

Personality Trait Development and Career Adaptability Among Junior High School Students: Basis for a Project LIKHA

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ABSTRACT

This study assessed the relationship between personality trait development and career adaptability among junior high school students in District I, Quezon City, as a basis for Project L.I.K.H.A. A descriptive-correlational research design was employed. The study involved 1,047 respondents consisting of 55 school administrators, 220 teachers, 386 parents, and 386 junior high school students selected from seven public secondary schools. Data were collected using a researcher-made, expert-validated questionnaire based on six RIASEC personality traits—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—and six career-adaptability dimensions—Concern, Curiosity, Control, Confidence, Commitment, and Resilience. Percentage, weighted mean, one-way analysis of variance, and Pearson's r were used in the analysis.

Personality trait development was Moderately Evident overall (grand mean = 3.25), with Artistic ($M = 3.42$) and Enterprising ($M = 3.41$) rated Evident. No significant differences were found among the four respondent groups in their assessments of the six personality traits. Career adaptability was Moderately Adaptable overall (grand mean = 3.24), with Career Confidence receiving the highest composite mean ($M = 3.42$; Adaptable). Personality trait development was significantly related to all six career-adaptability dimensions, with correlations ranging from $r = .70$ to $.71$. The identified challenges were Moderately Encountered overall ($M = 2.75$), led by peer pressure to conform ($M = 3.50$). Based on these findings, Project L.I.K.H.A. was developed to strengthen underdeveloped personality traits, career adaptability, career confidence, resilience, and supportive home-school relationships. The proposed intervention was rated Acceptable overall ($M = 4.00$). The findings underscore the value of personality-focused and career-adaptability interventions in preparing junior high school students for career-related decisions, transitions, and future challenges.

Keywords: *personality trait development, career adaptability, RIASEC, junior high school students, career guidance, Project L.I.K.H.A.*

INTRODUCTION

Adolescence is a formative period in which personality characteristics, self-concept, values, interests, and future career aspirations become increasingly differentiated. Junior high school students begin to make decisions that affect their senior high school tracks, future education, and occupational directions. Personality development is therefore closely connected with career preparation because students' preferences, ways of interacting, problem-solving patterns, initiative, creativity, and organization can influence how they explore and evaluate possible career paths.

The study framed personality through the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) dimensions. Contemporary career literature continues to use RIASEC-based approaches to understand vocational interest patterns and person-environment alignment (Hartmann et al., 2021). In the Philippine educational setting, personality development is also reinforced through classroom expectations, values formation, experiential learning, leadership activities, and career-guidance services. Structured personality-focused interventions may help students recognize strengths while also developing less evident traits.

Career adaptability refers to students' readiness to anticipate, explore, manage, and persist through career-related tasks and transitions. Career concern encourages future planning, curiosity promotes exploration, control supports self-directed decision-making, confidence strengthens belief in one's capacity, commitment sustains effort, and resilience supports recovery from setbacks. Career-development literature emphasizes that these resources can be developed through guided reflection, goal setting, exploration, self-management, mentoring, and exposure to real career environments (Hirschi, 2021; Potgieter et al., 2019; Savickas, 2021).

In the Philippine basic-education context, career guidance and learner development are supported by the Philippine Guidance and Counseling Act of 2004 (Republic Act No. 9258, 2004) and the Enhanced Basic Education Act of 2013 (Republic Act No. 10533, 2013), as well as school-based guidance and values-development initiatives. However, the source thesis identified a continuing gap between career-information activities and the deeper development of psychosocial adaptability. It also noted limited local evidence examining personality trait development and career adaptability together among junior high school students.

Accordingly, the study assessed students' six personality traits and six career-adaptability dimensions through the perspectives of school administrators, teachers, parents, and students; determined whether respondent groups differed in their assessments of personality trait development; examined the relationship between personality development and career adaptability; identified challenges encountered; and developed and assessed the acceptability of Project L.I.K.H.A. as a school-based intervention.

Literature Review

RIASEC Personality Trait Development

RIASEC provides a vocational-personality structure for understanding differences in students' interests and preferred activities. Realistic tendencies emphasize practical and hands-on activity; Investigative tendencies involve inquiry, analysis, and problem solving; Artistic tendencies emphasize creativity and expression; Social tendencies center on helping and interpersonal interaction; Enterprising tendencies involve leadership, initiative, and persuasion; and Conventional tendencies emphasize organization, structure, and accuracy. Hartmann et al. (2021) reaffirmed the continuing usefulness of Holland-based vocational constructs, while Dizon (2022) linked personality characteristics, self-efficacy, and career preferences among Filipino students.

The source literature also treats personality traits as developable through learning environments and practice. Artistic qualities can be strengthened through creative exploration and reflection (Frando & Arceno-Isip, 2023), while enterprising qualities can be cultivated through initiative, experiential activity, and opportunity-oriented learning (Cuyegkeng et al., 2020). Conventional traits such as organization, responsibility, and disciplined behavior can likewise be reinforced through structured environments and sustained routines (Montinola, 2020).

This developmental perspective is important for junior high school because students are still building self-awareness and forming preferences. Moderate levels in a personality dimension do not indicate a fixed limitation; rather, they identify areas in which schools may provide experiences that broaden students' competencies. The study therefore interpreted the RIASEC dimensions as both descriptive indicators and targets for guidance-oriented development.

Career Adaptability During Adolescence

Career adaptability represents psychosocial readiness for future-oriented tasks and transitions. Savickas (2021) presents adaptability as a resource for preparing for and responding to change. The source thesis

operationalized this construct through Concern, Curiosity, Control, Confidence, Commitment, and Resilience. These dimensions capture thinking about the future, exploring alternatives, taking responsibility, believing in one's ability, sustaining career goals, and recovering from difficulties.

Career concern and curiosity are strengthened when students are encouraged to think ahead and explore unfamiliar possibilities. Tupper and Basford (2023) emphasize curiosity and flexible career exploration in a changing world of work. Career control, in turn, depends on agency, decision-making, and self-management; Hirschi (2021) explains that career development becomes more adaptive when individuals actively set goals, identify resources, and monitor their progress.

Confidence, commitment, and resilience support persistence in career development. Storey (2021) treats confidence as a developable capacity to recognize and communicate one's value, while Blackett (2024) and Fralick (2025) emphasize purposeful goal setting and sustained action. Resilience is likewise described as a capacity strengthened through learning from setbacks, supportive relationships, and adaptive coping (Jackson, 2019; Sprunt & Capello, 2022).

Personality Traits and Career Readiness

Personality and career adaptability are conceptually related because both influence how students approach decisions, challenges, and future possibilities. Traits such as initiative, curiosity, social confidence, organization, and persistence can provide behavioral foundations for career exploration and self-management. Conversely, career-development experiences can reinforce personality-related competencies by requiring students to communicate, plan, solve problems, and take responsibility for decisions.

The thesis literature identified emerging evidence that personality characteristics are associated with career outcomes. Baliar (2025), for example, examined personality traits and study skills among junior high school students, while Dizon (2022) linked personality traits and self-efficacy with career preference among senior high school students. These studies support examining personality and adaptability together rather than treating them as unrelated constructs.

The relationship is also practically important for guidance counseling. If personality traits are related to adaptability, then interventions can be designed not only to provide occupational information but also to strengthen the behavioral and psychosocial resources students need to use that information. This rationale underlies the development of Project L.I.K.H.A.

Social, Family, and School Influences on Career Development

Career development during adolescence occurs within social environments. Students receive expectations, feedback, comparison, encouragement, and opportunities from parents, teachers, peers, and school programs. Positive support can strengthen confidence and exploration; however, excessive comparison or pressure can undermine independent decision-making. The source literature therefore highlights the importance of supportive guidance, communication, and learning environments that allow students to explore rather than simply conform.

The development of social and conventional traits is also linked with interaction and structured practice. Pasa and Mejorada (2024) emphasize personality development through values and social experience, while Montinola (2020) highlights reflection and experiential learning in strengthening responsible behavior. These perspectives support interventions that combine individual self-awareness with family-school collaboration.

Project L.I.K.H.A. reflects this ecological view by combining hands-on activities, exploration, peer support, decision-making, goal setting, resilience training, and parent-student career orientation. The conceptual framework therefore connects personality traits and adaptability assessments with data analysis and an intervention output.

Conceptual Framework of the Study

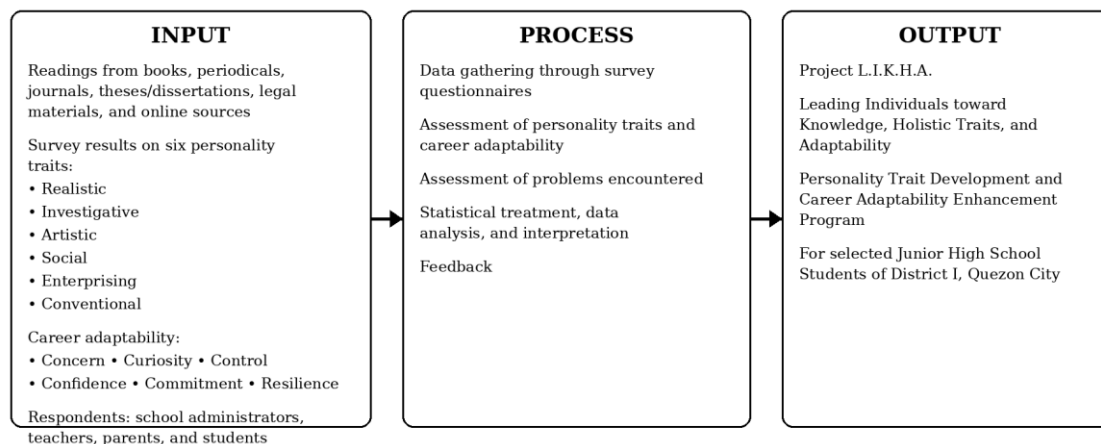


Figure 1. *Conceptual Framework of the Study.*

METHODS

Research Design

The study employed descriptive and correlational research designs. The descriptive component was used to determine the levels of personality trait development, career adaptability, problems encountered, and intervention-plan acceptability. The correlational component was used to determine the relationship between personality trait development and career adaptability. The study did not manipulate the variables.

Research Locale

The study was conducted in seven selected public secondary schools in District I, Quezon City. The schools provided the setting for obtaining perspectives from school administrators, teachers, parents, and junior high school students. The source thesis reported that the study was conducted during the 2025-2026 school year and completed in June 2026.

Participants and Sampling Technique

The sample consisted of 1,047 respondents: 55 school administrators, 220 teachers, 386 parents, and 386 junior high school students. These participants were drawn from the larger population of the selected schools. The thesis described a random sampling technique within the identified respondent groups so that the perspectives of students and the adults involved in their development could be represented.

Table 1. *Population and Sample of Respondent Groups*

Respondent Group	Population	Sample	Sample %
School Administrators	63	55	87%
Teachers	488	220	45%
Parents	10,407	386	4%
Students	10,407	386	4%
Total	21,365	1,047	5%

Research Instrument

Data were collected using a researcher-made questionnaire grounded in the study's RIASEC personality framework and career-adaptability dimensions. The instrument had five parts: respondent profile; six personality traits; six career-adaptability dimensions; 15 challenges related to personality development and career adaptability; and acceptability of the proposed intervention plan. Personality traits were rated from 1 (Not Evident) to 5 (Highly Evident), career adaptability from 1 (Not Adaptable) to 5 (Highly Adaptable), challenges from 1 (Not Encountered) to 5 (Highly Encountered), and intervention acceptability from 1 (Not Acceptable) to 5 (Highly Acceptable).

The questionnaire was reviewed by professional experts identified in the thesis, including the school principal, a master teacher, and a registered guidance counselor. Their comments were considered before administration to support the content validity, clarity, and relevance of the instrument.

Data Gathering Procedure

The researcher sought formal approval from the Schools Division Office of Quezon City and from the principals of the selected schools. Guidance counselors and class advisers assisted in orienting students about the study, confidentiality, and voluntary participation. Informed-consent forms were sent to parents or guardians. Questionnaires were distributed either physically or electronically according to school policies, collected, checked for completeness, coded, and processed for statistical analysis.

Data Analysis

Percentage was used for respondent profiles and selected descriptive summaries. Weighted means described personality trait development, career adaptability, challenges, and intervention acceptability. One-way analysis of variance was used to test differences among the four respondent groups in their assessments of personality trait development. Pearson's r was used to determine the relationship between personality trait development and career adaptability. Statistical decisions were made at the .05 level of significance.

Ethical Consideration

The study observed voluntary participation, confidentiality, and parental or guardian consent for student respondents. Participants were oriented about the purpose of the research and the confidentiality of their responses before data collection. Institutional permission was secured from the Schools Division Office and participating schools, and the questionnaires were administered with assistance from authorized school personnel.

RESULTS AND DISCUSSION

Personality Trait Development

Personality trait development was assessed as Moderately Evident overall (grand mean = 3.25). Artistic received the highest composite mean ($M = 3.42$; Evident), followed closely by Enterprising ($M = 3.41$; Evident). Social ($M = 3.31$), Realistic ($M = 3.17$), Investigative ($M = 3.12$), and Conventional ($M = 3.06$) were all Moderately Evident. Among respondent groups, teachers gave the highest overall assessment ($M = 3.54$; Evident), while school administrators ($M = 3.22$), parents ($M = 3.16$), and students ($M = 3.07$) rated the construct as Moderately Evident.

Table 2. *Summary of Personality Trait Development*

Personality Trait	Composite Mean	Interpretation	Rank
Artistic	3.42	Evident	1
Enterprising	3.41	Evident	2
Social	3.31	Moderately Evident	3
Realistic	3.17	Moderately Evident	4
Investigative	3.12	Moderately Evident	5

Conventional	3.06	Moderately Evident	6
Grand Mean	3.25	Moderately Evident	

The stronger Artistic and Enterprising ratings suggest that students were perceived as relatively more comfortable with creativity, expression, initiative, and leadership than with practical, analytical, social-helping, or highly structured activities. This pattern is consistent with literature emphasizing that artistic traits can be nurtured through creative learning experiences (Frando & Arceno-Isip, 2023), while enterprising qualities can develop through initiative and experiential opportunities (Cuyegkeng et al., 2020). The moderate ratings in the remaining areas identify specific competencies that can be strengthened rather than fixed deficits.

Differences in Assessments of Personality Traits

One-way ANOVA showed no statistically significant differences among school administrators, teachers, parents, and students across all six personality-trait dimensions. The reported F-values were .02476 for Realistic, .01279 for Investigative, .08134 for Artistic, .17901 for Social, .07109 for Enterprising, and .04164 for Conventional; all were below the critical value of 3.63 at the .05 level. The null hypothesis was therefore not rejected for these comparisons.

Table 3. One-Way ANOVA Summary for Personality Trait Development

Trait	F-value	Critical Value	Decision
Realistic	.02476	3.63	Not Significant
Investigative	.01279	3.63	Not Significant
Artistic	.08134	3.63	Not Significant
Social	.17901	3.63	Not Significant
Enterprising	.07109	3.63	Not Significant
Conventional	.04164	3.63	Not Significant

The absence of significant group differences indicates that the four stakeholder groups held broadly similar perceptions of students' personality development. This convergence strengthens the descriptive interpretation because the pattern was not limited to student self-report alone. It also suggests that personality-related behaviors were sufficiently visible across home and school contexts to produce comparable assessments.

Career Adaptability

Career adaptability was rated Moderately Adaptable overall (grand mean = 3.24). Career Confidence ranked first and was the only dimension rated Adaptable (M = 3.42). The remaining dimensions were Moderately Adaptable: Career Control (M = 3.34), Career Concern (M = 3.21), Career Commitment (M = 3.20), Career Resilience (M = 3.15), and Career Curiosity (M = 3.10). School administrators provided an Adaptable overall rating (M = 3.55), while teachers (M = 3.33), students (M = 3.07), and parents (M = 3.01) assessed career adaptability as Moderately Adaptable.

Table 4. Summary of Career Adaptability

Dimension	Composite Mean	Interpretation	Rank
Career Confidence	3.42	Adaptable	1
Career Control	3.34	Moderately Adaptable	2
Career Concern	3.21	Moderately Adaptable	3
Career Commitment	3.20	Moderately Adaptable	4
Career Resilience	3.15	Moderately Adaptable	5
Career Curiosity	3.10	Moderately Adaptable	6
Grand Mean	3.24	Moderately Adaptable	

The result indicates that students were perceived as relatively confident in handling career decisions but less developed in exploration, long-term commitment, resilience, and future preparation. Career-guidance literature emphasizes that confidence alone is not sufficient; students also need curiosity, self-management, persistence, and adaptive coping (Hirschi, 2021; Potgieter et al., 2019; Tupper & Basford, 2023). This pattern supports structured opportunities for career exploration and experiential learning.

Relationship Between Personality Trait Development and Career Adaptability

Pearson correlation results showed significant positive relationships between personality trait development and all six career-adaptability dimensions. Career Concern, Career Confidence, and Career Resilience each obtained $r = .71$, interpreted in the thesis as Very Strong Correlation. Career Curiosity, Career Control, and Career Commitment each obtained $r = .70$, interpreted as Strong Correlation. All reported computed t-values exceeded the critical value of 1.860 at $df = 8$ and the .05 level, leading to rejection of the null hypothesis.

Table 5. Correlation Between Personality Trait Development and Career Adaptability

Career Dimension	r	Interpretation	Computed t	Decision
Concern	.71	Very Strong	4.24243	Significant
Curiosity	.70	Strong	4.24256	Significant
Control	.70	Strong	4.24248	Significant
Confidence	.71	Very Strong	4.24225	Significant
Commitment	.70	Strong	4.24245	Significant
Resilience	.71	Very Strong	4.24218	Significant

These associations support the study's central premise that personality-related tendencies and adaptive career resources are interconnected. Students who show stronger initiative, creativity, social functioning, organization, practical competence, or investigative behavior may also be better positioned to plan, explore, decide, persist, and recover from career challenges. The findings are consistent with contemporary career perspectives that view adaptability as a developable psychosocial resource rather than a fixed capacity (Savickas, 2021).

Problems Encountered

Problems related to personality development and career adaptability were Moderately Encountered overall ($M = 2.75$). The highest-ranked concern was pressure to conform to classmates and peers ($M = 3.50$; Encountered). This was followed by low career confidence ($M = 3.39$), parental comparison with siblings or classmates ($M = 3.36$), insufficient communication between home and school ($M = 3.35$), and pressure to conform to parents' or teachers' expectations ($M = 3.33$), all interpreted as Moderately Encountered.

Table 6. Highest-Ranked Problems Encountered

Problem	Mean	Interpretation	Rank
Pressure to conform to classmates and peers	3.50	Encountered	1
Low career confidence	3.39	Moderately Encountered	2
Parents compare students with siblings/classmates	3.36	Moderately Encountered	3
Insufficient home-school communication	3.35	Moderately Encountered	4
Pressure to conform to parents'/teachers' expectations	3.33	Moderately Encountered	5

The dominant challenges were therefore social and environmental rather than purely informational. Peer conformity, family comparison, and adult expectations can constrain independent career exploration, while weak home-school communication may reduce the consistency of guidance students receive. These results justify interventions that address assertiveness, confidence, family involvement, and coordinated school support alongside career information.

Project L.I.K.H.A. and Intervention Acceptability

Based on the findings, the study developed Project L.I.K.H.A. (Leading Individuals toward Knowledge, Holistic Traits, and Adaptability), a Personality Trait Development and Career Adaptability Enhancement Program. The program particularly targeted Realistic, Investigative, Social, and Conventional personality traits and the Career Concern, Curiosity, Control, Commitment, and Resilience dimensions, while also addressing peer pressure, career confidence, family expectations, and home-school communication.

Table 7. *Selected Components of Project L.I.K.H.A.*

Program/Activity	Target Area	Primary Purpose
Hands-on Skills Workshop / TVL Immersion Mini-Day	Realistic	Develop practical, mechanical, and hands-on competence.
Problem-Solving Workshop / Career Exploration Research Expo	Investigative	Strengthen inquiry, analysis, and career research.
Peer Tutoring and Career Buddy System	Social	Build collaboration, empathy, mentoring, and peer support.
Time Management and Organizational Skills Workshop	Conventional	Strengthen organization, routines, and self-management.
Career Awareness and Future Planning Seminar	Career Concern	Increase future orientation and career planning.
Career Exploration Fair and SHS Track Exhibit	Career Curiosity	Expand exposure to occupations and senior high school tracks.
Career Decision-Making and Goal-Setting Workshops	Career Control/Commitment	Strengthen ownership, planning, and sustained goals.
Resilience, Growth Mindset, and Career Confidence Workshops	Resilience/Confidence	Improve coping, self-efficacy, and adaptability.
Parent-Student Career Orientation and Conference	Home-School Support	Improve communication and collaborative career guidance.

The proposed intervention was rated Acceptable overall ($M = 4.00$). The highest-rated item was its capacity to promote positive personality traits ($M = 4.40$; Highly Acceptable). Practicality and feasibility ranked second ($M = 4.05$), followed by enhancement of career-adaptability skills ($M = 3.90$), developmental appropriateness ($M = 3.80$), and relevance to students' needs and interests ($M = 3.70$), all rated Acceptable.

Table 8. *Acceptability of the Proposed Intervention Plan*

Indicator	Composite Mean	Interpretation	Rank
Promotes positive personality traits	4.40	Highly Acceptable	1
Practical and feasible in the school setting	4.05	Acceptable	2
Enhances career-adaptability skills	3.90	Acceptable	3
Developmentally appropriate activities	3.80	Acceptable	4
Relevant to students' needs and interests	3.70	Acceptable	5
Overall Weighted Mean	4.00	Acceptable	

CONCLUSION

Junior high school students in District I, Quezon City were perceived to have moderately developed RIASEC personality traits overall, with Artistic and Enterprising traits emerging as the strongest dimensions. Stakeholder groups held similar perceptions of personality trait development. Career adaptability was also moderate overall, although Career Confidence was already at an adaptable level. These findings indicate that students possess promising strengths but still need broader opportunities to develop practical, investigative, social, organizational, exploratory, planning, commitment, and resilience resources.

The significant positive relationships between personality trait development and all career-adaptability dimensions support the conclusion that strengthening personality-related competencies can contribute to students' readiness for career-related tasks and transitions. At the same time, peer pressure, low confidence, family comparison, adult expectations, and limited home-school communication remain important challenges. Project L.I.K.H.A. responds directly to these findings by combining personality development, career exploration, self-management, resilience, mentoring, and family-school collaboration in a school-based guidance intervention that respondents considered acceptable.

Recommendation

School administrators and guidance personnel may adopt and contextualize Project L.I.K.H.A. within career-guidance and learner-development programs, with particular emphasis on the Realistic, Investigative, Social, and Conventional traits and on Career Concern, Curiosity, Control, Commitment, and Resilience.

Teachers may integrate hands-on problem solving, inquiry activities, peer mentoring, organizational routines, leadership, goal setting, and career-related reflection into regular learning experiences so that personality development and career adaptability are reinforced beyond stand-alone guidance sessions.

Parents and schools should strengthen communication about career interests and decisions, avoid unproductive comparison, and provide supportive opportunities for students to make age-appropriate choices independently. Peer-pressure awareness, assertiveness, confidence-building, and resilience activities should be incorporated into student-development initiatives.

Future researchers may replicate the study in other districts and private-school settings, use alternative measures and research designs, and examine additional variables that may influence career adaptability. Further evaluation of Project L.I.K.H.A. after implementation is also recommended to determine its effects on personality development and career readiness.

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