Exploring Employees' Personality Attributes in Relation to Their Employability Attributes in the Business Management Field

Ingrid Potgieter; Melinde Coetzee; Andries Masenge
University of South Africa

This study explored early career employee's personality preferences in a South African work setting. Participants were a non-probability sample business management employees (N = 304; female = 64%, ethnicity = 81% Black, supervisory = 53%, age range = 25 and 40 years). The participants completed measures of personality type, self-esteem and emotional intelligence as a composite set of their personality attributes, in relation to their employability attributes. A canonical analysis indicated that the participants' personality attributes were significantly and positively related to their employability attributes. Structural equation modeling indicated a moderate fit between the personality and employability canonical variate constructs. The findings provided thus evidence that a person's personality attributes are related to their employability attributes and should their personality attributes be developed, their employability attributes would be enhanced.

Keywords: career meta-competencies, personality preferences, self-esteem, emotional intelligence, employability, business management, early career, career development

The new relationship between the worker and the world of work has created the need to develop career interventions that help individuals to take ownership of their careers and be proactive agents in managing their careers (Baruch, 2004; Coetzee, 2008; Fugate, Kinicki, & Ashforth, 2004). Various authors emphasize that individuals need a certain set of skills, competencies and personality attributes to make them more employable in the new world of work (Acci, 2002; Clarke, 2008; Morley, 2001). Eby, Butts, and Lockwood (2003) posit that possessing a number of specific career meta-competencies should promote career success. Such competencies refer to the ability of individuals to adjust to constantly changing situations by adapting their behaviour accordingly (Eby et al., 2003). The ability to adapt to changing circumstances reflects a high level of emotional intelligence. Eby et al. (2003) found that having a proactive personality is important for success in a boundaryless career context. According to Coetzee (2010), people in the 21st century are competency traders whose employability is determined by knowledge, transferable skills, unique attributes and accomplishments. People need to continuously fulfil, acquire or create work through the use of career meta-competencies.

Career Meta-Competencies, Career Development and Employability

Career meta-competencies refer to a set of psychological career resources regarded as being critical in career development (Coetzee, 2008). These psychological career resources include attributes and abilities such as behavioural adaptability, self-knowledge, career orientation awareness, sense of purpose, self-esteem and emotional literacy, which help individuals to be self-sufficient continuous learners and down-to-business agents in the management of their own careers (Briscoe & Hall, 1999; Coetzee, 2008; Coetzee & Roythorne-Jacobs, 2012; Hall & Chandler, 2005; Herr, Cramer, & Niles, 2004). Various authors found that individuals who have a broad range of psychological career resources are easily able to adapt to changing career circumstances and demonstrate higher levels of employability (Fugate et al., 2004; Griffen & Hesketh, 2005). Career development research suggests that individuals should become more conscious of their own work-related capability as well as their career meta-competencies as these competencies influence general employability (Ashkanasy & Daus, 2002; Brockner & Gaure, 1983; Brown, George-Curran, & Smith, 2003; Pool & Sewell, 2007; Yorke & Knight, 2004). De Vos and Soens (2008) and Eby et al. (2003) found that personal identity and self insight are the two most prominent career meta-competencies that people need in their careers as additional sources in order to be ready for the new challenges of the world of work. Pool and Sewell (2007) identified self-esteem and emotional intelligence as vital career meta-competencies for career success and therefore for increased employability. Kerka (1998) also noted that career development is influenced by various factors, such as personality and self-esteem.

The concept of personality preferences seems to be partly responsible for explaining people's career behaviour. Cole, Field, Giles and Harris (2009) found a significant relationship between individuals' personality preferences and their employ- ability. Higgs (2001) suggests that an individual could develop his or her weaker personality attributes and thereby deliver more rounded behaviour, which could possibly enhance the person's employability.

Personality Attributes in Relation to Employability Attributes

For the purpose of this study, the constructs personality preferences, self-esteem and emotional intelligence are regarded as a composite set of personality attributes that influence people's ability to demonstrate employability attributes (Ashkanasy & Daus, 2002; De Vos & Soens, 2008; Eby et al., 2003; Kerka, 1998).People's behaviour can be explained by innate differences in the ways they prefer to take in information, make decisions and generally deal with the world (Fugate et al., 2004; Hall & Chandler, 2005). These differences are expressed in people's personality type preferences. Personality type is defined as the dominant and conscious predisposition to either act or react in a characteristic manner when observing one's outer world and assigning meaning to each experience (Myers, McCaulley, Quenk, & Hammer, 2003). The personality attributes of self-esteem, emotional intelligence and employability are relevant to explaining career development. Self-esteem is the process by which people maintain a sense of self-integrity, that is, a perception of themselves as globally moral, adequate, and efficacious when

they confront threats to a valued self-image (Sherman et al., 2009). Battle (1992) divided self-esteem into general self-esteem, social/peer self-esteem and personal self-esteem. Emotional intelligence is the extent to which individuals are able to tap into their feelings and emotions as a source of energy to guide their thinking and actions (Salovey & Mayer, 1990). Salovey and Mayer divided emotional intelligence into perception of emotion, managing own emotions, managing other's emotions and utilisation of emotions. Employ- ability attributes refer to career-related attributes and dispositions that promote adaptive cognition, behaviour and affect, as well as enhance an individual's suitability for appropriate and sustained employment opportunities (Coetzee, 2011).

The personality type theory of Myers and Briggs (Myers,1987) provide a possible explanation as to why people differ in the demonstration of self-esteem and emotionally intelligent behaviour. Ciarrochi, Chan, and Caputi (2000) and Schutte, Malouff, Simunek, Hollander, and McKenley (2002) found a significant positive correlation between self-esteem and emotional intelligence. Higgs (2001) found a positive relationship between the personality types outlined in the personality type theory of Myers and Briggs (Myers, 1987) and emotional intelligence. Ciarrochi et al. (2000) also found a number of significant relationships between emotional intelligence and personality. How- ever, they question whether there is a relationship between self-esteem and both these variables. Brown et al. (2003) noted that individuals with a higher self-esteem display a higher level of emotional intelligence. They also found that when people possess high emotional intelligence and self-esteem, they are more likely to perform well in career-related tasks (which could include higher employability skills).Ashkanasy and Daus (2002) found that emotional intelligence has an influence on the selection of employees and the management of their performance, and therefore recognize the relationship between emotional intelligence and employability attributes. Coetzee and Beukes (2010) found a significant relationship between individuals' employability skills, their emotional intelligence and satisfaction with career-related tasks. Pool and Sewell (2007) and Yorke and Knight (2004) also indicated emotional intelligence as an important attribute of an individual's employability.

Personality preferences, self-esteem and emotional intelligence can be taught and learnt (Baumeister & Leary, 1995; Myers et al., 2003; Pool & Sewell, 2007; Salovey & Meyer,1990). There is a growing need to develop and enhance individuals' employability skills (Coetzee & Beukes, 2010; Pool & Sewell, 2007). A model indicating the relationship between these four variables would be a valuable resource in career counseling practice concerned with enhancing individuals' ability to proactively manage their career development.

Goal of the Study

The objective of the study was to explore whether individuals' personality attributes (personality preferences, self-esteem and emotional intelligence) related significantly and positively to their employability attributes. The following specific research question was formulated: How do individuals' personality attributes (personality preferences, self-esteem and emotional intelligence) significantly and positively relate to their employability attributes?

The outcomes of this article could potentially serve as a guideline to assist industrial psychologists, human resource professionals and career guidance practitioners involved in career counselling in the development of individuals' ability to demonstrate their employability attributes with confidence and thus manage their career development more proactively.

Method

Participants

The participants were a convenience sample of (N = 304) early career adults employed in the business management field. The sample was predominantly represented by blacks (81%) and females (64%) in the exploration and establishment phases of their careers (79% = 25- 40 years). The participants predominantly occupied managerial/supervisory (53%) and staff level positions (28%) in the South African service industry.

Measures

The participants completed the Myers-Briggs Type Indicator, Form M (MBTI), Culture Free Self-esteem inventory (CFSEI2-AD), Assessing Emotions Scale (AES), and the Employability Attributes Scale (EAS.) A total of 500 respondents at- tended the study school and 304 usable questionnaires were returned, yielding a response rate of 61%.he MBTI, Form M (Myers & Myers, 1998) was used to mea- sure the participants' personality types. The MBTI, Form M, is a self-reporting instrument consisting of 93 items arranged in a forced-choice format. For each item, subjects have two responses to choose from. The objective of the MBTI is to classify an individual into one of the 16 personality types (Myers et al.,2003). There is general agreement on the MBTI's high levels of face validity (Myers et al., 2003, p.,160). Myers et al. (2003) re- port internal consistency reliabilities of .80 for the MBTI Form M scales. Test-retest reliabilities are shown to be high and also show consistency over time.

The CFSEI 2-AD (Battle, 1992) is a self-report inventory in- tended to measure an individual's perception of feelings of self-worth and achievement in comparison to others. The CFSEI2-AD consists of four sub-scales: general self-esteem (16 items), social/peer self-esteem (8 items), personal self-esteem (8 items) and lie/defensiveness items (8 items). The lie subtest measures defensiveness. Individuals who respond defensively to self-esteem items refuse to ascribe to themselves characteristics of a generally valid but socially unacceptable nature. For the purpose of this study participants' responses were measured on a six point Likert-type scale. Factor analysis by Battle (1992) confirms the construct validity of the CFSEI2-AD. In terms of reliability, Battle (1992) reports test-retest correlations of .79 up to .82. Internal consistency reliability coefficients ranged between .79 and .92 for all the subscales (Battle, 1992). The AES (Schutte et al., 2009) is a 33-item self-report inventory which uses a five-point Likert scale to

measure individuals' emotional intelligence traits and consists of four subscales: perception of emotion (10 items), managing own emotions (9 items), managing others' emotions (8 items) and utilisation of emotions (6 items). Validity studies on the AES justify the various underlying constructs of the four subscales (Chapman & Hayslip, 2006; Ciarrochi et al., 2000; Saklofske, Austin & Minksi, 2003). In terms of reliability (internal consistency), Ciarrochi et al. (2001) report Cronbach alpha coefficients of .55 (moderate) to .78 (high). Test-retest reliability tests (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998) indicate a coefficient score of .78 for total scale scores. Validity studies (Bracket & Mayer, 2003; John & Srivastava, 1999; Mc- Crae & Costa, 1999; Schutte et al., 1998) confirm both the convergent and divergent validity of the AES. The EAS (Bezuidenhout 2010 & Coetzee, 2010) has been developed for the South African context and is used as an instrument to measure individuals' self-perceived employability attributes. The EAS (Bezuidenhout, 2010; Coetzee, 2010) is a self-rated, multi-factorial measure which contains 56 items and eight sub-scales: career self-management (11 items), cultural competence (5 items), self-efficacy (6 items), career resilience (6 items), sociability (7 items), entrepreneurial orientation (7 items), proactivity (7 items), and emotional literacy (7 items). Respondents are required to rate each item on a six-point Likert-type scale. An exploratory factor analysis (Coetzee, 2010) provided evidence that the EAS items meet the psychometric criteria of construct validity. Cronbach's Alpha (internal consistency) reliability coefficients for each subscale range between .78 and .90 (Coetzee, 2010).

Procedure

Permission for the research was obtained from the institution's research ethics committee. A letter of consent was distributed among the participants who attended a three day study school at a distance learning higher education institution. The aim of the study, the confidentiality of the responses and instructions for completing the questionnaire were given to the respondents in the letter on the first day of the study school. Each questionnaire included a covering letter inviting subjects to participate voluntarily in the study and assuring them that their individual responses would remain confidential. The consent letter also stated that completing the questionnaires and returning them constituted agreement to use the results for research purposes only.

Data Analysis

Canonical correlational analyses were performed to assess the overall statistical relationship between the CFSEI2-AD, AES, and MBTI variables (as a composite set of multiple independent personality attributes variables) and the EAS variables (as a composite set of multiple dependent employability attributes variables). Canonical correlation analysis was considered appropriate for examining relationships between the two composite sets of multiple variables. Canonical correlation analysis limits the probability of committing Type I errors (Hair, Black, Babin, & Anderson, 2010) .The Wilks Lambda's chi-square test was performed to test for the significance of the overall canonical correlation between the independent and dependent variates of a canonical function. In order to counter the probability of a type I error, it was decided to set the significance value for interpreting the results at a 95% confidence interval level (Fp≤.05). Effect sizes were used to decide on the practical significance of the findings. In line with guidelines by Hair et al. (2010), the cut-off criteria for factorial loadings (≥.30) were used to interpret the relative importance of the canonical structure correlations or loadings in deriving the canonical variate constructs. The redundancy index was also considered for assessing the magnitude of the overall correlational relationships between the two variates of a canonical function and the practical significance of the predictive ability of the canonical relationship (Hair et al., 2010). Squared canonical correlation (Rc^2) values of ≤.12 (small practical effect), ≥.13 ≤.25 (medium practical effect), and ≥.26 (large practical effect) (Fp ≤05) (Cohen, 1992) were also considered in the interpretation of the magnitude or practical significance of the results.

Structural equation modelling (SEM) was also performed to assess whether a good fit exists between the personality attribute construct and the employability attributes construct. The Root Mean Square Error of Approximation (RMSEA) at the 90% confidence interval was used as a measure to deter- mine goodness-of-fit. The primary principle of the RMSEA is that it evaluates the extent to which the model fails to fit the data. The RMSEA point estimates should be .05 or less and the upper limit of the confidence interval should not exceed 0.08 (Raykov & Marcoulides, 2000). A RMSEA value of .06 (CFI ≤.90) was regarded as good fit and RMSEA values ranging from.08 to .10 (CFI≤.90)were regarded as mediocre fit and those greater than 0.10 indicated a poor fit (Fabrigar, Wegener, MacCullum & Strahan, 1999; Hu & Bentler, 1999).

Results

Table 1 and Table 2 present the descriptive statistics for the data. As can be seen in Table 1, the participants obtained the highest mean scores for the CFSEI-AD general self-esteem (M= 4.52; SD = 11.11), AES managing own emotions (M = 4.16; SD = 4.61), and the EAS career self-management (M = 4.75; SD = 8.14), self-efficacy (M = 34.75; SD = 4.07) and pro-activity (M = 4.72; SD = 5.08) variables. Table 2 shows that the participants scored the highest on the MBTI (E) extraversion (53%) and (P) perceiving (86%) attitudes and the highest on the (N) intuition (58%) and (F) feeling (69%) mental functions. The dominant personality type preference for the sample of participants can therefore be labeled as ENFP.

Personality Attributes and Employability

Based on the canonical results shown in Table 3 and Table 4, the two canonical variates are labelled as personality attributes (independent canonical variate construct) and general employability attributes (dependent canonical variate construct). The overall squared canonical correlation (Rc^2 = .53) shows a strong association between the two canonical variates. The personality attributes construct accounted for 53% (Rc^2 = .53; very large practical effect) of the variance in the general employability attributes canonical variate construct (see Table 4).

Table 1

Descriptive Statistics: Means, Standard Deviations and Reliability Summary Statistics

	Mean	SD	Alpha
Self-esteem (CFSEI-AD)			
General self-esteem	4.52	11.11	.80
Social / peer self-esteem	4.31	5.57	.57
Personal self-esteem	4.07	7.35	.77
Lie items	3.20	5.95	.58
Total self-esteem	4.13	18.46	
Emotional intelligence (AES)			
Perception of emotion	3.95	4.29	.59
Managing own emotions	4.16	4.61	.77
Managing other's emotions	3.98	4.20	.69
Utilisation of emotions	3.96	3.12	.59
Total emotional intelligence	1.70	13.36	
Employability attributes (EAS)			
Career self-management	4.75	8.14	.88
Cultural competence	4.30	4.70	.87
Self-efficacy	4.75	4.07	.73
Career resilience	4.60	4.28	.70
Sociability	4.14	5.90	.75
Entrepreneurial orientation	4.63	5.68	.80
Proactivity	4.72	5.08	.82
Emotional literacy	4.43	5.26	.82
Total emotional intelligence	4.57	34.09	

Note. N=304.

Table 2

Frequency Distribution of MBTI Form M

		Frequency	%	Valid %	Cumulative %
Valid	Introversion	74	24.3	24.3	24.3
	Extraversion	161	53.0	53.0	53.0
	Sensing	143	47.0	47.0	47.0
	Intuition	176	57.9	57.9	57.9
	Thinking	104	34.2	34.2	34.2
	Feeling	210	69.1	69.1	69.1
	Judging	53	17.4	17.4	17.4
	Perceiving	260	85.5	85.5	85.5
	Total	304	100.0	100.0	

Note. N=304.

Effects of Emotional Intelligence

In terms of the independent canonical variate (personality attributes), Table 4 shows that the personality attributes canonical variate construct was most strongly influenced by the AES emotional intelligence variables (managing own emotions, perceiving emotions and managing others' emotions) and the CFSEI-AD general self-esteem variable (Rc^2 ≥.67 ≤ .36; large practical effect). The contribution of the AES utilisation of emotions and CFSEI-AD variables personal self-esteem, social/peer self-esteem and the lie items in deriving the personality attribute canonical variate construct was moderate in terms of practical significance (Rc^2 ≥16 ≤ .25). The contribution of the MBTI extraverted (E) preference was small in terms of practical significance (Rc^2 = .11). Overall, the MBTI personality preferences did not significantly contribute in deriving the personality attribute canonical variate construct. This variable was there- fore removed in the structural equation model in order to test the data fit.

In terms of the dependent canonical variate (employability attributes), Table 4 shows that the general employability attributes canonical variate construct was most strongly influenced by the EAS emotional literacy (Rc^2 = .79; very large practical effect) and career resilience (Rc^2 = .71; very large practical effect) variables, followed by the pro-activity, sociability, entrepreneurial orientation, career self-management and self-efficacy variables (Rc^2 ≥ .66 ≤.35; large practical effect). The contribution of the EAS cultural competence variable was moderate in terms of practical significance (Rc^2 = .18). Table 4 shows that the personal attribute canonical variate construct was able to predict 28% (large practical effect) of the variance in the individual original EAS (employability attributes) variables. The general employability attributes canonical variate construct was able to predict only 11% (small practical effect) of the variance in the individual original CFSEI-AD, AES and MBTI variables. These results indicate the personal attribute canonical variate construct as a strong predictor of the general employability attributes construct. The large percentage of shared variance between the two canonical variate constructs (Rc^2 = .53) point to the importance of the variables measured by each variate construct in assessing the practical significance of the overall relationship. More specifically, the cross-loadings showed that the AES emotional intelligence variables (perceiving emotions, managing own emotions, and managing others' emotions) contributed the most in explaining the variance in the general employability at- tributes canonical variate construct (Rc^2≥ .30 ≤.35; large practical effect).

Table 3

Canonical Correlation Analysis relating the Set of Personality Attributes (Independent Variables) to Employability Attributes (Dependent Variables)

Measures of overall model fit for canonical correlation analysis

Canonical function	Overall canonical correlation (Rc)	Overall squared canonical correlation (Rc^2)	F statistics	Probability (p)
1	.726	.53	3.74	<.0001***
2	.490	.24	2.22	<.0001***
3	.394	.16	1.77	<.0001***
4	.350	.12	1.51	.01**
5	.305	.09	1.23	.14
6	.230	.05	.92	.59
7	.190	.04	.73	.79
8	.117	.01	.45	.91

Multivariate tests of significance

Statistic	Value	Approximate F statistic	Probability(p)
Wilks' Lambda	0.218	3.74	<.0001***
Pillai's Trace	1.240	3.29	<.0001***
Hotelling-Lawley Trace	1.962	4.27	<.0001***
Roy's Greatest Root	1.112	19.95	<.0001***

Note. ***p :: .001; N=304

Self-Esteem Effects

The contribution of the CFSEI-AD self-esteem variables (general self-esteem, social/peer self-esteem and personal self-esteem) and AES utilisation of emotions variable was moderate to small in terms of practical significance ($Rc^2 \geq .11 \leq .17$) in explaining the variance in the general employability attributes canonical variate construct. The contribution of the MBTI extra- verted (E) preference was very small ($Rc^2 = .06$) in explaining the variance in the general employability attributes canonical variate construct.

The EAS emotional literacy, career resilience, proactivity and sociability variables exhibited the highest correlations with the personality attribute canonical variate construct. In terms of practical significance, the contribution of these variables in ex- plaining the variance in the personality attributes canonical variate construct was large ($Rc^2 \geq .30 \leq .42$). The contribution of the EAS variables entrepreneurial orientation, career self-management and self-efficacy was moderate in terms of practical significance in explaining the variance in the personality attributes canonical variate construct ($Rc^2 \geq .25 \leq .18$). The contribution of the EAS variable cultural competence was small in practical significance ($Rc^2 = .10$).In terms of the SEM analysis, a moderate fit (see Table 5) was achieved. The model fit (shown in Figure 1) revealed that the model (model 3) explains 58% ($R^2 = .58$) of the variance in the employability attributes construct.

Discussion

Overall the results suggest that personality attributes (self-esteem and emotional intelligence) are significantly and positively related to general employability attributes. These results corroborate research findings of Ashkanansy and Daus (2002), Ciarrochi et al. (2000), Cole et al. (2009), Higgs (2001), Orth et al. (2010), Pool and Sewell (2007); Schutte et al. (2002) and Yorke and Knight (2004). Emotional intelligence and general self-esteem seem to explain the largest correlation be- tween the personality attributes and general employability at- tributes constructs. This suggests that those participants who are able to perceive their own emotions, manage their own and other's emotions, and utilize their emotions seem to display higher confidence in demonstrating their employability attributes. In addition, the participants with a high level of general self-esteem, that is, those who have a high perception of their own self-worth, seem to have higher levels of confidence in demonstrating employability attributes.

It seems as if personality preferences do not play a significant role in the participant's ability to demonstrate their employ- ability attributes. This is line with the findings of Cole et al. (2009) who also found that personality is only partly responsible for explaining career behaviour and therefore employability at- tributes. Only extraversion seemed to influence the participant's ability to demonstrate employability attributes. This is in line with the findings of Barick and Mount (1991) and Rothmann and Coetzer (2003) who also found that extraverted individuals (as opposed to introverted individuals) tend to demonstrate higher levels of job performance and career management, therefore also the ability to demonstrate high levels of employability attributes. In addition, the results showed that emotional literacy, career resilience, proactivity, sociability, entrepreneurial orientation, career self-management and self-efficacy (as a set of employability attributes) contributed the most towards the general employability attributes construct

Table 4

Standardised Canonical Correlation Analyses Results for the First Canonical Function Variates

Variate/variables	Canonical coefficients (weights)	Canonical loading (Rc) (structure correlations) Rc (Rc^2)	Canonical cross-loadings
CFSEI-AD (self-esteem)			
General self-esteem	.10	.60 (.36)	.41
Social / peer self-esteem	-.02	.46 (.21)	.34
Personal self-esteem	.14	.50 (.25)	.37
Lie items	-.03	-.40 (.16)	-.29
AES (emotional intelligence)			
Perception of emotion	.40	.77 (.59)	.56
Managing own emotions	.40	.82 (.67)	.59
Managing other's emotions	.22	.77 (.59)	.56
Utilisation of emotions	-.05	.47 (.22)	.34
MBTI (personality preferences)			
I	-.13	-.16 (.03)	-.12
E	.08	.33 ((.11)	.24
S	-.10	-.13 (.02)	-.09
N	.06	.11 (.01)	.08
T	-.22	.05 (.003)	.04
F	-.27	-.03 (.001)	-.02
J	-.27	.01 (.0001)	.01
P	-.27	-.09 (.008)	-.06
Independent canonical variate: Personality attributes Shared variance: .20++ Overall Rc^2: .53++ Redundancy index: .11+			
Career self-management	-.09	.67 (.45)	.48
Cultural competence	-.01	.43 (.18)	.32
Self-efficacy	-.18	.59 (.35)	.43
Career resilience	.31	.84 (.71)	.61
Sociability	.19	.76 (.58)	.55
Entrepreneurial orientation	-.06	.69 (.48)	.50
Proactivity	.37	.81 (.66)	.59
Emotional literacy	.57	.89 (.79)	.65
Dependent canonical variate: general employability attributes Shared variance: .52++ Overall Rc^2: .53++ Redundancy index: .28+			

Note. + Rc^2 :: .12 (small practical effect size); ++ Rc^2 .13:: .25 (moderate practical effect size); + ++ Rc^2 .26 (large practical effect size); N=304

Implications for Work Place Practice

Based on the canonical and structural equation modelling, it seems as if general self-esteem, social self-esteem, personal

Table 5

Structural Equation Modelling Fit Statistics

Model	CMIN	df	CMIN/df	P	NFI	RFI	IFI	TLI	CFI	RMSEA	LICMIN
1	14057.15	6091	2.31	.000	.40	.37	.54	.51	.53	.07	
2	11448.05	4938	2.32	.000	.41	.38	.55	.52	.54	.07	2609.1
3	127.51	41	3.11	.000	.94	.92	.96	.94	.96	.08	11320.54

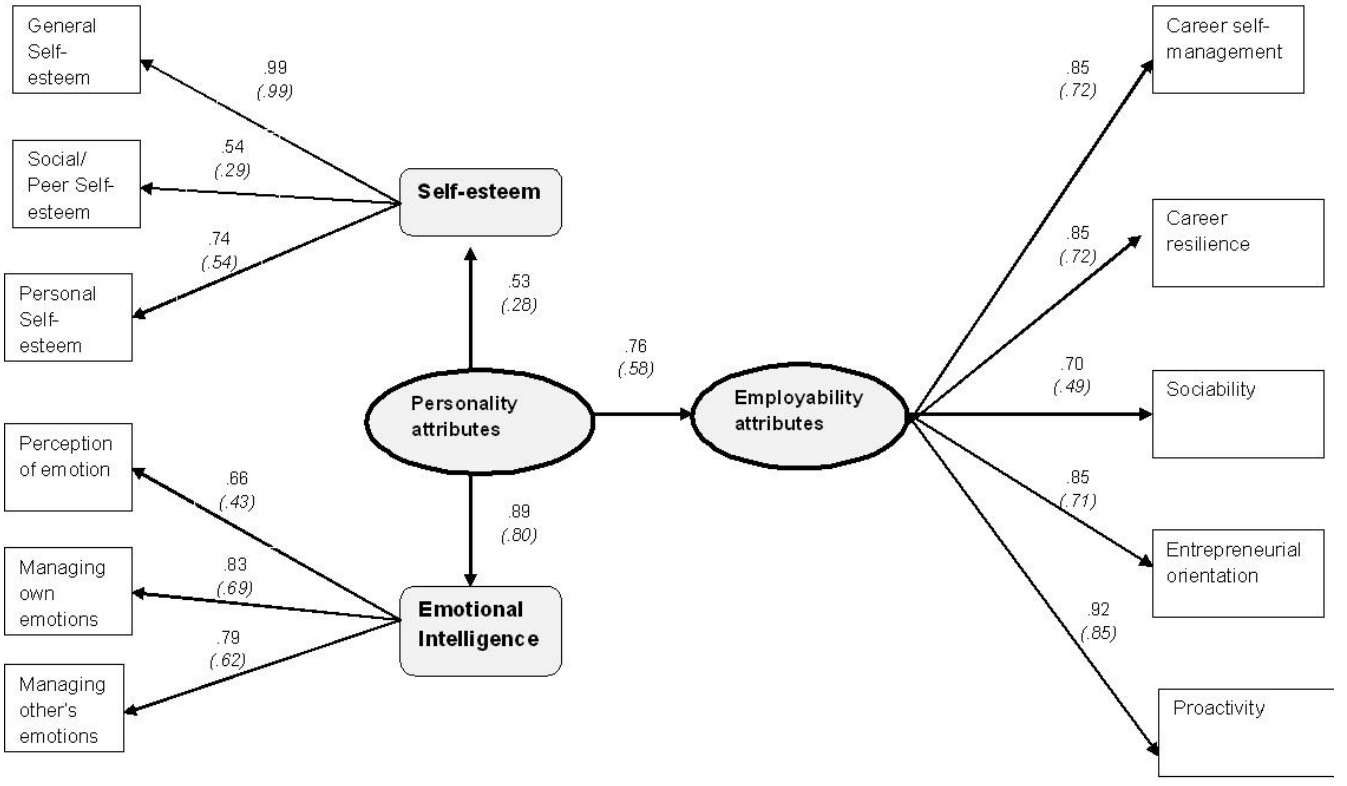

Figure 1. Structural Equation Model 3 with standardised path coefficient estimates; All standardised path coefficient estimates *** p :: .001. Squared multiple correlations (R^2) shown in brackets.

self-esteem perception of emotions, managing own emotions and managing others emotions should be developed in order to increase the participants' employability attributes. Furthermore, career self-management, career resilience, sociability, entrepreneurial orientation and proactivity seem to be the most important attributes to consider in career counselling and career development. These constructs therefore need to be developed to help the sample of participants to proactively manage their career development and sustain their employability in the con- temporary world of work.

Limitations and Future Research

Since the present study was limited to predominantly early career black females employed in the business management field, the findings cannot be generalised to other occupational, gender and race contexts. Furthermore, given the exploratory nature of the research design, this study cannot yield any statements about causation. Relationships between the variables have therefore been interpreted rather than established. These findings thus need to be replicated with broader samples across various sectors before more extensive conclusions can be drawn about the relationship between the constructs of concern in to this study. Longitudinal studies are also recommended to investigate the relationship between individuals' personality and employability attributes and how these influence the career development and employability of individuals over time.

Conclusion

The findings highlighted the importance of personality attributes as important attributes to develop to enable individuals to develop the confidence in demonstrating the employability at- tributes needed for sustaining their employability in a more turbulent employment context. General self-esteem, personal self-esteem, perception of emotion and management of other's emotions contributed the most towards employability attributes. The findings indicate that should these attributes be developed and enhanced, this could positively influence and increase career self-management, career resilience, sociability, entrepreneurial orientation and proactivity among black females in the establishment phases of their careers. The empirical career meta-competency model can therefore be utilised in a career counselling context in order to enhance an individual's career meta-competencies in order to develop the attributes required to sustain their employability.

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