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Career Advancement Practices and Employee Adaptability in the Tourism Sector: An Empirical Study of Delhi-NCR

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Abstract

This study examines the association of four organisational career advancement practices—training and development, promotion opportunities, career planning, and mentorship—with employee adaptability among tourism-sector employees in Delhi-NCR. The paper isolates adaptability as an important employee-level outcome of career development practices. A quantitative, cross-sectional survey design was used. Of 473 responses collected through a structured questionnaire, 424 usable observations were retained. The dataset was analysed using partial least squares structural equation modelling (PLS-SEM). The four career advancement practices were specified as predictors of employee adaptability. The structural model explained 49.9% of the variance in employee adaptability ($R^2 = .499$; adjusted $R^2 = .494$). The standardised paths reported in the study were positive: training and development ($\beta = .258$), promotion opportunities ($\beta = .191$), career planning ($\beta = .267$), and mentorship ($\beta = .325$). Mentorship exhibited the largest coefficient, followed by career planning, training and development, and promotion opportunities. Statistical significance should be reported from the study bootstrapping table, not inferred from coefficients alone. The paper foregrounds adaptability rather than treating retention as the only endpoint of career-development investments. It contributes contextual evidence from tourism employment in Delhi-NCR and connects organisational career practices with employees' capacity to respond to changing work requirements. career advancement; employee adaptability; training and development; promotion opportunities; career planning; mentorship; tourism; Delhi-NCR; PLS-SEM

Keywords: Career advancement; employee adaptability; training and development; promotion opportunities; career planning; mentorship; tourism; Delhi-NCR; PLS-SEM

1. Introduction

Tourism is a labour-intensive, experience-oriented sector in which service delivery depends substantially on employees' knowledge, interpersonal skills, judgement, and capacity to respond to variable customer and operational demands. Employees may encounter fluctuating workloads, changing service expectations, seasonal demand, technology-mediated processes, and emotionally demanding interactions. In this setting, the ability to adapt is not merely an individual disposition; it is also shaped by the resources, development opportunities, and career signals provided by employing organisations. Career advancement practices therefore warrant investigation as possible organisational antecedents of employee adaptability.

Career development scholarship has moved beyond linear, organisation-controlled career progression towards more dynamic approaches that recognise employee agency, boundary-crossing careers, and continuous adaptation (Arthur & Rousseau, 1996; Hall, 2004; Sullivan & Baruch, 2009). Career adaptability, conceptualised as psychosocial resources for coping with vocational tasks, transitions, and disruptions, provides a useful lens for understanding how individuals prepare for and respond to change (Savickas, 1997; Savickas & Porfeli, 2012). Yet adaptability is not developed in a vacuum. Organisational career management, perceived opportunities, and developmental support may shape employees' confidence and readiness to navigate work demands (Guan et al., 2015).

Four practices are particularly relevant: training and development, promotion opportunities, career planning, and mentorship. Training and development can replenish skills and expand employees' repertoire of responses; promotion opportunities communicate the possibility of progression and reward; career planning helps employees connect present roles with future goals; and mentorship can provide feedback, role modelling, psychosocial

support, and access to career knowledge (Kram, 1985; Costen & Salazar, 2011). Although these practices are frequently discussed as elements of talent management, their distinct associations with adaptability deserve focused empirical examination.

Hospitality and tourism research increasingly addresses career adaptability and turnover-related outcomes. Rasheed et al. (2020) link career adaptability with turnover intentions in hospitality, while Lee et al. (2023) examine adaptability dimensions among hospitality employees. Other work highlights work social support and adaptability as potentially complex influences on turnover intentions (Lee et al., 2021). These studies establish the relevance of adaptability in the sector but do not directly test the four-practice configuration investigated here in the Delhi-NCR context.

The present study addresses this contextual and model-specific gap by examining the relationships between training and development, promotion opportunities, career planning, mentorship, and employee adaptability. It uses a single empirical dataset drawn from employees in the tourism sector in Delhi-NCR and a PLS-SEM framework aligned with the thesis. The paper's contribution is threefold. First, it positions employee adaptability as a distinct outcome of organisational career advancement practices. Second, it compares the relative path magnitudes of four practices within one structural model rather than examining them separately. Third, it extends tourism workforce evidence to Delhi-NCR, a region in which tourism-related organisations operate within a heterogeneous labour market.

The research question is: How are training and development, promotion opportunities, career planning, and mentorship associated with employee adaptability among tourism-sector employees in Delhi-NCR? The paper is organised as an empirical IMRaD manuscript: the literature and hypotheses are followed by methodology, results, discussion, implications, limitations, and conclusion.

Tourism organisations operate at the intersection of customer expectations, fluctuating demand, service quality and employee–customer interaction. Employees may be required to respond to guest needs, coordinate across departments, manage emotional labour and adjust to new technologies or operating procedures. These characteristics make adaptability a consequential employee capability rather than an abstract career attribute. At the same time, adaptability should not be treated as solely an individual responsibility. Organisational practices can create opportunities for employees to learn, anticipate career transitions and obtain developmental feedback. The present analysis therefore examines career advancement practices as contextual resources associated with employee adaptability.

Delhi-NCR offers a relevant setting because its tourism, hospitality, events, travel and allied service organisations operate in a diverse and competitive labour market. The region includes varied service formats and career structures, creating a context in which formal and informal career support may be salient. The findings should nevertheless be understood as evidence from the sampled employees and not as a census of every tourism occupation or organisation in the region.

Despite extensive discussion of career adaptability, there remains value in examining the organisational practices through which adaptability may be supported. Career adaptability research often conceptualises resources at the individual level, while human resource research examines development practices as organisational inputs. Bringing these perspectives together enables a more practice-oriented question: are employees who report stronger access to development, promotion, planning and mentorship also likely to report greater adaptability?

The study makes three contributions. First, it examines four distinct practices simultaneously, allowing their relative associations to be compared within one structural model. Second, it applies this framework to tourism-sector employees in Delhi-NCR, a context that is less represented in the international career adaptability literature than several established hospitality settings. Third, it translates the estimated coefficient pattern into practical questions for talent development without assuming that a single practice can independently produce adaptability. These contributions are associational and should not be interpreted as causal effects.

2. Literature Review and Hypotheses Development

2.1 Career adaptability as a work-related resource

Career adaptability refers to psychosocial resources that enable individuals to address vocational tasks, transitions, and unexpected changes. Savickas (1997) conceptualised adaptability as a central construct for understanding career development, and subsequent operationalisation emphasised concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). Although career adaptability is often framed at the individual level, organisational conditions can support or constrain its development. Career management practices may provide information, opportunities, and developmental experiences that strengthen employees' perceived capacity to respond to career-related challenges (Guan et al., 2015).

Within tourism and hospitality, adaptability is especially consequential because employees frequently work in dynamic service environments. Lee et al. (2023) investigated career adaptability among hospitality employees and connected it to attrition-related outcomes. Rasheed et al. (2020) also demonstrated the relevance of adaptability to turnover intentions and perceived career opportunities. This literature suggests that adaptability merits attention not only as a predictor of career outcomes but also as an outcome potentially shaped by organisational career practices.

2.2 Training and development and employee adaptability

Training and development provide structured opportunities to acquire, update, and practise knowledge and skills. From a social cognitive perspective, mastery experiences and feedback can strengthen self-efficacy and perceived capability to manage challenging tasks (Lent et al., 1994). Training may also signal organisational investment in employees, strengthening perceived support (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). In tourism, employees must often respond to new customer expectations, operational standards, and service technologies. Development opportunities can help them expand the behavioural and cognitive resources required to manage these changes. Evidence in lodging indicates that training and development are associated with satisfaction, loyalty, and intent to stay (Costen & Salazar, 2011), while broader hospitality research links development practices with employee outcomes. Accordingly:

H1: Training and development is positively associated with employee adaptability.

2.3 Promotion opportunities and employee adaptability

Promotion opportunities represent perceived pathways to higher responsibility, status, and rewards. They may motivate employees to develop competencies required for future roles and communicate that organisational advancement is attainable. Career systems that make progression visible can support career agency and planning (Baruch, 2006; Weng & McElroy, 2012). In contrast, perceived career stagnation may limit employees' incentives to acquire new capabilities or explore alternative ways of working. In hospitality, career opportunities have been linked to employees' career experiences and turnover-related outcomes (Rasheed et al., 2020). Promotion prospects may therefore be associated with greater adaptability as employees prepare to meet changing and elevated role requirements.

H2: Promotion opportunities is positively associated with employee adaptability.

2.4 Career planning and employee adaptability

Career planning involves clarifying career goals, identifying developmental needs, and organising actions to progress towards desired roles. Contemporary career theories emphasise employee agency and self-directed career management (Hall, 2004; Sullivan & Baruch, 2009). Career planning can encourage employees to anticipate change, explore alternatives, and identify skills to develop. These behaviours overlap conceptually with career adaptability resources, especially concern, control, and curiosity (Savickas, 1997). Organisational career management may also shape employees' career adaptability and perceived career success (Guan et al., 2015). Career planning is therefore expected to be positively related to adaptability.

H3: Career planning is positively associated with employee adaptability.

2.5 Mentorship and employee adaptability

Mentorship is a developmental relationship in which a more experienced person offers guidance, feedback, role modelling, and psychosocial support. Kram (1985) distinguished career functions from psychosocial functions, both of which can help mentees learn organisational norms, build confidence, and navigate career decisions. In service settings, mentoring can facilitate learning from experience and socialisation into complex roles. Research in hospitality has examined mentoring as a developmental practice and its links to employees' attitudes and career-related outcomes. Mentorship may enable employees to interpret change, receive feedback, and acquire strategies for coping with new demands.

H4: Mentorship is positively associated with employee adaptability.

2.6 Conceptual framework

The study proposes four direct paths from career advancement practices to employee adaptability. Figure 1 represents the model examined in Paper 1.

Figure 1. Proposed research model: Career advancement practices and employee adaptability

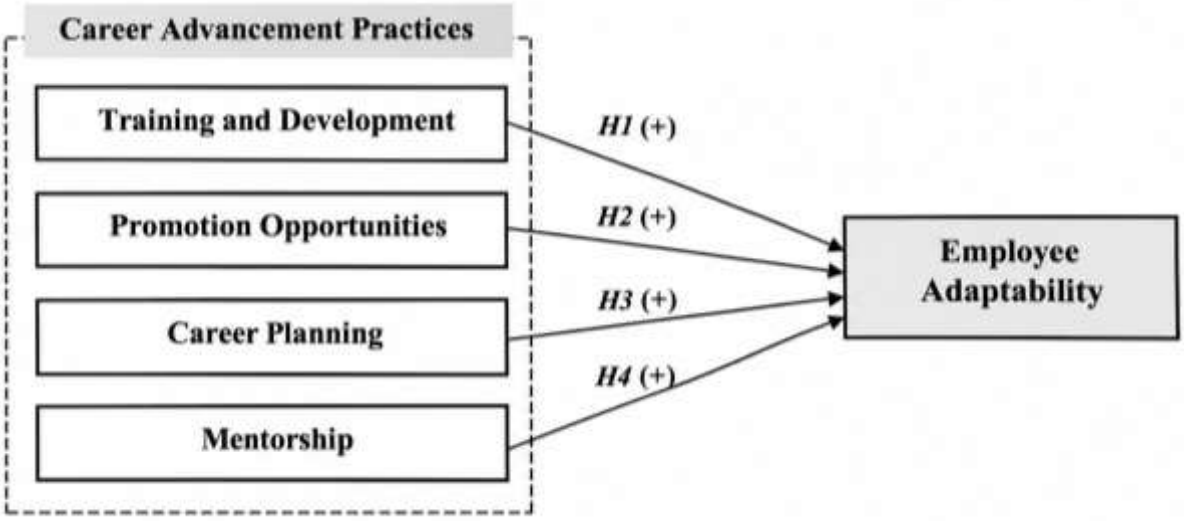


Figure 1 presents the conceptual structure before the empirical estimates are introduced. The four boxes on the predictor side represent training and development, promotion opportunities, career planning and mentorship. Each construct has a direct hypothesised positive relationship with employee adaptability. The arrows indicate the direction of the hypotheses, not a claim that the relationships have already been confirmed. This figure is intended to make the theoretical logic transparent and to distinguish the predictor constructs from the outcome construct. The model is parsimonious: it does not include moderators, control variables or additional mediators in this paper.

3. Methodology

3.1 Research design and context

The study employed a quantitative, cross-sectional, explanatory design. The research was conducted in the tourism sector in Delhi-NCR, India. A structured questionnaire was administered online through Google Forms. The design was appropriate for measuring respondents' perceptions of organisational career advancement practices and employee adaptability at a single point in time. Given the cross-sectional design, the findings are interpreted as associations rather than definitive causal effects.

3.2 Sample and data screening

The study records 473 responses received, of which 49 were excluded during data screening. The final analytical sample comprised 424 usable responses, representing 89.64% of the responses received. The sampling approach

was non-probability convenience sampling, with eligibility screening aligned to employment in tourism-related organisations within Delhi-NCR. The resulting sample supports model estimation but limits statistical generalisation beyond the study context.

Table 1. Response screening

Data screening stage	n	%
Responses received	473	100
Responses excluded	49	10.36
Usable responses retained	424	89.64

Table 1 records the flow from collected responses to the final analytical sample. Of the 473 responses received, 49 were excluded during screening and 424 retained. The resulting usable proportion is 89.64%. Reporting this process is important because the structural estimates are based on the screened records rather than the raw number of submissions. The high retention rate should not be equated with representativeness; the sampling approach and eligibility criteria remain relevant when assessing external validity.

3.3 Measures and model specification

The research model includes four exogenous constructs—training and development (TD), promotion opportunities (PO), career planning (CP), and mentorship (M)—and one endogenous construct, employee adaptability (EA). Construct measurement followed the questionnaire and operationalisation. The exact item wording, scale anchors, and source attribution should be reproduced from the final questionnaire appendix when the manuscript is prepared for submission; they should not be reconstructed from memory or modified without verification.

The structural equation for employee adaptability is:

$$EA = \beta 1TD + \beta 2PO + \beta 3CP + \beta 4M + \zeta$$

where β1–β4 represent standardised structural coefficients and ζ denotes unexplained variance.

3.4 Analytical procedure

The study used SmartPLS 4.1.1.6 and PLS-SEM. The analysis followed a two-stage approach. First, the measurement model was assessed for indicator reliability, internal consistency reliability, convergent validity, and discriminant validity using outer loadings, Cronbach's alpha, composite reliability, average variance extracted (AVE), and HTMT. Second, the structural model was assessed through collinearity diagnostics, path coefficients, coefficient of determination (R^2), and bootstrapping for inference. Reporting should preserve the values in the thesis's tables and SmartPLS output. The manuscript does not independently rerun the model; it reports the existing analysis.

3.5 Ethical considerations

The study states that participation was voluntary, respondents were informed of the academic purpose, responses were treated confidentially, and data were used for academic research. The manuscript retains those statements. The authors should confirm the exact institutional ethics/consent wording and approval status before submission.

4. Results

4.1 Data screening

The final dataset comprised 424 usable responses from 473 collected records. The screening yield was 89.64% (Table 1). This sample was used for the measurement and structural model reported in the study.

4.2 Measurement model

The study reports that all outer loadings exceeded .70, reliability coefficients exceeded .70, all AVE values exceeded .50, and HTMT values were below .85. These findings were interpreted in as supporting indicator reliability, internal consistency, convergent validity, and discriminant validity. For journal submission, the complete construct-level values should be inserted from the original measurement-model tables rather than replaced with a summary alone.

Table 2. Measurement-model assessment: summary reported in the study

Criterion	Reported result	Interpretation
Outer loadings	All > .70	Indicator reliability supported
Reliability coefficients	All > .70	Internal consistency supported
AVE	All > .50	Convergent validity supported
HTMT	All < .85	Discriminant validity supported

Table 2 summarises the measurement-model evidence reported in the study. Indicator loadings above .70 suggest that indicators share substantial variance with their intended constructs. Internal consistency coefficients above .70 are conventionally interpreted as acceptable consistency, while AVE values above .50 indicate that a construct captures more variance from its indicators than is attributable to measurement error. HTMT values below .85 provide evidence consistent with discriminant validity under the criterion applied in the study. These thresholds are guidelines rather than automatic guarantees; construct content, item wording and theoretical distinctiveness remain important. Because the summary does not provide every exact construct-level statistic, the table should not be read as replacing a complete measurement-model appendix.

4.3 Structural model and explanatory power

The structural model explained 49.9% of the variance in employee adaptability (R^2 = .499; adjusted R^2 = .494). The path coefficients from the four career advancement practices were positive. Mentorship had the largest standardised coefficient (β = .325), followed by career planning (β = .267), training and development (β = .258), and promotion opportunities (β = .191).

Table 3. Structural paths to employee adaptability

Hypothesis	Structural path	β	Direction
H1	Training and Development → Employee Adaptability	0.258	Positive
H2	Promotion Opportunities → Employee Adaptability	0.191	Positive
H3	Career Planning → Employee Adaptability	0.267	Positive
H4	Mentorship → Employee Adaptability	0.325	Positive

Figure 2. Estimated structural model for employee adaptability

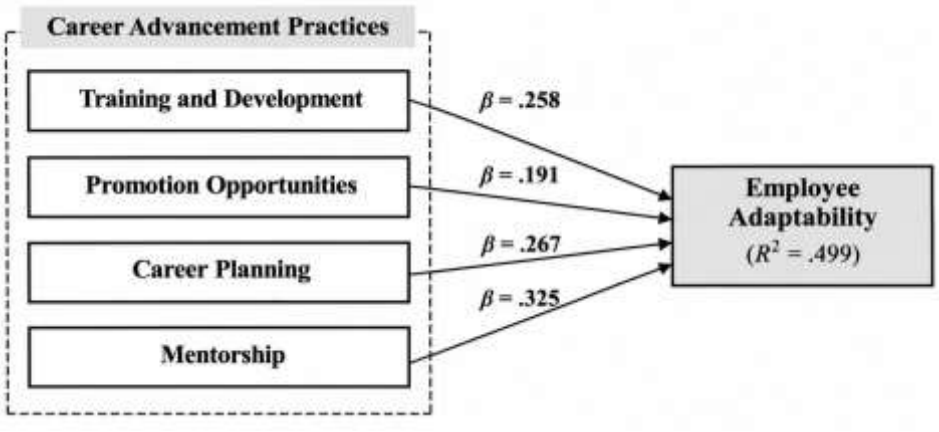


Table 3 and Figure 2 report the four standardised path coefficients and the coefficient of determination. Mentorship has the largest coefficient (β = .325), followed by career planning (β = .267), training and development (β = .258), and promotion opportunities (β = .191). This ordering is descriptive of estimated magnitudes within the specified model. Differences between coefficients should not be called statistically significant unless a formal comparison or appropriate inferential output supports that claim.

The R^2 value of .499 indicates that the four predictors jointly account for 49.9% of the variance in employee adaptability in this sample. The adjusted R^2 of .494 is slightly lower because it adjusts explanatory power for the number of predictors. Neither statistic means that adaptability itself is "49.9%"; rather, it refers to variance explained across respondents. The remaining variance may reflect individual resources, work conditions, leadership, organisational climate or other factors not included in the model. Figure 2 visually consolidates the path estimates and R^2 so readers can assess both the relative coefficients and the model's explanatory power at a glance.

4.4 Relative magnitudes

The coefficient pattern suggests that mentorship had the largest estimated association with adaptability in the specified model. Career planning and training and development followed, while promotion opportunities had the smallest coefficient among the four predictors. These comparisons concern relative path magnitude, not necessarily statistically significant differences between coefficients; formal pairwise comparisons were not reported and should not be inferred.

5. Discussion

The findings indicate positive associations between all four career advancement practices and employee adaptability in the tourism-sector sample. The model's explanatory power (R^2 = .499) suggests that the specified organisational practices collectively account for approximately half of the observed variance in adaptability. The results support an organisationally situated understanding of adaptability: employees' readiness to respond to career and workplace change may be related to the developmental infrastructure and career signals available to them.

The relative prominence of mentorship invites attention to the relational dimensions of career development. A mentor can help employees interpret ambiguous work situations, identify skill gaps, learn informal norms and develop confidence in handling new responsibilities. These functions may be especially relevant where service work requires rapid judgement and interpersonal responsiveness. The finding does not imply that mentorship is universally the most effective intervention; it indicates that mentorship had the largest estimated association among the four included predictors in this particular model.

Career planning also displayed a meaningful positive association. A plan can make development more purposeful by helping employees connect present tasks with future roles and by clarifying which capabilities require

investment. Planning is likely to be more useful when it is revisited rather than treated as a static document. Training and development, meanwhile, provides concrete learning experiences. Its association is consistent with the proposition that employees who perceive access to skill development may feel better equipped to respond to change.

Promotion opportunities had the smallest coefficient of the four, but the estimate remained positive. One interpretation is that the perceived availability of progression may matter while adaptability also requires immediate learning and support. Promotion systems that are opaque or infrequent may have limited developmental meaning. This is a possible explanation, not a measured mechanism in the current data; future research could directly assess promotion transparency, perceived fairness and perceived availability of lateral mobility.

The strongest path was mentorship (β = .325). This finding is consistent with the view that adaptability is cultivated through relational learning as well as formal programmes. Mentors may help employees interpret unfamiliar situations, receive feedback, develop confidence, and access tacit knowledge. Kram's (1985) distinction between career and psychosocial mentoring functions provides a conceptual explanation: both practical career guidance and interpersonal support may help employees navigate transitions. In a service context where learning often occurs through interaction and observation, mentorship may be particularly salient.

Career planning had the second-largest coefficient (β = .267). This pattern is conceptually plausible because career planning encourages employees to anticipate future requirements, identify skill gaps, and take responsibility for developmental action. Career adaptability theory emphasises resources associated with concern, control, curiosity, and confidence (Savickas, 1997; Savickas & Porfeli, 2012). Career planning may activate several of these resources by converting future-oriented aspirations into concrete development goals. The result also resonates with research on organisational career management and adaptability (Guan et al., 2015).

Training and development was positively associated with adaptability (β = .258). Training can create mastery experiences, improve competence, and expose employees to new methods. In social cognitive career theory, learning experiences are central to efficacy beliefs and adaptive behaviour (Lent et al., 1994). Tourism organisations face evolving service standards and customer needs; ongoing learning can help employees update their responses. This interpretation aligns with hospitality research linking training and development to employee attitudes and intentions (Costen & Salazar, 2011), while the current study extends the focus to adaptability as a proximal outcome.

Promotion opportunities showed a positive but comparatively smaller coefficient (β = .191). Promotions may signal future prospects and motivate employees to prepare for higher-level responsibilities, yet their association with adaptability may be less immediate than mentorship, planning, or skill development. Promotion structures can also be constrained by organisational hierarchy, vacancy availability, or time-in-role criteria. The result should not be interpreted as evidence that promotion opportunities are unimportant; rather, within the model, their estimated association was smaller.

The pattern is also relevant to hospitality and tourism research on career opportunity and adaptability. Rasheed et al. (2020) connect perceived career opportunities and career adaptability with turnover intentions. Lee et al. (2023) show the significance of adaptability in understanding attrition-related attitudes among hospitality employees. The present study complements this work by examining organisational practices as correlates of adaptability in an Indian regional context.

The coefficient pattern can be interpreted through a systems perspective. Career advancement practices may be more meaningful when employees experience alignment among learning, career direction, access to guidance and opportunity structures. A training programme that is disconnected from career planning may be perceived as a short-term operational requirement. Similarly, a career plan without feedback or available learning resources may remain aspirational. Mentorship can connect these elements by helping employees interpret organisational expectations and make sense of developmental experiences.

This systems perspective is not directly tested because the model estimates additive paths rather than interactions or configurations. It nevertheless offers a useful agenda: future research can test whether combinations of practices

explain adaptability beyond their individual associations. Configurational approaches, longitudinal process models and qualitative comparative methods could help identify whether particular bundles are especially salient in tourism work. Such extensions would move from asking which practice has the largest coefficient to asking how coherent career systems are experienced by employees.

The results must be interpreted cautiously. First, the cross-sectional design does not establish temporal ordering or causality. Employees who are already adaptable may perceive career practices more favourably. Second, convenience sampling limits representativeness. Third, the self-report questionnaire may be susceptible to common-method influences. Fourth, the study is sector- and region-specific. Longitudinal designs, multi-source measures, and replication across tourism destinations would strengthen causal and external validity.

6. Theoretical and Practical Implications

6.1 Theoretical implications

The paper contributes to career adaptability scholarship by treating organisational career advancement practices as distinct correlates of employee adaptability. It complements career construction theory, which conceptualises adaptability as a resource for responding to vocational transitions (Savickas, 1997), and social cognitive career theory, which emphasises learning experiences and efficacy in career behaviour (Lent et al., 1994). It also contributes context-specific evidence to tourism and hospitality workforce research, where adaptability is increasingly connected to career and retention outcomes (Rasheed et al., 2020; Lee et al., 2021, 2023).

6.2 Practical implications

Tourism organisations may consider a coherent career-development architecture rather than isolated interventions. Mentorship should be structured around developmental objectives, regular feedback, and access to experienced colleagues. Career planning conversations can help employees identify attainable pathways and competencies. Training should be continuous and connected to operational change, customer service, and role transitions. Promotion criteria should be transparent and linked to demonstrable competencies. Managers should not interpret the coefficient ordering as a universal ranking; it is specific to this sample and model.

Table 4. Practice implications derived from the results

Practice	Empirical pattern	Managerial consideration
Mentorship	Largest path (β = .325)	Formalise mentoring, feedback, and role modelling
Career planning	β = .267	Hold structured career conversations and goal reviews
Training and development	β = .258	Provide ongoing skill-building and learning opportunities
Promotion opportunities	β = .191	Clarify criteria, pathways, and competency expectations

The implications are best translated into a coordinated practice architecture. Organisations may begin by mapping critical roles and the competencies required to perform them under changing service conditions. Training plans can then be aligned with those competencies and supplemented by opportunities to practise. Career discussions should help employees understand potential pathways, while promotion criteria should be communicated clearly and consistently.

Mentorship can be implemented with matching criteria, mentor preparation, agreed developmental goals and periodic review. It is advisable to distinguish mentoring from performance appraisal so employees can discuss uncertainty and development needs without assuming that every conversation is evaluative. Managers should also monitor access: employees in different departments, shifts, employment arrangements or demographic groups

may not receive equal exposure to developmental resources. Evaluation should include participation, perceived usefulness and subsequent indicators of learning, rather than merely counting programmes delivered.

The results do not establish the return on investment of these interventions. Organisations should pilot practices, collect employee feedback and evaluate changes over time. Such evaluation would help determine whether the observed associations translate into measurable improvement and whether any intervention is more useful for particular job families.

6.3 Limitations and future research agenda

Several limitations qualify interpretation. The cross-sectional design captures perceptions at one point in time and cannot establish temporal precedence. Adaptable employees may seek development opportunities more actively, creating reciprocal relationships. Convenience sampling limits generalisation beyond the sampled setting. Self-reported measures collected through a questionnaire may be affected by response styles or common-method variance. The study also focuses on four practices and does not include individual career concern, control, curiosity or confidence as separate antecedents, nor does it examine organisational climate or supervisor behaviour as moderators.

Future studies could use three-wave designs to separate predictor, mediator or outcome measurements; compare hotel, travel, event and destination-management employees; and examine whether the same model holds across employment levels and contract types. Multilevel studies could test whether organisation-level career systems explain differences beyond individual perceptions. Qualitative interviews may illuminate why mentorship and planning are perceived as useful and how employees experience promotion systems. Finally, intervention studies could compare structured mentoring, career conversations and training bundles with usual practice, measuring adaptability through validated scales and behavioural indicators.

7. Conclusion

This paper examined the associations between four career advancement practices and employee adaptability among tourism-sector employees in Delhi-NCR. Using 424 usable responses and the thesis's PLS-SEM model, all four estimated paths were positive. Mentorship showed the largest coefficient, followed by career planning, training and development, and promotion opportunities. The model explained 49.9% of the variance in employee adaptability. The findings underscore the potential relevance of organisational career-development practices to employees' capacity to respond to changing work and career demands. The evidence remains associational and context-specific; nevertheless, it provides a foundation for further research on how career systems and developmental relationships support adaptable tourism workforces.

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