.046	0.000	32.5
	Psychological Contract		.324	.000						
	Psychological Contract * Cognitive Flexibility		.224	.000						

Source: own elaboration

Figure 3-20 illustrates the moderating role of the Psychological Contract on the relationship between Cognitive Flexibility and EMO. Changing Psychological Contract from transactional to relational, the relationship between Cognitive Flexibility and EMO increases (line slope increases). Therefore, "*Psychological Contract moderates the relationship between Cognitive Flexibility and EMO*" **is confirmed**.

Figure 3-20. The role of the Psychological Contract moderator on Cognitive Flexibility and EMO



Source: own elaboration

H14: Psychological Contract moderates the relationship between CAAS and EMO.

H14a: Psychological Contract moderates the relationship between Concern and EMO.

H14b: Psychological Contract moderates the relationship between Control and EMO.

H14c: Psychological Contract moderates the relationship between Curiosity and EMO.

H14d: Psychological Contract moderates the relationship between Confidence and EMO.

As Table 3-37 shows, the Psychological Contract has a moderating effect on the relationship between CAAS and EMO ($\beta = -0.224$, $p < 0.05$). Therefore, the Psychological Contract moderating hypothesis is confirmed due to significant changes in the amount of R2 ($\Delta R2$ model = 0.046). In this hypothesis, the role of Psychological Contract moderating is also positive; increasing the Psychological Contract increases the relationship between CAAS and EMO.

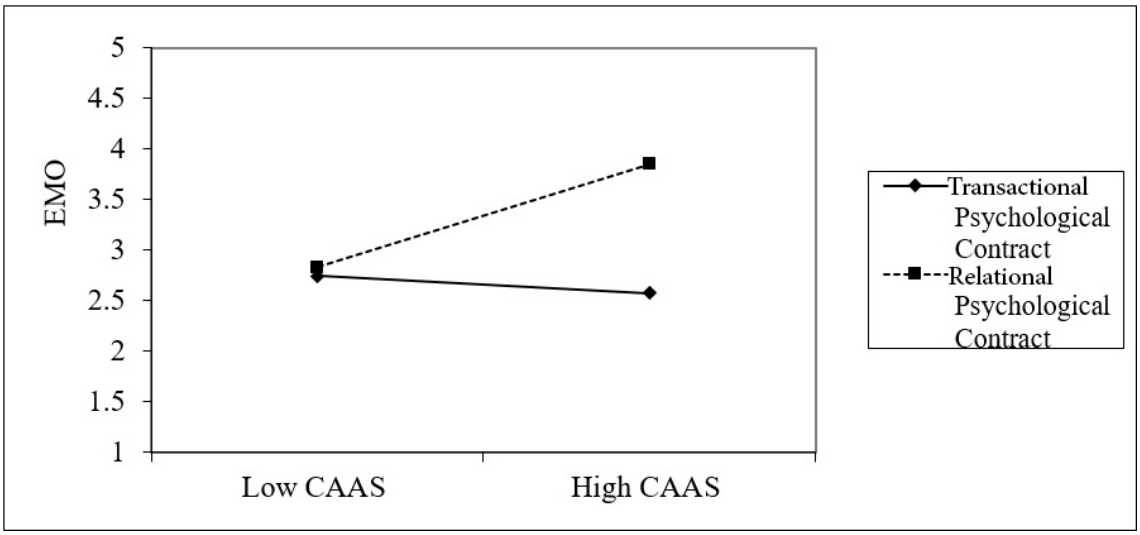
Table 3-37. Results of moderating analysis for the Psychological Contract on CAAS and EMO

Hierarchical regression steps	Independent variable	Dependent variable	β	sig.	R^2	Change Statistics			ANOVA	
						sig. F change	F change	R Square change	sig.	*f*
Step one	CAAS	EMO	.292	.000	.188	.000	37.978	.193	0.000	37.9
	Psychological Contract		.280	.000						
Step two	CAAS	EMO	.212	.000	.264	.000	33.845	.078	0.000	39.2
	Psychological Contract		.340	.000						
	Psychological Contract * CAAS		.294	.000						

Source: own elaboration

Figure 3-21 shows the moderating role of the Psychological Contract on the relationship between CAAS and EMO. Changing the Psychological Contract from transactional to relational, has the positive effect on the relationship between CAAS and EMO (line slope increases).

Figure 3-21. The role of the Psychological Contract on CAAS and EMO



Source: own elaboration

Therefore, "*Psychological Contract moderates the relationship between CAAS and EMO*" **is confirmed**.

Table 3-38 summarizes the result of moderating role of organizational determinates hypotheses.

Table 3-38. Results of moderating role of organizational variables on the relationship between individual determinants and EMO

Hypothesis	Result
H9a: FHRM moderates the relationship between Locus of control and EMO.	Confirmed
H9b: FHRM moderates the relationship between Stability and EMO.	Unconfirmed
H9c: FHRM moderates the relationship between Controllability and EMO.	Unconfirmed
H10: FHRM moderates the relationship between Cognitive Flexibility and EMO.	Confirmed
H11: FHRM moderates the relationship between CAAS and EMO.	Confirmed
H12a: Psychological Contract moderates the relationship between Locus of control and EMO.	Unconfirmed
H12b: Psychological Contract moderates the relationship between Stability and EMO.	Unconfirmed
H12c: Psychological Contract moderates the relationship between Controllability and EMO.	Unconfirmed
H13: Psychological Contract moderates the relations between Cognitive Flexibility and EMO.	Confirmed
H14: Psychological Contract moderates the relationship between CAAS and EMO.	Confirmed

Source: own elaboration

3.2.5. Polish and Iranian results of EMO model test. Comparative analysis

H15: The results of EMO model in Iran has differences and similarities with that of Poland.

H15a: There are differences in the relationship between individual/organizational indicators and EMO in Iran and Poland.

H15b: There are similarities in the relationship between EMO and adaptive indicators (Employability and Job insecurity) in Iran and Poland.

As Table 3-39 shows, the comparison of the results of examining EMO model between Iran and Poland shows differences and similarities in the relationship between individual/organizational determinants and EMO. There are similarities in the result of the influence of Cognitive Flexibility, Career Adapt-Ability Scale, and differences in the relationship between education, Psychological Contract, and EMO.

On the other hand, there are differences and similarities between EMO and adaptive indicators (employability and job insecurity) between Iranian and Polish employees. The significant difference is related to relationships between EMO and job insecurity. EMO has no relationship with job insecurity in Iranian employees. Conversely, EMO has an inverse relation with job insecurity, especially between the civil servants more than the sales staff in Polish research.

Furthermore, both Iranian and Polish employees with EMO behaviour have strong employability.

Therefore:

"*The results of EMO model in Iran has differences and similarities with that of Poland*" **is confirmed**. However,

"*There are differences in the relationship between individual/organizational indicators and EMO*" **is partially confirmed**.

"*There are similarities in the relationship between EMO and adaptive indicators (Employability and Job insecurity) in Iran and Poland*" **is partially confirmed**.

Table 3-39. The comparison of testing EMO model and determining the influence of organizational and individual factors on EMO in Iran and Poland

Hypothesis	IRAN	POLAND
There is a positive relationship between EMO and Employability.	CONFIRMED	CONFIRMED
There is a negative relationship between EMO and Job insecurity.	NOT CONFIRMED	PARTLY CONFIRMED Employees with strong EMO exhibit a lower level of Job insecurity; this relationship fades away in line with stronger relationship between Job insecurity and cognitive control
There is a relationship between socio-demographic variables and EMO.	PARTLY CONFIRMED There is a relation in employee's education and the number of jobs up to now with EMO	PARTLY CONFIRMED Education has inverse relationship with EMO
There is a relationship between Cognitive Flexibility and EMO.	CONFIRMED	CONFIRMED
There is a relationship between CAAS and EMO.	CONFIRMED	EMO acts in line with CAAS However, EMO performances more influencer than CAAS
There is a relationship between EMO and Attribution style.	PARTLY CONFIRMED This relationship is only with Stability dimension	NOT INVESTIGATED
There is a different level of EMO between private and public sectors.	NOT CONFIRMED	CONFIRMED Employees who work in private sectors show more EMO.
There is a relationship between organizations with FHRM and EMO.	CONFIRMED	NOT INVESTIGATED
The moderating role of FHRM and Psychological Contract on individual factors and EMO.	PARTLY CONFIRMED These variables effect on individual factors except on Stability and Controllability	NOT INWESTIGATED

Source: own elaboration with the result of Polish research

3.3. Discussion

This study examines the EMO model for Iranian public and private sector employees, distinguishing the relationship between EMO and individual/organizational factors. In this regard, some hypotheses have been proposed, evaluated, and analyzed.

The following discussions are presented in the order of research questions.

1. The research results are consistent with the assertion that Employability Market Orientation skills can help Iranian employees improve their employability in both public and private organizations.

Fugate and Ashforth (2003) and van der Heijden et al. (2006, 2018), concluded that employability is one of the adaptations of individuals' abilities in today's uncertain business environment. Thus, it is inferred that employees with EMO behaviour and

resultant increasing employability, have a better adaptation rate to the labour market. Therefore, the results of this research are in accordance with previous research in Poland (Pawłowska, 2017).

2. Results showed that EMO did not have a significant correlation with employee's Job insecurity in Iran. Pawłowska (2017) showed that EMO and Job insecurity have an inverse relationship in such a way that increasing EMO lowers the Job insecurity especially between civil servants. However, this relationship may decrease in the presence of stronger relationship between Job insecurity and cognitive control.

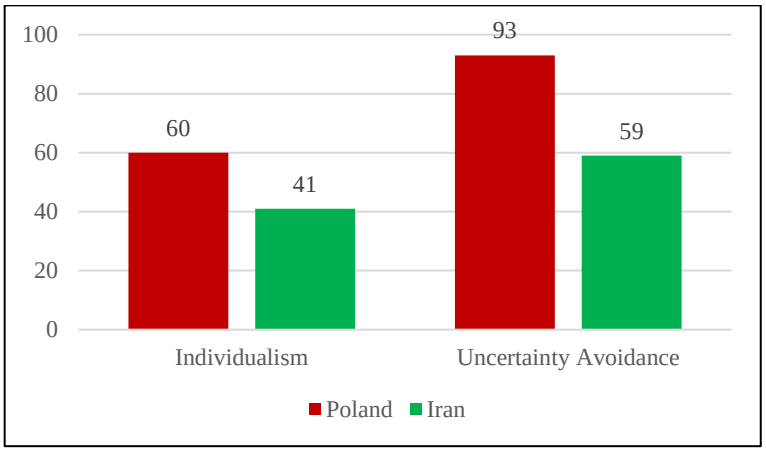
The differences between the results of Iranian and Polish researches can possibly be interpreted using the following theories:

Probst and Lawler (2006) and Greenhalg and Rosenblatt (2010) revealed that culture influences the sense of job insecurity especially in individualism/collectivism (IND) societies. Given the fact that Iran has a more collectivistic society than Poland (Hofstede theory, 1984), so the employer/employee relationships are observed in ethical terms (similar to a family link), engagement and promotion decisions, considering the employee's in group and manager are considered as the boss of group. So in this society, the employee expects the employer to ensure job security, gives up his/her interests for the benefit of others, does not monitor his/her professional situation, and believes that the employer manages all the issues. On the other hand, Poland is an individualistic society where the employer/employee relationship is a type of contract based on reciprocal advantage. The hiring and promotion decisions are assumed as a value, and the manager is the boss of individuals. Therefore, job insecurity is the concern of employees in individualistic societies.

In addition, Roll et al. (2015) proved that uncertainty avoidance (UAI) impacts on job insecurity. Hofstede in 1984 showed how much the citizens of a country feel uncomfortable with uncertainty. Societies with high UAI prefer their lives to be secure and structured (Staufenbiel & König, 2010; Roll et al., 2015). Individuals in societies with high UAI feel a greater threat of job insecurity than those with lower UAI. So, they formulate structures, procedures, rules, and regulations to deal with their uncertainties and give them a certain degree of predictability of what will happen when they are unemployed. (Isyaku, 2014, Roll et al., 2015). Therefore, when they are faced with job insecurity, people will be more aware of how to protect themselves after losing their job. In the Uncertainty Avoidance dimension (UAI), Iran got 59, and Poland 93, so both countries have a high tendency for avoiding uncertainty. However, avoidance of

uncertainty in Poland is higher than Iran. In other words it is expected that Polish employees have more eager for job security. Figure 3-22 shows the differences of IND and UAI between Iran and Poland. It can be hypothesized that culture plays a paramount role in job insecurity.

Figure 3-22. Comparison of Poland and Iran in IND and UID dimensions (based on Hofstede theory)



Source: Hofstede Insights (n.d.)

Furthermore, Baseri (2005) and Ramezani (2007) showed that Iranian labour law makes restrictions for the employer not to dismiss employees easily. So the employees feel job security even if they do not perform their job properly. It is possible that the feeling of job insecurity is not felt in organizations in Iran due to the Iranian labour law.

Moreover, Hiltrop (2016) and Moris (2019) both mentioned that employability has no correlation with job insecurity. The results of the current study are consistent with their conclusion as is shown in Table 3-3. This means that regarding career expectations of employees; employability has never been related to job security. So it can be concluded that employability skills behaviour in the labour market has no association to job insecurity.

By considering the above mentioned theories, the absence of correlation between job insecurity and other variables should be conceptualized in a different way.

3. Results showed that EMO expression in employees occurs regardless of age and gender, which is consistent with the same research in Poland (Pawłowska, 2019). However, *education in Iranian employees has a positive relationship with EMO.* The higher the education level of the employees, the more the expression of EMO. Education improves one's insight and awareness, so the increased EMO may be explained by raising the individual's understanding of career life. These findings are consistent with those of Bridgstock (2008) and Mason et al. (2009) indicated that enhancing the skills of graduates

increases their attractiveness to potential employers. Conversely, education has an inverse relationship with EMO in Poland (Pawłowska, 2019).

In addition, marital status, work experience, type of contract, management position, employment time in current job, and planning for working in the current job have no relationship with EMO. These results are in accordance with Potgieter (2012) suggesting that there is no need to emphasize these socio-demographic variables during professional development and career orientation research.

Furthermore, the current study results show that the number of jobs up to now has a positive relationship with EMO. This finding confirmed that the ability to change jobs frequently and finding the new one is a potential ability for expressing EMO.

Finally, investigating the role of the type of contract showed that the type of employment contract does not solve employees' issues in the changing labour market (Pawłowska, 2019). Therefore, the type of contract does not show a relationship with EMO both in Iranian and Polish employees.

4. The results of the relationship between individual factors and EMO showed that there is a positive relationship between Cognitive Flexibility (CF) and EMO. Employees who have the ability to analyze the reality correctly and are conscious of the current relations between employer-employee, show adaptive behaviour to this relationship.

The employee with the cognitive alternatives and cognitive control's skills have many alternative behaviours in the face of changes, so they can control the situation and are able to react, all due to a positive relationship to EMO. This finding of research is in line with Pawłowska's (2017) study that believed informing employees with formal knowledge and giving firmly professional skills are not adequate for employees to adapt to the rules of current's labour market. Professional socialization improves employee' skills in terms of cognitive alternatives and Cognitive Flexibility to adapt their behaviour in the changing labour market.

The result is consistent with Magrin et al. (2019) that confirmed Cognitive Flexibility has a major role as a resilience resource for employability especially in disable people.

The results of this research demonstrated the positive role of CAAS in the employees' EMO. These findings provided that concern, control, curiosity and confidence of the individuals have a significant impact on EMO. The result is consistent with Coetzee et al. (2015) and de Guzman and Choi (2013) that individuals with high levels of employability skills are predicted to benefit from active career adaptability. So, employability skills should be based on personal abilities and skills (Tien et al., 2017).

The result of the relationship between dimensions of attribution style and EMO showed that there is no relationship between Locus of control, controllability and EMO in Iran. However, it showed that Stability of the employees has a positive relationship with EMO. This result is a bit challenging especially in the relationship between Locus of control and EMO. Although *there is a negative correlation between Locus of control and EMO, if the organization determinants effect on Locus of control it shows a positive relationship with EMO.* It means that individual's Locus of control needs additional circumstances or motivation to express EMO.

Findings also indicated that *Stability has a relationship with EMO provided that not influenced by organizational factors*.

On the other hand, *Controllability has no relationship with EMO regardless of the effect of organizational factors on it*.

As the results showed, it is noteworthy to say that the Locus of control and Stability each has a positive relationship with employability. So, it is consistent with the finding of Fugate et al. (2004); Petrovic et al. (2009); Bargsted (2017) and Ćurić Dražić et al. (2018), that confirmed the relationship between Locus of control and Employability, and also acknowledged Kulik and Rowland (1986) that revealed Stability improves the Employability.

The results showed no significant relationship between Controllability and Employability. To the best of my knowledge, there is limited research on this subject. However, Anderson and Riger (1991) showed that Controllability provided a predictive indicator action and proactivity. So, due to the proactive nature of Employability, it seems that Controllability in an employee's style impacts on the employees' insight of the career life. This study could not prove this supposition. Further research on this subject is needed.

5. Since organizational determinants can affect individual factors, the findings of the study are valuable by considering the fact that individual factors are trainable behaviours which enhance their Employability Market Orientation to meet the challenges of the labour market.

The results in organizational factors showed that organizational determinants (Flexible Human Resource Management and Psychological Contract) could have both independent and moderator impacts on EMO.

Employees in both public and private organizations revealed EMO, and the workplace does not change the employees EMO in Iran. Pawłowska's (2017) study

showed the same result. However, the average EMO level of sales staff is statistically significant higher than that of civil servants in Poland.

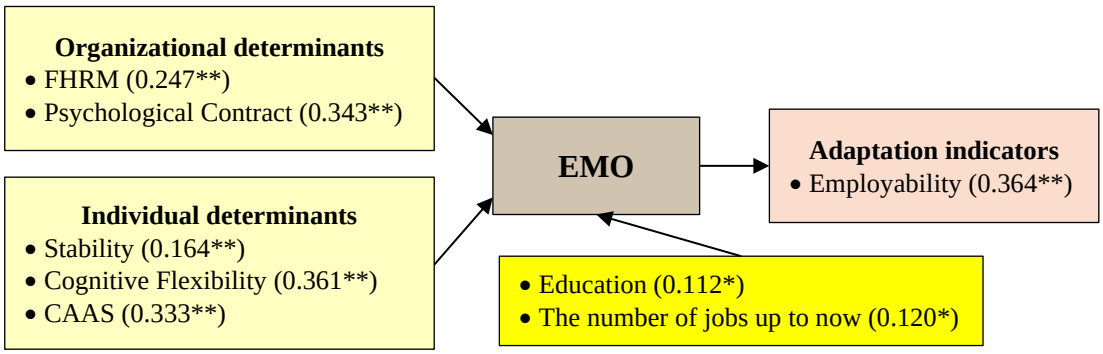
In addition, the results show that Psychological Contract has a relationship with EMO and is in accordance with Sok et al. (2013) who confirmed the relationship between psychological contract and self-perceived employability (intentions of intra-organizational mobility, employee development, and perceived labour market opportunities). This finding is also in line with Scholarios et al. (2008) that showed employers have a positive influence on the psychological contract through employability and career management practices. However, Pawłowska's (2017) study showed that "the relationship between EMO and the Psychological Contract cannot be unambiguously confirmed".

6. The results showed that the flexibility of human resource management could influence on EMO behavior to react to a variety of labour market's demands. It may be the employer's best interest to improve their work-related competencies or to create (other) jobs for employees that is an advantage. This finding is in accordance with prior studies (Thijssen et al., 2008).

Moreover, this result is consistent with Pawłowska's (2017) study. Her study was based on FHRM organizations.

To summarize, two conceptual models were tested. Both models are quite similar to each other in considering four main variables including Individual, organizational, socio-demographics and adaptability. The difference between these models is the role of organizational factors. In model 1, organizational factors act as independent variables. However, in model 2, organizational factors play a moderating role. Based on results, both of these models show no relationship between Job insecurity and Controllability of Attribution style with EMO. In model 1, Locus of control has no relationship with EMO. On the other hand, in model 2, Stability has no significant correlation with EMO. Both of these models confirm the relationship of individuals, organizational and adaptive behavior (Employability) with EMO. However, it seems that model 2 is more enriched than model 1 due to practical aspects of the impact of organizational factors on individual determinants to enhance EMO.

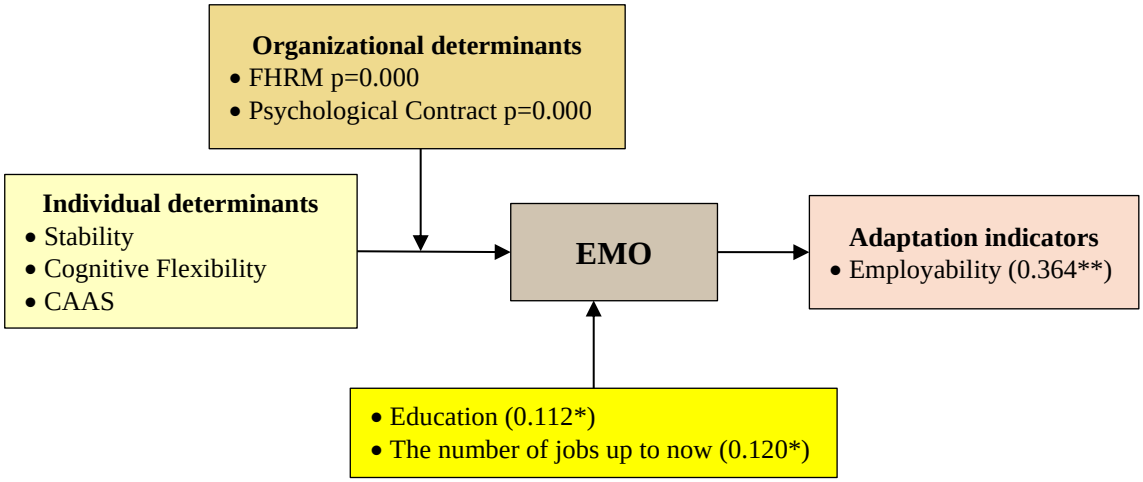
Figure 3-23. The confirmed model 1



**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Source: own elaboration

Figure 3-24. The confirmed model 2



**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
p <0.05

Source: own elaboration

3.4. Conclusion

Given the unstable environment of the labour market in today's world, there is need to implement flexible human resource management which results in changing of relational psychological contract to transactional one in companies in order to gain a competitive advantage. So it is necessary to use appropriate behavioural patterns for employees to acquire skills to respond to necessary changes. Employees should know that there is no longer lifelong occupation in today's labour market. The purpose of this study is to investigate how Iranian employees adapt to the flexibility of human resource

management and changes in the relationship between the employee and the employer, based on EMO model. Also the Iranian employees' EMO level is measured and the factors which employees' EMO depends on are investigated.

The main results of this research can be summarized as follows:

- EMO can enhance employability in Iranian employees.
- EMO was not significantly related with employee's job insecurity in Iran.
- Education in Iranian employees has a positive relationship with EMO.
- Individual's locus of control as attribution style dimension needs organizational determinants as a condition to express EMO.

Accordingly, two models were tested:

Model 1: The influence of organizational factors as independent variables on EMO.

Model 2: The influence of individual factors on EMO with moderating role of organizational determinants.

Both of these models have accepted parameters. However, it seems that model 2 is more enriched than model 1 due to practical aspects of the impact of organizational factors on individual determinants to enhance EMO.

3.5. The theoretical contributions

The main added value of this dissertation is that research on the Employability Market Orientation and its adaptation to cultural and economic conditions in Iran is done for the first time.

The theoretical contributions of this study are:

1. Explaining the role of attributional styles as individual factors and examining the effect of its dimensions on the EMO.
2. Explaining the increasing role of Flexible Human Resource Management in the emergence of EMO.
3. Empirical indication in support of theoretical views on Employability Market Orientation and how EMO are influenced by individual and organizational factors.
4. Significant role of organizational factors which accept both independent and mediating role to impact EMO.

3.6. The practical implementations

The practical implementations of this study are:

1. The investigation of the moderating role of organizational factors on individual's characteristics offer an opportunity to improve the decision making of managers.
2. EMO model can help managers and decision-makers at the macro level to prevent unemployment in society and in creating a suitable environment for improving the employee's employability in organizations.
3. A relatively new construct, which is the EMO, has been studied in a different culture and economic and political conditions. This gives an in-depth knowledge of this construct.
4. The results of the Ph.D. research broaden the knowledge of the determinants of EMO. A hypothesis emerges that EMO is displayed by employees regardless of situational factors. The role of individual traits is revealed.
5. People managing people should consider the needs of people with EMO when choosing how to manage people in order to effectively motivate them.

3.7. Research limitations

Every study has certain limitations, and this research is not an exception to this rule. The limitations of this study should be taken into account and controlled in future research on Employability Market Orientation.

The quantitative method has its own limitations due to boxing of respondents in predetermined questions.

In our research, all of our questionnaires were based on self-reports, so our results may lead to common method bias (Podsakoff et al., 2003). Nevertheless, it is reasonable that in measuring individual prospects, behaviors, and characteristics (such as attribution style, CFI, employability, EMO, job insecurity, CAAS), the structure of this study being made by participant's self-assessment.

Due to the prevailing conditions in some organizations, employees usually refuse to share information. In the present study, despite the assurance in the questionnaire that the information will be confidential by the researchers, but still due to the concerns of some staff disclosure of the answers to the questionnaires, the researcher has faced the lack of cooperation of some of them

In this study, the survey was distributed and analyzed before the current pandemic. However, the socio-economic factors before and during this pandemic shows many differences. So, during this pandemic, the answers of employees may be changed.

3.8. Suggestions for future research

Suggestions for future research are:

1. This research is based on a quantitative method. So, In the future, this research method can be done based on the qualitative method with an interview with employees. People have different and general perceptions of words and language in general. So, face-to-face interviews with employees can provide significant results.
2. Since many determinants in an organisation can influence the Employability Market Orientation, it is recommended that more organizational determinants of EMO being identified in the future. From a practical point of view, it can be considered that organisational level affects the Employability Market Orientation. So it is important to know these determinants.
3. To predict the employee's behaviour, it would be worthy to investigate the effect of employee commitment on EMO. It helps the managers to forecast the employee's employability behaviours.
4. It is valuable to search the relationships between attribution style and EMO in Poland to compare these two countries in this theory.
5. Since EMO is a new construct in theories of management. It is worthy studying more in different cultures and socio-economic factors.
6. It is worth repeating this study after the current pandemic due to the number of changes in economic
7. The topic concerns very current phenomena on the labour market, which will increase and develop in the future. The results of the doctorate are an inspiration for further research on these phenomena. In particular, they contribute to research on employee behavior. In addition, they contribute to the knowledge of differences in human resource management.
8. It is worth further researching people with low EMO to help them adapt to changes in the modern labor market and the psychological contract.
9. It is important to observe changes in psychological contracts on the Iranian labor market in the future - what is the scope of this phenomenon

10. It is worth doing research in the future using a different job insecurity gauge. Maybe it was job insecurity that there were differences between Poland and Iran and that is why this indicator should be constructed differently.
11. It seems important to investigate the role of an important determinant, which is cognitive flexibility, to develop it in employees.

Undoubtedly, it is worthwhile to conduct further research on the issues presented, as it grows in importance along with the changes taking place on the contemporary labor market.

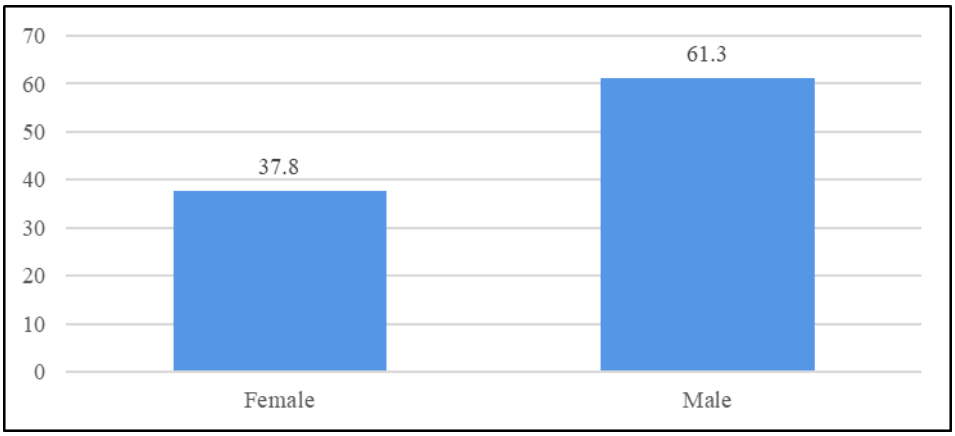
Statistical Annex

Table S-1a. Gender of respondents

Gender of respondents		Frequency	Percent (%)
1	Female	121	37.8
2	Male	196	61.3
2	No answer	3	0.9
SUM		320	100

Source: own elaboration

Figure S-1. Gender of respondents



Source: own elaboration

Table S-1a shows the number of females and men separately working in public and private organizations.

Table S-1b. Gender of respondents in public and private organizations

		Public organization	Private organization	Total
Gender	No answer	3	0	3
	Female	57	64	121
	Male	109	87	196
SUM		169	151	320

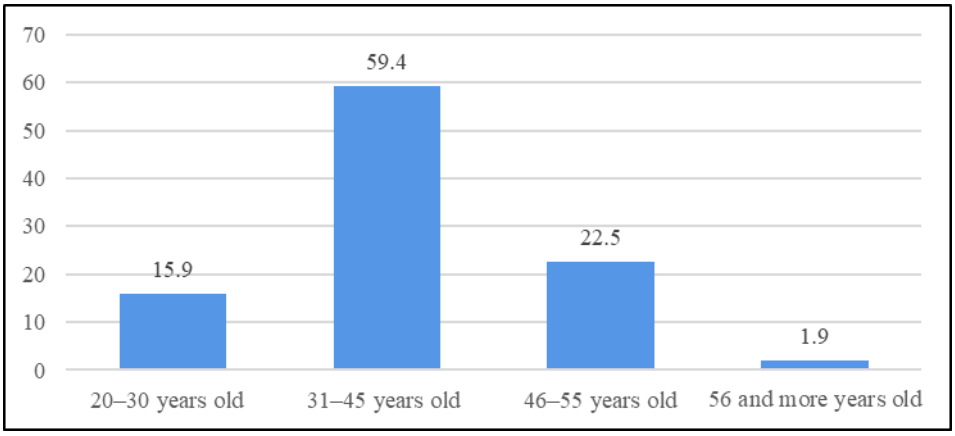
Source: own elaboration

Table S-2. Age of respondents

Age of respondents (years)		Frequency	Percent (%)
1	20–30	51	15.9
2	31–45	190	59.4
3	46–55	72	22.5
4	More than 56	6	1.9
5	No answer	1	0.3
SUM		320	100

Source: own elaboration

Figure S-2. Age of respondents



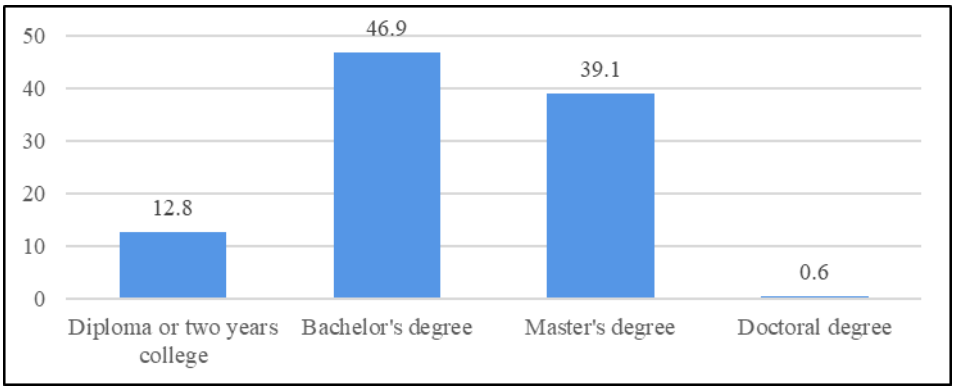
Source: own elaboration

Table S-3. Frequency of respondents' education

Respondents' education		Frequency	Percent (%)
1	Diploma or two years college	41	12.8
2	Bachelor's degree	150	46.9
3	Master's degree	125	39.1
4	Doctoral degree	2	0.6
SUM		320	100

Source: own elaboration

Figure S-3. Frequency of respondents' education



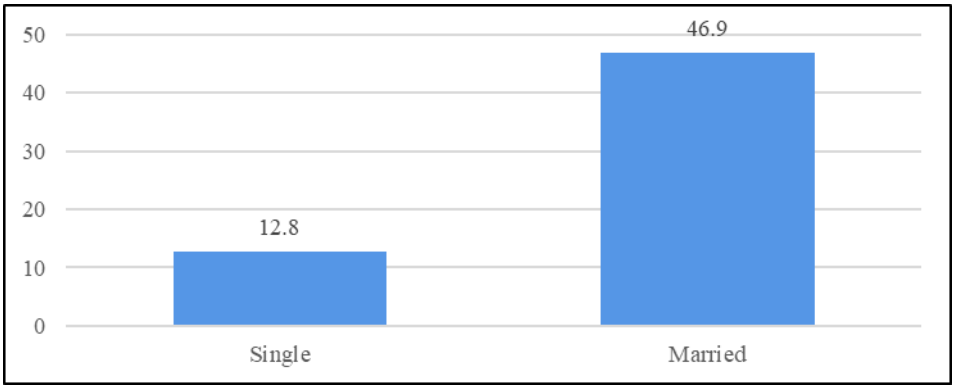
Source: own elaboration

Table S-4. Frequency of marital status of respondents

Marital status of respondents		Frequency	Percent (%)
1	Single	83	12.8
2	Married	231	46.9
3	No answer	6	1.9
SUM		320	100

Source: own elaboration

Figure S- 4. Frequency of marital status of respondents



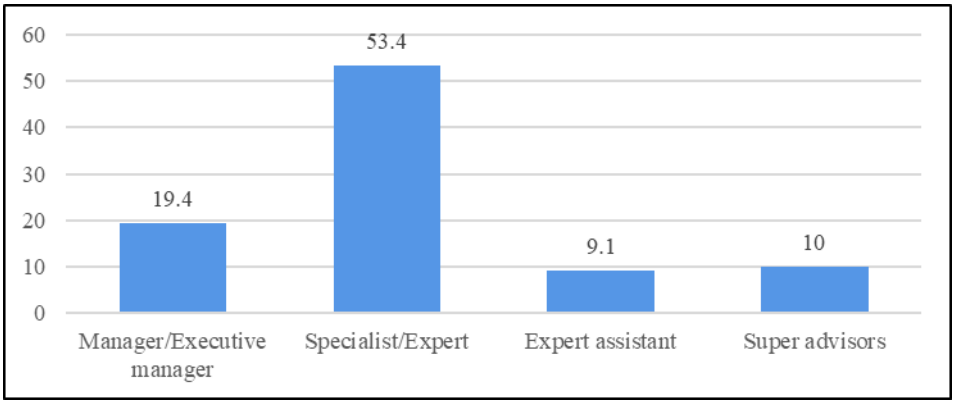
Source: own elaboration

Table S-5. Frequency of Respondents' occupation

Respondents' occupation		Frequency	Percent (%)
1	Manager/Executive manager	62	19.4
2	Specialist/Expert	171	53.4
3	Expert assistant	29	9.1
4	Super advisors	32	10
5	No answer	26	8.1
SUM		320	100

Source: own elaboration

Figure S-5. Frequency of Respondents' occupation



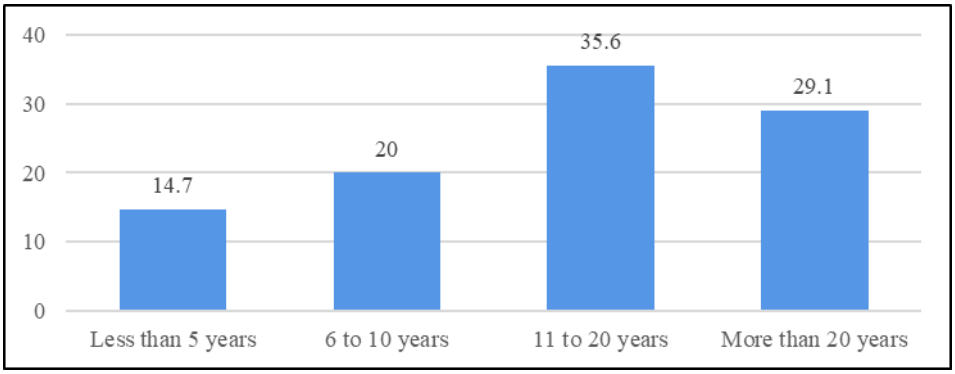
Source: own elaboration

Table S-6. Frequency of Respondents' work experience

Respondents' work experience		Frequency	Percent (%)
1	Less than 5 years	47	14.7
2	6 to 10 years	64	20
3	11 to 20 years	114	35.6
4	More than 20 years	93	29.1
5	No answer	2	0.6
SUM		320	100

Source: own elaboration

Figure S-6. Frequency of Respondents' work experience



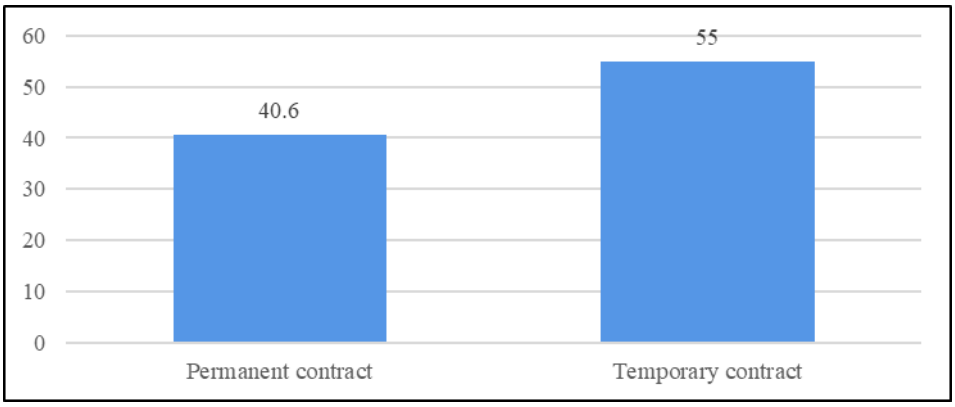
Source: own elaboration

Table S-7. Type of contract of the respondents

Type of contract		Frequency	Percent (%)
1	Permanent contract	130	40.6
2	Temporary contract	176	55
3	No answer	14	4.4
SUM		320	100

Source: own elaboration

Figure S-7. Type of contract of the respondents



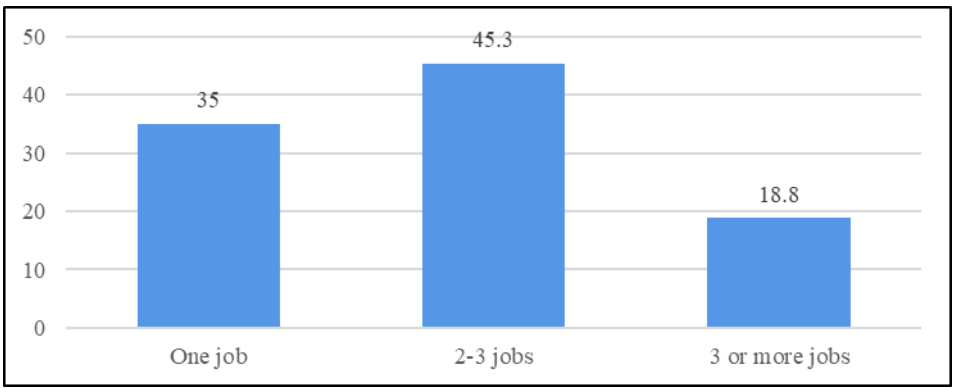
Source: own elaboration

Table S-8. Number of jobs in the respondents' professional career

Number of jobs in the respondents' professional career		Frequency	Percent (%)
1	One job	112	35
2	2–3 jobs	145	45.3
3	3 or more jobs	60	18.8
4	No answer	3	0.9
SUM		320	100

Source: own elaboration

Figure S-8. Number of jobs in the respondents' professional career



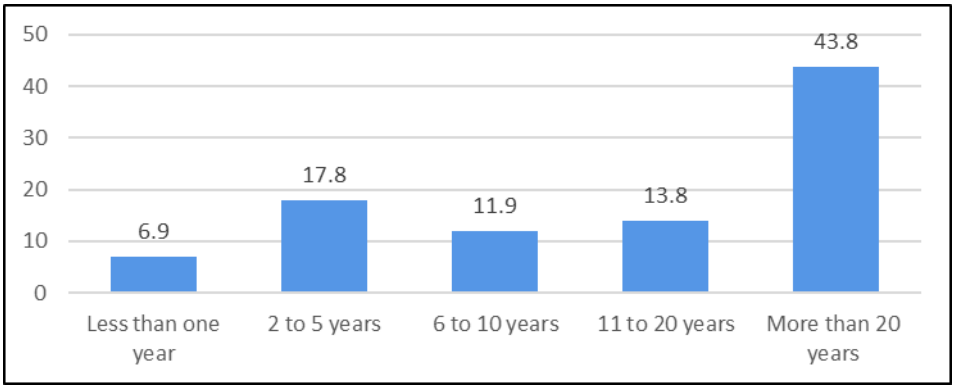
Source: own elaboration

Table S-9. Employment time in the current company

Employment time in one company		Frequency	Percent (%)
1	Less than 5 years	85	26.6
2	6 to 10 years	57	17.8
3	11 to 20 years	93	29.1
4	More than 20 years	81	25.3
5	No answer	4	1.3
SUM		320	100

Source: own elaboration

Figure S-9. Employment time in one company



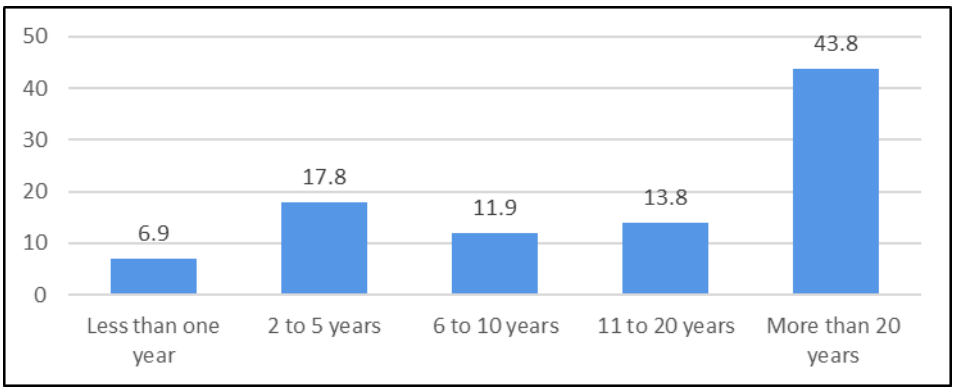
Source: own elaboration

Table S-10. Frequency of time planning to work in the current company

Time planning to work in the current company		Frequency	Percent (%)
1	Less than 1 year	22	6.9
2	2 to 5 years	57	17.8
3	6 to 10 years	38	11.9
4	11 to 20 years	44	13.8
5	More than 20 years	140	43.8
6	No answer	19	5.9
SUM		320	100

Source: own elaboration

Figure S-10. Frequency of time planning to work in the current company



Source: own elaboration

Table S-11. Mean and standard deviation of each of the research variables by gender.

Research variables		N	Mean	Std. Deviation	Std. Error
Psychological Contract	N/D	3	3.60	.200	.115
	Female	121	3.73	.627	.057
	Male	196	3.81	.595	.043
	Total	320	3.78	.605	.034
Flexible Human Resource Management	N/D	3	5.46	.755	.436
	Female	121	4.70	1.056	.096
	Male	196	4.86	1.000	.071
	Total	320	4.81	1.023	.057
Locus of control	N/D	3	2.80	1.058	.611
	Female	121	3.51	.761	.069
	Male	196	3.46	.777	.056
	Total	320	3.47	.774	.043
Stability	N/D	3	2.56	.585	.338
	Female	121	3.25	.690	.063
	Male	196	3.11	.697	.050
	Total	320	3.15	.697	.039

Controllability	N/D	3	3.00	.000	.000
	Female	121	2.96	.149	.014
	Male	196	2.90	.253	.018
	Total	320	2.93	.219	.012
Cognitive Flexibility	N/D	3	5.01	.503	.290
	Female	121	5.17	.878	.080
	Male	196	5.33	.749	.053
	Total	320	5.26	.800	.045
CAAS	N/D	3	3.72	.127	.073
	Female	121	3.82	.768	.070
	Male	196	4.00	.477	.034
	Total	320	3.93	.608	.034
Employability Market Orientation	N/D	3	3.61	.171	.098
	Female	121	3.79	.536	.049
	Male	196	3.83	.420	.030
	Total	320	3.81	.466	.026
Job insecurity	N/D	3	2.89	.192	.111
	Female	121	2.75	.400	.036
	Male	196	2.82	.335	.024
	Total	320	2.79	.361	.020
Employability	N/D	3	3.86	.247	.143
	Female	121	3.78	.731	.066
	Male	196	3.81	.588	.042
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-12 shows the mean and standard deviation of each of the research variables by age of respondents:

0 represents people without answers;

1 represents people between 20 and 30 years;

2 represents people between 31 and 45 years;

3 represents people between 46 and 55 years;

4 represents people more than 56 years.

Table S-12. Mean and standard deviation of each of the research variables by age

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	1	3.60	–	–
	1	51	3.75	.627	.088
	2	190	3.82	.620	.045
	3	72	3.69	.563	.066
	4	6	3.87	.450	.184
	Total	320	3.78	.605	.034

Flexible Human Resource Management	**0**	1	6.00	–	–
	1	51	5.06	.987	.138
	2	190	4.80	1.010	.073
	3	72	4.62	1.045	.123
	4	6	5.00	1.202	.491
	Total	320	4.81	1.023	.057
Locus of control	**0**	1	4.00	–	–
	1	51	3.62	.860	.120
	2	190	3.43	.754	.055
	3	72	3.50	.766	.090
	4	6	3.13	.712	.291
	Total	320	3.47	.774	.043
Stability	**0**	1	3.17	–	–
	1	51	3.29	.702	.098
	2	190	3.14	.713	.052
	3	72	3.12	.665	.078
	4	6	3.11	.621	.253
	Total	320	3.15	.697	.039
Controllability	**0**	1	3.00	–	–
	1	51	2.97	.120	.017
	2	190	2.92	.221	.016
	3	72	2.90	.271	.032
	4	6	3.00	.000	.000
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	1	4.84	–	–
	1	51	5.09	.895	.125
	2	190	5.34	.761	.055
	3	72	5.22	.830	.098
	4	6	4.91	.663	.271
	Total	320	5.26	.800	.045
CAAS	**0**	1	3.75	–	–
	1	51	3.76	.922	.129
	2	190	3.97	.471	.034
	3	72	3.90	.652	.077
	4	6	4.25	.368	.150
	Total	320	3.93	.608	.034
Employability Market Orientation	**0**	1	3.63	–	–
	1	51	3.87	.600	.084
	2	190	3.82	.444	.032
	3	72	3.77	.427	.050
	4	6	3.92	.378	.154
	Total	320	3.81	.466	.026
Job insecurity	**0**	1	2.67	–	–
	1	51	2.59	.423	.059
	2	190	2.81	.350	.025
	3	72	2.87	.298	.035
	4	6	3.06	.136	.056
	Total	320	2.79	.361	.020

Employability	**0**	1	4.00	–	–
	1	51	3.75	.728	.102
	2	190	3.83	.597	.043
	3	72	3.74	.708	.083
	4	6	3.71	.564	.230
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-13 shows the mean and standard deviation of each of the research variables by education of respondents:

0 represents people without answers;

1 represents people who have Diploma or two years college;

2 represents people who have Bachelor's degree;

3 represents people who have Master's degree;

4 represents people who have Doctoral degree.

Table S-13. Mean and standard deviation of each of the research variables by education

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	2	3.80	1.414	1.000
	1	41	3.84	.695	.108
	2	150	3.68	.594	.048
	3	125	3.88	.567	.051
	4	2	3.90	.424	.300
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	2	5.09	1.080	.763
	1	41	4.99	1.126	.176
	2	150	4.70	1.003	.082
	3	125	4.87	1.007	.090
	4	2	4.46	1.389	.982
	Total	320	4.81	1.023	.057
Locus of control	**0**	2	3.20	.849	.600
	1	41	3.36	.656	.102
	2	150	3.45	.801	.065
	3	125	3.55	.781	.070
	4	2	3.20	.566	.400
	Total	320	3.47	.774	.043
Stability	**0**	2	2.67	.707	.500
	1	41	3.06	.700	.109
	2	150	3.10	.715	.058
	3	125	3.26	.653	.058
	4	2	3.42	1.768	1.250
	Total	320	3.15	.697	.039

Controllability	**0**	2	3.00	.000	.000
	1	41	2.85	.279	.044
	2	150	2.94	.210	.017
	3	125	2.93	.207	.019
	4	2	3.00	.000	.000
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	2	4.70	1.309	.926
	1	41	5.05	.915	.143
	2	150	5.24	.755	.062
	3	125	5.38	.790	.071
	4	2	4.20	.404	.286
	Total	320	5.26	.800	.045
CAAS	**0**	2	3.60	1.267	.896
	1	41	3.79	.676	.106
	2	150	3.91	.564	.046
	3	125	3.99	.625	.056
	4	2	4.44	.088	.063
	Total	320	3.93	.608	.034
EMO	**0**	2	4.19	.585	.413
	1	41	3.68	.462	.072
	2	150	3.79	.459	.037
	3	125	3.87	.470	.042
	4	2	4.01	.075	.053
	Total	320	3.81	.466	.026
Job insecurity	**0**	2	3.00	.000	.000
	1	41	2.75	.407	.064
	2	150	2.77	.369	.030
	3	125	2.83	.335	.030
	4	2	3.17	.236	.167
	Total	320	2.79	.361	.020
Employability	**0**	2	3.29	.808	.571
	1	41	3.55	.803	.125
	2	150	3.79	.563	.046
	3	125	3.90	.656	.059
	4	2	3.64	.505	.357
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-14 shows the mean and standard deviation of each of the research variables by marital status of respondents:

0 represents people without answers;

1 represents people who are single;

2 represent people who are married.

Table S-14. Mean and standard deviation of each of the research variables by marital status

Research variables		N	Mean	Std. Deviation	Std. Error
Psychological Contract	**0**	6	3.63	.824	.336
	1	83	3.83	.618	.068
	2	231	3.77	.596	.039
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	6	4.61	1.148	.469
	1	83	4.95	.957	.105
	2	231	4.76	1.041	.069
	Total	320	4.81	1.023	.057
Locus of control	**0**	6	3.20	.607	.248
	1	83	3.52	.799	.088
	2	231	3.46	.770	.051
	Total	320	3.47	.774	.043
Stability	**0**	6	2.86	.488	.199
	1	83	3.32	.733	.080
	2	231	3.10	.680	.045
	Total	320	3.15	.697	.039
Controllability	**0**	6	2.89	.272	.111
	1	83	2.94	.174	.019
	2	231	2.92	.233	.015
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	6	4.75	.749	.306
	1	83	5.18	.708	.078
	2	231	5.31	.828	.055
	Total	320	5.26	.800	.045
CAAS	**0**	6	3.47	.596	.243
	1	83	3.83	.731	.080
	2	231	3.97	.551	.036
	Total	320	3.93	.608	.034
Employability Market Orientation	**0**	6	3.55	.248	.101
	1	83	3.82	.546	.060
	2	231	3.82	.437	.029
	Total	320	3.81	.466	.026
Job insecurity	**0**	6	2.56	.455	.186
	1	83	2.71	.402	.044
	2	231	2.83	.336	.022
	Total	320	2.79	.361	.020
Employability	**0**	6	3.26	.720	.294
	1	83	3.85	.637	.070
	2	231	3.79	.639	.042
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-15 shows the mean and standard deviation of the variables by employee's managerial position in the workplace:

0 represents people without answers;

1 represents people who are manager/executive manager;

2 represent people who are specialist/expert;

3 represent people who are expert assistant;

4 represent people who are super advisors.

Table S-15. Mean and standard deviation of the variables by employee's managerial position in the workplace

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	26	3.82	.622	.122
	1	62	3.76	.592	.075
	2	171	3.75	.594	.045
	3	29	3.75	.627	.116
	4	32	4.00	.651	.115
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	26	4.97	.979	.192
	1	62	4.69	.982	.125
	2	171	4.73	.986	.075
	3	29	5.15	1.187	.220
	4	32	5.01	1.117	.197
	Total	320	4.81	1.023	.057
Locus of control	**0**	26	3.32	.731	.143
	1	62	3.54	.730	.093
	2	171	3.42	.826	.063
	3	29	3.61	.740	.137
	4	32	3.63	.605	.107
	Total	320	3.47	.774	.043
Stability	**0**	26	2.95	.734	.144
	1	62	3.18	.714	.091
	2	171	3.15	.682	.052
	3	29	3.16	.724	.134
	4	32	3.28	.695	.123
	Total	320	3.15	.697	.039
Controllability	**0**	26	2.87	.284	.056
	1	62	2.91	.241	.031
	2	171	2.93	.215	.016
	3	29	2.93	.207	.038
	4	32	2.97	.130	.023
	Total	320	2.93	.219	.012

Cognitive Flexibility	**0**	26	5.06	.736	.144
	1	62	5.29	.751	.095
	2	171	5.29	.753	.058
	3	29	5.02	.921	.171
	4	32	5.47	1.018	.180
	Total	320	5.26	.800	.045
CAAS	**0**	26	3.71	.759	.149
	1	62	3.98	.570	.072
	2	171	3.96	.573	.044
	3	29	3.80	.670	.124
	4	32	3.94	.650	.115
	Total	320	3.93	.608	.034
EMO	**0**	26	3.79	.555	.109
	1	62	3.83	.489	.062
	2	171	3.82	.456	.035
	3	29	3.82	.483	.090
	4	32	3.78	.403	.071
	Total	320	3.81	.466	.026
Job insecurity	**0**	26	2.85	.316	.062
	1	62	2.79	.373	.047
	2	171	2.79	.347	.027
	3	29	2.64	.445	.083
	4	32	2.90	.333	.059
	Total	320	2.79	.361	.020
Employability	**0**	26	3.59	.691	.136
	1	62	3.83	.594	.075
	2	171	3.86	.578	.044
	3	29	3.62	.910	.169
	4	32	3.74	.708	.125
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-16 shows the mean and standard deviation of research variables by work experience

0 represents people without answers;

1 represents people who have less than 5 years experiences;

2 represent people who have 6 to 10 years experiences;

3 represent people who have 11 to 20 years experiences;

4 represent people who have more than 20 years experiences.

Table S-16. Mean and standard deviation of research variables by work experience

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	2	3.50	.141	.100
	1	47	3.74	.661	.096
	2	64	3.78	.640	.080
	3	114	3.85	.584	.055

	4	93	3.72	.583	.060
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	2	4.33	.221	.156
	1	47	4.97	.988	.144
	2	64	4.94	.890	.111
	3	114	4.73	1.063	.100
	4	93	4.75	1.080	.112
	Total	320	4.81	1.023	.057
Locus of control	**0**	2	3.20	.849	.600
	1	47	3.61	.872	.127
	2	64	3.49	.733	.092
	3	114	3.44	.773	.072
	4	93	3.43	.758	.079
	Total	320	3.47	.774	.043
Stability	**0**	2	3.25	1.061	.750
	1	47	3.20	.678	.099
	2	64	3.14	.724	.090
	3	114	3.19	.705	.066
	4	93	3.09	.684	.071
	Total	320	3.15	.697	.039
Controllability	**0**	2	2.83	.236	.167
	1	47	2.93	.154	.023
	2	64	2.92	.228	.029
	3	114	2.94	.203	.019
	4	93	2.90	.258	.027
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	2	4.50	.571	.404
	1	47	5.06	.847	.124
	2	64	5.25	.806	.101
	3	114	5.43	.745	.070
	4	93	5.19	.811	.084
	Total	320	5.26	.800	.045
CAAS	**0**	2	4.19	.265	.187
	1	47	3.64	.940	.137
	2	64	3.98	.462	.058
	3	114	3.97	.543	.051
	4	93	3.98	.529	.055
	Total	320	3.93	.608	.034
EMO	**0**	2	4.24	.081	.057
	1	47	3.78	.625	.091
	2	64	3.87	.398	.050
	3	114	3.80	.455	.043
	4	93	3.80	.433	.045
	Total	320	3.81	.466	.026
Job insecurity	**0**	2	3.00	.471	.333
	1	47	2.63	.430	.063
	2	64	2.80	.354	.044
	3	114	2.81	.346	.032
	4	93	2.85	.324	.034
	Total	320	2.79	.361	.020

Employability	**0**	2	3.93	.101	.071
	1	47	3.58	.829	.121
	2	64	3.91	.493	.062
	3	114	3.84	.580	.054
	4	93	3.77	.687	.071
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-17 shows the mean and standard deviation of the research variables by type of employee's contract:

0 represents people without answers;

1 represents people who have permanent contract;

2 represent people who have temporary contract.

Table S-17. Mean and standard deviation of the research variables by type of employee's contract

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	14	3.80	.870	.233
	1	130	3.68	.514	.045
	2	176	3.86	.635	.048
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	14	5.11	.874	.234
	1	130	4.68	1.024	.090
	2	176	4.88	1.026	.077
	Total	320	4.81	1.023	.057
Locus of control	**0**	14	3.53	.734	.196
	1	130	3.41	.753	.066
	2	176	3.51	.793	.060
	Total	320	3.47	.774	.043
Stability	**0**	14	3.40	.862	.230
	1	130	3.04	.688	.060
	2	176	3.22	.681	.051
	Total	320	3.15	.697	.039
Controllability	**0**	14	3.00	.000	.000
	1	130	2.92	.226	.020
	2	176	2.92	.223	.017
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	14	5.37	.716	.191
	1	130	5.27	.684	.060
	2	176	5.25	.885	.067
	Total	320	5.26	.800	.045
CAAS	**0**	14	4.12	.436	.117
	1	130	4.00	.498	.044
	2	176	3.86	.682	.051
	Total	320	3.93	.608	.034

EMO	**0**	14	3.96	.570	.152
	1	130	3.77	.388	.034
	2	176	3.83	.507	.038
	Total	320	3.81	.466	.026
Job insecurity	**0**	14	2.88	.336	.090
	1	130	2.86	.293	.026
	2	176	2.74	.398	.030
	Total	320	2.79	.361	.020
Employability	**0**	14	3.87	.793	.212
	1	130	3.81	.545	.048
	2	176	3.78	.697	.053
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-18 shows the mean and standard deviation of the research variables by Number of jobs in the respondents' professional career

0 represents people without answers;

1 represents people who have one job;

2 represent people who have 2–3 jobs;

3 represent people who have 3 or more jobs.

Table S-18. Mean and standard deviation of the research variables by Number of jobs in the respondents' professional career

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	3	3.13	.503	.291
	1	112	3.73	.621	.059
	2	145	3.81	.556	.046
	3	60	3.84	.678	.088
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	3	5.00	1.475	.852
	1	112	4.79	.885	.084
	2	145	4.89	1.075	.089
	3	60	4.62	1.109	.143
	Total	320	4.81	1.023	.057
Locus of control	**0**	3	3.73	.833	.481
	1	112	3.28	.729	.069
	2	145	3.59	.796	.066
	3	60	3.55	.745	.096
	Total	320	3.47	.774	.043
Stability	**0**	3	3.44	.481	.278
	1	112	3.06	.693	.065
	2	145	3.17	.702	.058
	3	60	3.26	.695	.090
	Total	320	3.15	.697	.039
Controllability	**0**	3	2.44	.509	.294
	1	112	2.91	.231	.022
	2	145	2.93	.217	.018

	3	60	2.97	.147	.019
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	3	4.92	1.077	.622
	1	112	5.11	.658	.062
	2	145	5.34	.796	.066
	3	60	5.39	.992	.128
	Total	320	5.26	.800	.045
CAAS	**0**	3	3.46	.617	.356
	1	112	3.88	.542	.051
	2	145	3.96	.608	.050
	3	60	3.97	.714	.092
	Total	320	3.93	.608	.034
EMO	**0**	3	3.75	.615	.355
	1	112	3.74	.464	.044
	2	145	3.85	.446	.037
	3	60	3.88	.501	.065
	Total	320	3.81	.466	.026
Job insecurity	**0**	3	2.56	.509	.294
	1	112	2.82	.369	.035
	2	145	2.81	.326	.027
	3	60	2.73	.414	.053
	Total	320	2.79	.361	.020
Employability	**0**	3	3.29	1.116	.644
	1	112	3.71	.636	.060
	2	145	3.85	.610	.051
	3	60	3.86	.695	.090
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-19 shows the mean and standard deviation of the research variables by the Employment time in the current company:

0 represents people without answers;

1 represents people who have less than 5 years;

2 represent people who have 6 to 10 years;

3 represent people who have 11 to 20 years;

4 represent people who have more than 20 years.

Table S-19. Mean and standard deviation of the research variables by the employment time in the current company

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	4	3.05	.342	.171
	1	85	3.87	.667	.072
	2	57	3.74	.650	.086
	3	93	3.89	.529	.055
	4	81	3.63	.548	.061
	Total	320	3.78	.605	.034

Flexible Human Resource Management	**0**	4	4.58	1.101	.551
	1	85	5.06	1.066	.116
	2	57	4.72	.936	.124
	3	93	4.67	1.072	.111
	4	81	4.78	.948	.105
	Total	320	4.81	1.023	.057
Locus of control	**0**	4	3.25	1.226	.613
	1	85	3.56	.806	.087
	2	57	3.53	.732	.097
	3	93	3.46	.812	.084
	4	81	3.36	.701	.078
	Total	320	3.47	.774	.043
Stability	**0**	4	3.67	.733	.366
	1	85	3.25	.692	.075
	2	57	3.18	.744	.098
	3	93	3.16	.693	.072
	4	81	3.01	.658	.073
	Total	320	3.15	.697	.039
Controllability	**0**	4	3.00	.000	.000
	1	85	2.91	.207	.022
	2	57	2.93	.233	.031
	3	93	2.95	.190	.020
	4	81	2.90	.255	.028
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	4	4.88	.674	.337
	1	85	5.22	.912	.099
	2	57	5.20	.838	.111
	3	93	5.40	.713	.074
	4	81	5.22	.743	.083
	Total	320	5.26	.800	.045
CAAS	**0**	4	3.74	.612	.306
	1	85	3.83	.823	.089
	2	57	3.88	.484	.064
	3	93	3.96	.572	.059
	4	81	4.03	.428	.048
	Total	320	3.93	.608	.034
EMO	**0**	4	3.57	.796	.398
	1	85	3.92	.535	.058
	2	57	3.76	.416	.055
	3	93	3.76	.454	.047
	4	81	3.82	.403	.045
	Total	320	3.81	.466	.026
Job insecurity	**0**	4	2.83	.333	.167
	1	85	2.67	.451	.049
	2	57	2.79	.343	.045
	3	93	2.85	.297	.031
	4	81	2.86	.302	.034
	Total	320	2.79	.361	.020

Employability	**0**	4	3.64	1.059	.530
	1	85	3.71	.771	.084
	2	57	3.79	.535	.071
	3	93	3.89	.634	.066
	4	81	3.79	.546	.061
	Total	320	3.80	.643	.036

Source: own elaboration

Table S-20 shows the mean and standard deviation of the research variables by the Frequency of time planning to work in the current company:

0 represents people without answers;

1 represents people who want to work less than one year;

2 represent people who want to work 2 to 5 years;

3 represent people who want to work 6 to 10 years;

4 represent people who want to work 11 to 20 years;

5 represent people who want to work more than 20 years.

Table S-20. Mean and standard deviation of the research variables by the Frequency of time planning to work in the current company

Research variables		**N**	**Mean**	**Std. Deviation**	**Std. Error**
Psychological Contract	**0**	19	3.58	.618	.142
	1	22	3.51	.740	.158
	2	57	3.81	.615	.081
	3	38	3.95	.482	.078
	4	44	3.84	.597	.090
	5	140	3.78	.598	.051
	Total	320	3.78	.605	.034
Flexible Human Resource Management	**0**	19	4.90	1.008	.231
	1	22	4.43	.882	.188
	2	57	4.73	1.235	.164
	3	38	5.12	.924	.150
	4	44	4.83	1.003	.151
	5	140	4.79	.972	.082
	Total	320	4.81	1.023	.057
Locus of control	**0**	19	3.92	.719	.165
	1	22	3.65	.835	.178
	2	57	3.38	.695	.092
	3	38	3.55	.770	.125
	4	44	3.43	.734	.111
	5	140	3.41	.801	.068
	Total	320	3.47	.774	.043

Stability	**0**	19	3.68	.757	.174
	1	22	3.15	.778	.166
	2	57	3.10	.670	.089
	3	38	3.32	.679	.110
	4	44	3.23	.719	.108
	5	140	3.04	.651	.055
	Total	320	3.15	.697	.039
Controllability	**0**	19	2.95	.229	.053
	1	22	2.94	.132	.028
	2	57	2.92	.209	.028
	3	38	2.96	.138	.022
	4	44	2.90	.255	.038
	5	140	2.92	.239	.020
	Total	320	2.93	.219	.012
Cognitive Flexibility	**0**	19	5.27	.684	.157
	1	22	5.05	.944	.201
	2	57	5.22	1.021	.135
	3	38	5.43	.641	.104
	4	44	5.38	.757	.114
	5	140	5.23	.740	.063
	Total	320	5.26	.800	.045
CAAS	**0**	19	3.92	.400	.092
	1	22	3.54	.979	.209
	2	57	3.90	.804	.107
	3	38	3.94	.657	.107
	4	44	3.93	.493	.074
	5	140	3.99	.451	.038
	Total	320	3.93	.608	.034
EMO	**0**	19	3.77	.573	.131
	1	22	3.84	.685	.146
	2	57	3.93	.445	.059
	3	38	3.84	.458	.074
	4	44	3.77	.434	.065
	5	140	3.77	.427	.036
	Total	320	3.81	.466	.026
Job insecurity	**0**	19	2.79	.433	.099
	1	22	2.77	.332	.071
	2	57	2.74	.397	.053
	3	38	2.77	.380	.062
	4	44	2.73	.427	.064
	5	140	2.85	.305	.026
	Total	320	2.79	.361	.020

Employability	**0**	19	3.71	.727	.167
	1	22	3.61	.742	.158
	2	57	3.78	.789	.104
	3	38	3.90	.566	.092
	4	44	3.82	.648	.098
	5	140	3.81	.566	.048
	Total	320	3.80	.643	.036

Source: own elaboration

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