

Lone Wolf Personality, Career Adapt-Abilities, Proactive Career Behaviors, and Life Satisfaction: A Serial Mediation Analyses through the Career Construction Model of Adaptation

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Makale Bilgileri

ABSTRACT

Article History

Received: 17.11.2022

Accepted: 06.02.2023

Published: 31.03.2023

Keywords:

Lone wolf personality,
Career adapt-abilities,
Proactive career behaviors,
Life satisfaction,
Career construction theory.

The aim of the study is to test the Career Construction Model of Adaptation (CCMA) in university students (N = 406). 319 of (78.6%) the participants are female and 87 (21.4%) are male. The Lone Wolf Scale, The Turkish Five-Factor Short Form of the Career Adapt-Abilities Scale, The Career Engagement Scale, and The Satisfaction with Life Scale were used as measures. Hayes' models were used for mediation analyzes in the research model. It was tested a mediation model in which adaptive readiness (i.e., lone wolf personality) foster career adapt-abilities, which conditions adapting responses (i.e., proactive career behaviors), which leads to adaptation results (i.e., life satisfaction). The results of the research model indicated that indirect effects of lone wolf personality (i.e., adaptive readiness) on life satisfaction (i.e., adaption results) via career adapt-abilities (adaptability resources) and proactive career behaviors (i.e., adapting responses). Results supported all of the hypotheses which are relations between CCMA.

Yalnız Kurt Kişiliği, Kariyer Uyum Yetenekleri, Proaktif Kariyer Davranışları ve Yaşam Doyumu: Kariyer Yapılandırma Uyum Modeli Üzerinden Bir Seri Aracılık Analizi

Article Info

ÖZ

Makale Geçmişi

Geliş: 17.11.2022

Kabul: 06.02.2023

Yayın: 31.03.2023

Anahtar Kelimeler:

Yalnız kurt kişilik özelliği,
Kariyer uyum yetenekleri,
Proaktif kariyer davranışları,
Yaşam doyumu,
Kariyer yapılandırma kuramı.

Bu çalışmanın amacı Kariyer Yapılandırma Uyum Modelinin uygulanabilirliğini üniversite öğrencilerinde araştırmaktır. Katılımcıların 319'u (%78,6) kadın, 87'si (%21,4) erkektir. Veri toplama araçları olarak Yalnız Kurt Ölçeği, Kariyer Uyum Yetenekleri Ölçeği'nin Türkçe Beş Faktörlü Kısa Formu, Kariyer Adanmışlık Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Araştırma modelinde aracılık analizleri için Hayes'in modelleri kullanılmıştır. Çalışmada uyum hazırlığının (yalnız kurt kişilik özelliği) kariyer uyum yeteneklerini geliştiren, kariyer uyum yeteneklerinin uyum tepkilerini (proaktif kariyer davranışları) teşvik eden ve sonuç olarak uyum sonuçlarını (yaşam doyumu) ortaya çıkaran bir aracılık modeli test edilmiştir. Araştırma modelinin sonuçları yalnız kurt kişilik özelliğinin yaşam doyumu üzerinde kariyer uyum yetenekleri ve proaktif kariyer davranışları aracılığıyla dolaylı etkileri olduğunu göstermiştir. Bulgular Kariyer Yapılandırma Uyum Modelindeki ilişkileri ortaya koyan tüm hipotezleri desteklemiştir.

Atf/Citation: Korkmaz, O. (2023). Lone Wolf Personality, Career Adapt-Abilities, Proactive Career Behaviors, and Life Satisfaction: A Serial Mediation Analyses through the Career Construction Model of Adaptation. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi (AKEF) Dergisi*, 5(1), 194-212.



INTRODUCTION

Today, the concept of career is changing due to changes in broader economic factors, workforce demographics, psychological factors (Baruch & Rousseau, 2018). Therefore, the traditional conceptualization of career receives less attention (Guan et al., 2019). The concept of 'new career', which emphasizes the strengths of the individual and the ability to keep up with change, attracts attention (Sullivan, 1999). Rapid changes in working life cause individuals to face many career transitions. Individuals are expected to adapt to uncertain and rapidly changing environments (Korkmaz, 2022). At this point, it becomes even more critical for the individual to manage their career effectively. One of the theories that have important propositions regarding individual factors in this new career approach is Career Construction Theory (CCT). The theory emphasizes the individual resources in overcoming uncertainties (Korkmaz, 2022). The CCT concentrates attention in adaptation. This adaptation considers repeated transitions and challenges from school to work, occupation to occupation, and job to job (Tokar et al., 2019).

Career Construction Theory (CCT)

The theory explains a developmental perspective on vocational behavior (Savickas, 2013). Success of career development results from continuous process of adaptation (Savickas et al., 2009). The CCT proposes an adaptation model (i.e., Career Construction Model of Adaptation; CCMA). The CCMA reflects optimal career outcomes resulting from stable personal characteristics, psychological capacity, and career behavior. Therefore, this model explains the life span career construction process of individuals through relations between the four-step (Šverko & Babarović, 2019). In this model, the interplay of the four steps is seen. These four steps reflect the optimal sequence in transitions (Savickas et al., 2018).

The CCMA explained by Savickas (2013) is seen in Figure 1. According to the figure, *adaptive readiness* is the first step of the model. It is also referred to as adaptivity. It is a psychological trait that includes the willingness to respond appropriately to complex, unfamiliar, and ill-defined problems in an individual's career. *Adaptability resources* in the model reflect career adapt-abilities. Career adapt-abilities reveal psychosocial powers that contain self-regulation in the individual in coping with transitions and tasks. *Adapting responses* are the third step of the model. It is also referred to as adapting and reflects adaptive behaviors given to changing conditions. The last step is the *adaptation results*. It reflects the results of adapting behaviors (i.e., adapting responses) for the individual. Briefly, the CCMA proposes that "adaptive readiness mobilizes adaptability resources that shape adapting responses to produce adaptation results." (Savickas et al., 2018).

Lone Wolf Personality (LWP) as an Indicator of Adaptive Readiness

In the CCMA, adaptive readiness is a personality trait that implies a readiness and willingness

to change (Hirschi et al., 2015; Savickas et al., 2018). Adaptive readiness can be measured with different indicators. For example, Hirschi et al. (2015) measured adaptive readiness with proactive personality. Similarly, Rudolph et al. (2017) conceptualized Big Five Traits and proactive personality as adaptive readiness. In the present study, lone wolf personality (LWP) was considered as the indicator of adaptive readiness and antecedent of career adapt-abilities. LWP is a “a psychological state in which one prefers to work alone when making decisions and setting/accomplishing priorities and goals” (Dixon et al., 2003). Every LWP expression used refers to this psychological state. This psychological state includes the characteristics of preferring to work alone, disliking other people's ideas, and seeing other people as less effective and talented (Barr et al., 2005; Dixon et al., 2003).

Career Adapt-Abilities (CAAs) as an Indicator of Adaptability Resources

Adaptability resources are self-regulation capacities. Individuals use it in the process of career construction (Savickas & Porfeli, 2012). Adaptability resources denote dealing with change (Savickas et al., 2018). It is the facilitative force used for adequate adapting responses (Šverko & Babarović, 2019). Career adapt-abilities (CAAs) are conceptualized as adaptability resources in the CCT (Savickas, 2013). In many studies in the literature, CAAs have been considered as adaptability resources (e.g., Hirschi et al. 2015; Nilforooshan, 2019; Yildiz-Akyol & Oztemel, 2021). In the present study, career adapt-abilities (CAAs) are included as adaptability resources in the CCMA. CAAs are expressed as “individual’s resources for coping with current and anticipated tasks, transitions and traumas in their occupational roles that, to some degree large or small, alter their social integration” (Savickas & Porfeli, 2012; Savickas, 2013). It makes it easy to cope with tasks, and transitions in one's career (Savickas, 1997). Therefore, CAAs are important individual resources for dealing with complex and challenging career paths (Berg et al., 2010). Savickas (2002) conceptualized CAAs as a multidimensional construct. These are concern, control, curiosity, and confidence. These reflect the essence of the following concepts; planning (concern), decision making (control), exploring (curiosity), problem solving and self-efficacy (confidence). Along with these four dimensions, there have been attempts in recent years to add the dimension of cooperation in addition to these dimensions (e.g., (Einarsdóttir et al., 2015; Korkmaz, 2021; Nye et al., 2018; Prasad et al., 2021; Sou et al., 2020). Cooperation is ‘one's ability to work with others by compromising and contributing’ (Einarsdóttir et al., 2015). M. L. Savickas (personal communication, June 27, 2022) states that cooperation is a key factor in favorable outcomes.

Proactive Career Behaviors (PCB) as an Indicator of Adapting Responses

Adaptive responses are behaviors that consist of appropriate responses to changing career conditions (Šverko & Babarović, 2019). It denotes coping behaviors (Savickas, 2013). In the literature, career engagement is measured as adapting responses (e.g., Nilforooshan & Salimi, 2016; Ochoco & Ty, 2021). In the present study, career engagement was used to measure adapting responses. Career engagement is defined “the degree to which somebody is proactively developing his or her career as expressed by diverse career behaviors.” (Hirschi et al., 2014). The diverse career behaviors are career

planning, voluntary human skill development, environmental career exploration, networking, positioning behavior, and career self-exploration (Hirschi & Freund, 2014). As it is seen, career engagement refers to the proactive career behaviors exhibited by the individual to improve his or her career (Hirschi & Freund, 2014). In the present study, the concept of career engagement was preferred to reflect the general proactive career behaviors (PCB). The PCB is an essential element of the modern labor market (Fay & Kamps, 2006). While the PCB could be predicted by career adapt-abilities (Li et al., 2015), it could predict career satisfaction (i.e., positive career outcomes) (Hirschi et al., 2015).

Life Satisfaction (LS) as an Indicator of Adaption Results

According to the CCT, career development is the outcome of individual's adaptation to the environment (Savickas, 2005). Adaptation results are the outcomes of the career construction process. These outcomes are visible in the broader life domain (Šverko & Babarović, 2019). Adaptation results refer to results such as satisfaction and success (Savickas, 2002, 2013). Rudolph et al. (2017) stated that life satisfaction could indicate the adaptation results. Research has shown that life satisfaction is used as an adaptation result (e.g., Kara et al., 2021; Ochoco & Ty, 2021). In the present study, life satisfaction was used as the indicator of adaptation results. Life satisfaction (LS) is defined "cognitive judgement made by individuals about the quality of their lives as a whole" (Diener et al., 1985; Huebner et al., 2014). The LS is the cognitive component of subjective well-being (*happiness*) (Diener, 1984; 2000). The LS reflects the individual's 'overall evaluation of the whole of life' (Diener et al., 1985). Adapt to life events is important in understanding life satisfaction (Diener et al., 1999).

The Present Study

The hypotheses of the present study were evaluated on university students. University is a stage that requires attention in the transition from school to work (Pinto & Ramalheira, 2017). University students need to be interested in fulfilling a number of tasks needed in the transition phase, such as career development and career preparation. Successfully passing this career step, which determines the conditions of business life, in this period may enable the individual to encounter positive career outcomes (e.g., employment). (McIlveen et al., 2004). Therefore, the variables discussed in the study can be meaningfully evaluated in terms of university students' healthy career development and positive career outcomes.

Most of the studies conducted under the CCT prioritize addressing career adaptability (Rudolph et al., 2019). It is emphasized that further studies and additional evidence are needed for the applicability of CCMA, not just the consideration of the career adapt-abilities in the CCT (Hirschi et al., 2015; Johnston, 2018; Nilforooshan, 2019; Rudolph et al., 2017). This study aims to contribute to consistently applying CCMA, which is addressed by some limited studies in the literature (e.g., Ochoco & Ty, 2021; Nilfooroshan, 2020; Šverko & Babarović, 2019; Kara et al., 2022, Savickas et al., 2018; Yildiz-Akyol & Oztemel, 2021). Therefore, in the present study it is aimed to address the applicability of CCMA. The research model of the research was conceptualized in accordance with the CCMA in the CCT (Savickas, 2013). The variables in this study were selected based on the CCT

literature (e.g., Hirschi et al., 2015; Rudolph et al., 2017; Savickas & Porfeli, 2012). In addition, lone wolf personality has potentially important effects on career outcomes. Yet, research on this topic is sparse. The present study is another of the pioneering studies examining the place of lone wolf personality in career development after Kundi et al. (2022). It is also the first study to add the lone wolf feature to adaptive readiness in CCT. As a result, the interplay between lone wolf personality, career adapt-abilities, proactive career behavior, and life satisfaction among university students has yet to be explored.

The present study explores the applicability of the CCMA for career transition in university students. Therefore, in the present study, cross-sectional relations between adaptive readiness and adaptation results were examined. The research model is shown in Figure 1. In this model, it is assumed that personality traits affect adaptability resources, which in turn influences adapting behaviors and adaptation results. The aim of the present study is to examine the mediation model shown in Figure 1. In this context, the following hypotheses were tested.

H₁: Lone wolf personality is related to proactive career behaviors through career adapt-abilities.

H₂: Career adapt-abilities is related to life satisfaction through proactive career behaviors.

H₃: Lone wolf personality (i.e., adaptive readiness) is related to life satisfaction (i.e., adaptation results) through career adapt-abilities (i.e., adaptability resources) and proactive career behaviors (i.e., adapting responses).

METHOD

Participants

Participants of the research are 406 university students from Turkiye. 319 of (78.6%) the participants are female and 87 (21.4%) are male. The average age of the participants is 21.16 (Sd = 1.87, aged 18-27 years). The perceived socio-economic levels of the participants are as follows: low (N = 50, 12.3%); moderate (N = 327, 80.5%); high (N = 29, 7.1%). The attitudes of the participants' families towards the career development of the participants are as follows: supportive (N = 248, 61.1%); directive (N = 81, 20%); oppressive (N = 36, 8.9%); and uninterested (N = 41, 10.1%).

Research Instruments and Processes

The data were collected from the participants in a classroom setting by the face to face. The paper-pencil method was used to collect the data. Data collection took approximately ten minutes. Before data began to be collected, the participants were presented with informed consent.

Lone wolf personality

Participant's lone wolf tendencies were assessed using The Lone Wolf Scale (Barr et al., 2005). It is one-dimensional and has seven items. Participants assess on a six-point Likert type scale (1: *strongly disagree*, 5: *strongly agree*) and higher scores indicate higher levels of lone wolf

tendencies. In the present study, the Turkish version of The Lone Wolf Scale (Korkmaz, 2022) was used. The goodness of fit indices of the Turkish version of the scale are at acceptable levels ($\chi^2 = 17.732$, $df = 12$, $\chi^2/df = 1.478$, $CFI = .993$, $GFI = .986$, $RMSEA = .036$). In addition, the Cronbach alpha value is $\alpha = .83$ for the scale. The reliabilities in the present study for the scale are $\alpha = .84$ (Cronbach Alpha), and $\omega = .83$ (McDonald's Omega).

Career adapt-abilities

Participant's career adapt-abilities were assessed using The Turkish Five-Factor Short Form of the Career Adapt-Abilities Scale (CAAS-5-SF; Korkmaz, 2021). It is five-dimensional (i.e., concern, control, curiosity, confidence, and cooperation). Each subdimension contains three items and the combined 15-item is used to assess the overall career adapt-abilities. Participants assess on a five-point Likert type scale (1: *not strong*, 5: *strongest*). Higher scores indicate greater adapt-abilities. The goodness of fit indices of the CAAS-5-SF are at acceptable levels ($\chi^2 = 220.814$, $GFI = .982$, $NFI = .958$). In addition, the Cronbach alpha value is $\alpha = .80$ for the whole scale.

The CAAS-5-SF is developed on high school student sample. Since the present study was conducted with university students, the validity and reliability values of the scale were re-examined in this sample. To examine construct validity, confirmatory factor analysis was used with unweighted least squares estimation (Li, 2016). The results of the second-order confirmatory factor analysis revealed that the goodness of fit indices of the scale were at an acceptable level ($\chi^2 = 41.512$, $GFI = .990$, $NFI = .985$). The factor loadings ranged from .50 to .83. The reliabilities are $\alpha = .89$, and $\omega = .89$ for the whole scale. In addition, the reliabilities of the sub-dimensions are as follows: concern ($\alpha = .71$, $\omega = .72$); control ($\alpha = .71$, $\omega = .72$); curiosity ($\alpha = .77$, $\omega = .78$); confidence ($\alpha = .71$, $\omega = .72$); and cooperation ($\alpha = .84$, $\omega = .84$).

Proactive career behaviors

Participant's proactive career behaviors were assessed using The Career Engagement Scale (Hirschi, Freund & Herrmann, 2014). It is one-dimensional and has nine items. Participants assess on a five-point Likert type scale (1: *almost never*, 5: *very often*). Higher scores indicate engage in highly proactive career behaviors. In the present study, the Turkish version of The Career Engagement Scale (Korkmaz et al., 2020) was used. The goodness of fit indices of the Turkish version of the scale are at acceptable levels ($\chi^2 = 118.117$, $df = 24$, $p < .001$; $CFI = .95$; $TLI = .93$; $RMSEA = .09$; and $SRMR = .06$). In addition, the Cronbach alpha value is $\alpha = .88$ for the scale. The reliabilities in the present study for the scale are $\alpha = .89$, and $\omega = .90$.

Life satisfaction

Participant's life satisfaction was assessed using The Satisfaction with Life Scale (Diener et al., 1985). It is one-dimensional and has five items. Participants assess on a seven-point Likert type scale (1: *strongly disagree*, 7: *strongly agree*). Higher scores indicate higher levels of life satisfaction. In the present study, the Turkish version of the scale (Koker, 1991) was used. In the Turkish adaptation, test-

retest reliability and item-total correlations were examined. The test-retest reliability coefficient was .85; item-total correlation coefficients were calculated between .71-.80. The validity and reliability values were re-examined with the data obtained within the scope of the present study. To examine construct validity, confirmatory factor analysis was used with unweighted least squares estimation (Li, 2016). The results of the analysis revealed that the goodness of fit indices of the scale were at acceptable levels ($\chi^2 = 6.399$, GFI = .998, NFI = .997). The factor loadings ranged from .73 to .86. The reliabilities are $\alpha = .89$, and $\omega = .90$ for the scale.

Data Analysis

Within the scope of preliminary and descriptive analyzes; correlations, reliabilities, and descriptive statistic values were examined. Hayes' models (2018) were used for mediation analyzes in the research model. Model 6 (for hypothesis H₁) was used for serial multiple mediation analysis, and Model 4 (for hypotheses H₂ and H₃) was used for other simple mediations. Mediation effects in the model were examined. According to this, how lone wolf personality affects life satisfaction and proactive career behaviors, and how career adapt-abilities affects life satisfaction are tested. Bootstrapping (10,000 resampling) was used to investigate the significance of the mediation effects. The fact that the 95% confidence intervals obtained from bootstrapping do not contain zero shows that the effects are significant (Preacher & Hayes, 2008). IBM SPSS Statistics 26 and PROCESS v3.4.1 macro for SPSS were used in the analysis of the data.

Ethic

All procedures were carried out in accordance with the 1964 Helsinki declaration. Informed consent was obtained before the process. All participants participated voluntarily in the current study. Ethics committee approval from Karamanoglu Mehmetbey University Social and Human Sciences Scientific Research and Publication Ethics Board was obtained for the research data (E-75732670-020-104275, Number of Board Decisions).

RESULTS

Preliminary and Descriptive Analyses

Correlations, reliabilities, and descriptive statistics are displayed in Table 1. As seen in the table lone wolf personality was negatively correlated with career adapt-abilities ($r = .27, p < .001$), proactive career behaviors ($r = -.13, p < .01$), life satisfaction ($r = -.14, p < .01$). Career adapt-abilities was positively correlated with proactive career behaviors ($r = .76, p < .001$), life satisfaction ($r = .37, p < .001$). In addition, proactive career behaviors correlated with life satisfaction ($r = .37, p < .001$).

Table 1. *Correlations, reliabilities, and descriptive statistics of the study variables*

Variable	1	2	3	α	ω	M	SD	Skewness	Kurtosis
1. Lone wolf personality				.83	.83	22.46	6.72	.10	-.29
2. Career adapt-abilities	-.27***			.89	.89	61.37	7.84	-.20	-.34
3. Proactive career behaviors	-.13**	.76***		.89	.90	34.90	6.15	-.35	-.22

4. Life satisfaction	-.14**	.37***	.37***	.89	.90	16.03	4.60	-.28	-.35
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Note₁: N = 406. **p<.01, ***p<.001.

Note₂: α indicates Cronbach alpha value, ω indicates Mc Donald’s omega value.

Statistical Assumption Tests

When the Table 1 is examined, it is seen that the skewness and kurtosis values of all variables are between ±1.5. Skewness and kurtosis values between ±1.5 indicate that the distribution of the data is normal (Tabachnick & Fidell, 2012). All reliabilities of the variables are above .70. These values show that the scales are above the acceptable reliability limit (Nunnally & Bernstein, 1994). The variance inflation (VIF) values are between 2.43 and 1.11. It is seen that VIF values are less than 10. Tolerance values (TV) are between .41 and .90. It is seen that the TV values are greater than .10. Mahalanobis distance is less than 15. All statistical assumptions were met (Field, 2018). Therefore, it can be said that there is no multicollinearity and residuals problem.

Mediational Analyses

In the research model (Figure 1), it was hypothesized that career adapt-abilities and proactive career behaviors would mediate the relation between lone wolf personality and life satisfaction. In addition, it was hypothesized that lone wolf personality would be related to proactive career behavior through career adapt-abilities and career adapt-abilities would be related to life satisfaction through proactive career behavior. The significance of the indirect effects was tested using 95% CIs based on 10,000 bootstrap. Results of the analyses are presented Table 2 and Figure 1.

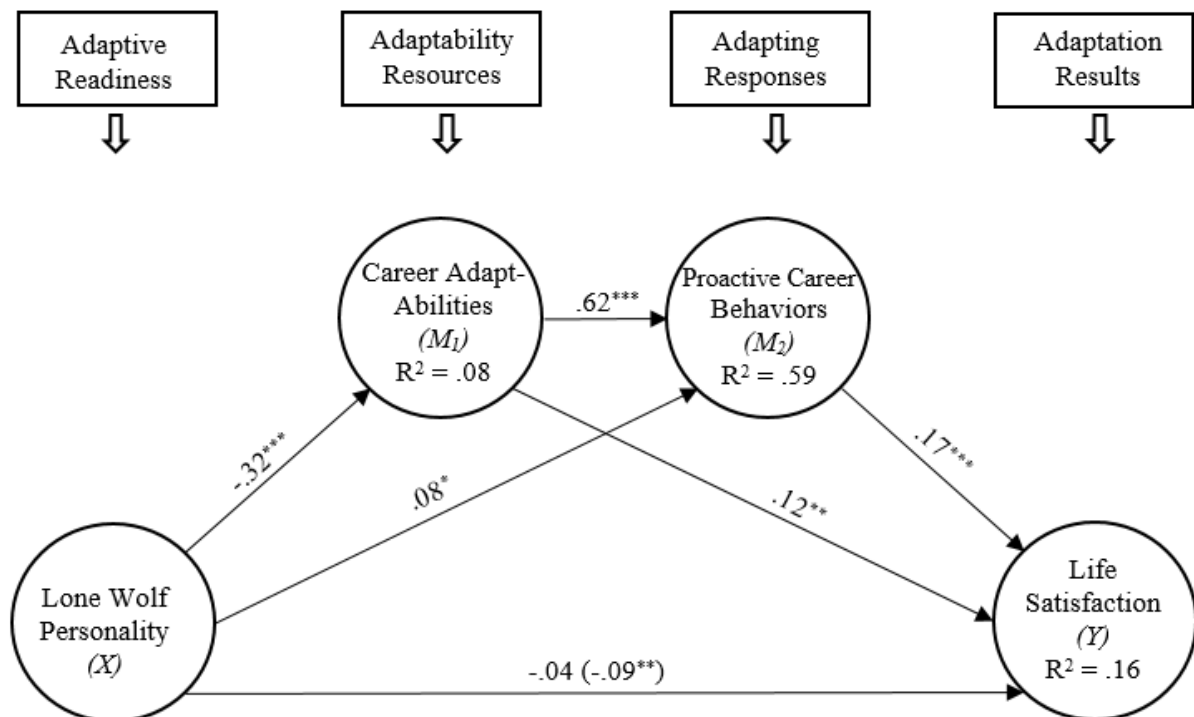


Figure 1. The result of research model

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Values shown are unstandardized coefficients. The value in parentheses shows the total effect of X on Y.

Table 2. Effects in the research model

Paths	Coefficient	95% CI
Direct Effects		
Lone wolf personality → Career adapt-abilities	-.32	[-.43, -.21]
Lone wolf personality → Proactive career behaviors	.08	[.02, .14]
Career adapt-abilities → Proactive career behaviors	.62	[.57, .67]
Lone wolf personality → Life satisfaction	-.04	[-.11, .02]
Career adapt-abilities → Life satisfaction	.12	[.04, .20]
Proactive career behaviors → Life satisfaction	.17	[.07, .28]
Indirect Effects		
Career adapt-abilities → Proactive career behaviors → Life satisfaction	.10	[.03, .16]
Lone wolf personality → Career adapt-abilities → Proactive career behaviors	-.20	[-.27, -.12]
Lone wolf personality → Career adapt-abilities → Life satisfaction	-.03	[-.06, -.01]
Lone wolf personality → Proactive career behaviors → Life satisfaction	.01	[.001, .03]
Lone wolf personality → Career adapt-abilities → Proactive career behaviors → Life satisfaction	-.03	[-.06, -.01]
Total effect		
Career adapt-abilities → Life Satisfaction	.22	[.16, .27]
Lone wolf personality → Proactive career behaviors	-.12	[-.21, -.03]
Lone wolf personality → Life Satisfaction	-.09	[-.16, -.03]

Note. N = 406. 95% CI: Confidence interval for effects.

As hypothesized in H₁, the indirect relation of lone wolf personality with proactive career behavior through the career adapt-abilities was significantly negative ($\beta = -.20$, 95% CI = [-.27, -.12]). The direct relation between lone wolf personality and proactive career behavior was significantly positive ($\beta = .08$, 95% CI = [.02, .14]). Therefore, it can be said that career adapt-abilities had a partial mediation role in the relationship of lone wolf personality with proactive career behaviors. Hypothesis 1 was confirmed.

As hypothesized in H₂, the indirect relation of career adapt-abilities with life satisfaction through the proactive career behaviors was significantly positive ($\beta = .10$, 95% CI = [.03, .16]). The direct relation between career adapt-abilities and life satisfaction was significantly positive ($\beta = .12$, 95% CI = [.04, .20]). Therefore, it can be said that proactive career behaviors had a partial mediation role in the relationship of career adapt-abilities with life satisfaction. Hypothesis 2 was confirmed.

As hypothesized in H₃, the indirect relation of lone wolf personality with life satisfaction through the serial mediation of career adapt-abilities and proactive career behavior was significantly negative ($\beta = -.03$, 95% CI = [-.06, -.01]), whereas its direct effect was not (the 95% CI include zero; 95% CI = [-.11, .02]). Therefore, career adapt-abilities and proactive career behaviors fully mediated the relation between lone wolf personality and life satisfaction. Hypothesis 3 was confirmed.

DISCUSSION

The present study examined the serial multiple mediation model based on the CCMA. As a result, mediation findings indicated that lone wolf personality (LWP) had its effect on proactive career behaviors

(PCB) via career adapt-abilities (CAAs) and its effect on life satisfaction (LS) via both CAAs, and PCB. The results indicated that LWP had no direct relation with LS, but it was related to LS through indirect relationships. In addition, CAAs had its effect on LS via PCB. This result suggesting that lesser the lone wolf tendency was, the more it would associate to stronger career adapt-abilities and greater proactive career behaviors, which in turn linked to higher life satisfaction. All indirect effects are consistent with CCMA. In addition, research model indicated direct effects of LWP on CAAs, and CAAs on PCB, and PCB on LS.

According to hypothesis H₁, LWP is related to PCB through the CAAs. As hypothesized, the indirect effect was confirmed between LWP and PCB. According to CCMA, adaptive readiness is expected to foster the development and use of adaptability resources (Rudolph et al., 2017; Savickas, 2013; Šverko & Babarović, 2019). In the CCMA, CAAs are positively related to adapting responses and it mediates the relation between adaptive readiness and adaptive responses (Šverko & Babarović, 2019; Rossier et al., 2012). Johnston (2018) suggested that adaptability resources would mediate between global personality characteristics and adaptability responses. In the literature, it is seen that global personality traits shared low to moderate positive associations with CAAs (Rudolph et al., 2017). When the literature is examined, it is seen that there is not yet a study in which LWP is considered as personality trait in CCMA. In addition, there are studies in which global personality traits are included in CCMA as adaptive readiness. For example; Tolentino et al. (2014) operationalized proactive personality as adaptive readiness in their study with Australian university students. In this study, proactive personality and CAAs were positively related. Similarly, in their study, where they tested the first three steps of CCMA, Hirschi et al. (2015) considered proactive personality as an indicator of adaptive readiness. The findings showed that there was a positive relationship between proactive personality and CAAs, and proactive personality predicted CAAs in the model. In addition, it was found that CAAs mediate between adaptive readiness and adaptive responses. Nilforooshan and Salimi (2016) examined the mediating role of CAAs between adaptive readiness and adaptive responses in their study with university students. In this study, CAAs was found to have a mediator role between personality and PCB. Although the place of LWP in career development as a variable in CCMA has not been examined, the fact that LWP has a significant relationship with CAAs and predicts PCB through CAAs shows that it has global personality characteristics in CCMA. In addition, the findings of the present study showed that LWP is a variable that has an important place in an individual's career development.

According to hypothesis H₂, CAAs is related to LS through the PCB. As hypothesized, CAAs predicted LS through the PCB. In the CCT, adaptability resources (i.e., CAAs) foster to develop proactive strategies and condition adapting responses (i.e., PCB) (Savickas & Porfeli, 2012; Savickas et al., 2018). In addition, PCB also has an impact on important career outcomes (Guan et al., 2014). Therefore, the CAAs function is an important self-regulatory mechanism for promoting well-being (i.e., life satisfaction) during the career transition via adapting responses (Ramos & Lopez, 2018). In the literature, it is seen that CAAs predict positive career behaviors (Rossier et al., 2012) and positive outcomes (Fiori et al., 2015). In particular, it is possible to come across studies examining the existence of the relationship between CAAs

and LS. For example, Buyukgoze-Kavas et al. (2015) revealed in their study with university students that particular CAAs predicted life satisfaction directly and indirectly. Similarly, Santilli et al. (2014) found that CAAs directly, and indirectly predicted LS in their study on workers with intellectual disabilities. There are also studies in which CAAs directly predicted LS. For example, in Hirschi's (2009) study on Swiss adolescents, CAAs predicted LS. Similarly, in another study of Swiss adults (Maggiori et al, 2013), CAAs predicted LS. In the study of Ramos and Lopez (2018) on young, and older adults, it was found that CAAs predicted LS. The CAAs are a resource that is considered self-regulatory strengths and can be utilized when facing everyday life challenges (Savickas, 2013). Thus, the elimination of everyday life challenges can be effective in the individual's life satisfaction. This assertion supports this finding of the present study.

According to hypothesis H₃, LWP is related to LS through the CAAs and PCB. As hypothesized, the indirect effect was confirmed between LWP and LS. The key aim of CCT is to foster life satisfaction (Hartung & Taber, 2008). Stable circumstances can affect the life satisfaction (Diener & Biswas-Diener, 2002). The CCMA suggests that adaptive readiness informs the other steps in the model (Rudolph et al., 2017). Therefore, it can be said that adaptive readiness (i.e., LWP), which reflects the stable circumstances feature in CCMA, will contribute to foster LS. There are limited studies in the literature examining the relationship between LWP and LS. Briggs et al. (2012) aimed to test a model including LWP and LS in their study on salespeople. In the obtained findings, no significant relationship was found between LWP and LS. Contrary to this finding, in the present study, a positive moderately significant relationship was obtained between LWP and LS. Another finding is that LWP does not directly predict LS. Therefore, all findings in the present study contribute to consistently applying CCMA. The findings are consistent with some limited studies in the literature testing the CCMA (e.g., Duffy et al., 2015; Guan et al., 2013; Hirschi & Jaensch, 2015; Nilforooshan & Salimi, 2016; Ochoco & Ty, 2021; Nilfooroshan, 2020; Šverko & Babarović, 2019; Kara et al., 2022, Savickas et al., 2018; Yildiz-Akyol & Oztemel, 2021). For example, Nilforooshan (2019) confirmed CCMA in her study of university students. The findings showed that CAAs and PCB were fully mediated in the relationship between adaptive readiness (future work self and proactivity) and adaptation results (academic satisfaction). Ochoco and Ty (2021) tested the serial mediation model that predicted LS in their study on high school students. Serial relationships from hope to LS were confirmed in the study. Yildiz-Akyol and Oztemel (2021) also tested CCMA in a similar way. In this study, CCMA was validated on university students.

People with LWP are less concerned with the environment. In addition, they reflect the personality structure that is more concerned and identified with their work (Mulki et al., 2007). They are introverted and display self-oriented behaviors. Also, they tend to prefer solitary work (Dixon et al., 2003). For this reason, the individual with LWP could turn to more career-related behaviors and show proactive behaviors. As the present study's findings show, first, LWP has a negative correlation with LS and PCB, while later in the research model, LWP directly positively affects PCB. In addition, it positively predicts LS through PCB. However, when CAAs, which are personal resources used to cope with career problems, are used, the contribution of LWP to PCB and LS is negative. In addition, LWP's contribution to LS is also negative through CAAs and PCB. This result shows that LWP positively affects PCB and LS without CAAs and

negatively affects LS when correct career adaptation strategies (i.e., CAAs) are used. From this point of view, it can be said that the effects of LWP on PCB and LS can be '*misleading*' without CAAs. The CAAs is a transformative key concept at the heart of CCT (Savickas, 2013). It can be thought that the effects that may arise from career characteristics that are not mediated by CAAs may be dysfunctional or temporary. In the research model, it is seen that LWP has a negative predictor on LS when CAAs is a mediator. This mechanism shows that acting and working alone brings a visible and perhaps a degree of life satisfaction at first, then when the right strategies are involved in the process, the visible positive contribution of LWP changes with CAAs. Here, it can be said that CAAs have a suppression effect on LWP (Falk & Miller, 1992). Accordingly, CAAs may have suppressed the effect of LWP as it should. Therefore, this result of the research shows that it may not be possible to achieve permanent or realistic life satisfaction arising from the career of the individual without CAAs (true career adaptation strategies). In addition, it is seen that LWP's contribution to career outcomes in CCMA is negative, and thus its contribution to adaptation in coping with career problems is negative. Based on the findings of the study, although individuals with LWP have characteristics such as energy and drive (Locander et al., 2015), it can be said that these characteristics of the individual are a variable that negatively contributes to their career development.

Study Limitations

The present study has some limitations. The study group was university students. The applicability of a similar model could be tested on employees. The results to be obtained from here could be considered in increasing the life satisfaction of the employees. The model in the present study could also be tested on other groups in the career transition (such as retirement). The results of this study could be used to increase life satisfaction.

The present study was carried out in Turkey, a country between Europe and Asia, which has the characteristics of both cultures (Eastern and Western). Further studies in different cultures and populations could be done to further strengthen the current knowledge of CCMA. In particular, the applicability of CCMA could be tested by including LWP, which can be seen more in western cultural features, into CCMA as adaptive readiness in countries with Western culture. At the same time, LWP could be tested in Turkiye in different CCMA models as adaptive readiness.

The present study is cross-sectional. Therefore, the causal relationship between the variables in the study cannot be assumed. For this, experimental or longitudinal studies could be done.

Conclusions

One of the important contributions of the present study was to verify the applicability of the CCMA. According to this result, if the individual reduces the tendency to work and act lone and uses the adaptability resource in her proactive behaviors, she/he will obtain positive outcomes in life. Another important contribution is that LWP is a variable that operates in CCMA. It has been confirmed that LWP is a variable that has a negative effect on the adaptation process of the individual. For this reason, LWP is a feature that should be considered in the career development of the individual. Professionals working in the

field of career counseling could include the features of the first three steps of CCMA (LWP, CAAs, PCB) in the programs they will use to increase the life satisfaction of university students at the stage of career transition.

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GENİŞLETİLMİŞ ÖZET

Giriş: Günümüzde kariyer kavramı, daha geniş ekonomik faktörler, işgücü demografisi, psikolojik faktörlerdeki değişiklikler nedeniyle değişmektedir (Baruch ve Rousseau, 2018). Bu yeni kariyer yaklaşımında bireysel faktörlere ilişkin önemli önermeler içeren teorilerden biri de Kariyer Yapılandırma Kuramıdır (KYK). Bu Kuram, belirsizliklerin üstesinden gelmede bireysel kaynaklara vurgu yapar (Korkmaz, 2022). KYK, bir uyum modeli önermektedir. Bu model; istikrarlı kişisel özellikler, psikolojik kapasite ve kariyer davranışından kaynaklanan en uygun kariyer sonuçlarını yansıtır. Model Savickas (2013) tarafından öne sürülmüştür. Modelin ilk basamağı uyum hazırlığıdır. Adaptasyon olarak da adlandırılmaktadır. Bir kişinin kariyerindeki karmaşık, alışılmadık ve kötü tanımlanmış sorunlara uygun şekilde yanıt verme isteğini içeren psikolojik bir özelliktir. Modelin ikinci basamağı uyum kaynaklarıdır. Uyum kaynakları kariyer uyum yeteneklerini yansıtır. Kariyer uyum yetenekleri kariyer geçişleri ve kariyer görevleriyle başa çıkmada bireyde öz düzenlemeyi içeren psikososyal güçleri ortaya koymaktadır. Uyum tepkileri modeldeki üçüncü basamaktır. Uyum sağlama olarak da adlandırılır ve değişen koşullara verilen uyum tepkilerini/davranışlarını yansıtır. Modelin son basamağı ise uyum sonuçlarıdır. Birey için uyum tepkilerinin sonuçlarını yansıtır. Kısaca model "uyum hazırlığının, uyum sonuçları üretmek için uyum tepkilerini şekillendiren uyum kaynaklarını harekete geçirdiğini" önermektedir (Savickas ve diğerleri, 2018).

Bu çalışmada, yalnız kurt kişiliği uyum hazırlığının göstergesi ve kariyer uyum yeteneklerinin öncülü olarak kabul edilmiştir. Uyum kaynaklarını yansıtmada kariyer uyum yetenekleri, uyum tepkilerini temsil

etmede proaktif kariyer davranışları ve uyum sonuçlarını göstermede yaşam doyumu kullanılmıştır.

Yöntem: Araştırmanın katılımcıları Türkiye'den 406 üniversite öğrencisidir. Katılımcıların 319'u (%78,6) kadın, 87'si (%21,4) erkektir. Katılımcıların yaş ortalaması 21.16'dır ($Ss = 1.87$, 18-27 yaş). Katılımcıların algılanan sosyo-ekonomik düzeyleri şöyledir: düşük ($N = 50$, 12.3); orta ($N = 327$, %80.5); yüksek ($N = 29$, %7.1). Yalnız Kurt kişilik özelliğini ölçmek amacıyla Yalnız Kurt Kişilik Ölçeği (Korkmaz, 2022), kariyer uyum yeteneklerini ölçmek amacıyla Beş Faktörlü Kariyer Uyum Yetenekleri Ölçeği Kısa Formu (Korkmaz, 2021), proaktif kariyer davranışlarını ölçmek amacıyla Kariyer Adanmışlık Ölçeği (Korkmaz ve diğerleri, 2020), yaşam doyumunu ölçmek amacıyla Yaşam Doyumu Ölçeği (Köker, 1991) kullanılmıştır. Ön ve betimsel analizler kapsamında; korelasyonlar, güvenilirlikler ve betimleyici istatistik değerleri incelenmiştir. Araştırma modelinde aracılık analizleri için Hayes'in (2018) modelleri kullanılmıştır. Seri çoklu aracılık analizi için Model 6 (H_1 hipotezi için) ve diğer basit aracılıklar için Model 4 (H_2 ve H_3 hipotezleri için) kullanıldı.

Bulgular: Korelasyon analizleri sonucunda Yalnız Kurt kişilik özelliği kariyer uyum yetenekleri ve yaşam doyumu ile negatif ilişkili bulunmuştur. Kariyer uyum yetenekleri proaktif kariyer davranışları ve yaşam doyumu ile pozitif ilişkili bulunmuştur. Ayrıca proaktif kariyer davranışları yaşam doyumu ile pozitif ilişkilidir. H_1 'de varsayıldığı gibi, Yalnız Kurt kişiliğinin proaktif kariyer davranışları üzerindeki dolaylı etkisi kariyer uyum yetenekleri aracılığıyla üzerinden negatif olarak anlamlı bulunmuştur. Dolayısıyla yalnız kurt kişiliği ile proaktif kariyer davranışları arasındaki ilişkide kariyer uyum yeteneklerinin kısmi aracılık rolü oynadığı söylenebilir. H_2 'de öne sürüldüğü gibi kariyer uyum yeteneklerinin yaşam doyumu üzerindeki dolaylı etkisi proaktif kariyer davranışları üzerinden pozitif olarak anlamlı bulunmuştur. Bu nedenle, kariyer uyum yetenekleri ile yaşam doyumu arasındaki ilişkide proaktif kariyer davranışlarının kısmi aracılık rolü oynadığı söylenebilir. H_3 'te varsayıldığı gibi, Yalnız Kurt kişiliğinin kariyer uyum yetenekleri ve proaktif kariyer davranışları üzerinden yaşam doyumu üzerindeki dolaylı etkisinin negatif anlamlı olduğu elde edilmiştir. Elde edilen bulgular, kariyer uyum yetenekleri ve proaktif kariyer davranışlarının Yalnız Kurt kişiliği ile yaşam doyumu arasındaki ilişkiye tam olarak aracılık ettiğini göstermiştir.

Tartışma ve Sonuç: Bu çalışma Kariyer Uyum Modeline dayalı seri çoklu aracılık modelini incelemiştir. Aracılık bulguları Yalnız Kurt kişiliğinin kariyer uyum yetenekleri aracılığıyla proaktif kariyer davranışları üzerinde ve kariyer uyum yetenekleri ve proaktif kariyer davranışları ile yaşam doyumu üzerinde etkisi olabileceğini göstermiştir. Araştırmadan elde edilen bulgular, modelin uygulanabilirliğini doğrulamıştır. Bu sonuca göre birey yalnız çalışma ve yalnız hareket etme eğilimini azaltır ve uyum sağlama yeteneğini proaktif davranışlarında kullanırsa hayatında doyum sağlayıcı sonuçlar elde edecektir. Bir diğer önemli katkı, Yalnız Kurt kişiliğinin Kariyer Uyum Modelinde işleyen bir değişken olmasıdır. Buradan hareketle, Yalnız Kurt kişiliğinin bireyin kariyer uyum sürecini olumsuz etkileyen bir değişken olduğu kanıtlanmıştır. Bu nedenle Yalnız Kurt kişilik özelliği, bireyin kariyer gelişiminde dikkate alınması gereken bir özelliktir. Kariyer danışmanlığı alanında çalışan profesyoneller, kariyer geçiş aşamasındaki üniversite öğrencilerinin yaşam doyumlarını artırmak için kullanacakları programlarda Kariyer Uyum Modelinin ilk üç basamağının özelliklerine yer verebilirler.