

Career Adaptability Mediates Career Management and Organizational Support to Improve Career Success

Sylvia Diana Purba, Bella Carissa, and Efendi
Atma Jaya Catholic University

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Abstract: Changes in information technology have a big impact on how employees perform. The ability of employees to adapt to the changing condition can influence their career success. This research aims to understand the effect of career management and organizational support on career success mediated by career adaptability. The research was conducted on 130 lecturers in Jakarta. The analysis utilised is Structural Equation Modelling (SEM) with AMOS. The results show that the independent variables (career management and organizational support) do not have direct effect on career success. Career adaptability fully mediates both independent variables and career adaptability has a significant and positive effect on career success.

1 INTRODUCTION

In a changing world, the competition to become a qualified human resource (Human Resource) is getting harder. Especially in the Industrial Revolution 4.0, HR is expected to be able to follow the progress of science and technology. With this rapid and massive change, the competence of each individual is expected to increase in order to have competitiveness. The result of this revolution also has an impact on each individual career. Aspects in a career tend to change, following the occurring developments. Consequently, individuals have to be able to renew themselves with various aspects of the current career.

Lecturer is a profession that has a big impact on industrial revolution 4.0. As teachers and researchers, they can not avoid the immediate impact of developments in science and technology. These developments can become a new challenge or a weakness in lecturers' career. For this reason, adaptability in which lecturers can conform themselves to an ever-changing environment is needed. Furthermore, career management and organizational support will change to adjust to these changes, as well as the implementation of lecturers' tasks.

The ability to adapt will greatly determine the success of lecturers, specifically in the era of rapid change in technology – in which, systems and

methods of learning are constantly being updated. With all these changing, the lecturers are expected to have an awareness for their career, to adapt to the digital era, to conform to the more diverse learning processes and methods, including publishing and conducting administrative activities online. Hence, the lecturers can continue to develop to provide the best performance for themselves, the organization and work atmosphere, as well as to continue to contribute to their respective fields.

A research by Savickas and Porfeli (2012) build a psychometric scale to measure career adaptability. The resulting Career Adaptability Ability Scale (CAAS) scale consists of four scales, each with six items. The four scales measure concern, control, curiosity, and confidence as psychosocial resources to manage job shifts, developments, and barriers. The four sub-scales of concern, control, curiosity, and confidence are well received. Internal consistency estimates for the total CAAS score are solid in all countries researched. Savickas and Porfeli (2012) indicates that further studies on career adaptability are needed to identify the theoretical predictors of differences between economies, cultures, and countries to determine the extent to which they explain differences in career adaptability in various countries. Overall, Savickas and Porfeli concluded that CAAS is ready for further testing and development, especially on elaboration and validity of career adaptability skills on CAAS score. CAAS seems to have a strong potential to be used in the

internationalization of career development research and intervention in the 21st century global economy.

2 LITERATURE REVIEW

Intrinsic motivation in a career can be based on the theory of self-concordance motivation proposed by Sheldon et al. (2004). People would feel interested and do something with a feeling of joy when driven by autonomous motives coming from within the person. Intrinsic motivation can be in the form of strong desires and positive feelings that people feel about their work. This positive feeling can also be associated with a sense of meaning in a career. This can strengthen and encourage efforts to manage themselves and make work becomes meaningful. Building intrinsic motivation can also help to create a career with positive feelings and experiences. Career is a series of one's position in work throughout his/ her life (Robbins and Coulter 2007). A person's career choices are usually motivated by many factors, such as interests, self-image, personality, and social backgrounds (Mathis and Jackson 2004), anyhow, one's career is often determined by the opportunity or support of the organization where someone works.

For someone, to pursue a career in an organization in a dynamic organizational environment where there is a turbulence of company performance is a challenge. Uncertain economic conditions that can affect the termination of employment at any time and finally can break the career that has been pioneered. Besides, global conditions with work mutations between companies in many countries, and technological / IT advances provide opportunities to pursue careers that are not only focused on the hierarchy in a company. This situation makes experts begin to redefine career success. Careers are no longer seen as merely hierarchical improvements but can also be seen horizontally and even without limits.

Researches related to career success from 1980 to 1994 mostly (75%) use objective success criteria (Arthur and Rousseau, 1996). Then, career research begins to use subjective success criteria (Greenhaus 2000; Hall 2002). Subjective career success include real reactions and anticipations related to the acquisition of a wide range of time rather than a momentary satisfaction (Greenhaus et al. 2000), the extent of outcomes such as identity (Law et al. 2002) or goals (Cochran 1990) and also reflected by personal standards depending on goal (Gattiker and Larwood 1988).

Further development of career success criteria is broader as indicated by Friedman and Greenhaus (2000), in which the indicators of success is seen from status, time for self, challenge, security and social. Success criteria are also linked to career outcomes, such as work-life balance (Finegold and Mohrman 2001), goals (Cochran 1990), meaning (Wrzesniewski 2002), transcendence (Dobrow 2004), and contributions from work (Hall and Chandler 2005).

2.1 Career Management

Almost everyone views their career as a unique set of jobs, positions and experiences - experiences felt by each individual are different, so that this view recognizes that every individual, basically, has a career that is different from other individuals. This approach is in line with Baruch (2004), that careers are "owned" by individuals, on the other hand, for people who are employed, careers will be planned and managed by their organizations. Dessler and Tan (2009) argue that careers are relationships that are related to work position that people have during their tenure. In the past, careers were seen as the primary responsibility of individuals. Arthur et al. (1989) considers careers as "a sequence of work experience that continues to evolve over time". The organization will try to match the interests and abilities of individuals with the opportunities that exist in the organization through planned programs such as career systems, career counselling, work rotation and other career management tools (Adekola, 2011).

Dessler and Tan (2009) indicate that career management is a skill process and career interests that allow employees to understand, develop, and use them effectively. Kong, Cheung and Zhang (2010), suggest that career management is an organizational career management (OCM), also called "organizational support for career development" or "organizational sponsor", referring to the programs, processes and assistance provided by the organization to support and improve success in their employees' career.

2.2 Organizational Support

Organizations need reliable human resources to survive in a dynamic and competitive business environment (Greenhaus, Callanan and Godshalk, 2000). To be able to produce these resources, organizations need a system that can support the development of each employee. Eisenberger et al.

(1986), introduce the concept of perceived organizational support (POS) to explain the development of employee commitment to an organization. They say that employees develop their trust in an organization is by looking at how the organization assesses the contribution made by employees and how the organization appreciate employees' performance through incentives. As a result, employees become more loyal as they feel the reciprocal relation the organization makes to their efforts and work results (Eisenberger et al., 1986). POS would be positively related to career self-management behaviours which aim to continue careers in the organization and negatively correlate with career self-management behaviours which aim to advance careers outside the organization.

2.3 Career Adaptability

Career adaptability reflects a process by which people build their professional lives dynamically and at the same time showed their ability to proactively and effectively handle the changes in relation to the particular sociocultural and socioeconomic context in which they live (Tladinyane and Van der Merwe, 2016). There are four dimensions of career adaptability: concern, control, curiosity, and confidence.

The most important dimension is career concern, (Gunawan, 2014) as it measures a person's trust and readiness for his/her future, including how individual will develop his/her career planning (Tolentino et al., 2013; Gunawan, 2014; Tladinyane and Van der Merwe, 2016). Next, career control is related to a sense of ownership and individual responsibility to shape and build their own career, and even how an individual can influence his/her own career (Tolentino et al., 2013; Gunawan, 2014).

Career curiosity is people's curiosity about their career that encourages them to learn more about their abilities, to see their career opportunities and place themselves in various tasks and roles (Tolentino et al., 2013; Gunawan, 2014; Tladinyane and Van der Merwe, 2016). Finally, career confidence is about people's confidence in their abilities in pursuing work goals, facing challenges, and solving work related problems (Tolentino et al., 2013; Gunawan, 2014).

Career adaptability helps individuals build strong relationships with the organization, how they feel fit and responsible for the organization (Tladinyane and Van der Merwe, 2016). Career adaptability that comes from within the individual, specifically relates to the way individuals manage their career,

make career-related decisions, and, above all, adapt to a constantly changing work environment (Tladinyane and Van der Merwe, 2016).

A research by Guan et al. (2015), based on career construction and social exchange theories, examined the effects of perceived organizational career management and career adaptability on indicators of career success (i.e., salary and career satisfaction) and work attitudes (i.e., turnover intention) among 654 Chinese employees. The results show that career adaptation plays a unique role in predicting salary after controlling the effects of demographic and perceived organizational career management variables. Further results show that career adaptation ability moderates the relationship between perceived organizational career management and career satisfaction, hence this positive relationship is stronger among employees with a higher level of career adaptation.

2.4 Career Success

A research conducted by Ng et al. (2005) found four variables used as predictors of career success. These predictors are human capital, organizational sponsorship, socio-demographic status, and stable individual differences. Human capital refers to a person's personal and professional experience (Becker, 1964) which can increase organization commitment, and often used as a predictor of career success. Organizational sponsorship reflects the extent to which an institution provides special assistance to employees to facilitate them, such as training and development. Socio-demographic status implies the individuals' demographic and social backgrounds, such as age, sex and marital status. Finally, stable individual differences represent the disposition characteristics. This includes the Big Five personality, proactive behaviour, and locus of control.

Career success consists of intrinsic perception (e.g. professional roles, career satisfaction) and extrinsic perception (e.g. hierarchy, income) (Santos, 2015). The intrinsic success represents the subjective component of career success, individuals' feeling and reaction to their own career, and usually judged based on psychological success, such as career satisfaction, career commitment, and job satisfaction (Ballout, 2007).

2.5 Career Adaptability as A Mediation

Career adaptability is conceptualized as "meta-competency", because it can predict achievement in career development and professional effectiveness (Bocciardi et al., 2016). The "meta-competency" theory was put forward by Brisco and Hall, which is the ability to facilitate the acquisition of other specific competencies. For example, career adaptability can be categorized as "meta-competency" for career development and career success. Savickas and Profeli (2010) creates the concept of career adaptability as a collection of attitudes, behaviours, and competencies utilized by a person when overcoming changes in the condition and demand of work. Based on the concepts of Savickas and Porfeli, career adaptability is an ability which can be trained and acquired. Several studies have shown that career adaptability has a positive influence on career success, both subjective and objective (Bocciardi et al., 2016).

2.6 Hypothesis

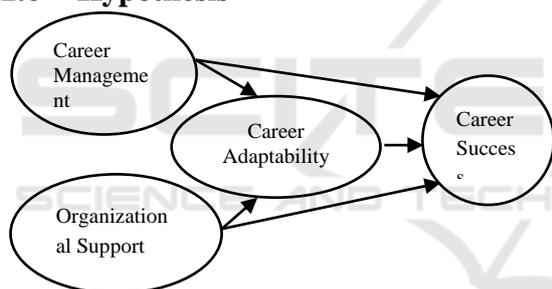


Figure 1: Conceptual Model.

Figure 1 presents the conceptual model depicting the relations among variables. It illustrates that career management and organizational support, two primary independent variables, lead to career adaptability. Career adaptability, in turn, links with the outcome of career success. In other words, career adaptability is an intervening variable of career management and organizational support on career success. The hypothesis are as follows:

- H₁: Career management has an influence on career success.
- H₂: Organizational support has an influence on career success.
- H₃: Career adaptability has an influence on career success.

H₄: Career management has an influence on career adaptability.

H₅: Organizational support has an influence on career adaptability.

H₆: Career adaptability mediates the influence of career management on career success.

H₇: Career adaptability mediates the influence of organizational support on career success.

3 RESEARCH METHOD

3.1 Participants

The respondents consisted of 130 lecturers obtained using convenience sampling (see Table 1).

Table 1: Characteristics of respondents.

Characteristics of sample	Groups	Number of respondents	Percentage of respondents
Gender	Male	61	46.9
	Female	69	53.1
Age	≥ 20 years	8	6.2
	≥ 30 years	26	20
	≥ 40 years	45	34.6
	≥ 50 years	35	26.9
	≥ 60 years	16	12.3
Experience	≤ 5 years	23	17.7
	6 - 10 years	22	16.9
	11 - 15 years	21	16.2
	16 - 20 years	21	16.2
	21 -25 years	7	5.4
	26 - 30 years	16	12.3
	> 30 years	20	15.4

3.2 Measures

The study used a survey to find out the level of career success, career management, career adaptability and organizational support. The respondents' assessment is measured in an interval scale, ranging from 1 (strongly disagree) to 6 (strongly agree).

The population of this study, which are universities' lecturers in Jakarta, is difficult to be known. Considering that the job description and functional career levels of the lecturers are the same for each lecturer, then the population characteristics are relatively homogeneous as seen from

characteristics of tasks and career positions passed. Due to time and cost limitations, this research sample was obtained using convenience sampling. The questionnaire was distributed using paper based survey and google form simultaneously for 1 month. The questionnaires were distributed to 300 respondents, but only 170 questionnaires were usable. After the treatment of the study results, only 130 samples can be used in testing the model.

Career success (CS) is derived from Gattiker and Larwood (1986) with five dimensions: job success, interpersonal success, financial success, hierarchical success, and life success. The reliability estimates of this variable have a Cronbach’s Alpha of .906

Career adaptability(CA) is derived from Savickas and Profeli (2012), which is also called Career Adapt-Ability Scale (CAAS) with four dimensions: concern, control, curiosity, and confidence. The reliability estimates of this mediation variable have a Cronbach’s Alpha of .957.

Carer management(CM) is derived from Adekola (2011), with two dimensions: importance and availability. The reliability estimates of six items have a Cronbach’s Alpha of .896.

Organizational support (OS) is derived from Purba and Sandroto (2017), with three dimensions: work-life balance, counselling, and career plan. The reliability estimates of this variable have a Cronbach’s Alpha of .898.

3.3 Statistical Analysis

This research uses Structural Equation Modelling (SEM) using the AMOS for data analysis. First, we tested the Confirmatory Factor Analysis (CFA) on exogenous (independent) and endogenous (dependent) variables. CFA was carried out to confirm if the indicators can be used in the full model test. Finally, a full structural model and mediation are tested using bootstrapping technique.

4 RESULTS

4.1 Confirmatory Factor Analysis (CFA)

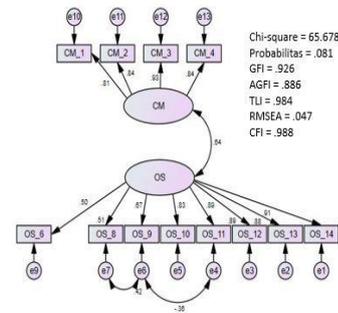


Figure 2: CFA Model Exogenous Variables.

In the CFA test the model shows good goodness of fit (GOF), for exogenous models as shown in figure 2. CFA test for endogenous models also indicate goodness of fit as shown in figure 3.

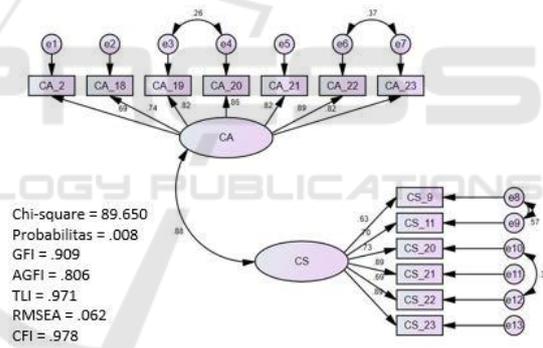


Figure 3: CFA Model Endogenous Variables.

4.2 Hypothesis Result

Based on Table 2 and Figure 4, we conclude the results of hypothesis tests, as seen on Table 3: Hypothesis tests results.

Table 2: Regression Weights.

	Estimate	S.E.	C.R.	P
CA <--- CM	0.283	0.083	3.408	***
CA <--- OS	0.311	0.078	4.002	***
CS <--- CM	0.037	0.048	0.774	0.439
CS <--- CA	0.569	0.095	5.971	***
CS <--- OS	0.034	0.045	0.758	0.448

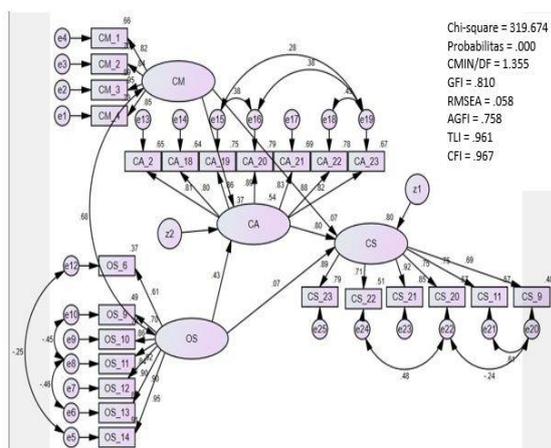


Figure 4: Full Structural Model

Table 3: Hypothes tests results.

Hypothesis	Result
Career management has an influence on career success	Rejected, <i>not significant</i>
Organizational support has an influence on career success	Rejected, <i>not significant</i>
Career adaptability has an influence on career success	Accepted, <i>significant</i>
Career management has an influence on career adaptability	Accepted, <i>significant</i>
Organizational support is significantly effected to career adaptability	Accepted, <i>significant</i>

4.2 Mediation Test

To answer the hypothesis 6 and 7, we did the mediation tests.

Table 4: Mediation Effect Result.

Hypothesis	Indirect	Result
Career adaptability mediates the influence of <i>career management</i> on career success	.299 (.002, sig.)	Accepted, <i>Full Mediation</i>
Career adaptability mediates the influence of <i>organizational support</i> on career success	.343 (.015, sig)	Accepted, <i>Full Mediation</i>

The results of the mediation test show that the two independent variables were fully mediated by career adaptability with the estimate value of 0.29 and 0.343, respectively (table 3). Baron and Kenny (1986) argue that the most powerful mediating effect occurs when there are indirect effects but no direct effect, called full mediation. This is shown from the results of two-tailed indirect effects on career management and organization support by .002 and .015 (significance level of 90%), and the results of two-tailed direct effects do not show significant outcomes (.479 and .454). The test results show the effect of career adaptability on career success has a relatively large coefficient of 0.569 so that an increase in career adaptation can increase career success significantly.

5 DISCUSSIONS

The results of this study shows that career adaptability which has a causal relationship with other variables. Career adaptability defines the effect of adaptive capability on one's career and enhancing career success. From the direct relationship between two independent and dependent variables, career management and organizational support do not have a direct effect on career success. Qualitative studies conducted by Santos (2016) and Kong, Cheung and Zhang (2010) on career management conclude that career management is strongly influenced by various factors in a person and organization. Differences in organizational culture and even the country culture, perspectives regarding HR systems and career goals, organization quality, work environment and skills of

a person have strong influence on career management.

Ballout (2007) indicates that individuals and organizations are facing different career models compared to the previous decade where both individuals and organizations must share responsibilities in managing and controlling the processes, obstacles and challenges in career success. Because career continues to change, both researcher and practitioner agree that career success is no longer determined by a series of well-defined variables (Ballout, 2007). In this research, that argument is evidenced by the indirect effects arising from career adaptability, while the direct effect did not produce a significant effect.

Career management and organizational support have a positive and significant effect on career adaptability. These three variables have relevance to change. Career management is an ongoing process in which there is a career management cycle that always revolves and makes adjustments related to the aspects inside it (goals, strategy, implementation, information, support, awareness, and feedback). Savickas and Porfeli (2012) indicate that career adaptability can positively influence the way individuals make and develop their careers, also how they respond to commitment of career. Tladinyane and Van der Merwe (2016) indicate that career adaptability has an impact on work engagement and job satisfaction. In addition, career adaptability helps individuals build strong organizational relationships, how individual feels fit and responsible for the organization.

To see the effect resulting from career adaptability, overall mean score analysis was conducted based on the respondent's work experience (see Table 4). Work experience is considered to have a relationship that is in line with the ability to adapt, as well as career satisfaction, performance and salary. From the results, the overall classification shows a high result. This shows that all respondents have and put an effort on their adaptation skills.

This study also found the results of overall mean score for career adaptability based on experience and of career adaptability dimensions is in accordance with the theory of Ng et al. (2005), which identifies four sets of variables that have often been used as predictors of career success. These predictors are human capital, organizational sponsorship, socio-demographic status, and individual differences.

Human capital refers to individual's educational, personal, and professional experiences (Becker, 1964), which can enhance their career commitment and are often used as predictors of career success. This is relevant to the dimension of concern – a

person's trust and readiness for his future, including how individual will develop his career planning (Tolentino et al., 2013; Gunawan, 2014; Tladinyane and Van der Merwe, 2016).

Organizational sponsorship predictors represent the extent to which organizations provide special assistance for its employees to facilitate their career success, such as supervisor support, training and development. These predictors are relevant to the control and curiosity dimensions. Control is related to a sense of ownership and individual responsibility to shape and build their own careers, and how an individual can influence their own careers (Tolentino et al., 2013; Gunawan, 2014), curiosity is someone's curiosity about his career that encourages these individuals to learn more about their abilities, to see their career opportunities and place themselves in various tasks and roles (Tolentino et al., 2013; Gunawan, 2014; Tladinyane and Van der Merwe, 2016).

Table 4: Overall Mean Score based on Experience.

Experience	Age Range	Overall Mean Score CA	Interval
< 5	23 - 52	4.927	High
> 5 - 10	30 - 58	4.576	High
> 10 - 15	35 - 69	4.92	High
> 15 - 20	39 - 62	5.116	High
> 21 - 25	44 - 58	4.56	High
> 25 - 30	52 - 61	4.993	High
> 30	55 - 65	4.484	High

Socio-demographic status predictors reflect individual demographics and social backgrounds, such as age, sex and marital status. Finally, stable individual differences represent disposition characteristics. This includes, Big Five personality, proactive, and locus of control, which are relevant to the dimensions of confidence –a person's self belief in his/her abilities in pursuing work goals, facing challenges, and solving work related problems (Tolentino et al., 2013; Gunawan, 2014).

The lecturers in this study responded to the good organizational support and career management, and the perception of these two variables have a positive impact on improving career adaptation. Lecturers generally have good career adaptations so they felt successful in their careers. This result is shown by the very high scores on career success and is influenced by career adaptation in a significant and positive manner.

The lecturers felt good organizational support, especially in the work-life balance indicator, while other's support is only at a moderate level. While, career management is still in the category of sufficient or moderate. However, for career adaptation the lecturers have made good efforts so that they generally make maximum efforts at work, being responsive and prudent, always looking for opportunities, fully responsible for their tasks, can solve problems, be optimistic and improve their IT skills to support career success.

From the results, the lecturers felt very high career success in job success, interpersonal success, and life success. However, for financial success, the response is only adequate and for hierarchical success, the response falls into relatively high category.

From the test results, the presence of organizational support and career management can improve career adaptation so that the organization is expected to provide support for lecturers and conduct proper career management to enhance career adaptation which can become an effective mediating variable in improving the career success of the lecturers. The respondents seems to perceive that the universities where they work have not been conducted a maximum career management.

6 CONCLUSION

6.1 Implications for Individual and Practice

Overall, this study found an important role career adaptability to influence career management, organizational support and career success. The findings of this study have implications for individuals (lecturers) and HR practitioners (organizations). In conclusion, career adaptability fully mediates career management and organizational support to career success. Individuals are responsible for continuing to develop, have a perspective on their career, and prepare their future. HR practitioners (organizations) are responsible for

providing career development and engaging employees in career opportunities.

For individuals, they are expected to have high career adaptability because it is very useful not only for the present, but also in the future. As someone who has a career, individuals are expected to survive in external environment and have internal quality.

For organizations; systems, career management and organizational support are expected to be created, developed and implemented and become a part of HR systems in organization.

6.2 Methodological Limitations and Future Directions

The results of this study cannot be generalized to a wider population, considering the samples were taken using convenience sampling and only on lecturer profession in Jakarta. This research is centered in one region and one profession. Future research can conduct research on other organizations, professions or regions. Another limitation lies in filling out of questionnaires which was not accompanied by the researcher so that the respondent's answers were based on the respondent's understanding which might vary between respondents.

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