

Career Resilience in 21st Century Australian Labour Markets

Carolyn Daniels

School of Business and Law, CQUniversity, Rockhampton, Australia

Email: c.r.daniels@cqu.edu.au

Dr Kylie Radel

School of Business and Law, CQUniversity, Rockhampton, Australia

Email: k.radel@cqu.edu.au

Career Resilience in 21st Century Australian Labour Markets

21st Century labour markets are experiencing rapid changes. As individuals struggle to manage careers and constant change in workplaces, the importance of resilience increases. Little information exists about career resilience or the application of resilience to career development. This paper outlines a qualitative research project which sought to identify resilience development factors in working graduates, whether this resilience transfers to workplaces and to identify career resilience factors required in labour markets. Findings suggest resilience transfers easily, and that career resilience, defined as the capacity to '*persevere*', '*cope*', '*hang on*' and '*carry on*' in turbulent labour markets, is crucial in '*demanding*' and '*competitive*' 21st Century workplaces. Results indicate labour markets stand to gain increased efficiency and productivity from a resilient workforce.

Keywords: Career development; employment relations; job satisfaction; organisational change

Labour markets have experienced dramatic changes in recent decades and many people are not coping with these changes (Bell & Quiggin, 2008; Canadian Career Development Foundation [CCDF], 2007). What is more, the importance of personal resilience may well increase as changes in work environments continue to evolve (Lounsbury et al., 2003). Very little empirical research has been carried out regarding the potential applications of resilience to career development (CCDF, 2007). Career development can be conceived as deliberate actions towards career improvement (Smith et al., 2009). In career development, the term 'career resilience' illustrates the competencies required for keeping pace with change in today's turbulent labour market conditions (CCDF, 2007).

The research aimed to identify resilience development factors in graduates who work within the changing environment of 21st Century labour markets, whether these factors developed before and/or during study and whether this resilience was transferred to work place situations. It also sought to identify career resilience factors required in labour markets and to review the meaning of career resilience and its implications for individuals working in organisations. The research was underpinned by the strengths based model of resilience that focuses on providing supports and information that promote life success rather than emphasising and trying to eliminate problem areas that promote failure (Padesky & Mooney, 2012, p. 285). As such, the research was designed from a constructivist epistemology that supported the qualitative approach.

Resilience

From its foundations in ecology, where resilience was described as the ability of a system to return to or ‘bounce back’ to its previous state after a disturbance (Holling, 1973), resilience theory and studies have been applied across disciplines (Wilkes, 2002). The distinguishing variable of resilience is adversity, and challenge, change, and disruption are evident before the process of resilience can occur (Eavolino-Ramirez, 2007, Maddi & Kobasa, 1991; McCubbin, 2001). Researchers sought to discover the process of attaining resilient qualities and resilience (Bandura, 1994; Earvolino-Ramirez, 2007; Gillespie, Chaboyer & Wallis, 2007; Hamilton, Kitman & Guyotte, 2006; Jacelon, 1997; Jackson, Firtko & Edenborough, 2007; Luthar & Cicchetti, 2000; Rutter, 1999; Tebes, Irish, Puglisi-Vasquez & Perkins, 2004; Werner, 2005). Resilience became *defined* as the ‘process of coping with adversity, change, or opportunity in a manner that result in the identification, fortification, and enrichment of resilient qualities or protective factors’ (Richardson, 2002, p. 308).

Protective factors can be divided into two categories: *internal protective factors* (self-esteem, self-efficacy, honesty, sense of responsibility, ability to restrain oneself, decision-making abilities), and *external protective factors* (such as family support, community involvement, caring school environment, role models) (McCubbin, 2001). Murray (2003, p. 21) explained *risk factors* ‘are conceptualized as characteristics, traits, and experiences that can negatively affect development and outcomes’. Kumpfer (1999, p. 190) defined *risk factors* (in this instance at-risk children) primarily as ‘chronic adversity in the environment of the child,’ that included factors such as poverty, minority status, single parent families and family conflict. Figure 1 summarises protective and risk factors.

[Insert Figure 1 about here](#)

Career Resilience

Resilience can be viewed as the capacity of individuals to effectively adapt to adversity; it can be applied to the strengthening of personal resilience that can be taken forward into workplaces and careers (Jackson, Firtko & Eendenborough, 2007). Similarly, early research defined career resilience as the ‘ability to adapt to change, even when the circumstances are discouraging or disruptive’ (London, 1997, p. 34). Contemporary research suggests career resilience relates more to the ability to survive

change once it happens (Bimrose & Hearne, 2012). Globalisation, increasing competition, changes in technology and restructuring mean that high performing employees are no longer protected from dismissal; lifelong careers are a thing of the past (Stone, 2008). Job insecurity impacts on careers by taking away the foundations of long-term career planning and altering the emphasis from employment to employability and the need for individuals to take control of their own career development (Story, 2000). These issues make it vital that employees are concerned about their own career development, and that they are responsible for keeping themselves marketable (Stone, 2008). With this in mind, employees need to critically examine their personal and vocational interests and goals, current skills and abilities, and be able to identify their career objectives (Stone, 2008). These key aspects of resilience development and career resilience can be effectively explored through qualitative research methods.

METHODOLOGY

Considering the complexities of resilience development and career resilience, the research used a qualitative approach underpinned by a constructivist epistemology to reveal the underlying meanings of the phenomena being studied (Veal, 2005), that is, to identify factors that contribute to resilience in working graduates, whether these factors transferred to their workplaces and to identify career resilience factors required in labour markets. Qualitative data is usually a record of what people have said in response to questions in in-depth interviews (Myers, 2009). The constructivist viewpoint is where concepts and theories are constructed by researchers in collaboration with research participants who are trying to explain or make sense of their lived experiences, both to the researcher and themselves, during interviews (Corbin & Strauss, 2008). This requires an environment where participants can freely tell their stories (Charmaz, 2000). It was these stories that provided the data for the research (Myers, 2009).

Participants self-selected through a purposive, convenience sampling process (Saunders, Lewis & Thornhill, 2009). The study aimed to develop a deep understanding of the lived realities of two participant groups: Group 1) *Working Graduates*, four females and one male, who all worked in large companies. They were purposively selected to gain an understanding of the impact that employment and life experience has had on their perception of resilience and its transferable attributes

to career resilience. They were asked to provide a self-rating of their resilience before studying, while they were studying, and whether or not they thought this resilience transferred to their workplaces.

Group 2) *HR and Management Personnel*, consisted of one male business owner, one female business owner and two managers in large companies. The four participants were asked about their perception of career resilience to gain an understanding, from an employer's perspective, of the application and applicability of resilience attributes to career development and progression.

Qualitative data was generated through semi-structured interviews that were digitally recorded, taking up to an hour each. Data analysis for the project was undertaken through an open-ended process of thematic coding and cross-referencing across the various sources. Data analysis for each group occurred separately, except for two questions related to career resilience which were common to each group. In this instance, data was analysed separately first and then synthesised as appropriate. Human research ethics committee approval was gained. Participants consented to participating in the research and gave permission to publish the results. Participant's personal anonymity and that of their organisations and locations was assured.

FINDINGS

One of the unexpected findings in this project related to generational differences that emerged amongst participant's right from the first interview, particularly with reference to Generation Y in the workplace and the frustration expressed towards them by Baby Boomer managers because they '*don't want responsibility, they tire quickly, they don't work nearly as hard [as my generation] ... [and] want to be paid big money*'. Some participants insisted they were not like their cohort, others criticised the younger generations coming through, while others thought their generation was the most resilient.

Although the research did not set out to 'classify' participants into generational cohorts, the differences between the generations required explanation and definition. Generation has been defined as a 'group of people or cohorts who share birth years and experiences as they move through time together, influencing and being influenced by a variety of critical factors. These factors include shifts in society-wide attitudes; changes in social...and public policy...' (Kupperschmidt, 2000, p. 66). Each generational cohort has distinctive experiences that affect their occupational values and beliefs (Zopiatis, Krambia-Kapardis & Varnavas, 2013). An understanding that individuals values differ but

also tend to reflect societies values in the period are helpful in explaining and predicting behaviour, for example Generation X are more likely to refuse weekend work than their parents (Robbins, Judge, Millet & Waters-Marsh, 2008). The literature varies over which years define each generation. For the purpose of the study, a generational timeline was used whereby, Baby Boomers were identified as born between 1946 and 1964, Generation X, between 1965 and 1976, and Generation Y between 1977 and 1994 (Solomon, Hughes, Chitty, Marsh & Stuart, 2014).

Baby Boomers, Generation X and Generation Y

Baby Boomers were heavily influenced by the civil rights movement, women's liberation, the Beatles, and the Vietnam War (Robbins et al., 2008). They represent a huge cohort born after the Second World War (Beutell & Wittig-Berman, 2008). They see the organisation that employs them as vehicles for their careers; their loyalty is to their careers and their main concern is to 'Look out for Number One' (Robbins et al., 2008). They are faithful to their employers, willing to make long-term commitments and look for stability and security (Dessler, Griffiths & Lloyd-Walker, 2004).

Generation X were the first 'latchkey' generation (Martin, 2005) and the first generation with large numbers of single-parent families due to high divorce rates (Beutell & Wittig-Berman, 2008). Generation X has been shaped by globalisation, dual-career parents, and computers; they value flexibility, life options and achieving job satisfaction (Robbins et al., 2008). While money is an important indicator of career performance to this cohort, they are willing to trade off promotions, security, and pay increases for more attractive lifestyle options (Robbins et al., 2008). They seek a work-life balance that suits their individual needs (Jorgensen, 2003). Unfortunately, the flexibility and work-family support Generation X desires has not been achieved by many organisations (Beutell & Wittig-Berman, 2008).

Generation Y, the largest cohort since the Baby Boomers, are the first to grow up online; they resist reading traditional media such as newspapers, and are increasingly turning off the television (Solomon et al., 2014). They grew up during prosperous times but, as the most recent entrants to the workforce, find themselves entering a post-boom economy (Robbins et al., 2008). Generation Y have high expectations, seek meaning in their jobs and careers and are comfortable with diversity (Robbins et al., 2008). This generation has the potential to become the highest producing workforce in history if

managers recognise and capitalise on the ‘character’ and expectations of these talented, demanding, young adults (Martin, 2005). They seek financial success, value freedom and a comfortable life, and like Generation X, enjoy teamwork but are also highly self-reliant (Robbins et al., 2008). Figure 2 presents the characteristics of participants within their cohort.

Insert Figure 2 about here

Because many participants had placed themselves within their generational cohort, participant’s responses were aligned within their particular generational cohort during analysis.

Factors Associated with Personal Resilience

To gain an understanding of graduate’s perceptions of resilience, they were asked to explain what personal resilience meant to them. Figure 3 summarises the data. The common factor, ‘*over time*’ was identified in each generation’s definition of personal resilience.

Insert Figure 3 about here

Factors Associated with Resilience before Study

Two Generation Y graduates considered their personal resilience before studying was either ‘*never considered before studying*’ or that they were not ‘*resilient before studying*’. The Generation X and Baby Boomer graduates considered they were ‘*already resilient before [studies]*’. Participants considered, ‘*Resilience is probably only learnt through experience*’ and ‘*over time you learn to get through the struggles and move on, it [resilience] comes with you*’. The development of resilience before study according to graduate’s, came ‘*over time*’, age and ‘*experience*’.

Factors Associated with Resilience during Study

The two Generation Y graduates considered resilience while studying developed out of ‘*personal struggles*’ that increased personal resilience, but ‘*not because of study.*’ Overcoming personal struggles and getting ‘*a stronger backbone and coping*’ were also associated with resilience when studying. One Generation X graduate considered study helped them increase resilience through ‘*meeting deadlines, putting yourself under pressure and just continuing. Having that voice in your*

head [saying], “you can do it”, and “keep going”’. The Baby Boomer felt resilience attributes ‘*collapsed for a while*’ due to lack of ‘*support*’.

Factors Associated with Resilience in the Workplace

Both groups were asked to identify workplace resilience factors which they said included: provision of ‘*work-life balance*,’ being able to ‘*carry on*,’ recognising and ‘*taking up opportunities*,’ and ‘*supportive*’ workplaces, mentioned because businesses today are seen to be ‘*demanding*,’ and ‘*competitive*’. Participants identified ‘*work-life balance*’ as a major factor associated with resilience in the workplace. Baby Boomer managers were aware that ‘*supportive*’ work environments were beneficial for staff; however, it was largely absent in the participants workplaces.

Factors Associated with Career Resilience

Factors associated with career resilience included the capacity to ‘*hang on*,’ ‘*to persevere*,’ to ‘*cope*,’ to ‘*carry on*,’ to ‘*maintain education*,’ to ‘*take opportunities*,’ and to ‘*get new skills*’. For Generation Y career resilience was about withstanding and persevering in workplaces; a view that sees individuals on their own in the workplace. For Generation X career resilience was about looking out for ‘*opportunities*’, it was future focused, it was about persisting. However, it was recognised that encouraging, ‘*supportive*’ workplaces would assist. Baby Boomer career resilience was about ‘*coping*’ and management of self in the workplace, as well as carrying out fulfilling and gratifying work.

Factors Associated with Resilience Transfer

Factors that ‘*assisted*’ with the transfer of resilience were not identified. However graduates all agreed that personal resilience attributes carry over to the workplace because: ‘*[resilience] is within you, [it’s] your personal resilience*’; ‘*[resilience] crosses over to every aspect of your life, work and social life*’ and ‘*there are similar experiences from study to life and working and you can apply the same principles [of resilience]*’. However, the Baby Boomer graduate iterated that ‘*personal issues demolished*’ resilience impacting on resilience in every area of life including in workplaces.

DISCUSSION

Resilience development before studying occurred ‘*over time*’, age, and ‘*experience*’ across the generations in different ways. Mentors and ‘*coping*’ strategies helped Generation Y develop resilience during study, self-talk helped Generation X and ‘*support*’ would have helped the Baby Boomer.

Figure 4 presents a general conceptual model of graduate's responses that illustrates resilience development before and during study that occurred 'over time', age and 'experience'. The double arrow line represents the continuum of time, age and experience and its link to resilience development.

Insert Figure 4 about here

Analysis of factors associated with resilience transfer revealed resilience appears to be a construct that transfers easily between life, work, and social aspects of participants lives because 'it's within you. It's your skill, your attribute that you rely on' and 'it crosses over to every aspect of your life'; defined as:

Resilience appears to be a construct that operates freely across all dimensions of an individuals lived experience, a dynamic part of the whole person.

The research found that perspectives about career resilience alter over time relative to the generations who are still working today. A general conceptual model of career resilience relative to the 'time' age and 'experience' of each of the three generations within the two participating groups presents this concept (refer Figure 5).

Insert Figure 5 about here

Analysis of the data across the generational cohorts in 21st Century workplaces resulted in a contemporary definition of career resilience:

Career resilience is the capacity to 'persevere', 'cope', 'hang on' and 'carry on' in turbulent labour market conditions and includes the ability to gain 'new skills' and capitalise on 'opportunities' in order to survive the changes in 'demanding' and 'competitive' 21st century labour markets.

Rickwood (2002) maintains that career resilience understands change is a constant and advocates that adaptability is the primary skill people need in an ever-changing workplace environment; that and the ability to read the external environment. Career resilience also recognises that learning is constant when change is constant (Rickwood, 2002). These views are conducive to the definition of career resilience developed out of the research project.

Multi-generations in the Workplace

Other major themes arising from the research relate to generational resilience, workplace pressure and work-life balance and confirmed generational differences exist in the workplace. Unsurprisingly, these differences exist whenever there is a comparison of generational cohorts and are often described as the 'generation gap' (Zopiatis et al., 2013). This generation gap, according to Deal (2007), is largely the result of misunderstanding. Pekala (2001) maintains identifying the characteristics that define each generation is essential in order to effectively manage them. Some experts contend that the differing world views held by each of the generational cohorts can negatively impact job satisfaction (White, 2011). White (2011) claims while there are differences among individuals in how they approach work, these generational characteristics are based on minimal scientific research.

Results of a study on personality and motivation differences between the generations were: '...not supportive of the generational stereotypes that have been pervasive in... literature and media... few meaningful differences were found between the three generations... even when differences have been observed, these have related more to age than generation' (Wong, Gardiner, Lang & Coulon, 2008, p. 878). Wong et al. results (2008, p. 878) 'emphasizes the importance of managing individuals by focusing on individual differences rather than relying on generational stereotypes'. The differences among generations can be seen as a continuum and not necessarily divisive if the description 'generation gap' is reinterpreted to mean life stages (White, 2011).

Frequently, generational cohorts are used as target groups in marketing segmentation (Solomon et al., 2014). Wong et al. (2008) maintains these generational profiles are not necessarily accurate so caution must be exercised to ensure stereotyping does not creep in. Findings in this research project suggest generational segmentation appears to have transformed into a stereotype influencing contemporary views of who we are, altering our perceptions of life stage. Reflecting on White's (2011) study, Generation Y will eventually be the age of today's Baby Boomers, and when they reach that life stage, may exhibit the same characteristics attributed to Baby Boomers today. However, the segmenting of generational cohorts in this study revealed that themes of 'time' age and

'experience' have a bearing on resilience development. This insight proved useful when analysing the data, allowing for comparisons of resilience development between the generations.

Workplace Pressure

Both managers and graduates experienced workplace pressure caused by changes. One Baby Boomer Manager *'had to learn the internet to keep up'* while the Generation Y manager felt, *'[m]y generation struggle, they're poorly educated...'* One Generation Y graduate explained; *'[y]ou need to have a thick skin, you need to be tough.'* A comment from a Generation X graduate alluded to the reason for more pressure in workplaces; *'[m]ore demands are placed on people because there's more requirements, and people work longer hours.'* While another succinctly stated to read the external environment, *'[y]ou need to know who is out there and what they want, and what others are doing'*. Figure 6 explores resilience in the workplace over 'time', age and 'experience'.

Insert Figure 6 about here

Workplaces across the generational cohorts appear to be workplace focused, pressurised, rigid and unbending, even though some of the cohorts recognise that *'supportive'* workplaces would be beneficial to resilience in the workplace. This pressure in the workplace was not a surprise. However pressure caused by rapid changes sees workplaces almost neglectful of their employees need and desire for support within this framework of constant change. While workplace pressure is unavoidable in contemporary workplaces, excessive pressure leads to stress (Stavroula, Griffiths & Cox, 2004). When employees feel they have little workplace support as they cope with its demands and pressures, they find maintaining a healthy work-life balance difficult (Stavroula et al., 2004).

Work-life Balance

Work-life balance is being eroded for many employees due to increased work demands (Pocock 2005, p. 201). Moreover, flexibility and work-family support has not been achieved by many organisations (Beutell & Wittig-Berman, 2008). Figure 7, developed from reflecting on workplace resilience factors that emerged from the research, outlines workplace risk and protective factors as identified in the data. Work-life balance can be seen as a major issue for employees, appearing in all sections of Figure 7.

Insert Figure 7 about here

Across the generational cohorts, analysis reveals a workplace where staff are impacted by both protective and risk factors; a place where they are effectively on their own with regard to developing career resilience and attaining a work-life balance. Figure 8 reviews generational resilience development factors which also highlights the prevalence of workplace and career resilience risk factors.

Insert Figure 8 about here

Reviewing Generation Y career resilience development factors in Box 4 (Figure 8), the question must be raised; is Generation Y feeling alone in the workplace because support is not forthcoming from the other cohorts? Impatient Baby Boomers maintain Generation Y '*wants all the trimmings without the effort.*' Generation X is looking out for '*opportunities*' for themselves. Would a greater understanding of life stage in the workplace allow for more patience and deliberate teaching of the younger cohorts coming through? After all, impatience with the younger generation is not a new concept (Thurnher, Spence & Fiske Lowenthal, 1974). Moreover, Figure 8 emphasises that lack of support for all generational cohorts in the workplace is a pressing issue.

Age or life stage, economic, social and political conditions and experiences of individuals during formative and teenage years all differentiate, divide and define the differences between generations (McCrindle, 2003). Re-imagining the generational cohorts within their life stages defines Generation Y as young people; Generation X as mid-lifers and Baby Boomers as late-lifers and provides a different view of the data analysis. Relative to life stage (White, 2011); young people are building personal resilience. They need mentors when they study, feel alone and unsupported in workplaces and are withstanding and persevering in their careers. They know support in the workplace is beneficial to building career resilience. Mid-lifers are continuing to build resilience and find self-talk helps as they study. They are looking for opportunities in their pressurised workplaces, are persisting in their careers, and know that support in the workplace would help career resilience development. In this study, late-lifers resilience appears to be declining. They are aware support would help when studying

and are coping and self-managing their careers in rigid, unbending, impatient workplaces. They recognise that satisfying work and supportive workplaces benefit career resilience development. Within this structure, young people, mid-lifers, and late-lifers experience each workplace situation relative to the generations managing their workplaces. Inside this framework of life-stages, resilience transfers easily across all dimensions of an individual's lived experience; work, study and social life.

CONCLUSION

The research found that personal resilience learned and developed when young transfers easily to study, workplace and career resilience, building through mid-life, though declining in later-life and that support at all stages and in all situations is an important factor undergirding resilience. Perhaps the most important element to emerge from the research was the contemporary definition of career resilience that reflects the pressure, lack of work-life balance and uncertainty experienced by many in 'demanding' and 'competitive' 21st Century labour markets. Implications for HR and Management personnel as major stakeholders in workplaces include the responsibility to recognise and implement work-life balance initiatives to improve workplace support. Improved policies for work-life balance are required in the workplace due to the 'demanding' and 'competitive' workplaces that typify conditions in 21st Century labour markets.

While the small number of participants in this study is viewed as a limitation, and findings in this qualitative study are context and situation specific (Collis & Hussey, 2009), future studies could move to extend the sample. Additionally, new research may consider moving away from cohort definitions to life stage definitions.

The results of this study suggest labour markets stand to gain an increase in efficiency and productivity from a workforce that has increased resiliency especially if work-life balance initiatives are put in place. This research builds upon previous career resilience research (Bimrose & Hearne, 2012; CCDF, 2007; London, 1983; 1985; 1997; London & Mone, 1987) and contributes a contemporary definition of career resilience. The implications from these results suggest that career resilience is vital in the 'demanding' and 'competitive' workplaces that typify conditions in 21st Century labour markets.

REFERENCES

- Acutt, B. Hyland, P. & Windeknecht, K. (2004). Regional employment trends: the challenge for strategic employment relations. *International Employment Relations Association Conference*, 5-8 July 2004, Yeppoon, Australia.
- Bandura, A. (1994). Self-efficacy. In I.V.S. Ramachandran (Ed.), *Encyclopedia of Human Behaviour*, 44 (pp. 71-81). New York, Academic Press.
- Bell, S. & Quiggin, J. (2010). Unemployment Policy: unemployment, underemployment and labour market insecurity. In A. McClelland & P. Smyth (Eds.), *Social Policy in Australia: Understanding for action*, (2nd Edn.), South Melbourne, Oxford University Press.
- Beutell, N. & Wittig-Berman, U. (2008). Work-family conflict and work-family synergy for generation X, baby boomers, and matures. *Journal of Managerial Psychology*, 23(5), 507-523.
- Bimrose, J. & Hearne, L. (2012). Resilience and career adaptability: qualitative studies of adult career counselling. *Journal of Vocational Behavior*, 81(3), 338-334.
- Canadian Career Development Foundation [CCDF] (2007). Applying the construct of resilience to career development: lessons in curriculum development. *The Canadian Millennium Scholarship Foundation*, Montreal, Canada, Retrieved March, 14, 2013, <http://www.eduweb.vic.gov.au/edulibrary/public/publ/research/publ/ccdfreport.pdf>
- Charmaz, K. (2000). Grounded theory: objectivist and constructivist methods. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research*, (2nd Edn.), Thousand Oaks, California, Sage Publications.
- Collis, J. & Hussey, R. (2009). *Business Research: a practical guide for undergraduate & postgraduate students*, (3rd Edn.), New York, Palgrave Macmillan.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research*. (3rd Edn.), Thousand Oaks, California, Sage Publications, Inc.
- Deal, J. (2007). *Retiring the generation gap: how employees young and old can find common ground*. San Francisco, California, Wiley & Sons.
- Dessler, G. Griffiths, J. & Lloyd-Walker, B. (2004). *Human Resources Management*. (2nd Edn.), Frenchs Forest, Pearson Education Australia.
- Earvolino-Ramirez, M. (2007). Resilience: a concept analysis. *Nursing Forum*, 42(2), 73-82.

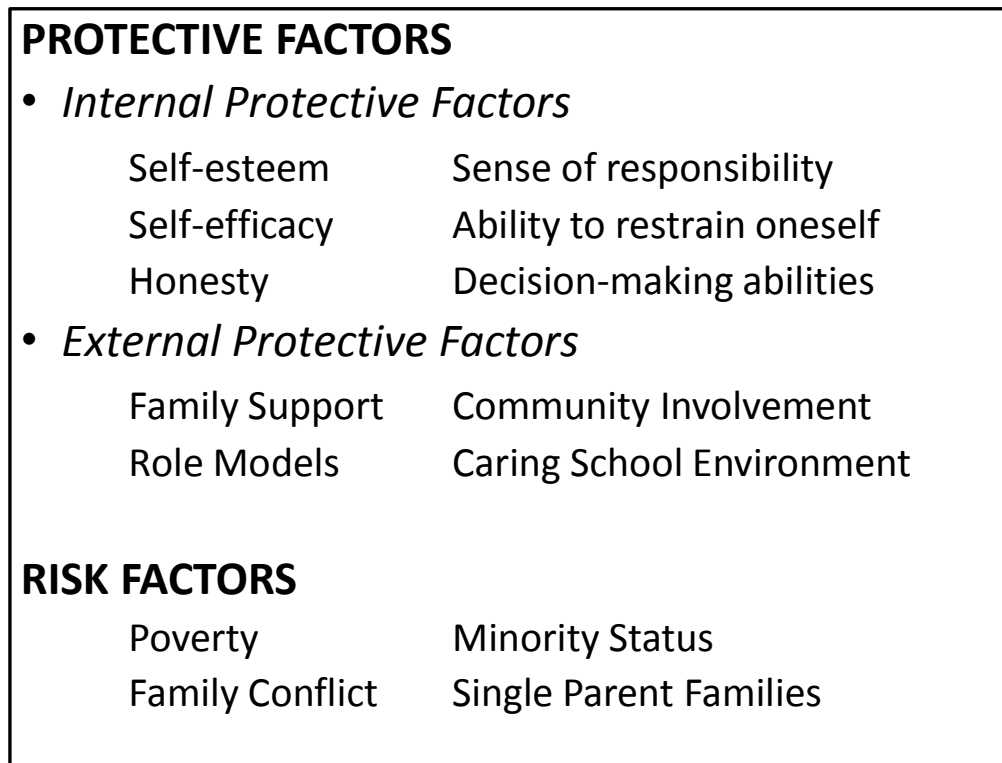
- Gillespie, B. Chaboyer, W. & Wallis, M. (2007). Development of a theoretically derived model of resilience through concept analysis. *Contemporary Nurse*, 25, 124-135.
- Hamilton, N. Kitzman, H. & Guyotte, S. (2006). Enhancing health and emotion: mindfulness as a missing link between cognitive therapy and positive psychology. *Journal of Cognitive Psychotherapy*, 20, 123-134.
- Holling, C. (1973). Resilience and stability of ecological systems. *Annual Review of Ecology and Systematics*, 4, 1-23.
- Jacelon, C. (1997). The trait and process of resilience. *Journal of Advanced Nursing*, 25, 123-129.
- Jackson, D. Firtko, A. & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. *Journal of Advanced Nursing*, 60,1-9.
- Jorgensen, B. (2003). Baby boomers, generation X and generation Y? Policy implications for defence forces in the modern era. *Foresight*, 5(4), 41-49.
- Kumpfer, K. (1999). Factors and processes contributing to resilience: the resilience framework. In M.D. Glantz & J.L. Johnson (Eds.), *Resilience and Development. Positive Life Adaptions*, (pp. 179-224), New York: Kluwer Academic Publishers, found on International Summer School PMT, Retrieved March, 4, 2013, http://psychomotorischetherapie.info/?page_id=1134
- Kupperschmidt, B. (2000). Multigenerational employees: strategies for effective management. *The Health Care Manager*, 19(1), 65-76.
- London, M. & Mone, E. (1987) *Career management and survival in the workplace*. San Francisco, Jossey-Bass.
- London, M. (1983). Toward a theory of career motivation. *Academy of Management Review*, 8(4), 620-630.
- London, M. (1985). *Developing managers: a guide to motivating and preparing people for successful managerial careers*, San Francisco, Jossey-Bass.
- London, M. (1997). Overcoming career barriers: a model of cognitive and emotional processes for realistic appraisal and constructive coping. *Journal of Career Development*, 24(1), 25-38.
- Loundsbury, J. Loveland, J. Sundstrom, E. Gibson, L. Drost, A. & Hamrick, F. (2003). An investigation of personality traits in relation to career satisfaction. *Journal of Career Assessment*, 11(3), 287-307.
- Luthar, S. & Cicchetti, D. (2000). The construct of resilience: implications for interventions and social policies. *Development and Psychopathology*, 12, 857-885.

- Maddi, S. & Kobasa, S. (1991). The development of hardiness. In A. Monat & R. S. Lazarus (Eds.), *Stress and coping: an anthology* (pp. 1-15). New York, Columbia University Press.
- Martin, C. (2005). From high maintenance to high productivity: what managers need to know about generation Y. *Industrial and Commercial Training*, 37(1), 39-44.
- McCordle, M. (2003). Understanding Generation Y. *Principle Matters*, 55 (28-31), 1-6.
- McCubbin, L. (2001). Challenges to the definition of resilience, paper presented at the *Annual Meeting of the American Psychological Association*, 24-28 August, San Francisco, California.
- Murray, C. (2003). Risk factors, protective factors, vulnerability, and resilience. *Remedial and Special Education*, 24(1), 16-26.
- Myers, M. (2009). *Qualitative research in business and management*. Thousand Oaks, California, Sage Publications.
- Padesky, C. & Mooney, K. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. *Clinical Psychology & Psychotherapy*, 19(4), 283-290.
- Pearson, R. Ross, M. & Dawes, R. (1992). Personal recall and the limits of retrospective questions in surveys. In J. M. Tanur (Ed.), *Questions about Questions: inquiries into the cognitive bases of surveys*, New York, Russell Sage Foundation.
- Pekala, N. (2001). Conquering the generational divide. *Journal of Property Management*, 66(6), 30-38.
- Pocock, B. (2005). Work-life "balance" in Australia: limited progress, dim prospects. *Asia Pacific Journal of Human Resources*, 43(2), 198-209.
- Richards, H. & Schwartz, L. (2002). Ethics of qualitative research: are there special issues for health service research? *Family Practice*, 19(2), 135-139.
- Richardson, G. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58, 307-321.
- Rickwood, R. (2002). Enabling high-risk clients: exploring a career resiliency model. *ContactPoint*, Retrieved May 22, 2013, <http://contactpoint.ca/>
- Robbins, S. Judge, T. Millet, B. & Waters-Marsh, T. (2008). *Organisational Behaviour*. (5th edn.) Frenchs Forest, Pearson Education Australia.

- Rutter, M. (1999). Resilience concepts and findings: implications for family therapy. *Journal of Family Therapy*, 21,119-144./
- Saunders, M. Lewis, P. & Thornhill, A. (2009). *Research methods for business students*. (5th edn.) Essex, England, Pearson Education Ltd.
- Smith, M. Brooks, S. Lichtenberg, A. McIlveen, P. Torjul, P. & Tyler, J. (2009). Career development learning: maximising the contribution of work integrated learning to the student experience, (*Australian Learning and Teaching Council*) *Final Project Report*, June 2009, Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.
- Solomon, M. Hughes, A. Chitty, B. Marsh, G. & Stuart, E. (2014). *Marketing: real people, real choices*. (3rd edn.) Frenchs Forest, NSW, Pearson Australia.
- Stavroula, L. Griffiths, A. & Cox, T. (2004). Work organization and stress: systematic problem approaches for employees, managers and trade union representatives. *World Health Organisation*, Switzerland, Retrieved September 21, 2013, http://www.who.int/occupational_health/publications/stress/en/index.html
- Stone, R. (2008). *Managing human resources*. (2nd edn.) Milton, Qld, John Wiley & Sons Australia.
- Story, J. (2000). 'Fracture lines' in the career environment. In A. Collin & R.A. Young (Eds), *The future of career*, Cambridge, UK, Cambridge University Press.
- Tebes, J. Irish, J. Puglisi-Vasquez, M. & Perkins, D. (2004). Cognitive transformation as a marker of resilience. *Substance Use and Misuse*, 39, 245-253.
- Thurnher, M. Spence, D. & Fiske Lowenthal, M. (1974). Value confluence and behavioural conflict in intergenerational relations. *Journal of Marriage and the Family*, May 1974, 308-319.
- Veal, A. (2005). *Business research methods: a managerial approach*. (2nd edn.). Frenchs Forrest, NSW, Pearson Education Australia.
- Werner, E. (2005). Resilience and recovery: findings from the Kauai longitudinal study. *FOCAL POiNT, Research, Policy, and Practice in Children's Mental Health*, 19(1), 11-14.
- White, M. (2011). Rethinking generation gaps in the workplace: focus on shared values. *UNC Kenan-Flagler Business School*, UNC Executive Development. Retrieved September 18, 2013, www.execdev.unc.edu

- Wilkes, G. (2002). Introduction: a second generation of resilience research. *Journal of Clinical Psychology*, 58(3), 229-232.
- Wong, M. Gardiner, E. Lang, W. & Coulon, L. (2008). Generational differences in personality and motivations. Do they exist and what are the implications for the workplace? *Journal of Managerial Psychology*, 23(8), 878-890.
- Zopiatis, A. Drambia-Kapardis, M. & Varnavas, A 2013, Y-ers, X-ers and Boomers: Investigating the multigenerational (mis)perceptions in the hospitality workplace. *Tourism and Hospitality Research*, 12(2), 101-121.

Figure 1: Internal and External Protective Factor's and Risk Factors



(Source: Adapted from McCubbin, 2001; Kumpfer, 1999)

Figure 2: Characteristics of Group 1 and Group 2 participants (n = 9)

PARTICIPANTS					
<i>Group 1 Working Graduates</i>					
Generation	Coming of Age	Age in 2013	N	Gender	Job Description
Baby Boomer	1946-1964	49-67 years	1	Female	Research Assistant
Generation X	1965-1976	37-48 years	2	Female	Teacher
				Female	Project Manager
Generation Y	1977-1994	19-36years	2	Male	Advertising Assistant
				Female	Administration
<i>Group 2 HR & Management Personnel</i>					
Baby Boomer	1946-1964	49-67 years	1	Male	Professional Service
				Female	Professional Service
Generation X	1965-1976	37-48 years	1	Female	HR Manager
Generation Y	1977-1994	19-36 years	1	Female	Shift Manager

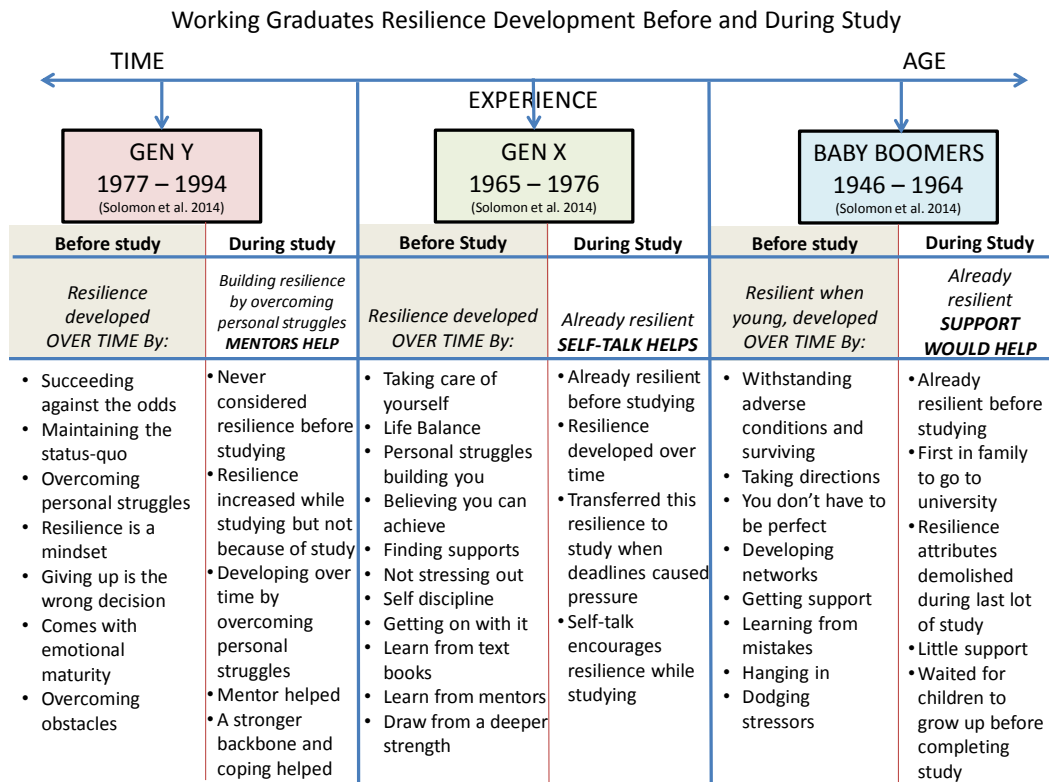
(Source: Developed from the Research)

Figure 3: Working graduates perception of personal resilience developed over time

GRADUATES DEFINITION OF PERSONAL RESILIENCE		
<p>GEN Y Resilience developing <i>over time</i> by overcoming personal struggles and moving on</p>	<p>GEN X Resilience had developed <i>over time</i> still developing with new challenges such as deadlines</p>	<p>BABY BOOMER Already resilient when young <i>over time</i> personal issues demolished resilience</p>
<p>Perception of Resilience</p> <ul style="list-style-type: none"> • Succeeding against the odds • Maintaining the status-quo • Overcoming personal struggles • Resilience is a mindset • Giving up is the wrong decision • Comes with emotional maturity • Overcoming obstacles and being a better person 	<p>Perception of Resilience</p> <ul style="list-style-type: none"> • Capacity to overcome adversity • Taking care of yourself • Life Balance • Personal struggles build you • Believing you can achieve • Recovering from something that didn't go well • Finding supports • Not stressing out • Self discipline • Getting on with it • Learn from text books • Learn from mentors • Draw from a deeper strength • Life experiences • Setting goals 	<p>Perception of Resilience</p> <ul style="list-style-type: none"> • To withstand adverse conditions and survive • Being able to take directions • Understanding you are not perfect, and that you don't have to be • Developing networks • Getting support from people • Learn from mistakes • Dust yourself off • Accept adverse results • Hanging in • Dodging stressors

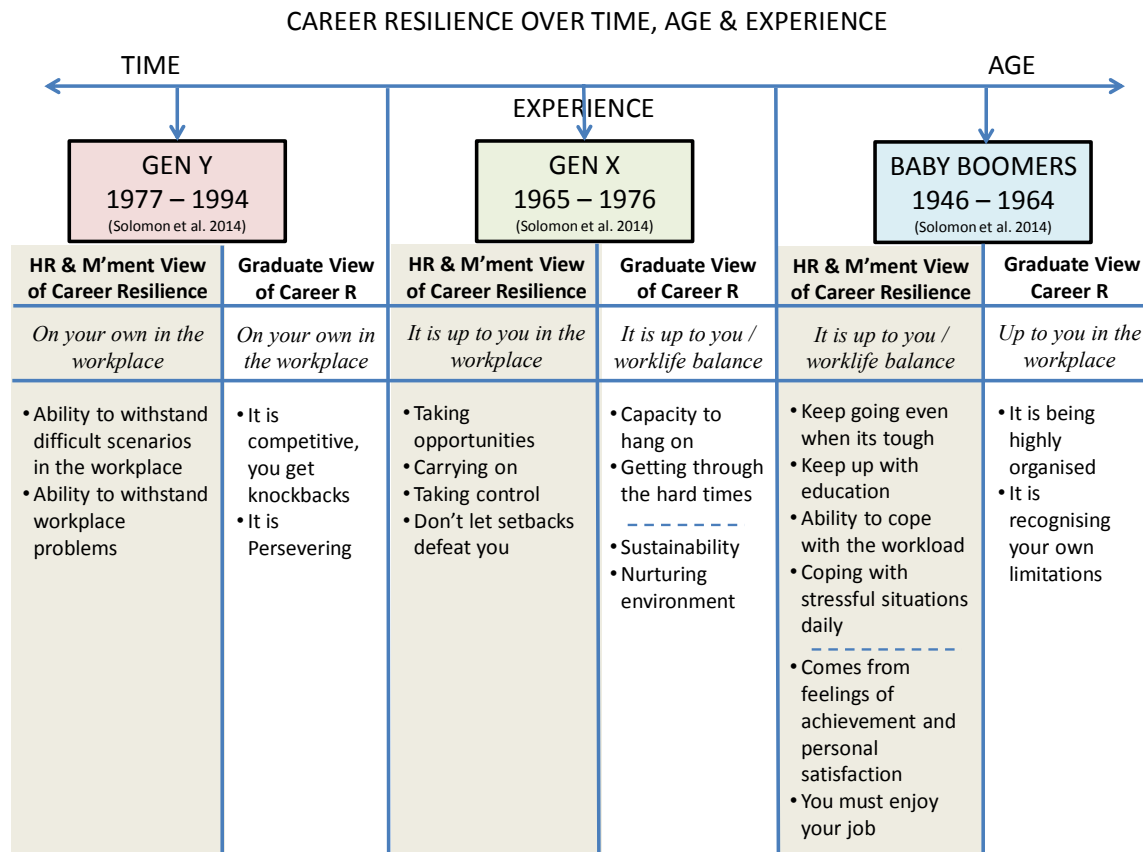
(Source: Developed from the Research)

Figure 4: General Conceptual Model of Working Graduates Resilience Development before and During Study over Time, Age and Experience



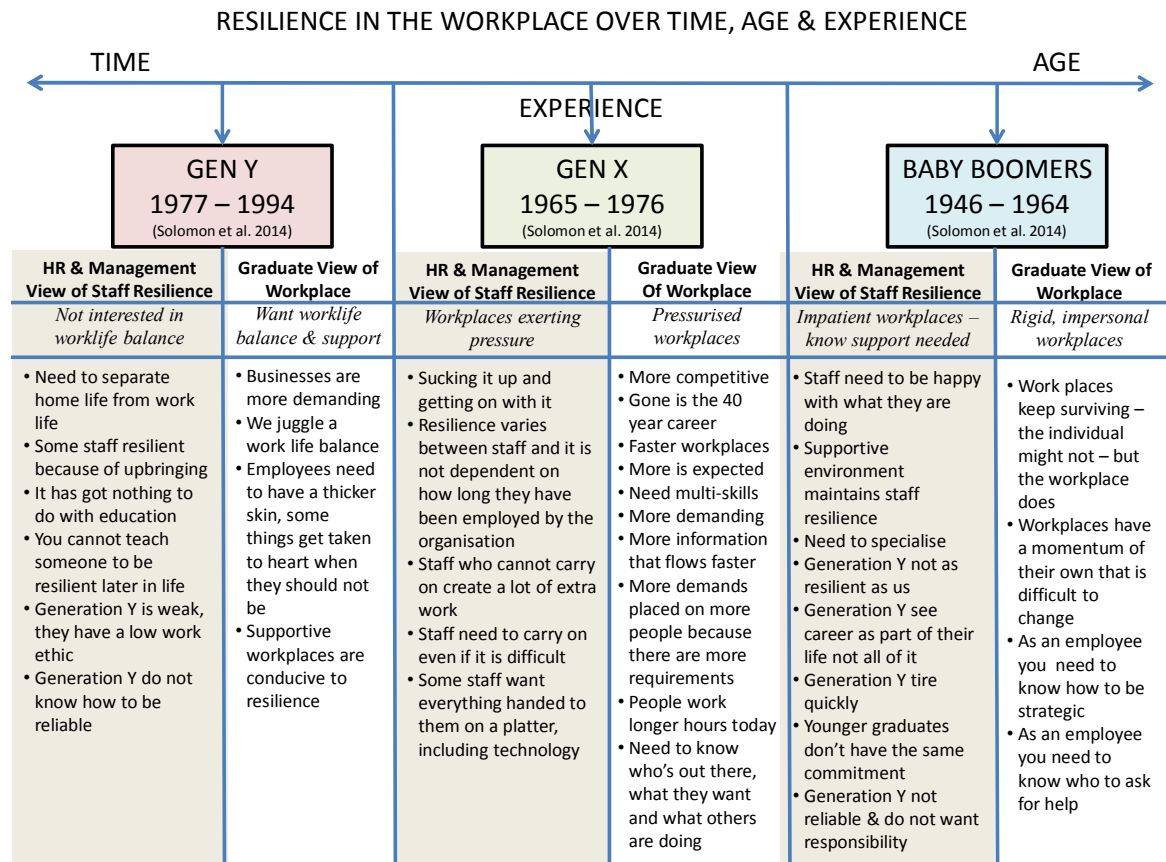
(Source: Developed from the Research)

Figure 5: General Conceptual Model of Career Resilience over Time, Age and Experience



(Source: Developed from the Research)

Figure 6: General Conceptual Model of Resilience in the Workplace over Time, Age and Experience



(Source: Developed from the Research)

Figure 7: Synthesis of Workplace Resilience Factors

WORKPLACE RESILIENCE FACTORS	
Workplace Resilience Risk Factors	Workplace Resilience Protective Factors
<ul style="list-style-type: none">• Adverse Workplace Events• Non-supportive Workplace• No/limited <i>Work-life Balance</i> Initiatives	<ul style="list-style-type: none">• Resilience Training Initiatives• Supportive Workplace Initiatives• <i>Work-life Balance</i> Initiatives
Employee Resilience Risk Factors	Employee Resilience Protective Factors
<ul style="list-style-type: none">• Demanding Workplaces• Competitive Environment• Non-supportive Workplace• No/limited <i>Work-life Balance</i> Initiatives	<ul style="list-style-type: none">• Ability to Carry On• Taking up Opportunities• Supportive Workplace• <i>Work-life Balance</i>

(Source: Developed from the Research)

Figure 8: Synthesis of Generational Resilience

RESILIENCE FACTORS	Generation Y	Generation X	Baby Boomers
1. Resilience development factors before study	Developed over time: overcoming personal struggles	Developed over time: getting on with it	Developed over time: withstanding adverse conditions
2. Resilience development while studying	Mentors and coping Strategies help	Self-talk helps	Support would help
3. Resilience issues in the Workplace	Unsupportive workplaces – want support	Pressurised workplaces	Rigid, unbending, impatient workplaces. Know support helps
4. Career Resilience development factors	Withstanding, persevering, feeling alone in the workplace	Looking out for opportunities, future focused, persisting, support needed	Coping, self-managing Satisfying work helps
5. Factors associated with Resilience Transfer	Resilience appears to be a construct that operates freely across all dimensions of an individuals lived experience, a dynamic part of the whole person		

(Source: Developed from the Research)