

**Yamshinska Nataliia, Kutsenok Neonila**  
*(Igor Sikorsky Kyiv Polytechnic Institute, Kyiv)*

## **THE ISSUES OF PROFESSIONAL ADAPTABILITY OF FUTURE GRADUATES AT HIGHER INSTITUTIONS**

The processes happening today in all aspects of social, economic life of every community and the country, which represents these communities, have a significant impact on the ability of every person to react quickly on changes at the global market, adapt to these new conditions, and meet new requirements.

Young people need to work in new professional environments, which demand not only deep knowledge in the field, but also the inner readiness of an employee to interact with a great number of people and be a part of a team. Not all modern employers show their willingness to invest time and money in the process of training and further development of a specialist aimed to get a high-level professional. They want to get a person who is ready to work and show good results and give benefits to the company immediately. In this regards, the question about professional adaptability must be raised at different levels because it obviously gives the support to the students to enter the job market with strong skills and personal qualities needed to be successful in a job today. As a complex concept, it includes those individual's abilities, which will encourage finding a good job, making clear interactions and as result providing a satisfied life.

Professional adaptability is a wide term studied by different scientists and psychologists who investigated the process of adaptability from different aspects to identify the most significant factors which can have a great impact on the success of a person at the workplace.

Originally, the term "Career adaptability" was proposed by Savickas in 1997. He defined career adaptability as a psychosocial construct that denotes an individual's resources for coping with current and anticipated developmental tasks, occupational transitions, and work trauma, etc. [3].

Hirschi, A., Valero, D. (2015) notice that career adaptability is a multidimensional construct that, according to Savickas' (2013) model, consists of four aspects: concern, control, curiosity, and confidence [1].

Xuhua Yang<sup>1</sup>, Yaqian Feng<sup>1</sup>, Yuchen Meng<sup>1</sup> et al. suggest that adaptability is developed through the interaction between people's inner and outer worlds. These worlds are closely related to specific roles and situations. Adaptability has been shown to have boundary conditions set by the culture environment [5].

When a person graduates the university he/she faces a lot of problem and challenges, because he/she at once becomes enrolled into new professional activities, which demand the presence of emotional readiness to solve different professional tasks and at the same time to establish new working relationships, exchange ideas with a great deal of unknown people in the staff. The effectiveness of such cooperation will be assessed as the promotion and advance of the collective work. As a result, the person gets satisfaction from the work and low level of work stress. In this case, it is possible to judge about high level of career adaptability in the person. To achieve and increase job satisfaction a graduate needs to acquire both specific knowledge related to the future occupation and develop a set of self-management skills which will help him/her to effectively overcome career challenges, stimulate growth and self-confidence in performing working tasks.

Johnston, C. S. (2016) in his study determined career adaptability as

(1) a resource in support of its relation to positive outcomes, and a resource that leads to certain responses;

(2) as triggered by career transitions and therefore beneficial during expected and unexpected career changes or developmental tasks;

(3) self-regulation capacities and psychosocial in nature to support career adaptability as a mediator;

(4) as a characteristic that varies across individuals suggesting career adaptability as a moderator[2].

It corresponds with the idea of Toloček V. who considers adaptation as a phase process of periodic changes of its form due to population dynamics of bio-

logical, personal, professional features of a person as a subject of activity. These phases are shown in the periodization career (office move, crises, etc.), in the periods of his/her greater and lesser efficiency as the subject of his/her work, in greater or lesser periods of social well-being in general dynamics of life crises and opportunities for maximum self-realization [4].

Nowadays, we are living in the period, which is characterized by career uncertainty and increasing instability and flexibility of job markets. That is why one of the most important goals of higher educational institutions should be to equip students with professional skills and enthusiasm necessary to effectively capitalize on change and enhance the student experience. It should be mentioned, that the processes of studying and training develop such qualities as empathy, sociability, tolerance and sympathy, which are significant factors of professional adaptability.

From the other hand, organizations, enterprises and corporations also should implement a targeted (organized) adaptation program, which makes it possible to manage the adaptation process in a conscious way.

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