

T.R.
GEBZE TECHNICAL UNIVERSITY
GRADUATE SCHOOL

**CRAFTING SUSTAINABLE CAREERS:
EXPLORING THE INTERPLAY BETWEEN
CONTEXTUAL AND INDIVIDUAL DETERMINANTS**

EREN KILIÇ

**A THESIS OF DOCTORATE
DEPARTMENT OF BUSINESS ADMINISTRATION**

ADVISOR: PROF. DR. HAKAN KİTAPÇI

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LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

**SÜRDÜRÜLEBİLİR KARIYERLER ŞEKİLLENDİRMEK:
BAĞLAMSAK VE BİREYSEL FAKTÖRLER ARASINDAKİ
ETKİLEŞİMİN İNCELENMESİ**

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ABSTRACT

Contemporary careers have been increasingly characterized by intensifying contextual demands, adaptation to rapid technological shifts, and heightened concerns for socio-economic disparities. The challenges introduced by the Covid-19 pandemic have also exacerbated financial and health-related concerns in individual careers. These circumstances have elevated the risk of burnout and insecurity within individual careers, drawing attention to the emerging importance of career sustainability. From this perspective, this thesis study aims to provide better insight into sustainable careers by exploring the role of contextual (i.e., work/family demands and resources) and individual (career crafting and person-career fit) determinants. To examine the research questions and provide evidence for the suggested theoretical framework, three empirical studies were designed within the scope of this thesis. Adopting both qualitative and quantitative research designs, research data were collected through in-depth interviews and surveys. Study-1 qualitatively investigates how changing work and family demands of academic parents during the Covid-19 pandemic affected their career sustainability. This study involved semi-structured in-depth interviews with 21 academic parents. The results of the content analysis revealed differences in academics' experiences and initiatives related to career sustainability during the pandemic, particularly concerning perceived gender roles, career stages, and perceived work/family demands and resources. Furthermore, two-wave time-lagged survey data gathered from 424 white-collar employees were used for testing the conceptual models of Study-2 and Study-3. Study-2 examines the psychometric properties of the Career Crafting Assessment (CCA) scale in the Turkish context. The results broadly provided evidence regarding construct, convergent, and criterion-related validity and confirmed that the CCA is a valid and reliable scale in the Turkish context. Finally, Study-3 tests a serial indirect effect model, which investigates the relationship between contextual determinants (i.e., work/family demands and resources) and career sustainability indicators sequentially through career crafting and person-career fit. The results showed that contextual demands and resources were significantly related to the career sustainability indicators (e.g., employability and work engagement) serially via career crafting and person-career fit. Overall, this thesis explores the interplay between contextual and individual determinants of sustainable careers, illustrating how these dynamics conjointly affect individual careers. Therefore, embracing a comprehensive perspective, this thesis attempts to contribute to our knowledge of sustainable career development.

Keywords: Career Sustainability, Career Crafting, Person-Career Fit, Work and Family, Demands and Resources, Sustainable Careers

ÖZET

Günümüz kariyerleri, giderek artan bağlamsal talepler, hızlı teknolojik değişimlere uyum sağlama ihtiyacı ve sosyo-ekonomik eşitsizliklere yönelik artan endişelerle karakterize edilmektedir. Covid-19 salgınının getirdiği zorluklar, bireylerin kariyerlerindeki finansal ve sağlıkla ilgili kaygılarını da ayrıca artırmıştır. Bu koşullar, bireysel kariyerlerde tükenmişlik ve güvensizlik riskini yükseltmiş ve kariyer sürdürülebilirliğinin artan önemine dikkat çekmiştir. Bu perspektiften değerlendirildiğinde, bu tez çalışması sürdürülebilir kariyerlere dair bağlamsal (iş/aile talepleri ve kaynakları) ve bireysel (kariyer şekillendirme davranışı ve kişi-kariyer uyumu) belirleyicilerin rolünü inceleyerek daha iyi bir anlayış sağlamayı amaçlamaktadır. Araştırma sorularını irdelemek ve önerilen teorik çerçeveye kanıt sağlamak amacıyla bu tez kapsamında üç ampirik çalışma tasarlanmıştır. Nitel ve nicel araştırma tasarımları benimsenerek, derinlemesine görüşmeler ve anketler aracılığıyla araştırma verileri toplanmıştır. Çalışma-1, Covid-19 salgını sırasında akademisyen ebeveynlerin değişen iş ve aile taleplerinin kariyer sürdürülebilirliklerini nasıl etkilediğini nitel bir yaklaşım ile incelemektedir. Bu çalışma, 21 akademisyen ebeveyn ile yarı yapılandırılmış derinlemesine görüşmeleri içermektedir. İçerik analizi bulguları, akademisyenlerin salgın sırasında kariyer sürdürülebilirliğine ilişkin deneyimlerinde ve inisiyatiflerinde, özellikle algılanan cinsiyet rolleri, kariyer aşamaları ve algılanan iş/aile talepleri ve kaynakları açısından farklılıkları ortaya çıkarmıştır. Ayrıca, Çalışma-2 ve Çalışma-3'ün kavramsal modellerinin test edilmesi amacıyla 424 beyaz yakalı çalışandan toplanan iki-aşamalı zaman aralıklı anket verileri kullanılmıştır. Çalışma-2, Kariyer Şekillendirme ölçeğinin (CCA) psikometrik özelliklerini Türkiye bağlamında incelemektedir. Bulgular genel olarak yapısal, yakınsak ve kriter geçerliliğe ilişkin kanıtlar sunmuş ve CCA'nın Türkiye bağlamında geçerli ve güvenilir bir ölçek olduğunu doğrulamıştır. Son olarak, Çalışma-3, bağlamsal belirleyiciler (iş/aile talepleri ve kaynakları) ile kariyer sürdürülebilirliği göstergeleri arasındaki ilişkiyi, kariyer şekillendirme ve kişi-kariyer uyumu aracılığıyla sıralı şekilde inceleyen bir seri dolaylı etki modelini test etmektedir. Bulgular, bağlamsal taleplerin ve kaynakların, kariyer şekillendirme ve kişi-kariyer uyumu aracılığıyla sıralı şekilde kariyer sürdürülebilirliği göstergeleriyle (örneğin, istihdam edilebilirlik ve işe adanmışlık) anlamlı düzeyde ilişkili olduğunu göstermiştir. Sonuç olarak bu tez, sürdürülebilir kariyerlerin bağlamsal ve bireysel belirleyicileri arasındaki etkileşimi araştırmakta ve bu dinamiklerin birlikte bireysel kariyerleri nasıl etkilediğini göstermektedir. Bu açıdan, bu tez çalışması kapsamlı bir bakış açısını benimseyerek sürdürülebilir kariyer gelişimi konusundaki bilgi birikimine katkıda bulunmayı hedeflemektedir.

Anahtar Kelimeler: Kariyer Sürdürülebilirliği, Kariyer Şekillendirme, Kişi-Kariyer Uyumu, İş ve Aile, Talepler ve Kaynaklar, Sürdürülebilir Kariyerler

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LIST OF SYMBOLS AND ABBREVIATIONS

AVE	: Average Variance Extracted
CCA	: Career Crafting Assessment
CFI	: Comparative Fit Index
CI	: Confidence Interval
COR	: Conservation of Resources
COVID-19	: Coronavirus Disease 2019
CR	: Construct Reliability
LLCI	: Lower-level Confidence Interval
SRMR	: Standardized Root Mean Square Residual
RMSEA	: Root Mean Square Error of Approximation
SD	: Standard Deviation
SE	: Standard Error
ULCI	: Upper-level Confidence Interval

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1. INTRODUCTION

Contemporary careers are increasingly characterized by escalating work demands, the need for adaptability to evolving technology, and heightened concerns about economic and social inequalities (McDonald & Hite, 2018). Given the growing contextual demands and the increasing difficulty in managing the current workload, individuals have become more prone to experiencing burnout and insecurity, ultimately threatening the sustainability of their careers (Greenhaus & Kossek, 2014). Moreover, the global upheaval induced by the COVID-19 pandemic has also given rise to various health-related concerns and economic difficulties, casting a shadow over the sustainability of individual careers (Hite & McDonald, 2020). Throughout the pandemic, individuals have predominantly felt the impact of heightened uncertainty regarding their jobs and the blurred boundaries between work and family due to remote work procedures (Autin et al., 2020). Concurrent with the challenges imposed by the pandemic, as individuals' contextual demands amplify and effective management of those demands becomes more elusive, the subjects of career sustainability and the interplay between work and family life have gained attention (De Vos et al., 2020; Hirschi et al., 2020). Accordingly, recent scholarly interest has grown in exploring what factors contribute to the sustainability or unsustainability of individual careers. Reflecting on the changes in the career environment, early perspectives portrayed sustainable careers as involving financial security, opportunities for learning and renewal, flexible work arrangements, increased sense of meaning and social justice, and the integration of different life domains (e.g., work and family) (e.g., Kossek et al., 2014; McDonald & Hite, 2018; Newman, 2011; Valcour, 2015). More recently, De Vos et al. (2020) introduced a significant perspective concentrating on the factors that define the sustainability or unsustainability of careers, offering an extensive theoretical framework for sustainable careers. Their theoretical model describes three key dimensions of sustainable careers: *time*, *context*, and *person*. In line with these dimensions, De Vos et al. (2020) suggest that careers evolve over time rather than being static; careers are influenced by diverse stakeholders from diverse contexts (e.g., society, labor market, organizations, colleagues, family, or friends); careers are primarily navigated by the persons through proactivity and adaptability, thereby providing an enhanced sense of meaning.

Accordingly, they defined career sustainability as sequences of career experiences displayed through continuity over time, spanning intertwined social contexts and directed by individual agency (De Vos et al., 2020; van der Heijden & De Vos, 2015). Moreover, a dynamic person-career fit reflects the integral part in this theoretical framework, which eventually shapes the main indicators of sustainable careers: health, happiness, and productivity (De Vos et al., 2020). Health indicators involve a dynamic fit between the demands of individuals' careers and their physical and psychological capabilities (e.g., well-being, stress, vitality). Happiness indicators encompass a dynamic fit between individuals' career expectations and their sense of accomplishment and contentment. Taking a holistic view, it encompasses subjective assessments such as satisfaction with one's job, career, family, or social life. Productivity indicators include a dynamic fit between individuals' career skills and contextual human capital expectations (e.g., employability, in-role and extra-role performance). Taken together, De Vos et al. (2020) emphasize that all three categories of indicators hold equal significance for the individuals' career sustainability.

Although previous approaches and De Vos et al. (2020)'s comprehensive model of sustainable careers have been posited valuable theoretical premises, there remains a notable lack of empirical evidence on the roles of (1) contextual demands and resources (e.g., work, family), (2) individual career proactivity, and (3) person-career fit. Prior literature on sustainable careers has predominantly concentrated on the role of contextual factors associated with work such as perceived support from the organization, department, supervisor, or colleagues (e.g., Barthauer et al., 2020; Bozionelos et al., 2020; Pak et al., 2020). However, although theoretical assumptions of sustainable careers highlight a well-crafted integration of diverse life contexts (Hirschi et al., 2020; van der Heijden & De Vos, 2015), empirical evidence regarding a whole-life perspective and the role of non-work or family-related determinants has been broadly understudied. Therefore, one of the primary aims of this thesis study is to contribute to a whole-life perspective of sustainable careers by examining the role of work/family demands and resources in individuals' career experiences and initiatives. Moreover, the theoretical perspective adopted by this thesis study can contribute to further insights into the interplay between contextual and individual determinants of sustainable careers.

Second, previous research has provided evidence regarding the individual predictors of sustainable careers, such as career skills and competencies, individual strategies, or personality traits (e.g., Blokker et al., 2019; Kossek & Ollier-Malaterre, 2020; Talluri et al., 2022). While these investigations have offered valuable perspectives on sustainable careers, the role of individual career proactivity has remained underexplored. Accordingly, this thesis study aims to contribute to the person aspect of sustainable careers by exploring the role of proactive career crafting behavior. As a form of individual career proactivity, the concept of career crafting broadly refers to proactive initiatives aimed at optimizing one's career outcomes through improving person-career fit (De Vos et al., 2019; Tims & Akkermans, 2020). Career crafting involves relational, cognitive, and task-related initiatives that helps individuals achieve a better fit between their career experiences and their personal interests, values, and needs (Lee et al., 2021). To illustrate, engaging in activities such as building new networks for career growth and skillfully managing them over time (relational crafting), framing a career as a meaningful aspect of life (cognitive crafting), or participating in new work projects to enhance career skills (task crafting) can be considered as career crafting initiatives (Lee et al., 2021; Tims & Akkermans, 2020). Recent studies have provided evidence regarding the relationship between career crafting initiatives and career outcomes such as career success (Janssen et al., 2021; Lee et al., 2021), job performance (Chifor & Oprea, 2023), employability (Tims & Akkermans, 2020; van Leeuwen et al., 2021), work engagement (Chifor & Oprea, 2023; Lee et al., 2021), and work meaningfulness (Chifor & Oprea, 2023; Lee et al., 2021). Although the theoretical framework of career crafting presumes that such proactive initiatives improve career outcomes via an optimized sense of person-career fit, up to now, far too little attention has been paid to the relationship between career crafting initiatives and sustainable careers (e.g., Ge et al., 2023). Therefore, given the paucity of empirical evidence in the literature, this thesis study aims to provide new insights into the nature of this relationship. Additionally, focusing on the interplay between the context and the individual, the thesis study attempts to explore how contextual factors motivate individuals to engage in career crafting and thus optimize person-career fit and career sustainability indicators.

Third, the theoretical premises of sustainable careers suggest that an optimized person-career fit can help individuals enhance their productivity, happiness, and health, thereby building more sustainable careers. While the concept of person-career fit lacks well-grounded theoretical foundations, it essentially refers to the degree to which an individual's career experiences align with their needs, competencies, interests, and values (Cha et al., 2009; Parasuraman et al., 2000). However, although both the theoretical frameworks of career crafting and sustainable careers put a strong emphasis on the concept, up to now, the role of person-career fit within these theoretical frameworks has still not been empirically investigated. Hence, given the lack of empirical evidence regarding this relationship, this thesis study aims to provide one of the first examinations regarding the role of person-career fit within the sustainable careers framework.

Overall, this thesis study aims to explore the interplay between contextual (i.e., work/family demands and resources) and the individual determinants (i.e., career crafting and person-career fit) of sustainable careers, thereby providing a more comprehensive perspective for sustainable career development.

1.1. Outline of the Thesis

Aligning with the aforementioned primary aims, the thesis consists of three empirical studies. Firstly, Study-1 aims to explore how changing work/family demands and resources of academic parents during Covid-19 affected their career sustainability indicators and career initiatives regarding health, happiness, and productivity. Given that the Covid-19 pandemic has introduced many contextual changes into individuals' work and family lives, its impact on individual careers has been prevalent. Although prior studies have provided evidence regarding these changes, little is known about how changing contextual demands (de)motivated them to take proactive initiatives for crafting sustainable careers. Therefore, in line with the intended research questions, we focused on exploring subjective career experiences during the pandemic and adopted a qualitative research design. We collected research data through semi-structured interviews with 21 academic parents during the post-lockdown period of Covid-19 in Türkiye. We analyzed the qualitative data by using content analysis. Results revealed differing career

sustainability experiences and initiatives regarding gender roles, career stage, and work/family demands and resources. Notably, women academics with higher contextual demands and lower contextual resources and early-career academics reported relatively adverse experiences concerning their health, happiness, and productivity. Besides, even though early-career academics faced problems with sustaining their career development, they were relatively more oriented to engage in career initiatives, such as reorganizing developmental needs, improving career skills, and seeking career support and guidance. Consequently, adopting an exploratory approach, Study-1 sheds light on the context, time, and person aspects of sustainable careers during the Covid-19 pandemic. Moreover, this study represents one of the first investigations into the proactive initiatives for crafting sustainable careers during the pandemic and provides a deeper insight into the (de)motivators for career proactivity.

Second, Study-2 aims to validate the Career Crafting Assessment (CCA) scale (Lee et al., 2021) and evaluate its psychometric properties in the Turkish context. Adopting a quantitative research design, we collected two-wave time-lagged survey data from 424 white-collar employees. Results confirmed the higher-order four-factor structure of the CCA. Further analyses showed that the CCA had significant positive correlations with the theoretically related constructs (i.e., protean career attitude, organizational career management, and job crafting), confirming convergent validity. Moreover, the CCA was positively related to the theoretically criterion-related constructs (i.e., career satisfaction, work engagement, and work meaningfulness), supporting criterion validity. The CCA was also indirectly related to these criterion-related constructs via person-career fit. These findings broadly corroborate previous research and suggest that the CCA is valid and reliable in the Turkish context. Overall, Study-2 contributes to the CCA's cross-cultural validity and provides further insight into its nomological network.

Third, Study-3 aims to propose a serial indirect effect mechanism, which examines the relationship between contextual determinants (i.e., work/family demands and resources) and career sustainability indicators (i.e., work-family balance, employability, work engagement, work strain) sequentially through career crafting and person-career fit. The conceptual perspective of this study integrates the Conservation of Resources (COR) theory with the framework of sustainable careers. Adopting a quantitative research design,

we gathered two-wave time-lagged survey data from 412 white-collar employees in Türkiye (the same dataset was utilized for testing the models of Study-2 and Study-3). The proposed serial indirect effect model was tested using Process analyses. Results showed that contextual demands and resources were positively associated with career crafting and such career initiatives were related to optimized person-career fit and career sustainability indicators. Notably, contextual determinants were indirectly related to employability and work engagement serially via career crafting and person-career fit. As a result, highlighting the importance of a whole-life perspective in career development, Study-3 contributes to a better insight into the role of career proactivity and person-career fit in building sustainable careers.

Finally, we discuss the theoretical and practical implications collectively derived from three studies that examined the different aspects of sustainable careers including contextual (e.g., work/family demands and resources) and individual (e.g., career crafting and person-career fit) determinants. Moreover, we address methodological limitations and suggest future research directions that may extend our knowledge of crafting sustainable careers.

2. STUDY-1: HOW CHANGING WORK AND FAMILY DEMANDS DURING COVID-19 (DE)MOTIVATED ACADEMIC PARENTS TO CRAFT SUSTAINABLE CAREERS?

2.1. Introduction

The emergence of the Covid-19 pandemic has led the topics of career sustainability and work-family interaction to gain attention (De Vos et al., 2020; Hirschi et al., 2020). The pandemic has brought many health-related concerns and economic problems, which threatened the sustainability of organizations and individual careers (Hite & McDonald, 2020). During the pandemic, careers have been mostly affected by the environment of uncertainty and the demise of previously crafted boundaries between work and family. One of the adversely affected career paths, academic careers have faced pandemic-related disruptions in research and teaching activities (De Gruyter, 2020). Considering that academic careers necessitate a well-crafted balance between work and family contexts, the unforeseen circumstances of the pandemic have largely disturbed this delicate balance. On top of that, the pandemic brought significant changes for academic parents, such as working from home while dealing with childcare and providing homeschooling (Lantsoght et al., 2021).

Previous research showed that employees with parental responsibilities were more likely to experience relatively adverse effects on their work and family lives during the pandemic because of unpredictably increased childcare and domestic demands (e.g., May et al., 2023; Schmeer et al., 2023; Swit & Breen, 2023). Likewise, recent research has demonstrated that most academic parents experienced overall adverse consequences of the pandemic on their well-being, happiness, and academic performance (e.g., Bender et al., 2022; De Gruyter, 2020; Martucci, 2023). Additionally, those studies emphasized that the major determinants that caused varying career experiences during the pandemic were the level of work/family demands, gender role, and career stage. Prior research has also shown that some academic parents poorly benefited from contextual resources to deal with

increasing contextual demands during the pandemic (e.g., Miller & Riley, 2021; Minello et al., 2021). They were unable to utilize external resources (e.g., nursemaid or grandparent support for childcare) and suffered from a decrease in internal resources (e.g., personal time) (Le Vigouroux et al., 2021). Although they desperately sought work and family resources (e.g., supervisory or spousal support), they had difficulties in acquiring and benefiting from those resources, especially academic mothers (e.g., Ali & Ullah, 2021; Minello et al., 2021). Even though flexibility and autonomy were essential resources for academics, the blurred boundaries between work and family diminished the benefits of these resources in dealing with contextual demands (Martucci, 2023).

Although previous research has provided evidence for the experiences of academic parents during Covid-19, far too little attention has been paid to exploring how their changing contextual demands led them proactively craft sustainable careers. Although few studies have investigated employees' proactive career initiatives during the Covid-19 pandemic (e.g., Chen, 2020; Koen & van Bezouw, 2021), existing literature lacks evidence regarding the initiatives aiming to increase career sustainability. Considering this gap in the literature, we aim to explore academics' career crafting initiatives during the Covid-19 pandemic. As a novel concept, career crafting refers to proactive initiatives aimed at optimizing career outcomes through improving person-career fit (Tims & Akkermans, 2020). The career crafting framework underlines proactively gaining career resources and seeking career options more congruent to personal needs and values (Lee et al., 2021), thereby shaping a sustainable career. Given that academic careers necessitate intense agency in career development, academics are more inclined to take proactive career initiatives to sustain their progress. Therefore, the present study attempts to explore what career crafting initiatives academics engage in to make their careers more sustainable during the pandemic. Specifically, this study will address the following questions: What work and family contextual demands have academic parents faced during the pandemic? What work and family contextual resources have academic parents lacked or taken advantage of to cope with their contextual demands during the pandemic? How have the career sustainability indicators of academic parents changed during the pandemic? What career crafting initiatives have academic parents engaged in to optimize their career sustainability during the pandemic?

In this study, with an exploratory approach, we interviewed academic parents from a university in Türkiye during the post-lockdown period of the pandemic. Presuming that academics could better interpret their pandemic experiences after their work and family lives were partially normalized, we adopted a retrospective approach that could better reflect their past experiences as a whole. Overall, this study can present several contributions to understanding sustainable careers in terms of context, time, and person dimensions. First, exploring what contextual demands academic parents experienced and what contextual resources they benefited from during the pandemic can broaden our understanding of the person-context relationship in career sustainability research. Second, examining how academic parents' career experiences changed through the different periods of the Covid-19 pandemic can provide valuable insight into the time perspective of sustainable careers. Third, investigating what career crafting initiatives academic parents engaged in to improve their career sustainability indicators during the pandemic can provide an exciting opportunity to advance our knowledge of the person perspective of sustainable careers.

2.2. Conceptual Framework

2.2.1. Work and Family Demands

During the pandemic, work and family demands have been crucial determining factors of individuals' career sustainability regarding their health, happiness, and productivity indicators. Especially during the lockdown periods, even though childless employees' family responsibilities did not change significantly, employees with parental responsibilities faced increasing family demands (Lantsoght et al., 2021). Because family members spent more time at home, working parents' family demands, primarily regarding childcare and household chores, considerably increased. Besides, working parents had to adapt to remote work while sustaining childcare and providing homeschooling to their children at home (May et al., 2023). Furthermore, research evidence demonstrated that increasing family demands adversely affected employees during the pandemic regarding their well-being and performance indicators (e.g., Hjalmsdóttir & Bjarnadóttir, 2021;

Schmeer et al., 2023; Swit & Breen, 2023). The pandemic brought excessive emotional and cognitive demands into their lives. As such, the blurred boundaries between work and family rendered employees more vulnerable to experiencing work-family interference (Leroy et al., 2021). Moreover, excessive family demands during the pandemic disturbed the work-family balance and triggered a work-family conflict (Miller & Riley, 2021), which threatened one's career sustainability. As for academics with parental responsibilities, they found themselves in an unpredicted adaptation process during the pandemic. Accordingly, research showed that academic parents reported quite limited positive experiences during the pandemic, and most of them indicated overall adverse effects on their productivity and health (e.g., Bender et al., 2022; De Gruyter, 2020; Lantsoght et al., 2021). They had to reorganize their academic tasks, such as research projects, teaching, and supervision remotely, while simultaneously carrying out domestic responsibilities (Lantsoght et al., 2021). Although some academics are generally used to working from home and planning their time more flexibly, especially women academics with parental responsibilities reported that increasing work and family demands impaired their performance and well-being (Ali & Ullah, 2021; Martucci, 2023). Even though previous studies have provided evidence for the experiences of academic parents during Covid-19, what remains underexplored is how their changing work and family demands affect their career sustainability. Therefore, considering Covid-19 as a career shock for most individuals (Akkermans et al., 2020), which has brought many challenges to their work and family lives, we aim to explore how the sustainability of academic careers has been influenced by the changing work and family demands.

2.2.2. Work and Family Resources

To cope with today's continuously increasing and highly cognitive contextual demands, individuals seek to acquire and protect personal and contextual resources (ten Brummelhuis & Bakker, 2012). In this study, we focused on the resources located in the work and family contexts to explore how individuals benefit from their contextual resources and deal with their contextual demands. Family resources such as a happy marriage, spousal support, a sense of parenting, or having leisure time can help individuals to deal with between- and within-domain demands (Voydanoff, 2004, 2005). For instance,

a work-supportive family culture can help an individual to feel more comfortable bringing work home or splitting childcare. As for academics, flexible working and autonomy are the key resources that can help them balance work and family. Thanks to scheduling their work flexibly and having considerable autonomy, academics can better arrange their family or private life responsibilities. Nevertheless, most academics felt a lack of contextual resources during Covid-19, which has the risk of making their careers unsustainable (Lantsoght et al., 2021; Miller & Riley, 2021). More specifically, the academics who have parental responsibilities experienced increasing family demands in this period; thus, they desperately sought contextual resources (Ali & Ullah, 2021; Martucci, 2023). Regarding the family resources, the parents were unable to benefit from external resources (e.g., outside support for childcare) and suffered from an unpredictable decrease in internal resources (e.g., having leisure time to relax), especially during the lockdown periods (Le Vigouroux et al., 2021). As for contextual work resources, even though academic parents received emotional support from their colleagues and supervisors during the pandemic, they were provided with quite limited instrumental support (Lantsoght et al., 2021). Although autonomy and flexibility were essential work resources for academics, the blurred lines between work and family decreased the effectiveness of these resources in coping with contextual demands during the pandemic (Martucci, 2023). Even though previous studies have provided evidence for the contextual resources that academic parents benefited from to deal with increasing work and family demands (e.g., Ali & Ullah, 2021; Lantsoght et al., 2021; Miller & Riley, 2021), a deeper understanding of what contextual resources they sought and utilized to enhance their career sustainability is still worth to be explored.

2.2.3. Crafting Sustainable Careers

Considering the increasing career demands in today's turbulent environment, De Vos *et al.* (2020) focused on what makes careers sustainable or unsustainable and posited an extensive theoretical model of career sustainability. They provided three key dimensions of sustainable careers: *time*, *context*, and *person*. First, the *time* dimension involves evolving career experiences over time rather than a static view. As such, employees continuously attempt to learn and adapt to changing processes within their work and non-

work context (Greenhaus & Kossek, 2014). Second, the *context* dimension explains how different stakeholders affect sustainable careers across the lifespan (e.g., supervisors, colleagues, friends, or family members). This perspective underscores that employees possess specific contextual demands and resources, which shape their career decisions and behaviors. Third, the *person* dimension stresses the elements of agency and meaning. As such, the individuals are the central actors of their careers, and they can manage their careers' sustainability through proactivity (e.g., taking initiatives for career opportunities). Therefore, these personal initiatives can help them build meaningful careers.

Furthermore, the model of career sustainability calls attention to the indicators rather than certain outcomes. In this regard, De Vos *et al.* (2020) suggest three groups of key indicators of sustainable careers: *health* (e.g., well-being, stress), *happiness* (e.g., career satisfaction, work-family balance), and *productivity* (e.g., role performance, employability). Contemporary career perspectives emphasize that individuals proactively take charge of their own careers and thus better sustain their career development (De Vos *et al.*, 2019). From a perspective encompassing work and family domains, proactive career behaviors can help individuals better align personal needs and career goals (Greenhaus & Kossek, 2014). For instance, one can reduce their workload to attain a more sustainable career (Hall *et al.*, 2012).

Besides, previous studies have called attention to proactivity in optimizing career sustainability (De Vos *et al.*, 2020). Accordingly, the concept of *career crafting* as a proactive career initiative has recently gained scholarly attention (Lee *et al.*, 2021; Tims & Akkermans, 2020). Drawing on the Job Crafting Theory (Wrzesniewski & Dutton, 2001), career crafting includes proactive initiatives aimed at optimizing one's career outcomes through improving person-career fit (Tims & Akkermans, 2020). By integrating career crafting into the framework of career sustainability, we aim to explore how contextual demands and resources motivate individuals to craft sustainable careers.

As for academics, due to the essential characteristics of academia, they are the main actor in their career development. Therefore, academics are more likely to take proactive career initiatives to sustain their career development rather than other professions. However, there is a notable paucity of studies investigating the career crafting initiatives of

academics. Particularly, a qualitative study by Vidwans and Du Plessis (2020) provided evidence for accounting academics' career crafting initiatives, which enabled them to benefit from the flexibility in academia, find opportunities to optimize work-family balance, and better deal with parental demands. Besides, although few studies have examined proactive career behaviors and career self-management during the Covid-19 pandemic (e.g., Chen, 2020; Koen & van Bezouw, 2021), current literature has provided no evidence for individuals' or, specifically, academics' career crafting initiatives towards the potential adverse effects of the pandemic on their careers. Considering the changing work and family demands of academics during the Covid-19 pandemic, we can suggest that this unexpected period might have led academic parents to craft more sustainable careers. Viewing the lack of understanding in the literature, we aim to explore the varying career crafting initiatives of academic parents during the pandemic.

2.3. Method

2.3.1. Participants

To examine the effects of the Covid-19 pandemic on the sustainability of careers, we included academics in the research by adopting the purposive sampling method (Patton, 2014). Considering the initial findings in the literature that shows parental responsibilities have been one of the challenges for individuals' work and family outcomes during the pandemic (Swit & Breen, 2023), we aimed to focus on the pandemic experiences of academic parents. The present study sampled 21 academic parents from five different social science departments of a state university in Türkiye. Data saturation was employed for the sample size of the current study. Francis et al. (2010), suggest a stopping criterion for interview studies indicating that when three further interviews have been conducted with no new ideas or themes emerging, researchers could consider this as the point of data saturation. Accordingly, after conducting 18 interviews, we found that there were no new themes emerging in the current study. The stopping criterion was tested after each of the last three consecutive interviews. These interviews did not yield new codes or themes, which confirmed that saturation was reached after 21 interviews. The final sample

included 11 academic mothers and 10 academic fathers. Participants consisted of 19 married and cohabiting parents currently in a heterosexual relationship. Two parents were single. The sample contained 19 dual-earner parents; five of them were both academics. We grouped participants as early-career (18-35 years old), mid-career (36-45 years old), and late-career (older than 45) (Demerouti et al., 2012). Of academic parents, six were early-career, 10 were mid-career, and five were late-career. They were employed full-time in the academic ranks of lecturer (1), research assistant (6), assistant professor (2), associate professor (8), and professor (4). The participants' age varied between 31 and 59 (an average of 41.3). They had one to three children varying in age from four months to 25 years old. Two participants were providing eldercare. Six participants suffered from Coronavirus disease; 14 participants experienced a within-family case.

2.3.2. Procedure

A qualitative research design was adopted to better examine the lived experiences of academic parents during the Covid-19 pandemic. Academic parents were invited to participate in semi-structured in-depth interviews and speak about family and academic responsibilities and career experiences. In the Türkiye context, full and partial lockdown measures were taken between March 2020 and May 2021. During the lockdown periods, face-to-face teaching activities were suspended in all educational institutions and replaced by remote teaching. Considering that the individuals under the ambiguous and stressful pandemic circumstances might not describe their experiences in a healthy and reliable way (De Gruyter, 2020), we aimed to conduct interviews during the post-lockdown period of the pandemic when people's work and family lives were partially normalized. We assumed that such an approach could better explore academics' lived experiences during the pandemic. Therefore, we conducted the interviews in February and March 2022. The interviews were carried out in Turkish and face-to-face; only two academics requested to participate in online interviews.

The interview sessions were conducted in academics' offices in the faculty, lasted between 23 and 56 minutes, and were audio-recorded. Before conducting the interview, we informed the participants about the purpose of the research and explained the interview

process. All participants provided verbal consent for their interviews to be audio-recorded. We also assured them that the data would be kept confidential and assessed anonymously, and their answers would be used only for academic purposes. In the interview process, we first asked about the demographics, then asked 10 questions and follow-ups about their changing contextual demands and resources, career sustainability indicators, and career initiatives during the Covid-19 pandemic (see Appendix-A). The question set was designed by analyzing the key dimensions and indicators of the career sustainability model established by De Vos et al. (2020) and reviewing the prior qualitative studies focused on the pandemic-related experiences of academic parents (Ali & Ullah, 2021; Lantsoght et al., 2021; Martucci, 2023).

2.3.3. Analysis

The interview data were analyzed using content analysis to extract the patterns of the pandemic-related experiences of academic parents. Following the main steps of the content analysis (Drisko & Maschi, 2016), we first transcribed the interviews verbatim. Second, we read the interview transcriptions on a line-by-line basis and identified initial codes using MAXQDA software. In this vein, we conducted an iterative and collaborative process until reaching a consensus. For enhancing accuracy, an independent researcher reviewed randomly selected two interviews. After refining the generated codes, we concluded a consolidated set of codes sharing similar ideas, subjects, or relationships and reduced the codes into the sub and main patterns. Following this, the researchers identified the most illustrative quotes and translated them into English. An independent researcher reviewed and confirmed the meaning accuracy of translated quotes. Finally, we presented the quotes by using numerical pseudonyms and gave limited identifying information in quotes (e.g., parental role and academic title) to ensure the confidentiality of the participants.

2.4. Results

The results were categorized into five main patterns: changes in family demands, changes in work demands, changes in work and family resources, changes in career sustainability

indicators, and initiatives for crafting sustainable careers. Besides, 19 sub-patterns emerged from the data of the current study (see **Table 2.1**).

Table 2.1: Development of Codes and Patterns.

Codes	Sub-patterns	Main Patterns
Homeschooling	Childcare demands	Changes in family demands
Caring for a newborn baby		
Lacking nursemaid support		
Lacking grandparent support		
Children's adaptation to change		
Increased time for cleaning and cooking	Household demands	
Lacking housemaid support		
Problems with shopping		
Increased hygiene measures	Family health	
Catching and carrying the virus into the family		
Coronavirus cases within the family		
Spending more time with family	Family relations	
Relational problems between family members		
Distance help for elders	Eldercare demands	
Shopping, cleaning, and cooking for elders		
Adaptation to remote systems	Teaching and supervisory demands	Changes in work demands
Adaptation to online teaching and supervision		
Decreased teaching quality in online		
Efforts required to motivate students		
Lack of face-to-face interaction		
Increased use of virtual channels for research	Research demands	
Lacking time and energy for research		
Delays or problems with the research projects		
Time to focus on previously suspended research		
Reduced commute time		
Increased administrative workload	Administrative demands	
Increased need for coordination and planning		
Flexible work schedule	Work social resources	Changes in work and family contextual resources
Lacking supervisor support		
Lacking career support		
Lacking psychological support		
Spousal support	Family social resources	
Flexible sharing of domestic workload		
Sympathetic manner from family members		
Having more time with children		
Stress caused by the uncertainty environment	Psychological health	Changes in career sustainability indicators
Concerns about family members' health		
Childcare and household chores-related fatigue		
Stress caused by family relations		
Effort to coordinate work and family		
Stress caused by adaptation problems		
Stress and fatigue caused by academic tasks		
Relational fatigue caused by online meetings		
General fatigue and physical inactivity	Physical health	
Increasing screen time and visual disorders		
Neck and back ache		
Lack of sleep		
Body weight change		
Suffering from the Coronavirus disease		

Table 2.1: Development of Codes and Patterns, Continued

Prioritizing family needs	Work-family balance	
Lacking time and energy for academic tasks	satisfaction	
Blurring boundaries between work and family		
Effort for adaptation to remote working	Academic performance	
Adaptation to online teaching processes		
Changes in publishing productivity		
Difficulties/opportunities in research processes		
Difficulties in coordinating work and family		
Feeling of inadequacy		
Lacking career support and training	Career development	
Problems with sustaining research projects		
Increasing career anxiety		
Delays in reaching career goals		
Problems with tenure-track employment		
Planning family activities at home	Initiatives for optimizing individual health	Initiatives for crafting sustainable careers
Sparing time for hobbies		
Doing physical exercise		
Practicing meditation		
Seeking psychological counseling		
Creating a workspace at home	Initiatives for balancing work and family	
Planning routines and time management		
Childcare-centered time scheduling		
Seeking spousal help for spare time for work tasks		
Seeking a suitable workspace	Initiatives for optimizing academic performance	
Seeking feedback and advice		
Planning work routines at home		
Refocusing research projects		
Adaptation to new technologies		
Reorganizing research tasks and projects	Initiatives for sustaining career development	
Seeking career support and guidance		
Improving teaching and research skills		
Participating in online conferences and webinars		
Learning new technologies, methods, and techniques		
Establishing and maintaining academic networks		

2.4.1. Changes in Work and Family Demands During the Pandemic

Academic parents in this study were first asked about the changes in their family demands and responsibilities during the Covid-19 pandemic. Most academics indicated that they had experienced a significant increase in their family demands during the pandemic. Childcare demands, household demands, family health, family relations, and eldercare demands were the revealed sub-patterns of the change in family demands. Firstly, academics mentioned the changes in childcare demands, which differed by the number and age of the children and the need for educational support. Specifically, academic parents with two or more children reported relatively high childcare demands during the pandemic than single-child parents. Besides, eight participants had a newborn baby during or just before the pandemic. Taking care of a newborn baby substantially increased their

family demands. Parents having school-age children also reported a significant increase in childcare demands, mainly due to homeschooling and helping them adapt to the change. Similarly, Participant-5 states as follows:

“Because the children weren't able to go to school, we had to take on the role of teachers at home during the pandemic and helped with their studies. ... Besides, their social activities became quite limited, so we tried to create activities to entertain them at home. ... As parents, we knew that if we psychologically let ourselves go, the children would be much worse. So, we took care to keep our own and children's morale as high as possible.” (Associate Professor, Father).

Regarding the changes in household demands, academic parents stated that they spent relatively more time on household chores such as cleaning, cooking, and shopping during the pandemic. Because some parents lacked nursemaid, housemaid, and grandparent support during the lockdown, they had to spare more time for childcare and domestic chores. On the other hand, most academic mothers indicated that they were the primary actor in childcare and household chores in the pre-pandemic period, and their family demands substantially increased with the pandemic. Moreover, the number of academic mothers primarily responsible for domestic chores and childcare noticeably increased during the pandemic. However, no academic fathers primarily undertook childcare and household chores before, during, or after the pandemic. Few parents were equally sharing the domestic workload before the pandemic, and they continued sharing the family workload during the pandemic. Although some parents started splitting the family workload during the lockdown, only a few continued in the post-lockdown period.

Academic parents also reported that their health-related family demands increased, such as increasing hygiene measures, increasing concerns about catching and carrying the virus into the family, or experiencing Coronavirus cases within the family. Moreover, some parents indicated that due to spending more time with family members at home, relational problems between children or spouses sometimes occurred, which brought an increase in emotional demands. Although eldercare was not among the indicators of increased family demands for most, two academics reported that they provided distance help for elders during the pandemic, such as fulfilling the needs of shopping, cleaning, and cooking.

As for work demands, we asked academics whether there have been any changes in their academic responsibilities and workload during the pandemic. They mentioned the changes

in research, teaching, supervisory, and administrative demands. Specifically, academic parents illustrated initial work-related adversities during the pandemic and specific gains after the adaptation period. Academics reported that although their teaching and supervisory workload did not change quantitatively, adaptation to remote working took initial cognitive effort. Besides, they indicated that online lessons were not as efficient as face-to-face lessons before the pandemic. Some academics reported that due to students' reduced concentration and participation during the online lessons, they had to put extra effort into motivating them. Furthermore, academics generally referred to changes in research demands and increased use of virtual channels for research projects. However, when compared to the pre-pandemic, some academics indicated that their time allocated for research tasks decreased substantially, especially the ones with relatively high parental demands; they indicated lacking time and energy for research. Similarly, Participant-1 states:

“During the pandemic, even though my workload did not change broadly, my routine workload started to become heavy as my work productivity decreased due to working at home.” (Research Assistant, Father)

In addition, whereas some academics were satisfied with the online meetings with their research team or supervisors/students to discuss the research projects, some indicated that lack of coordination caused delays or problems with the research. Moreover, some academics stated that they found long-sought time to focus on previously suspended research projects at home. Besides, academics who have administrative roles indicated that their coordination- and planning-related work demands unpredictably increased, and that caused growing complexity and additional workload. Changing plans due to the positive Coronavirus cases in the department was one of the causes of increasing coordination demands.

2.4.2. Changes in Work and Family Resources During the Pandemic

As for work and family social resources, we first asked academics whether their organization, supervisor, and colleagues held a supportive attitude towards their family life and academic career during the pandemic. Most academics indicated that the university management set flexible working hours and shifts in line with the government-level directions. However, although academics were satisfied with those structural arrangements, they stated that their university's initiatives for their family lives and academic careers were quite unsatisfactory. Furthermore, academics' expectations from the university management differed by career stage. As such, due to having greater autonomy and flexibility, mid- and late-career academics' expectations from the management regarding work procedures were quite limited. They were mostly organizing their teaching program and research tasks with their own initiatives. However, early-career academics having relatively limited autonomy experienced uncertainty about the research and work procedures and desperately needed guidance and support. They also indicated that even though they appreciated flexible working, they were not provided the career support they actually needed. Additionally, academics indicated that after the pandemic restrictions were partially removed and they backed into office, they were distressed about catching the virus from the office environment. Accordingly, they limited their social conversations with other colleagues as possible. They also indicated that colleague support was quite poor because everyone focused on their own problems. As Participant-9 states:

“Neither my manager nor my colleagues had any extra initiative in terms of support. Everyone had their own problems. ... Sometimes common troubles were discussed between friends in online meetings, but no one was in a position to help anyone else. ... The fact is that we all had the same big problem, but the ways of experiencing the problem differed from one another.” (Lecturer, Mother)

Furthermore, we asked academic parents whether their family members held a supportive attitude toward their work and academic career during the pandemic. Academics reported that they were trying to flexibly undertake childcare when one of the spouses needed time for their work tasks. This sympathetic approach was most prevalent in parents who are both academics; they were accommodating each other's working from home. However, academic mothers indicated that they received limited support from their husbands who

are working in the private sector and have highly variable work schedules. In addition, some parents stated their children showed a sympathetic manner toward their academic responsibilities at home by providing a silent environment for online lessons. Furthermore, most academics stated that their family was used to their academic lifestyle. Hence, their family members showed understanding and empathy toward their academic studies during the pandemic. As Participant-14 states:

“My children are so used to their mothers sitting in a corner working on their own studies on the computer. It had become very ordinary for them to be working while I was at home. ... During the pandemic, when my academic workload increased, they were helping me focus on my tasks, and they were taking care of themselves. ... I felt lucky to have seen such an understanding from my husband and children.”
(Assistant Professor, Mother)

Overall, academic parents reported that they benefited from the social family resources (e.g., spousal support, work-supportive family, children’s understanding manner), while they were not able to draw a significant advantage from the social work resources, and especially career support was mostly limited. In addition, academic parents’ social family resources contributed to within- and between-domain positive outcomes. For example, spending happy time with family members helped some participants optimize their psychological well-being at home and reduce work-related stress.

2.4.3. Changes in Career Sustainability Indicators During Pandemic

We investigated the experiences of academic parents’ career sustainability indicators regarding health (i.e., psychological and physical health), happiness (i.e., work-family balance satisfaction), and productivity (i.e., academic performance and career development). First, we asked academics whether they faced any psychological and physical health problems during the pandemic. In terms of psychological health, most academics reported that they experienced increased stress and anxiety due to the environment of uncertainty during the pandemic. Especially the initial shocking days of the pandemic and the first lockdown were the periods in which participants faced increasing problems with their psychological health. For the family context, the mentioned causes for the increased stress and exhaustion were mainly concerns about the health of the family members, increasing childcare demands (e.g., caring for newborn babies,

homeschooling, lacking nursemaid and grandparent support), increasing household chores (e.g., cleaning, cooking and planning meals, shopping and delivery problems, lacking housemaid support), and relational problems between family members. Specifically, some academic mothers indicated that their increasing family demands and effort for coordinating work and family during the lockdown caused psychological fatigue. However, academic fathers rarely mentioned psychological adversities due to excessive family demands or coordinating work and family. Moreover, most academics reported that they had experienced work-related stress or fatigue because of adaptation problems with remote working and online teaching, difficulties in coordinating academic tasks, delays or problems with research projects, and lack of a suitable workspace and time at home. Besides, some academics stated that they were joining too many online meetings in some weeks, and that created relational fatigue. Being virtually accessible at any time and incessant e-mail traffic about the research projects made them feel psychologically disturbed. Regarding physical health, academic parents reported that they mainly suffered from general fatigue and physical inactivity at home. They stated that their screen time increased, which resulted in neck/back aches and vision disorders. Specifically, some academic mothers indicated that they experienced physiological fatigue and lack of sleep due to organizing childcare, household chores, and academic tasks. Though academic parents mostly indicated putting on weight, especially some academic mothers stated that they lost weight during the lockdown primarily due to increasing domestic demands. Besides, academic parents who suffered from the Coronavirus disease stated that they had severe symptoms in the first week and were influenced both physically and psychologically. Participant-13 shares their experiences as follows:

“During the lockdown period, I had to constantly steal from my sleep and my own existence. ... I had routine chores at home, and I also had to take care of the children. Besides, when responsibilities such as online lessons, exams, and assignments accumulated, I could hardly spare any time for my research. This reflected on me both as fatigue and stress.” (Associate Professor, Mother)

On the other hand, academics referring to positive experiences of the pandemic mainly stated that they were quickly able to adapt to working from home. Besides, not wasting time commuting to work helped them better manage their energy and time to focus on their research. Notably, these academics mostly had low childcare and household

demands, and their families were used to them working at home. Therefore, they were more easily able to plan their time and create a silent workspace at home that could help their adaptation to remote work. Although the pandemic's undesirable consequences were prominent, some academic parents also noted that spending more time with their families made them feel happy. They had opportunities to observe their children's development more closely. Likewise, Participant-6 shares their experiences as follows:

“There has been a substantial increase in our family responsibilities (during the pandemic), especially in terms of taking care of children, but this did not bother me. On the contrary, I think that the pandemic period had a positive effect on our family. ... As working parents, we realized that we could not spend enough time with our children before the pandemic because of our busy work schedules. ... The pandemic allowed us to spend more time with our family and understand each other better. I also had the opportunity to monitor my children's development more closely.”
(Assistant Professor, Father)

Furthermore, we asked academics whether they were satisfied with the time they allocated to their academic tasks and family life during the pandemic. Academic parents indicated that the boundaries between work and family blurred, and they mostly prioritized their family needs due to being at home. Although academic fathers stated that their family demands increased, most of them were able to allocate time for their academic tasks and were satisfied with their work-family balance. However, most academic mothers reported having difficulties balancing work and family during the pandemic. Their increasing family demands limited the time and energy that could be spared for academic tasks. Participant-9 shares their experience regarding difficulties in balancing work and family as follows:

“Honestly, I wasn't satisfied with the time I spared either for my family or for my academic studies. While working on my academic tasks, I was also thinking of family responsibilities and children. On the other hand, when spending time with the family, I couldn't stop thinking of my incomplete (academic) tasks. ... As I mentioned, the boundaries were quite blurred. Coordinating work and family became a challenging issue.” (Lecturer, Mother)

In addition, we asked academics whether the pandemic affected their academic performance in terms of teaching and research activities. Most academic parents reported limited changes in their teaching performance. After the initial adaptation process to online teaching, they were able to continue the lessons more comfortably. As for research

performance, results mainly differed by career stage and gender. For late-career academic parents, even though their productivity and time allocated for research projects decreased, they stated that this situation did not seriously disturb them. However, especially early-career academic mothers observed a significant decrease in their research performance and had difficulties in their research processes. Although academic fathers were mostly satisfied with their research and publishing performance, early- and mid-career academic mothers mostly reported that their family demands and the difficulties in coordinating work and family affected their productivity, which caused additional stress and career anxiety. Likewise, Participant-9 explains:

“Due to family responsibilities, my working productivity at home dropped significantly during the lockdown. This situation caused a feeling of failure and inadequacy, as well as career anxiety. ... As you know, academia has a competitive environment in itself. In such an environment, no matter how hard I tried as a mother, the feeling of inadequacy in my performance created excessive stress on me.” (Lecturer, Mother)

Finally, we asked academics whether they had any concerns or problems with their career development during the pandemic. Academic parents' career-related experiences mainly differed by career stages. Most mid- and late-career tenured academics reported that they experienced limited problems with their careers. Although they had problems with short-term career goals (e.g., book or research projects), they were not as anxious about not reaching those goals as early-career academics were. However, due to their tenure-track employment, the pandemic-related problems in the research processes led early-career academics to experience increasing career anxiety. Some early-career academics indicated that they mostly lacked career support and training, which made them vulnerable to facing problems that could make their careers unsustainable.

2.4.4. Initiatives for Crafting Sustainable Careers

Considering the adverse effects of the pandemic concerning career sustainability indicators of health, happiness, and productivity, academics were also asked about their proactive initiatives for optimizing these indicators. Overall, academics mentioned initiatives for optimizing psychological and physical health, work-family balance, academic performance, and sustaining career development. As for individual initiatives to

deal with pandemic-related adversities to their health, academic parents reported that they planned routines and family activities at home and spared time for hobbies. In addition, academic parents indicated that they allocated time for physical exercise at home to optimize their well-being. Some academic mothers also indicated that they started practicing meditation techniques. However, some academic mothers were already busy with their academic work out of household chores and childcare. Therefore, they reported that they were not even able to find time for themselves, let alone start new hobbies or physical exercise. Some of them stated that they sought psychological support and counseling during the pandemic. Regarding the initiatives for balancing work and family, academics indicated that they planned daily routines, engaged in active time management, attempted to create a workspace at home, and sought spousal support. Some academics indicated that creating and following a daily schedule while spending time with children at home was quite challenging. They were sometimes asking for spouses to take care of the children so that they could create time for their academic tasks. Academic parents who had children aged between 1-5 stated that they attempted to plan their time according to their children. As such, they were working on the academic tasks when the children were asleep, especially at night. On the other hand, academic parents who had relatively lower parental demands stated that they were able to plan and follow daily or weekly routines more flexibly. As for the initiatives for optimizing academic performance and productivity, academics indicated that they planned daily/weekly work routines, refocused the previously suspended research projects, sought a suitable workspace at home, and attempted to get feedback and advice for current research tasks. Besides, some academics stated that they adapted to using new technologies, which also helped them optimize their academic performance. Although academics illustrated such initiatives, the ones with higher family demands were less likely to engage in initiatives optimizing their productivity. Additionally, academic parents whose childcare demands were relatively low indicated that they were able to spare time for research tasks; thus, they sustained their publication performance during the lockdown periods. Besides, academics in the earlier career stages were more likely to take research-oriented initiatives to meet the performance criteria set by the university. As for career development initiatives, academics mainly took personal initiatives such as reorganizing academic tasks and

projects, seeking career support and guidance, learning new research methods or techniques, improving teaching and research skills, and participating in online conferences and webinars. Notably, early-career academics were relatively more oriented to take initiatives to sustain their tenure-track career progress. Besides, for some of them, such career initiatives were critically important for sustaining their careers. Likewise, Participant-18 shares their experiences as follows:

“Due to the status of my employment contract, I have had concerns about my career. ... I was supposed to complete my doctoral research, but the pandemic changed all my plans. I fell behind in most of my plans. ... Now, I plan to spend extra time in the office by allocating an extra budget for the nursemaid and complete the missing parts of my research. ... I will have to make compromises in my family life for my career. It's a bitter pill to swallow.” (Research Assistant, Mother)

In addition, most academics indicated that their initiatives for seeking new networks were quite limited during the pandemic. They mostly attempted to ask their supervisors or colleagues in their current network for career advice via online conversations. Yet, the interaction quality was relatively poor and superficial for most. Besides, some reported that although they took initiatives to gain new networks and asked for research collaborations, the results were unsatisfactory. As Participant-3 explains:

“There were researchers that I wanted to consult, especially for my doctoral research. I contacted them via e-mail but couldn't receive any useful feedback. ... Although some responded positively, they did not want to spend much time. ... I guess everyone just wanted to focus on themselves during the pandemic.” (Research Assistant, Mother)

2.5. Discussion

This qualitative study attempts to explore how academic parents' changing work/family demands during Covid-19 influenced their career sustainability indicators and career initiatives, thereby contributing to the understanding of context, time, and person aspects of sustainable careers. First, regarding the context aspect, we examined what work/family demands and resources academic parents experienced during Covid-19. Results revealed that academic parents experienced a substantial change in their work and family demands. Their family demands considerably increased primarily due to rising childcare and household responsibilities, while their existing work demands started to become heavy

mainly due to changing work context. These findings support the previous studies investigating pandemic-related changes in working parents' and academics' lives (Bender et al., 2022; Lantsoght et al., 2021; May et al., 2023; Minello et al., 2021; Swit & Breen, 2023). Besides, results illustrated differentiating profiles by gender roles and career stages. Findings showed that most academic parents already had a gendered division of domestic labor, which involves academic mothers being the primary actor to cope with domestic workload rather than academic fathers. During Covid-19, this unequal sharing of family workload led to disadvantageous consequences for women academics' career sustainability. Academic mothers whose family demands excessively increased during the pandemic experienced more frequent psychological distress and exhaustion rather than academic fathers. Our findings are consistent with recent studies that illustrate how pandemic circumstances exacerbated existing gender inequality, which involves academic mothers experiencing reduced productivity and well-being (Ali & Ullah, 2021; Martucci, 2023; Minello et al., 2021). In addition, results revealed that tenure-track early- and mid-career academics had relatively high work demands when compared to tenured mid- and late-career academics. During the pandemic, tenure-track academics were the ones who experienced relatively more difficulties in coping with existing academic work demands. Moreover, problems with adapting to changing work context introduced by the pandemic considerably reduced their productivity. This result broadly supports the work of De Gruyter (2020), which enlightens the pandemic experiences of academics in different career stages. On the other hand, in accordance with previous investigations (Lantsoght et al., 2021), results showed that Covid-19 also introduced specific gains and opportunities for academic parents, such as reducing commute time, strengthening family ties, and learning new digital tools that can develop career skills. However, the ones who benefited from these opportunities were mostly academic parents with relatively lower family demands. Besides, having considerable flexibility and autonomy in work procedures were valuable resources for academic parents to deal with contextual demands. However, in line with previous studies, academic mothers (Martucci, 2023) and early-career academics (De Gruyter, 2020) hardly benefited from these resources because of perceived gender roles and career path dependency. Additionally, spousal support became one of the most sought contextual resources during the pandemic. As illustrated by prior studies (Ali &

Ullah, 2021), spousal support and an understanding manner within the family represented a valuable contextual resource for academic parents. Overall, these findings might provide valuable evidence for understanding the person-context relationship in career sustainability research.

Second, as for the time aspect, the current study examined how academic parents' career experiences changed through the time during the Covid-19 pandemic and differed by career stages. Results broadly showed that academics faced an initial shock and adaptation process at the beginning of the pandemic. This period required higher psychological, physical, and cognitive effort in work and family domains for academic parents. The initial and further effort required through the pandemic largely differed by perceived gender roles, career stages, and contextual demands and resources. Specifically, most academic mothers were already in a position that could make their careers unsustainable due to perceived unequal gender roles in the pre-pandemic. On top of that, the pandemic introduced many additional challenges to their careers, which significantly undermined their productivity and health during the lockdown. Consistent with these results, previous research demonstrated that academic mothers remained behind in terms of research and publication performance and struggled with difficulties through the pandemic (Ali & Ullah, 2021; Minello et al., 2021). After the lockdown restrictions were partially removed and people turned back to previous routines, most academics started to reach pre-pandemic performance levels. However, academic mothers had to deal with the performance criteria that they had already fallen behind. That might adversely affect their future career goals and career sustainability during the pandemic. As emphasized by the previous studies (Lantsoght et al., 2021), that might lead us to understand the importance of family-supportive work culture and rethink the performance evaluation criteria of parents set by the university policies. In addition, our perspective encompassing career stages can also enlighten the time aspect of sustainable careers. In line with the previous studies (De Gruyter, 2020), findings show differing career experiences by career stages during Covid-19. Especially, the career experiences of early- and mid-career academics following tenure-track broadly differed from late- and mid-career tenured academics. Tenure-track academics faced difficulties in meeting career expectations and thus had to take more initiatives for sustaining their career development than tenured academics.

Accordingly, results might imply that the desire to reach tenure-track career goals and perceived career anxiety motivated academics in the earlier career stages to take more career initiatives during the pandemic.

Third, as to the person aspect, this study provides evidence for how career sustainability indicators of academic parents changed during the pandemic and what career initiatives they developed to optimize their career sustainability. Although previous studies examining academics' pandemic experiences have provided evidence for changing indicators of health (Almhdawi et al., 2021; Gewin, 2021; Lantsoght et al., 2021), happiness (Martucci, 2023; Miller & Riley, 2021), and productivity (Ali & Ullah, 2021; De Gruyter, 2020; Minello et al., 2021; Muschalla et al., 2022), there remains a lack of evidence on how these indicators shape academics' career sustainability. Adopting a broader perspective, we attempted to contribute to the current understanding of how career sustainability indicators of academic parents changed during the pandemic. Findings illustrated that academics faced problems with their psychological and physical health, work-family balance, and academic performance and productivity. Moreover, academic parents' experiences regarding career sustainability indicators and their career initiatives largely differed by perceived gender roles, career stages, and contextual demands and resources. Specifically, academic mothers with a gendered division of domestic labor and relatively high family demands were the most adversely affected group regarding health, happiness, and productivity indicators. Besides, rather than mid- and late-career academics, early-careers encountered adverse experiences regarding career development and productivity indicators more frequently, which could undermine their future career expectations. Moreover, being an early-career academic mother was a double whammy such that they had to struggle with both increasing family demands and difficulties with their career development.

Furthermore, we attempted to provide insight into what proactive career initiatives academics engaged in during the pandemic. Although prior research has provided evidence for the pandemic-related changes in academic parents' work/family demands and career consequences (Lantsoght et al., 2021; Martucci, 2023; Miller & Riley, 2021), the understanding of what proactive initiatives they had taken to craft sustainable careers is still lacking. Besides, even though some investigations have presented evidence for career

self-management or proactive coping initiatives to optimize health and career outcomes during Covid-19 (Ahmadi et al., 2022; Chen, 2020; Koen & van Bezouw, 2021), up to now, far too little attention has been paid to individual proactive initiatives. Therefore, the findings of this study can provide a substantial contribution to the understanding of academic parents' health-oriented, work-family balance-oriented, productivity-oriented, and career development-oriented proactive initiatives. Results showed that academics engaged in various proactive initiatives to optimize their career sustainability, such as seeking contextual resources, utilizing family relational resources, rearranging family and work tasks, adopting time management, or improving career skills and competencies. Yet, these initiatives widely differed by perceived contextual demands/resources, gender roles, and career stages. As such, although academics with less parental demands benefited from these initiatives, the ones with higher parental demands had limited opportunities to take such initiatives. Specifically, in families having a gendered division of domestic labor, academic mothers' initiatives were quite limited when compared to the fathers. One of the most preferred initiatives that helped academic parents optimize their work-family balance and well-being was seeking spousal support. That is probably because the only resources that could be utilized were internal resources such as a supportive manner between family members. For the parents, who are both academics, this behavioral initiative was prevalent. In addition, academics in the earlier career stages were more oriented to take initiatives for their academic performance and career development. They sought career resources like a supervisor or colleague support to optimize their performance. However, they could not find the support they expected from their supervisors or other researchers. This might imply that after experiencing such a shocking event, academics in the later career stages with supervisory roles might have focused on their own well-being and reduced their workload. Besides, increasing family demands might have prevented them from allocating time for academic tasks and providing career support for other academics (De Gruyter, 2020). Moreover, academics' additional network initiatives were quite limited during the pandemic; they could hardly maintain their current network. Even though some early-career academics sought career support via virtual channels, they were hardly satisfied with the quality of interaction. Still, to sustain their career development, early-career academics endeavored to work on their research projects and undertook

additional tasks to develop their career skills and employability. Besides, they had serious concerns about finding another job when considering their current career competencies and the difficulties of finding academic job positions. Taken together, to reduce potential inequalities between career stages, practitioners should be aware of how early-career academics' career development process was adversely affected during the pandemic. Therefore, they can better establish pandemic policies and practices that can introduce sustainable career development opportunities for academics possessing different career needs.

2.5.1. Limitations and Directions for Future Research

This study also has several limitations. First, while adopting a qualitative design allowed us to present academic parents' pandemic experiences and career sustainability initiatives in detail, it also included a relatively small sample size. Future research could also use quantitative methods to investigate the relationship between contextual determinants and career sustainability indicators and reach a greater sample size. Besides, adopting a mixed-method design may provide a better understanding by consolidating the results of both methodologies. Second, considering that the data were collected from academic parents in the Turkish context, results regarding family demands and career initiatives might be shaped by cultural characteristics (e.g., gendered division of domestic labor). Therefore, further investigations presenting a cross-cultural analysis of changing career sustainability indicators and initiatives can also provide a comprehensive perspective (Greenhaus & Kossek, 2014). Third, considering that flexibility and autonomy are inherent elements in academic careers, proactive career initiatives are more common in academics. Exploring career proactivity ignited by the pandemic in various occupational groups may enlighten our understanding of sustainable career development (Akkermans & Hirschi, 2023). In addition, further investigations may also provide better insight by examining career crafting initiatives toward enhancing person-career fit and career sustainability (Tims & Akkermans, 2020). Understanding the role of family-supportive work culture on individuals' career development initiatives might also enhance our understanding of sustainable careers. Finally, an in-depth analysis of the pandemic experiences of disadvantaged groups such as academic mothers and early-career academics may be a

potential avenue for further investigations. This kind of analysis can shed light on the inequalities in the post-pandemic world.

2.6. Conclusion

This study aimed to explore how changing work and family demands during Covid-19 influenced academic parents' career sustainability indicators and (de)motivated them to craft sustainable careers. Overall, results demonstrated that academic parents' career sustainability indicators (i.e., health, happiness, and productivity) and career initiatives largely differed by gender roles, career stages, and work/family demands and resources. Women and early-career academics and those with high family demands and low contextual resources have been disadvantaged groups that faced difficulties in sustaining their career development. Academics mainly sought contextual resources and attempted to optimize their physical and psychological well-being, work-family balance, and productivity. Notably, early-career academics have taken more initiatives to craft sustainable careers than academics in later career stages. Taken together, this study sheds new light on the aspects of context, time, and person of sustainable careers. Moreover, the study represents one of the first investigations to explore academics' proactive career initiatives regarding sustainable health, happiness, and productivity indicators during the pandemic.

3. STUDY-2: CAREER CRAFTING ASSESSMENT SCALE IN THE TURKISH CONTEXT: VALIDATION AND PSYCHOMETRIC PROPERTIES

3.1. Introduction

Contemporary careers have transformed into a flexible and dynamic landscape owing to increased inter-organizational mobility and the proliferation of precarious employment opportunities (De Vos et al., 2019). The COVID-19 pandemic has also accelerated the new trends in a dynamic career environment by encouraging individuals to reassess their career priorities and take control of their professional paths (Hite & McDonald, 2020). This transformation of individual careers has sparked a growing interest in career proactivity and sustainable career development (Akkermans & Hirschi, 2023; De Vos et al., 2020). As individuals proactively align their career decisions with their values, needs, and skills, they find greater meaning and sustainability in their careers (van der Heijden & De Vos, 2015). Accordingly, a novel career proactivity concept, career crafting, has recently gained scholarly attention (De Vos et al., 2019; Lee et al., 2021). Career crafting broadly refers to proactive career initiatives that can help individuals enhance person-career fit in the dynamically changing career environment (De Vos et al., 2019). By crafting their careers and improving person-career fit, individuals can optimize intended career outcomes, such as productivity, health, and happiness (De Vos et al., 2020; Tims & Akkermans, 2020).

One of the preliminary initiatives to measure the construct of career crafting has been introduced by Lee et al. (2021). They developed a psychometrically valid and reliable instrument (i.e., Career Crafting Assessment / CCA), which involves four dimensions: changing relational boundaries, utilizing relational resources, reflecting positive career meaning, and expanding task boundaries (Lee et al., 2021). Their findings also provided evidence for the relationship between career crafting and the theoretically related constructs (e.g., protean career attitude, job crafting, organizational career management, work engagement, and work meaningfulness) (Lee et al., 2021). Lee et al. (2021) validated

the CCA on American and Canadian participants, and they suggested that the CCA should be tested on participants from different countries, industries, and professional groups. Considering their call, this study aims to test the psychometric properties of the CCA in the Turkish context.

Türkiye, positioned at the crossroads between the West and East, is a developing country. This positioning has resulted in strong economic, industrial, cultural, and political ties with both the West and East. As a result, the Turkish workforce context exhibits a unique blend of characteristics influenced by both East and West. On the one hand, Türkiye's industrial and economic sectors have embraced modernity and innovation, aligning with Western ideals of productivity. On the other hand, the country's cultural values, deeply rooted in a rich history that spans across Asia and Europe, contribute to a work environment that values family, tradition, and interpersonal relationships (cf. Hofstede et al., 2010; Kagitcibasi, 2017). As for the economic profile of the country, Türkiye has experienced several financial crises over the last three decades (e.g., 1994, 2001, 2008, 2018) with each crisis having its unique causes and consequences. Due to these financial crises, the Turkish labor market and individual careers have faced dramatic changes such as increased job insecurity, economic instability, and uncertainty (Çakmak-Otluoğlu & Bolat, 2020). Within an increasingly competitive and turbulent work landscape, Turkish professionals have been navigating more frequent career transitions (Çakmak-Otluoğlu, 2012).

Given the growing importance of career proactivity and protean careers in the Turkish context, assessing the CCA's psychometric properties in the Turkish context can enhance our understanding of individuals' career crafting initiatives. Hence, this study tests the construct, convergent, and criterion validity of the CCA by analyzing two-wave time-lagged data from a sample of 424 white-collar employees working in various organizations and sectors in Türkiye. The conceptual model is depicted in **Figure 3.1**. Overall, this study attempts to contribute to the current knowledge of career crafting in several ways. First, to validate the CCA's psychometric properties in a different cultural context can contribute to its cross-cultural validity. Such an initiative for validation of the CCA can be particularly valuable in a globalized world where cross-cultural interactions and research are increasingly common. Second, given that career crafting is a novel

concept, the current findings can contribute to a better understanding of its nomological network. Accordingly, results may be guiding for future research that focuses on enlightening the antecedents and consequences of career crafting. Third, beyond exploring previously examined relationships between career crafting and its convergent (e.g., protean career attitude, organizational career management, job crafting) and criterion-related constructs (e.g., career success, work engagement, meaningful work) (Lee et al., 2021), this study contributes additional empirical evidence supporting the relationship between person-career fit and career crafting (De Vos et al., 2019, 2020). Finally, the current study discusses theoretical and psychometric implications that may help researchers better understand the concept of career crafting and produce effective research design and measurement. Additionally, the study addresses practical implications that may help professionals and organizational practitioners better understand career crafting initiatives; it also suggests future research directions that may extend our knowledge of career crafting.

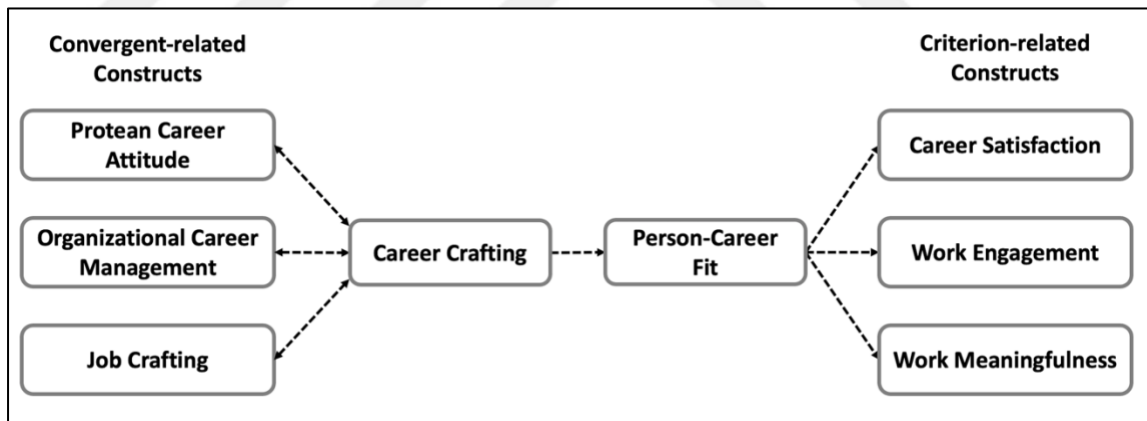


Figure 3.1: Conceptual Model of Study-2.

3.2. Conceptual Framework

3.2.1. Career Crafting: Concept and Measurement

The current labor market has seen a transformation towards a more dynamic structure, driven by greater mobility between organizations and the growth of precarious employment options (De Vos et al., 2019). These shifts have advanced the prevalence of

influential viewpoints within career research, exemplified by the concepts of boundaryless and protean careers (Briscoe et al., 2006; Hall et al., 2018). These theoretical viewpoints put a strong emphasis on the idea that individuals should proactively steer their own careers to ensure the sustainable development of their professional careers (De Vos et al., 2019). In conjunction with these perspectives, the evolving landscape of contemporary careers has highlighted the significance of career proactivity, involving the recognition of potential long-term implications on one's career outcomes stemming from current career decisions (Akkermans & Hirschi, 2023). With a deeper understanding of the significance of proactivity in individual careers, scholarly interest in the idea of crafting careers has begun to emerge (Akkermans & Tims, 2017; De Vos et al., 2019; Valcour, 2015). Such an approach to crafting careers has broadened the current scholarly perspective from simply making occupational choices to the idea of proactive career crafting, which involves reflection and mindfulness about career goals and aspirations (De Vos et al., 2019).

The Job Crafting Theory, which posits that individuals' cognitive, relational, and task-related proactive initiatives help them enhance their person-job fit (Wrzesniewski & Dutton, 2001), inspired scholars to develop further conceptualizations of career crafting. Introducing one of the prominent perspectives of career crafting, De Vos et al. (2019) defined the concept as *“an individual's proactive behaviors aimed at optimizing career outcomes through improving person-career fit”* (p. 129). Drawing on this conceptualization, Tims and Akkermans (2020) developed the Career Crafting Survey—a measurement instrument comprising dimensions focused on proactive career reflection and proactive career construction. Integrating the concepts of job crafting, career competencies, and career self-management, Tims and Akkermans (2020) emphasized the cognitive and behavioral components of proactive career development. Another prominent perspective on the conceptualization of career crafting has been suggested by Lee et al. (2021). They defined career crafting as *“a set of proactive behaviors that create or expand task, relational, and cognitive resources with the goal of supporting individuals' efforts toward achieving congruence between their career and their needs, values, and interests”* (Lee et al., 2021, p. 719). In their conceptualization, Lee et al. (2021) underlined individual proactivity and congruence-seeking behaviors, which help individuals gain career resources and explore career opportunities compatible with personal orientations.

Focusing on the aspects of relational, cognitive, and task-related initiatives, Lee et al. (2021) developed a more comprehensive scale (i.e., Career Crafting Assessment), which involves four dimensions: changing relational boundaries, utilizing relational resources, reflecting positive career meaning, and expanding task boundaries. The relational aspect of career crafting includes changing relational boundaries and utilizing relational resources. Establishing new professional networks that can help one's career development and skillfully maintain them are illustrative examples of such relational career crafting initiatives. The cognitive aspect of career crafting is characterized by how individuals proactively contemplate the meaning of their careers and frame it as a vital element of their lives' meaning. Finally, the task aspect of career crafting can be illustrated by individuals' initiatives like taking on additional work responsibilities that can develop new career skills and competencies (Lee et al., 2021). Furthermore, Lee et al. (2021)'s findings showed that career crafting is positively related to the theoretically associated constructs of protean career orientation, career exploration behavior, career self-management, organizational career management, and job crafting. Moreover, they found that career crafting significantly predicts work engagement, meaningful work, and subjective career success. Additionally, by conducting a series of hierarchical regression analyses, Lee et al. (2021) illustrated career crafting explains variance in work engagement and meaningful work over and above job crafting. Overall, the analyses testing the CCA's psychometric properties showed that the scale is valid and reliable (Lee et al., 2021). They tested the psychometric properties of the CCA on American and Canadian participants. Hence, considering the cross-cultural validity of the CCA, Lee et al. (2021) recommended the scale's psychometric properties should also be tested by future research on participants from different cultural contexts, industries, and professional profiles. A recent study by Chifor and Oprea (2023) tested the CCA in the Romanian context. In line with the findings of Lee et al. (2021), Chifor and Oprea (2023) validated the four-factor structure of the CCA and found significant relationships between career crafting and theoretically related constructs (e.g., job crafting, work engagement, work meaningfulness). With the aim of contributing to the cross-cultural validity of the CCA, this study attempts to test the psychometric properties of the CCA in the Turkish context. Considering that the

theoretical premises of career crafting and the previous findings support a multidimensional structure of the construct, the following hypothesis is posited:

H1. Career crafting is a multidimensional, higher-order construct that involves the dimensions of changing relational boundaries, utilizing relational resources, reflecting positive career meaning, and expanding task boundaries.

3.2.2. The Constructs Related with Career Crafting

Due to the nascent nature of the career crafting concept, relatively few studies have provided empirical evidence establishing its linkages with related constructs. These studies examined the relationships between career crafting and proactive career orientations (Ge et al., 2023; Lee et al., 2021; Tims & Akkermans, 2020; van Leeuwen et al., 2021), job crafting (Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020; van Leeuwen et al., 2021), career resources and demands (Nalis et al., 2022; Tims & Akkermans, 2020), organizational career management (Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020), and job-related or organizational characteristics (Ge et al., 2023; Janssen et al., 2021). To test the convergent validity of the CCA, this study examines the relationship between career crafting and the theoretically related constructs of protean career attitude, organizational career management, and job crafting.

Career Crafting and Protean Career Attitude

Protean careers represent a dynamic and individualistic approach to career development. A protean career path is driven by personal values and self-directed career management (Briscoe et al., 2006). Individuals embracing a protean career attitude prioritize their own values over organizational ones, navigating their career choices accordingly, and proactively taking charge of their career development (Hall et al., 2018). Although the theoretical foundations of career crafting suggest that such a career proactivity includes self-initiated and value-driven career behaviors (De Vos et al., 2019), there is a notable paucity of empirical research investigating this relationship. Exceptionally, Lee et al. (2021) provided evidence that shows protean career attitude is positively related to career crafting. Given that career crafters proactively use and expand their task-related,

relational, and cognitive resources (Lee et al., 2021), those individuals are also expected to be protean career-oriented when building their careers.

Career Crafting and Organizational Career Management

Career management encompasses a spectrum of activities aimed at guiding individuals' career development. Organizational career management is largely designed by the organization, including formal (e.g., training, assessment, and mentoring) or informal processes (e.g., getting career advice from colleagues or being introduced to people who might help one's career development) (Sturges et al., 2002). On the other hand, individual career management involves self-initiated activities such as seeking useful information and resources that can help individuals better plan their career development. These two approaches can coexist and even enhance each other, with organizational support potentially boosting an individual's self-management efforts for a thriving career (Sturges et al., 2002). Consistent with the theoretical arguments, prior research has shown that career crafting is positively related to organizational career management (Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020). Given that the individuals crafting their careers utilize the resources provided by their organization, formal and informal organizational career management practices are likely to reinforce their career crafting efforts.

Career Crafting and Job Crafting

One of the proactive work behaviors, job crafting was introduced by Wrzesniewski and Dutton (2001), which refers to "*the physical and cognitive changes individuals make in the task or relational boundaries of their work*" (p. 179). They indicated that individuals proactively crafting their jobs can better frame their work-related identities and the meaning of their work by making changes in their job-related social connections or job design (Wrzesniewski and Dutton, 2001). In this respect, job crafting reflects a proactive behavioral mechanism that empowers individuals to optimize their person-job fit (Tims et al., 2016). Career crafting is conceptually rooted in the theoretical foundations of job crafting. As such, Lee et al. (2021) provided a career-level conceptualization of crafting,

which encompasses task-related, relational, and cognitive proactive initiatives that can help individuals improve their person-career fit and sense of meaningfulness at work. Both job-level and career-level crafting involve proactive initiatives such as taking on additional tasks, establishing professional networks, or reflecting on the ways to create meaning (Lee et al., 2021). These efforts not only elevate the individuals' job performance but also nurture their career development. Accordingly, prior studies provided evidence that shows career crafting is positively related to job crafting initiatives (Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020). Considering the theoretical premises and prior findings in the literature, this study predicts that career crafting is positively related to protean career attitude, organizational career management, and job crafting. Thus, the following hypotheses are suggested:

H2. Career crafting is positively related to protean career attitude.

H3. Career crafting is positively related to organizational career management.

H4. Career crafting is positively related to job crafting.

3.2.3. Career Crafting and Criterion-related Constructs

Given the emerging stage of the career crafting concept, there have been relatively limited studies that offer empirical evidence to establish its connections with criterion-related constructs. These studies examined the relationships between career crafting and employability (Tims & Akkermans, 2020; van Leeuwen et al., 2021), career success (Janssen et al., 2021; Lee et al., 2021), work engagement (Chifor & Oprea, 2023; Lee et al., 2021), work meaningfulness (Chifor & Oprea, 2023; Lee et al., 2021), career sustainability (Ge et al., 2023), and job performance and person-job fit (Chifor & Oprea, 2023). To test the criterion validity of the CCA, this study investigates the relationship between career crafting and the theoretically criterion-related constructs of career satisfaction, work engagement, work meaningfulness, and person-career fit.

Career Crafting and Career Satisfaction

Career satisfaction is a subjective evaluation of one's overall contentment and fulfillment in their career, which includes the key components of the progress toward overall career

goals, income, advancement, and skill development (Greenhaus et al., 1990). Prior approaches illustrated that one of the crucial factors shaping one's subjective career success perception is individual proactivity (Seibert et al., 1999). Hence, individuals engaging in job-level and career-level proactivity are anticipated to be more focused on achieving their career goals and to experience greater satisfaction with their overall career development. However, relatively little research has been carried out on the relationship between career crafting and subjective career success. These studies showed that career crafting is positively related to one's subjective career success (Janssen et al., 2021; Lee et al., 2021). Given the theoretical grounds of individual proactivity and the recent evidence, career crafters are expected to experience higher levels of career satisfaction.

Career Crafting and Work Engagement

Work engagement is a positive psychological state attributed to one's vigor, absorption, and dedication to the work (Schaufeli et al., 2006). Extensive research has shown that individual proactive initiatives (e.g., job crafting) are positively linked to an increased sense of work engagement (e.g., Bakker et al., 2016). Individuals may proactively seek and utilize job-related resources (e.g., mentors, networks), which can not only improve their work engagement and performance but also support their career development. Thus, career-level crafting initiatives are also anticipated to enhance one's work engagement because such a dedication to the work also supports one's attaining career goals. Accordingly, recent research has provided evidence regarding the positive relationship between career crafting and work engagement (Chifor & Oprea, 2023; Lee et al., 2021).

Career Crafting and Work Meaningfulness

Work meaningfulness is the subjective assessment of one's job's significance and value, encompassing a sense of personal fulfillment, self-growth, and the belief that the work being done serves a greater purpose or positively impacts the world (Steger et al., 2012). Previous approaches have established that one of the key factors shaping one's sense of work meaningfulness is individual proactivity (Grant & Parker, 2009; Wrzesniewski et al., 2013). Such proactive initiatives may facilitate achieving the fit between personal

needs and job characteristics, thereby providing a sense of meaning (Tims et al., 2016). In a broad context, career-level crafting initiatives may also help individuals proactively build such a person-career fit and enhance their sense of meaning. Accordingly, recent investigations have demonstrated that career crafting is positively related to work meaningfulness (Chifor & Oprea, 2023; Lee et al., 2021).

Taken together, considering the theoretical foundations and previous evidence in the literature, this study predicts that career crafting is positively related to career satisfaction, work engagement, and work meaningfulness. Hence, the following hypotheses are proposed:

H5. Career crafting is positively related to career satisfaction.

H6. Career crafting is positively related to work engagement.

H7. Career crafting is positively related to work meaningfulness.

Career Crafting and Person-Career Fit

In addition to the previously investigated criterion-related constructs of career crafting, this study aims to examine the relationship between career crafting and person-career fit. The theoretical premises of career crafting emphasize that such proactive initiatives aim to improve person-career fit, thereby providing optimized career outcomes (De Vos et al., 2019; Lee et al., 2021). Although there is a lack of well-grounded theoretical considerations of the concept, person-career fit broadly refers to the extent to which individuals' career experiences are compatible with their needs, competencies, interests, and values (Cha et al., 2009; Parasuraman et al., 2000). Furthermore, although previous approaches theoretically established that person-career fit can be optimized by proactive initiatives like career crafting, no previous study has provided evidence regarding this relationship. Addressing this lack of knowledge in the literature, this study aims to test the relationship between career crafting and person-career fit. Moreover, as theoretically suggested, the study aims to provide evidence regarding the indirect path between career crafting and career outcomes (i.e., career satisfaction, work engagement, and work meaningfulness) via person-career fit. Therefore, the following hypotheses are suggested:

H8. Career crafting is positively related to person-career fit.

H9. Career crafting is positively related to (a) career satisfaction, (b) work engagement, (c) work meaningfulness, both directly and indirectly through person-career fit.

3.3. Method

3.3.1. Participants and Procedure

The sample consists of 424 white-collar employees working in diverse industries and organizations located in the northwestern region of Türkiye. The participant selection was based on eligibility criteria, such as having one year of career experience at least as a full-time employee, being currently employed under a company, and not being a company owner or freelance worker. A two-wave time-lagged survey design was adopted to collect data. To carry out the survey, participants were initially provided with information regarding the research's purpose and procedures through either email communication or in-person visits. While ensuring the confidentiality and anonymity of participants, we asked those who agreed to take part in the study to complete the self-report questionnaires. The participants received the questionnaires at two distinct time points, with options for either paper forms or online submission. At Time-1, the constructs of protean career attitude, organizational career management, person-career fit, and demographics were measured (see Appendix-D). At Time-2, the constructs of job crafting, career crafting, career satisfaction, work engagement, and work meaningfulness were measured (see Appendix-E). The data collection process consisted of a two-week measurement interval. To match the data from individuals collected at two different time points, we asked participants to provide their mobile phone numbers' last four digits, along with their age and gender, in both sets of forms. We collected 519 valid forms at Time-1. Afterward, we asked these participants to complete the study's second form, and we gathered 424 valid responses, resulting in a response rate of 81.7% between Time-1 and Time-2. Consequently, the analyses were performed on a final sample set comprising 424 paired data. Of 424 participants, 49.5% were female. The average age was 33.6 years, and they were between 22 and 55 years old. The majority of participants held bachelor's degrees,

accounting for 59.7%. Their career experience ranged from one to 32 years, with an average of 9.75 years.

3.3.2. Measures

The constructs were measured using multi-item scales from existing scholarly literature. All the constructs were measured on a five-point Likert scale. The scales for protean career attitude, organizational career management, person-career fit, work engagement, career satisfaction, and work meaningfulness ranged from *strongly disagree* (1) to *strongly agree* (5). The career crafting assessment scale ranged from *does not describe me at all* (1) to *completely describes me* (5). The job crafting scale ranged from *never* (1) to *very often* (5). The questionnaire forms were administered in Turkish. To translate the original CCA scale items into Turkish, two researchers performed a translation procedure adhering to the back-translation approach in the cross-cultural studies proposed by Brislin (1970). In the initial step of this procedure, the original English scale items were translated into Turkish, and subsequently, the Turkish versions were back-translated into English to confirm item meaning equivalence. Following this, the initial questionnaire forms were applied to 12 postgraduate students as a pilot test, and we requested them to give us feedback about the articulation of the items. After receiving feedback, two scholars who gained expertise in human resources management revised items to the final versions. The same translation procedure was applied to the other scales utilized in this study. The scales used in the study are as follows (see Appendix-B for the complete list of original scale items used in the study):

Protean career attitude. A 7-item short-form scale developed by Porter et al. (2016) and validated in the Turkish context by Çakmak-Otluoğlu & Bolat (2020) was used. The scale consists of two dimensions: self-directed career management (four items) and value-driven career orientation (three items).

Organizational career management. Five items from the scale developed by Sturges et al. (2002), which measures formal and informal help within the organization, were adopted.

Career crafting. The Career Crafting Assessment scale developed by Lee et al. (2021) was used (see Appendix-C for the Turkish-translated version). The scale consists of 15 items

belonging four dimensions: changing relational boundaries (four items), utilizing relational resources (four items), reflecting positive career meaning (four items), and expanding task boundaries (three items).

Job crafting. Nine items from the scale developed by Tims et al. (2012) were adopted. Three items for each promotive forms of job crafting were used; namely, increasing structural job resources, increasing social job resources, increasing challenging job demands. The preventive dimension (i.e., decreasing hindering job demands) was not included, considering that it was not significantly correlated with career crafting in the prior study by Lee et al. (2021).

Person-career fit. The person-job fit scale developed by Cable and DeRue (2002) was adapted as to reflect career-level fit perceptions. The scale contains six items and two dimensions: needs-supplies fit (three items) and demands-abilities fit (three items). The scale showed an adequate level of internal consistency.

Career Satisfaction. A five-item unidimensional scale developed by Greenhaus et al. (1990) was used.

Work engagement. Three items from the scale developed by Schaufeli et al. (2006) were adopted. One item for each of the three dimensions (i.e., vigor, absorption, and dedication) was used.

Work Meaningfulness. Four items from the scale developed by Steger et al. (2012), representing each dimension of positive meaning, meaning making through work, and greater good motivations, were adopted.

Control variables. Regarding that such demographics as age, gender, education, and career experience may affect one's career initiatives, the analyses were performed with and without these control variables. Results were nearly identical when controls were included in the model. Thus, analysis findings without controls were reported.

3.4. Results

3.4.1. Construct Validity and Reliability: Confirmatory Factor Analysis

A series of confirmatory factor analyses in IBM SPSS Amos 22.0 were performed to test the construct validity of the Career Crafting Assessment. Based on the initial results presented Lee et al. (2021), a four-factor model of career crafting was first tested using the maximum likelihood estimation. The results revealed that the four-factor measurement model demonstrated a good fit ($\chi^2=171.950$, $df=84$, $\chi^2/df=2.047$, $CFI=0.967$, $SRMR=0.045$, $RMSEA=0.050$). As tested by Lee et al. (2021), the four-factor model was then compared with a higher-order model and a three-factor model (see **Table 3.1**).

The CFA results of the four-factor measurement model with a higher-order showed a good fit ($\chi^2=178.934$, $df=86$, $\chi^2/df=2.081$, $CFI=0.965$, $SRMR=0.050$, $RMSEA=0.051$). The subscales loaded significantly onto the higher-order factor, ranging from .40 to .83. In both models, all items loaded significantly on the intended latent variables. The standardized factor loadings of the four-factor model with higher-order were generally above .70 (see **Table 3.2**). Four items had factor loadings lower than .70, but they were significant and loaded higher than .50 and, thus, were retained (Hair et al., 2014). Finally, a three-factor model, combining the dimensions of changing relational boundaries and utilizing relational resources into one factor, was assessed. The CFA results of the three-factor measurement model indicated an overall poor fit ($\chi^2=441.896$, $df=87$, $\chi^2/df=5.079$, $CFI=0.867$, $SRMR=0.067$, $RMSEA=0.098$). Hence, results revealed that the four-factor and the higher-order models fit adequately while the three-factor model yields inadequate fit indices. Although the four-factor model has better model fit indices than the higher-order model, the model difference is negligible ($\Delta\chi^2=6.984$, $p>0.01$). Therefore, considering that the higher-order four-factor model better reflects the theoretical standpoint of career crafting (Lee et al., 2021), further analyses were performed using this model. For the higher-order four-factor model, the AVE scores of the subscales and the overall construct of career crafting were above .50 (Fornell & Larcker, 1981). Additionally, construct reliability scores for the subscales and the overall construct of career crafting were well beyond .70 (Hair et al., 2014). Results confirm that career

crafting is a multidimensional, higher-order construct that involves the dimensions of changing relational boundaries, utilizing relational resources, reflecting positive career meaning, and expanding task boundaries. Thus, H1 was supported.

Table 3.1: Confirmatory Factor Analysis: Model Comparisons.

	χ^2	df	χ^2/df	$\Delta\chi^2$	Δdf	CFI	SRMR	RMSEA
Model 1: Four-Factor Model	171.95**	84	2.047	-	-	0.967	0.045	0.050
Model 2: Higher Order Model	178.93**	86	2.081	6.98	2	0.965	0.050	0.051
Model 3: Three-factor Model	441.89	87	5.079	269.94	3	0.867	0.067	0.098

Notes: N=424. **p<0.01. χ^2 : chi-square. df: degree of freedom. CFI: comparative fit index. SRMR: standardized root mean square residual. RMSEA: root mean square error of approximation.

Table 3.2: Factor Loadings, AVE and CR Scores (Higher-order Four-factor Model).

Variables and Measurement Items	Factor Loading	AVE	CR
Career Crafting		.56	.95
<i>CRB-Changing Relational Boundaries</i>		.57	.84
CRB1. I make an effort to get to know people whose career I admire.	.630		
CRB2. I make connections with people who share my career interests.	.765		
CRB3. I make connections with people who have the skills I want to develop in my career.	.850		
CRB4. I build contacts with people in areas where I would like to work.	.769		
<i>URR-Utilizing Relational Resources</i>		.54	.83
URR1. I seek professional coaching from those whose careers I admire.	.698		
URR2. I attend events that will help me explore different career paths.	.721		
URR3. I ask others to introduce me to people who can positively influence my career.	.804		
URR4. I ask others for feedback on my career development.	.723		
<i>RPM-Reflecting Positive Career Meaning</i>		.50	.80
RPM1. I think about the ways in which my career positively impacts my life.	.790		
RPM2. I remind myself that my career has personal significance.	.806		
RPM3. I reflect on the role my career has for my overall well-being.	.588		
RPM4. I look at a career as a means of expressing myself.	.612		
<i>ETB-Expanding Task Boundaries</i>		.64	.84
ETB1. I choose to take on additional tasks at work.	.744		
ETB2. I take on extra tasks that contribute to my career even if I do not receive extra pay for them.	.831		
ETB3. Added work responsibilities excite me when they are relevant to my career interests.	.821		

Notes: N=424. AVE: average variance extracted. CR: construct reliability.

3.4.2. Convergent Validity

Based on the theoretical premises of career crafting and the initial findings suggested by Lee et al. (2021), it was predicted that career crafting is positively related to protean career attitude, organizational career management, and job crafting. To test the convergent validity of the CCA, the intercorrelations between career crafting and the theoretically related constructs were examined by performing a correlation analysis. Results revealed that the correlations between career crafting and the predicted constructs were positive and moderate (see **Table 3.3**). The dimensions of career crafting also had positive and moderate correlations with each other and the overall construct of career crafting. Moreover, these dimensions showed positive relationships with the related constructs. Both dimensions of protean career attitude were positively related to all dimensions of career crafting. Organizational career management showed positive correlations with all dimensions of career crafting. Besides, the relationship between job crafting and career crafting was examined; the correlations between the dimensions of job crafting and career crafting were significant and positive. Notably, as theoretically suggested, the relationship between utilizing relational resources (career crafting) and increasing social job resources (job crafting) was relatively stronger. Therefore, it was concluded that the CCA possesses convergent validity, and H2, H3, and H4 were supported.

Table 3.3: Intercorrelations Between Career Crafting and Related Constructs.

	Mean	SD	α	1	2	3	4	5
1. CCA-Changing Relational Boundaries	4.03	.56	.84					
2. CCA-Utilizing Relational Resources	3.70	.69	.82	.534**				
3. CCA-Reflecting Positive Career Meaning	4.04	.57	.78	.411**	.455**			
4. CCA-Expanding Task Boundaries	3.86	.66	.84	.206**	.282**	.300**		
5. CCA-Total	3.91	.45	.87	.748**	.819**	.747**	.575**	
Protean Career Attitude								
Self-directed	3.99	.42	.78	.270**	.336**	.278**	.256**	.394**
Value-driven	3.91	.55	.80	.291**	.378**	.375**	.246**	.448**
Organizational Career Management	3.46	.70	.82	.376**	.390**	.367**	.357**	.511**
Job Crafting								
Increasing Structural Job Resources	4.38	.56	.90	.406**	.420**	.482**	.378**	.578**
Increasing Social Job Resources	3.61	.73	.79	.304**	.512**	.352**	.378**	.538**
Increasing Challenging Job Demands	3.89	.67	.78	.395**	.425**	.394**	.423**	.560**

Notes: N=424. **p<0.01, *p<0.05. Mean, standard deviation, and Cronbach's Alpha scores are shown. CCA: Career Crafting Assessment.

3.4.3. Criterion Validity

To test the criterion validity of the CCA, the relationships between career crafting and the criterion-related constructs (i.e., career satisfaction, work engagement, work meaningfulness, person-career fit) were examined by performing linear and hierarchical regression analyses. Initially, correlation analysis results showed that all the dimensions of career crafting and the overall construct were moderately and positively correlated with the criterion-related constructs (see **Table 3.4**). Notably, the correlation between career crafting and person-career fit was relatively stronger than other criterion-related constructs. Career crafting was significantly correlated with both dimensions of person-career fit: needs-supplies fit ($r=.609$, $p<0.01$) and demands-abilities fit ($r=.587$, $p<0.01$).

Table 3.4: Intercorrelations Between Career Crafting and Criterion-related Constructs.

	Mean	SD	α	1	2	3	4	5
1. CCA-Changing Relational Boundaries	4.03	.56	.84					
2. CCA-Utilizing Relational Resources	3.70	.69	.82	.534**				
3. CCA-Reflecting Positive Career Meaning	4.04	.57	.78	.411**	.455**			
4. CCA-Expanding Task Boundaries	3.86	.66	.84	.206**	.282**	.300**		
5. CCA-Total	3.91	.45	.87	.748**	.819**	.747**	.575**	
Career Satisfaction	3.62	.71	.89	.390**	.408**	.378**	.273**	.502**
Work Engagement	3.94	.64	.82	.443**	.458**	.455**	.430**	.612**
Work Meaningfulness	3.77	.76	.88	.450**	.437**	.451**	.352**	.581**
Person-Career Fit	3.63	.58	.86	.511**	.560**	.477**	.442**	.687**
Needs-Supplies Fit	3.39	.72	.85	.420**	.499**	.435**	.414**	.609**
Demands-Abilities Fit	3.89	.62	.85	.476**	.478**	.394**	.352**	.587**

Notes: N=424. ** $p<0.01$, * $p<0.05$. Mean, standard deviation, and Cronbach's Alpha scores are shown. CCA: Career Crafting Assessment.

Furthermore, before the regression analyses were performed, the measurement model fit indices and construct reliabilities were examined. Findings indicated that the measurement model involving the higher-order four-factor career crafting construct, career satisfaction, work engagement, work meaningfulness, and the higher-order two-factor person-career fit construct showed a good fit ($\chi^2=852.131$, $df=479$, $\chi^2/df=1.779$, $CFI=0.951$, $SRMR=0.046$, $RMSEA=0.043$). Moreover, the constructs in the model had adequate Cronbach's Alpha internal consistency scores, ranging from .82 to .89. Linear regression analysis results revealed that career crafting was significantly and positively related to

career satisfaction ($\beta=.502$, $p<0.01$), work engagement ($\beta=.612$, $p<0.01$), work meaningfulness ($\beta=.581$, $p<0.01$), and person-career fit ($\beta=.686$, $p<0.01$) (see **Table 3.5**). Therefore, H5, H6, H7, and H8 were supported.

In addition, a potential indirect relationship between career crafting and criterion-related constructs via person-career fit was examined. Hierarchical regression analysis results showed that career crafting was significantly and positively related to the criterion-related constructs both directly and indirectly through person-career fit. Findings revealed that when person-career fit was included in the second step of the analysis, it was found positively related to career satisfaction ($\beta=.280$, $p<0.01$), work engagement ($\beta=.180$, $p<0.01$), and work meaningfulness ($\beta=.271$, $p<0.01$), and thus, it significantly increased the R^2 scores for explained variance.

Moreover, the indirect effect sizes were examined by performing Process Macro analyses (Hayes, 2018; Preacher & Hayes, 2004). The estimates were obtained by running 5,000 bootstraps resampling with 95% confidence interval (CI). Findings revealed that career crafting was indirectly related to career satisfaction ($b=.3044$, CI: [.1848, .4426]), work engagement ($b=.1745$, CI: [.0760, .2266]), and work meaningfulness ($b=.3124$, CI: [.1881, .4559]) via person-career fit (see **Table 3.6**). Thus, H9 was supported. Taken together, it was concluded that the CCA possesses criterion validity.

Table 3.5: Hierarchical Regression Analysis Results.

Independent Variables	Dependent Variables					
	Person-Career Fit		Career Satisfaction		Career Satisfaction	
	β	t	β	t	β	t
Career Crafting	.686	19.28**	.502	11.86**	.310	5.50**
Person-Career Fit					.280	4.97**
	R ² =.471		R ² =.252		R ² =.294	
					ΔR ² =.042	
	F _(1; 422) =376.240**		F _(1; 422) =142.241**		F _(2; 421) =87.480**	
			Work Engagement		Work Engagement	
			β	t	β	t
Career Crafting			.612	16.01**	.488	9.32**
Person-Career Fit					.180	3.45**
			R ² =.374		R ² =.391	
					ΔR ² =.017	
			F _(1; 422) =252.338**		F _(2; 421) =135.326**	
			Work Meaningfulness		Work Meaningfulness	
			β	t	β	t
Career Crafting			.581	14.77**	.395	7.44**
Person-Career Fit					.271	5.11**
			R ² =.338		R ² =.377	
					ΔR ² =.039	
			F _(1; 422) =215.596**		F _(2; 421) =127.403**	

Notes: N=424. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Table 3.6: Indirect Effects.

Path	Indirect Effect				
	Effect (b)	SE	LLCI	ULCI	t
Career Crafting→Person-Career Fit→Career Satisfaction	.3044	.0644	.1848	.4426	4.73**
Career Crafting→Person-Career Fit→Work Engagement	.1745	.0511	.0760	.2766	3.41**
Career Crafting→Person-Career Fit→Work Meaningfulness	.3124	.0694	.1881	.4559	4.50**

Notes: N=424. **p<0.01. *p<0.05. Unstandardized and bootstrapped results are shown. SE: Standard error. LLCI: Lower-level confidence interval, ULCI: Upper-level confidence interval.

3.5. Discussion

3.5.1. Psychometric and Theoretical Implications

This study aims to provide additional evidence of cross-cultural validity for the CCA in the Turkish context. The results revealed adequate psychometric properties for the Turkish version of CCA. Firstly, confirmatory factor analysis results demonstrated that the four-factor and the higher-order models fit adequately while the three-factor model produces inadequate fit indices. These findings support the evidence provided by Lee et al. (2021), which showed that both the four-factor and the higher-order models produced good model fit. Given the statistical and theoretical considerations, it was concluded that the higher-order model better reflects the construct, as suggested by Lee et al. (2021). Additionally, results revealed that construct reliability scores for the overall construct of career crafting and the subscales were well beyond the adequate level. Hence, the results confirm the multidimensional and higher-order structure of the CCA. Second, correlation analysis results exhibited that the relationships between career crafting and the theoretically related constructs of protean career attitude, organizational career management, and job crafting were positive and moderate, thereby confirming the convergent validity of the scale. Moreover, as theoretically suggested, the relationships between the dimensions of career crafting and job crafting were also positive and relatively stronger than the other constructs. These findings largely support the previous evidence suggested by Lee et al. (2021) and Chifor and Oprea (2023). Third, linear regression analysis results revealed that career crafting is positively related to the theoretically criterion-related outcomes of career satisfaction, work engagement, and work meaningfulness, thereby confirming the criterion validity of the scale. These findings are broadly in line with the prior evidence (Chifor & Oprea, 2023; Lee et al., 2021). Additionally, in accordance with the theoretical foundations of career crafting, hierarchical regression analysis results showed that career crafting is positively and indirectly related to the criterion constructs through person-career fit. In conclusion, the Turkish version of CCA produced similar psychometric properties when compared to the previously investigated American (Lee et al., 2021) and

Romanian contexts (Chifor & Oprea, 2023). Thus, it can be inferred that the CCA scale is valid in the Turkish context.

Furthermore, this study contributes to the current theoretical understanding of career crafting in several ways. First, results provided evidence for the relationship between career crafting and the theoretically related constructs of protean career attitude, organizational career management, and job crafting. Supporting the prior evidence (e.g. Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020; van Leeuwen et al., 2021), results illustrated that the individuals' relational, cognitive, and task-related initiatives for crafting careers were positively related to self-directed and value-driven protean career attitude, organizational career management, and job crafting initiatives. The findings might imply that given the transformation of the Turkish labor market fueled by the increased job insecurity and economic instability in recent years (Çakmak-Otluoğlu & Bolat, 2020), individual careers have progressively taken on a protean orientation, necessitating a proactive approach to career management. Moreover, results might suggest that, alongside self-directed career initiatives, career management practices provided by the organization can also encourage employees better craft their careers. In addition, results might support the view that both job-level and career-level crafting initiatives can conjointly foster individuals' career development. Second, results provided evidence for the relationship between career crafting and the theoretically criterion-related constructs of career satisfaction, work engagement, work meaningfulness, and person-career fit. Consistent with the previous evidence (e.g. Chifor & Oprea, 2023; Janssen et al., 2021; Lee et al., 2021; Tims & Akkermans, 2020), results showed that individuals' career crafting initiatives were positively related to the sense of work meaningfulness, work engagement, and career satisfaction. Furthermore, although the theoretical foundations of career crafting established that such initiatives enhance person-career fit (De Vos et al., 2019), no previous study has empirically investigated this relationship. Therefore, current study provides substantial empirical evidence that shows career crafting is positively related to the criterion-related constructs both directly and indirectly through an improved person-career fit. Third, compared to the cross-cultural evidence from the American (Lee et al., 2021) and European (Chifor & Oprea, 2023) contexts, the results were broadly similar for the Turkish context. This finding might suggest that proactive career initiatives,

such as career crafting, are regarded as an integral component of contemporary careers in different cultural contexts (Hirschi & Koen, 2021). Moreover, results might imply that even though these cultural contexts differ by socioeconomic circumstances, the evolving nature of contemporary careers characterized by a competitive and turbulent work environment globally leads individuals to navigate their career paths more self-directed and value-driven (Çakmak-Otluoğlu & Bolat, 2020). In that vein, present findings may contribute to our cross-cultural insight into crafting careers. Overall, given that the concept of career crafting is still in its infancy and its diverse predictors and outcomes are still underexplored, the current findings may contribute to advancing our insight into the nomological network of career crafting.

3.5.2. Practical Implications

This study has several practical implications for both individuals pursuing professional careers and organizations. First, findings suggest that the CCA can be a practical instrument for organizations to follow their employees career development initiatives and needs. Due to the evolving nature of contemporary careers, which are becoming more boundaryless and protean-oriented, retaining talented and high-performing employees becomes challenging and necessitates the enhancement of current career development practices (Greenhaus & Kossek, 2014). As employees increasingly seek organizational support for their professional growth, failing to meet their developmental needs may prompt them to seek opportunities elsewhere, with organizations that better facilitate crafting their careers (Lee et al., 2021). Second, findings might suggest that, alongside self-directed protean career initiatives, career management practices provided by the organization can also encourage employees better craft their careers. In this regard, providing career crafting training or intervention programs can help individuals better optimize their person-career fit, which leads to a more meaningful, engaged, and satisfied career experiences (e.g., van Leeuwen et al., 2021). For instance, such organizational career management initiatives may include illustrating how employees seek and utilize relational resources (e.g., mentor or supervisor support), how they can rearrange work tasks that are more congruent to their developmental needs, or how they can integrate their life aspirations with career experiences to build a positive career meaning (Lee et al.,

2021). Moreover, employees' such career crafting initiatives can be integrated with organizational goals, allowing a sustainable fulfillment of both employees' developmental needs and the performance goals of the organization (Valcour, 2015).

3.5.3. Limitations and Future Research

This study has several limitations that might hint potential directions for future research. First, although collecting two-wave time-lagged data mitigates the risk of common method bias regarding the cross-sectional design (Podsakoff et al., 2012), the findings do not allow for making causal inferences. Further investigations may adopt a longitudinal design, enabling the examination of temporal relationships between career crafting and its predictors and outcomes, thereby providing evidence for predictive validity. Second, the CCA involves self-report evaluations of career crafting, rendering it vulnerable to self-report bias (Lee et al., 2021). Consequently, there is a risk of misinterpreting or inaccurately assessing career behaviors. Future research may espouse a research design allowing data collection from multiple respondents to diminish biased evaluations (e.g., supervisor or colleague-rated measures) (Podsakoff et al., 2003). Third, this study examined the full-time employees currently employed by a company and excluded the company owners and freelance workers. However, given that entrepreneurs and freelancers are likely to have protean career orientations, they might be intrinsically more motivated to craft their careers (Chifor & Oprea, 2023). Hence, future research may consider focusing on those individuals' career crafting initiatives. A comparative investigation into the career initiatives of individuals in various employment forms, such as flexible or part-time workers, freelancers, entrepreneurs, or those currently unemployed, could offer valuable insights into the literature on career crafting. Furthermore, as job crafting represents a proactive mechanism that enhances individual well-being and productivity indicators, such as employee creativity (Kilic & Gök, 2023; Kilic & Kitapci, 2023), future research could delve into exploring the combined effects of job-level and career-level crafting initiatives on individuals' career sustainability. Finally, due to the absence of a valid and comprehensive measurement of person-career fit in the literature, the construct was measured through a career-level adaptation of the person-job fit scale developed by Cable and DeRue (2002). Although the adaptation of the scale

yielded satisfactory results in terms of construct validity and reliability, further investigations may also consider developing a comprehensive measurement for person-career fit. Such an initiative could contribute to our understanding of crafting sustainable careers.

3.6. Conclusion

This study attempted to provide further insight into crafting careers by validating the Career Crafting Assessment (CCA) scale and assessing its psychometric properties in the Turkish context. The findings broadly corroborated the multidimensional structure of the CCA and suggested that the scale is valid and reliable in the Turkish context. Notably, results showed that the CCA was significantly related to the theoretically convergent (e.g., protean career attitude, organizational career management, job crafting) and criterion-related constructs (e.g., career satisfaction, work engagement, and work meaningfulness). Moreover, results provided empirical support for the theoretical premises of career crafting that suggest career crafters optimize their career outcomes (e.g., productivity, health, happiness) via an enhanced person-career fit. Overall, this study contributes to the CCA's cross-cultural validity and provides empirical evidence for understanding its nomological network.

4. STUDY-3: CONTEXTUAL AND INDIVIDUAL DETERMINANTS OF SUSTAINABLE CAREERS: A SERIAL INDIRECT EFFECT MODEL THROUGH CAREER CRAFTING AND PERSON-CAREER FIT

4.1. Introduction

In today's professional landscape, careers are increasingly characterized as involving intensified work tasks, adaptability to changing technology, and increased concerns for economic and social inequalities (McDonald & Hite, 2018). These circumstances have led to a higher vulnerability among individuals to experience burnout and insecurity in their careers as contextual demands grow and managing the current workload becomes harder, thereby jeopardizing the sustainability of individual careers (Greenhaus & Kossek, 2014). Therefore, recent scholarly interest has grown in what makes individual careers sustainable or unsustainable. Initial perspectives have provided insight into key characteristics of sustainable careers, such as continuous renewal, social and economic security, flexible arrangements, sense of meaning, or interaction between different life domains (e.g., work-family) (e.g., Kossek et al., 2014; Newman, 2011). Hence, the concept of career sustainability evolved into a perspective that encompasses various aspects of individual careers, such as context, time, and person (De Vos et al., 2020).

Recent research on career sustainability has predominantly focused on the role of work-related contextual factors, such as perceived supervisory support or organizational practices (e.g., Bozionelos et al., 2020; Pak et al., 2020). Relatively few studies have adopted a whole-life perspective and examined the role of non-work or family demands and resources in crafting sustainable careers. However, given that careers are affected by different life domains, adopting a perspective incorporating work and non-work contextual determinants and the harmony between these contexts can have the potential to broaden our understanding of sustainable careers (Hirschi et al., 2020). Moreover, along with the contextual predictors, recent literature has provided evidence for the individual

determinants of sustainable careers, such as personality traits, career competencies, or individual strategies (e.g., Blokker et al., 2019; Kossek & Ollier-Malaterre, 2020; Talluri et al., 2022). Although these studies have provided valuable insights into sustainable careers, there remains a notable lack of evidence on the role of individual career proactivity.

Given that a sustainable career primarily necessitates a dynamic alignment with personal values and career opportunities, a career actor's proactivity plays a crucial role in ensuring a better person-career fit (Valcour, 2015). Addressing the existing gaps in the understanding of sustainable careers, we aim to investigate contextual (i.e., work/family demands and resources) and individual determinants (i.e., career crafting, person-career fit) in building sustainable careers. To better understand the contextual and individual career dynamics, we integrate the Conservation of Resources (COR) Theory (Hobfoll et al., 2018) with the framework of sustainable careers (De Vos et al., 2020). In line with the COR theory's main argument that individuals aim to attain, conserve, and develop resources they intrinsically value (Hobfoll et al., 2018), the model of sustainable careers underscores the role of initiatives for gaining career resources and optimizing career demands (De Vos et al., 2020). Therefore, we argue that work/family demands and resources may have a decisive role in one's career initiatives and outcomes.

Moreover, we integrate the concepts of career crafting and person-career fit, as individual intervening mechanisms, into the theoretical model of this study. As a form of career proactivity, career crafting refers to the individual proactive initiative that aims to optimize career outcomes through enhanced person-career fit (De Vos et al., 2019; Tims & Akkermans, 2020). Drawing from the view that an optimized person-career fit represents an integral part of sustainable careers (De Vos et al., 2020), we predict that a well-crafted person-career fit help optimize career sustainability indicators, such as work-family balance, employability, work engagement, and reduced work strain. Taken together, conceptualizing career crafting as an individual proactive mechanism that involves gaining career resources and optimizing demands, we propose a serial indirect effect model in which contextual work/family demands and resources relate to career crafting, and such a career proactivity is associated with improved career sustainability indicators through an enhanced person-career fit. We test the proposed relationships in a serial

indirect effect model by analyzing two-wave time-lagged data from a sample of 412 white-collar employees in Türkiye. The conceptual model is depicted in **Figure 4.1**.

This study attempts to contribute to understanding sustainable careers in several ways. First, we investigate contextual predictors of sustainable careers with a whole-life perspective encompassing individuals' perceived demands and resources in work and family contexts. Adopting a perspective encompassing work and non-work domains may provide a better insight into the contextual dynamics of sustainable careers (Greenhaus & Kossek, 2014; Hirschi et al., 2020). Moreover, integrating the COR Theory (Hobfoll et al., 2018) with the framework of sustainable careers (De Vos et al., 2020), we attempt to explain how perceived contextual demands and resources motivate individuals to engage in proactivity to craft sustainable careers (e.g., conserving or investing in valuable career resources). Second, we examine career crafting and person-career fit as individual predictors of career sustainability indicators. Considering the lack of evidence on the relationship between sustainable careers and individuals' career proactivity, results can enhance our understanding of the behavioral predictors of sustainable careers. Moreover, this study represents one of the first investigations into the relationship between career crafting and career sustainability indicators. In addition, although person-career fit is theorized as an integral concept for sustainable careers (De Vos et al., 2020), there is a notable paucity of empirical evidence regarding person-career fit in the literature. Hence, this study can present valuable evidence for understanding the role of person-career fit. Third, we test a serial indirect effect model, which focuses on the relationship between contextual demands/resources and career sustainability indicators sequentially through career crafting and person-career fit. Such an approach may help us explore the interplay between the contextual and individual determinants of sustainable careers. Overall, this study aims to contribute to the current understanding of sustainable careers regarding contextual and individual dynamics. Finally, we discuss practical implications that may help professionals and practitioners co-build sustainable careers; we also suggest research directions for further investigations that may extend our knowledge of sustainable careers.

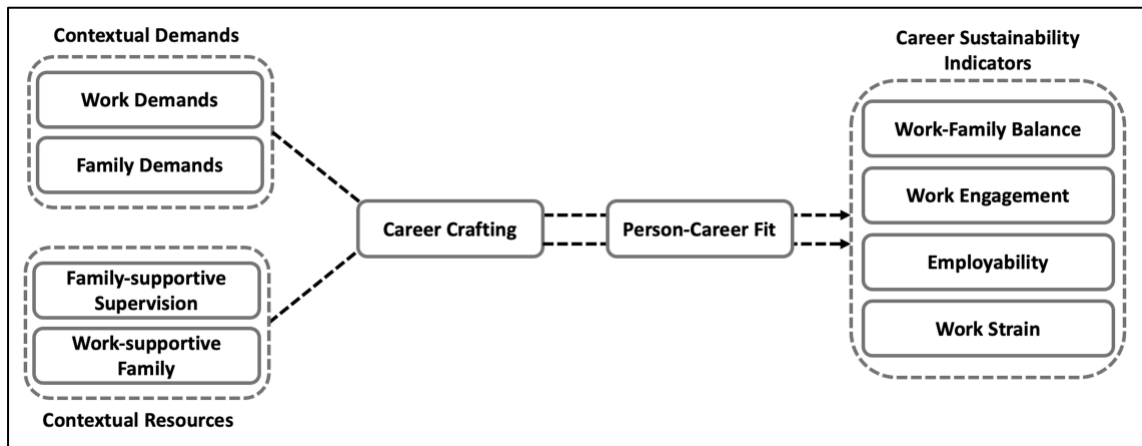


Figure 4.1: Conceptual Model of Study-3.

4.2. Conceptual Framework

4.2.1. Career Sustainability

Along with the environmental aspect of sustainability, the human aspect involving individual careers has recently gained scholarly attention (Kossek et al., 2014). Contextual influences such as rapidly changing technology, intensification of work, and increasing concerns for social inequalities have sparked the emergence of sustainability as a crucial concept in career research (McDonald & Hite, 2018). Taking into account these factors within the career context, early perspectives conceptualized sustainable careers as incorporating opportunities for renewal and continuous learning, flexible work arrangements, financial security, a balance between work and non-work contexts, a profound sense of meaning, and social justice (e.g., Kossek et al., 2014; McDonald & Hite, 2018; Newman, 2011; Valcour, 2015). Similarly, a prominent perspective suggested by De Vos *et al.* (2020) focused on what makes careers sustainable or unsustainable and posited an extensive theoretical model of sustainable careers. They provided three key dimensions of sustainable careers: *time*, *context*, and *person*. First, the time dimension involves evolving career experiences over time rather than a static view. It underlines that individuals continuously attempt to meet current career needs without compromising future goals. This dimension also emphasizes conserving and gaining career resources in the career development process through a dynamic person-career fit over time. Second,

the context dimension encompasses insight into how diverse stakeholders, such as family, friends, colleagues, or society, influence one's career sustainability across the lifespan. This aspect emphasizes that individuals possess particular contextual demands and resources, which have a decisive role in their career behaviors and needs (van der Heijden & De Vos, 2015). Third, the person dimension incorporates the factors of agency and meaning. In that sense, individuals are the primary actors in their careers and attempt to craft their careers' sustainability through proactivity and adaptability. Individuals' career development over time is a consequence of various decisions made by the actor, not the pure result of contextual factors. As individuals proactively and adaptively make career decisions in line with their values and needs, they experience more meaningful careers (van der Heijden & De Vos, 2015). Consequently, career sustainability refers to *"sequences of career experiences reflected through a variety of patterns of continuity over time, thereby crossing several social spaces, characterized by individual agency, herewith providing meaning to the individual"* (van der Heijden & De Vos, 2015, p. 7). In addition, De Vos et al. (2020) underscore that a dynamic person-career fit reflects the essence of sustainable careers.

Furthermore, De Vos *et al.* (2020)'s model of sustainable careers illustrates particular indicators rather than outcomes. As such, they proposed three groups of essential indicators of sustainable careers: health, happiness, and productivity. Health indicators encompass a dynamic fit between individuals' career demands and their physical and psychological capacities (e.g., vitality, strain, well-being). Happiness indicators include a dynamic fit between individuals' career expectations and their feelings of success and satisfaction. From a whole-life perspective, it involves the subjective indicators of feeling satisfied with one's career, family, or social life. Productivity indicators incorporate a dynamic fit between individual career competencies and societal or organizational human capital expectations (e.g., role performance, employability). Overall, De Vos *et al.* (2020) suggest that these three groups of indicators are equally important for the individual. Accordingly, the current study incorporates an indicator representing each group. The study includes work-family balance as a happiness indicator. Work-family balance broadly refers to the perception of having satisfactorily fulfilled the various demands of work and family contexts (Valcour, 2007). Given that the balance between different life domains

may provide positive affection and a sense of happiness, it may reflect a crucial element of career sustainability over time (Greenhaus & Kossek, 2014). Besides, the current study involves work engagement as a psychological health indicator and work strain as a physical health indicator of sustainable careers. Work engagement reflects a positive, motivational, work-related psychological state of mind represented by vigor, dedication, and absorption (Schaufeli et al., 2006). Work strain broadly refers to the adverse experiences (e.g., burnout) triggered by conditional work stressors (e.g., work intensification) (Van De Voorde et al., 2012). These two indicators may portray one's career sustainability regarding health. Lastly, the study incorporates employability as a productivity indicator of sustainable careers. Regarding individual careers, employability refers to one's ability to identify and realize career opportunities in both internal and external markets over time (Fugate et al., 2021). Given that a sense of employability ensures career continuity over time, it represents an integral component of sustainable careers (De Vos et al., 2020).

4.2.2. Career Crafting and Person-Career Fit

Contemporary careers have evolved into a more flexible and dynamic nature due to the greater mobility across organizations and the growth in precarious forms of employment (e.g., self-employment) (Greenhaus & Kossek, 2014). These contemporary changes are illustrated by the prominent perspectives in career research, such as boundaryless and protean careers (Arthur & Rousseau, 2001; Briscoe & Hall, 2006). These perspectives emphasize that individuals need to proactively take charge of their own careers and thus sustain their career development (Arthur, 2014; Briscoe et al., 2006). Along with these perspectives, the evolving nature of contemporary careers has introduced the importance of proactive career behaviors (De Vos et al., 2009). Such career proactivity orientations involve recognizing the possible long-term consequences of present career decisions, thereby helping individuals build more sustainable careers (Akkermans & Hirschi, 2023; De Vos et al., 2017). As one of the proactive career initiatives, the concept of career crafting has recently gained scholarly attention (e.g., De Vos et al., 2019; Lee et al., 2021). Drawing on the Job Crafting Theory, which suggests that individuals' relational, cognitive, and task-related proactive initiatives help them optimize person-job fit (Wrzesniewski &

Dutton, 2001), career crafting refers to proactive initiatives aimed at optimizing one's career outcomes through improving person-career fit (Lee et al., 2021; Tims & Akkermans, 2020). Rather than other forms of proactive career initiatives, career crafting concentrates on individuals' initiatives towards an optimized person-career fit, which refers to the extent to which individuals' career experiences are compatible with their values, needs, interests, and competencies (Parasuraman et al., 2000; Tims & Akkermans, 2020). An optimized person-career fit requires an optimal and dynamic balance between continuously changing career demands (e.g., skills, knowledge) and personal orientations. In this regard, given that an individual career involving a potential incompatibility between personal orientations and career demands would be more likely to encounter unsustainable circumstances, a well-crafted person-career fit reflects the essence of sustainable career development (De Vos et al., 2020).

This study adopts a measurement framework of career crafting suggested by Lee *et al.* (2021), which emphasizes proactively gaining career resources and seeking career alternatives more congruent to personal needs and values. Focusing on the cognitive, relational, and task-related aspects of proactivity, this framework includes career initiatives such as changing relational boundaries, utilizing relational resources, reflecting positive career meaning, and expanding task boundaries (Lee et al., 2021). To illustrate, taking initiatives like establishing and maintaining career networks that can help one's career development (i.e., relational crafting), taking on extra work tasks or responsibilities that can help improve career competencies (i.e., task crafting), and framing a career as an integral part of creating meaning in life (i.e., cognitive crafting) reflect such proactive career crafting initiatives (Lee et al., 2021). By integrating career crafting into the model of career sustainability, this study conceptualizes career crafting as a proactive mechanism that individuals engage in to enhance the sustainability of their careers through an optimized person-career fit.

4.2.3. Contextual Determinants: Work/Family Demands and Resources

Drawing on the resource investment and conservation principles of COR Theory (Hobfoll et al., 2018), the present study argues how the resources and demands originating from

individuals' work and family contexts motivate them to craft sustainable careers. In a broad sense, work and family demands involve one's perceived level of effort, sense of responsibility, and attention required in work and family contexts (Boyar et al., 2007, 2008). Perceived work demands are generally shaped by the factors such as one's work role characteristics, workload, shift arrangements, responsibilities, or autonomy (Boyar et al., 2007). On the other hand, one's perception regarding family demands is shaped by the factors such as family role characteristics or hours spent on dependent care (Boyar et al., 2007). Although previous approaches illustrated that contextual work and family demands undermine individuals' productive, behavioral, or health-related outcomes in different life contexts (Poelmans et al., 2003; ten Brummelhuis & Bakker, 2012), such contextual demands, to a certain extent, may also represent a motivational trigger for individual proactivity (Parker et al., 2010). Likewise, Nalis *et al.* (2022) showed that as individuals' career demands intensified, they became more motivated to explore new career networks and reflect on their careers. In this regard, we predict that individuals perceiving relatively more intense contextual demands may be more oriented to take proactive career initiatives and craft a more optimized person-career fit. For instance, the ones experiencing high family demands may seek different jobs that can tolerate more flexible work-family arrangements, thereby crafting a more sustainable career.

Furthermore, contextual resources broadly refer to the conditions or social support that are located outside the individual, such as home, spousal support, social network, and supportive colleagues or supervisor at work (ten Brummelhuis & Bakker, 2012). COR Theory suggests that individuals with greater resources are less vulnerable to resource loss and more capable of gaining new resources (Hobfoll et al., 2018). For instance, adopting the COR perspective, a recent study by Janssen *et al.* (2021) showed that the learning value of the job represents a contextual resource for individuals and thus motivates them to engage in career crafting. Likewise, drawing on the COR theory, we propose that individuals with relatively higher work and family resources may be more likely to craft their careers and thus optimize their person-career fit. In this regard, this study includes the cross-domain contextual resources of family-supportive supervision and work-supportive family. Family-supportive supervision includes behaviors exhibited by supervisors that are supportive of individuals' family needs, such as asking employees for

suggestions to make it easier for them to balance work and family demands (Hammer et al., 2009, 2013). Previous studies revealed that such family-supportive supervisor behaviors help individuals optimize work-family balance, performance, health (Crain & Stevens, 2018) and career sustainability (Luo et al., 2022). Another cross-domain resource, work-supportive family, involves behaviors enacted by family members providing emotional and instrumental support for individuals' work tasks or conditions, such as family members' understanding manner towards one's work-related problems and arranging home-related tasks when needed (King et al., 1995; Lapierre & Allen, 2006). Considering previous approaches on contextual resources and individual career proactivity, we predict that work and family resources may trigger individual career crafting initiatives such as utilizing relational resources to reach a better person-career fit. Taken together, arguing that these contextual demands and resources may be associated with individual career crafting initiatives and person-career fit, we hypothesize as follows:

H1: Perceived contextual (a) work demands and (b) family demands positively relate to career crafting; they also indirectly relate to person-career fit through career crafting.

H2: Perceived contextual resources of (a) family-supportive supervision and (b) work-supportive family positively relate to career crafting, they also indirectly relate to person-career fit through career crafting.

4.2.4. Individual Determinants of Career Sustainability Indicators

One of the key aspects of the career sustainability framework is the person (De Vos et al., 2020). As the central agents in their careers, individuals are responsible for how their career develops over time (De Vos et al., 2017). Sustainable career development requires a dynamic alignment with personal values and career preferences over time, thereby providing a sense of meaning to the individual. Hence, sustainable careers undoubtedly involve active career proactivity, self-awareness, and self-management (Valcour, 2015). Such career proactivity encompasses balancing different domains of life (e.g., work and family), developing career skills and competencies that can enhance individual employability, or seeking career resources that can help optimize individual effectiveness

and well-being (De Vos et al., 2017). Although the relationship between career proactivity and career sustainability is widely acknowledged by various theoretical analyses (e.g., Akkermans & Hirschi, 2023; De Vos et al., 2020), there is a notable paucity of empirical research focusing on this relationship. Exceptionally, a recent study by Talluri *et al.* (2022) found a serial indirect effect of proactive personality on career sustainability through career adaptability and proactive career behaviors. In addition, a qualitative investigation conducted by van den Groenendaal *et al.* (2022) focused on the solo self-employed workers' career sustainability by examining career self-management strategies and contextual enablers and barriers. They found that employees pursuing proactive crafting strategies were more likely to optimize happiness and productivity indicators, even though they experienced potential trade-offs with their health (van den Groenendaal et al., 2022). Addressing the lacking insight in the literature, we aim to integrate career crafting with the framework of sustainable careers and argue that career crafting, as a form of career proactivity, can help individuals acquire and utilize career resources to fulfill career demands and personal needs, thereby improving career sustainability indicators regarding happiness (i.e., work-family balance), health (i.e., work engagement and reduced work strain), and productivity (i.e., employability). Moreover, along with its role in such career sustainability indicators, career crafting may also be setting the stage for producing sustainable career outcomes (Akkermans & Hirschi, 2023). As such, career crafting reflects a proactive mechanism targeting improving career outcomes through improving person-career fit (Tims & Akkermans, 2020). As suggested by the sustainable careers framework (De Vos et al., 2020), a person-career fit shaped by proactivity plays a key role in improving career sustainability indicators. In this regard, we predict that career crafting will be related to career sustainability indicators both directly and indirectly via enhanced person-career fit. Therefore, we hypothesize as follows:

H3: Career crafting positively relates to career sustainability indicators of (a) work-family balance, (b) work engagement, (c) employability, and negatively relates to (d) work strain, both directly and indirectly through person-career fit.

4.2.5. The Serial Indirect Effect via Career Crafting and Person-career Fit

Drawing on a perspective integrating COR theory and the framework of sustainable careers, we further propose a serial indirect effect model in which contextual work/family demands and resources relate to individual career crafting initiatives and such career initiatives are associated with improved career sustainability indicators through an increased person-career fit. The underlying theoretical argument is that work/family demands and resources represent contextual motivators for career proactivity, which involves conserving substantial career resources and gaining new ones. Thus, engaging in such career proactivity can provide an increased fit between individual needs and career demands, which further results in optimized happiness, health, and productivity indicators for individual careers (De Vos et al., 2020). In that vein, we hypothesize as follows:

H4: Contextual demands indirectly relate to career sustainability indicators of (a) work-family balance, (b) work engagement, (c) employability, (d) work strain serially via career crafting and person-career fit.

H5: Contextual resources indirectly relate to career sustainability indicators of (a) work-family balance, (b) work engagement, (c) employability, (d) work strain serially via career crafting and person-career fit.

4.3. Method

4.3.1. Participants and Procedure

To test the conceptual model, we adopted a two-wave time-lagged survey design. The sample included white-collar employees working in various organizations and sectors in the northwestern region of Türkiye. Participants were selected based on specific eligibility criteria, including a minimum of one year of full-time employment experience, current employment with a company, and the exclusion of individuals who were company owners or freelance workers. To conduct the survey, we first informed participants about the purpose and procedures of the research via e-mails or visiting face-to-face. Guaranteeing

participant confidentiality and anonymity, we requested the ones accepting to participate in the research to fill out the self-report questionnaires. The questionnaires were sent to the participants via hardcopy or online forms at two separate time points. Our motivation for adopting a time-lagged survey design in this study were to diminish the potential common method biases by creating a temporal separation in measurement (Podsakoff et al., 2012). Therefore, we aimed to measure the variables that are sequentially related to each other as predictors and outcomes at different time points. The two-wave data collection consisted of a two-week measurement interval, which was held in December 2022 and January 2023. At Time-1, the constructs of work and family demands, family-supportive supervision, work-supportive family, person-career fit, and demographics were measured (see Appendix-D). At Time-2, the constructs of career crafting, work-family balance, work engagement, work strain, and employability were measured (see Appendix-E). To match the individual data gathered at Time-1 and Time-2, we requested participants to indicate the last four digits of their mobile phone numbers, age, and gender in both forms. At Time-1, we gathered 507 valid forms. After two weeks, we requested these participants to fill out the second form of the study and collected 412 valid forms (T1-T2 response rate: 81.1%). Therefore, the final sample consisted of 412 paired data for the analyses. Of 412 participants, 49.6% were female, and 51.1% were married. Participants' average age was 33.8 years ($SD=6.98$), and they were between 22 and 55 years old. 51.6% of the participants did not have a child, while the rest mostly had one child (29.4%). Most participants had bachelor's degrees (60.4%). They had career experience of one year to 32 years; the average experience was 9.8 years ($SD=6.94$). Participants from a variety of sectors were included: manufacturing (13.3%), education (11.7%), automotive (11.6%), information technologies (11.4%), public services (10.4%), healthcare (10.1%), retail (9.5%), finance (9.3%), and other sectors (12.8%).

4.3.2. Measures

To measure the constructs, we adopted multi-item scales from the extant literature. We measured all the constructs on a five-point Likert scale. The scales for work and family demands, family-supportive supervision, work-supportive family, person-career fit, employability, work engagement, and work strain ranged from strongly disagree (1) to

strongly agree (5). The scale for career crafting ranged from (1) does not describe me at all to (5) completely describes me, and the scale for work-family balance ranged from (1) very dissatisfied to (5) very satisfied. We administered the questionnaire forms in Turkish. The scales used in the study are as follows (see Appendix-B for the complete list of original scale items used in the study):

Work and family demands. We measured perceived work and family demands by using the scale developed by Boyar *et al.* (2007). The scale includes five items measuring work demands and four items measuring family demands.

Family-supportive supervision. We adopted four items reflecting each dimension of perceived emotional support, instrumental support, role model, and creative work-family management from the scale developed by Hammer *et al.* (2009).

Work-supportive family. We adopted four items from the family support inventory developed by King *et al.* (1995): two items representing emotional support and two items representing instrumental support from family members.

Person-career fit. We adapted the six-item person-job fit scale developed by Cable and DeRue (2002) as to reflect career-level fit perceptions. The scale includes two dimensions: needs-supplies fit and demands-abilities fit. The scale produced a sufficient level of internal consistency.

Career crafting. We used the Career Crafting Assessment scale developed by Lee *et al.* (2021), which is composed of 15 items and four dimensions of career crafting: changing relational boundaries (four items), utilizing relational resources (four items), reflecting positive career meaning (four items), and expanding task boundaries (three items).

Work-family balance. We measured perceived work-family balance by using the scale developed by Valcour (2007). The scale includes five items assessing how satisfied a person is regarding their work-family balance.

Work engagement. We adopted three items representing each dimension of vigor, dedication, and absorption from the scale developed by Schaufeli *et al.* (2006).

Work strain. To measure perceived work strain, we used a two-item scale developed by Li *et al.* (2017).

Employability. We adopted six items from the scale developed by Rothwell & Arnold (2007): three items representing internal employability and three items representing external employability.

Control variables. Considering that age, gender, marital status, education, career experience, and number of children may determine one's career development initiatives, we aimed to control for these variables in further analyses.

4.4. Results

4.4.1. Construct Validity and Reliability

We evaluated the construct validity by using confirmatory factor analysis (CFA) via IBM SPSS Amos. The CFA results revealed that the hypothesized 10-factor measurement model fits adequately ($\chi^2=2076.432$, $df=1324$, $\chi^2/df=1.568$, $CFI=0.939$, $SRMR=0.047$, $RMSEA=0.037$). The hypothesized model included four-dimensional career crafting construct, two-dimensional person-career fit construct, two-dimensional perceived employability construct, and seven unidimensional constructs. Additionally, we compared the hypothesized model with alternative models. The results indicated that both the hypothesized second-order model and the first-order model fit the data well (see **Table 4.1**). Because there was no considerable difference between these models, we continued the analyses with the hypothesized model.

Table 4.1: CFA Alternative Model Results.

	χ^2	df	χ^2/df	$\Delta\chi^2$	Δdf	CFI	SRMR	RMSEA
Model 1: Ten-factor Model ^a	2076.43**	1324	1.57	-	-	0.94	0.047	0.037
Model 2: Fifteen-factor Model ^b	1965.39**	1272	1.54	111.04	52	0.95	0.051	0.062
Model 3: One-factor model	8754.62	1377	6.36	6678.18	53	0.40	0.120	0.114

Notes: N=412. **p<0.01. df: degree of freedom. CFI: comparative fit index. SRMR: standardized root mean square residual. RMSEA: root mean square error of approximation. a: Model-1 includes the second-order constructs of career crafting, person-career fit, and perceived employability. b: Model-2 includes all the constructs in first-order.

To ensure the convergent validity, we examined the factor loadings, AVE (average variance extracted) scores and construct reliability scores (Hair et al., 2014). Standardized factor loadings were generally above .70 (see **Table 4.2**). Six items had factor loadings lower than .70, but they were significant and loaded higher than .50, and thus, were

retained. The AVE scores of all variables were above the cutoff value of .50. Construct reliability scores for each variable were well beyond .70. The results indicate that the constructs in the model have convergent validity (Hair et al., 2014). Furthermore, the results revealed that there are moderate correlations between the constructs and the squared root of AVE scores for each construct was greater than the correlations with other constructs, which indicates that the constructs in the model have discriminant validity (Fornell & Larcker, 1981). **Table 4.3** demonstrates the descriptive statistics, construct reliability, AVE scores, and correlations.

Table 4.2: Factor Structures and Loadings.

Variables and Measurement Items	Factor Loadings
Career Crafting	
<i>CRB-Changing Relational Boundaries</i>	
CRB1. I make an effort to get to know people whose career I admire.	.616
CRB2. I make connections with people who share my career interests.	.750
CRB3. I make connections with people who have the skills I want to develop in my career.	.855
CRB4. I build contacts with people in areas where I would like to work.	.787
<i>URR-Utilizing Relational Resources</i>	
URR1. I seek professional coaching from those whose careers I admire.	.711
URR2. I attend events that will help me explore different career paths.	.712
URR3. I ask others to introduce me to people who can positively influence my career.	.800
URR4. I ask others for feedback on my career development.	.732
<i>RPM-Reflecting Positive Career Meaning</i>	
RPM1. I think about the ways in which my career positively impacts my life.	.784
RPM2. I remind myself that my career has personal significance.	.809
RPM3. I reflect on the role my career has for my overall well-being.	.599
RPM4. I look at a career as a means of expressing myself.	.632
<i>ETB-Expanding Task Boundaries</i>	
ETB1. I choose to take on additional tasks at work.	.749
ETB2. I take on extra tasks that contribute to my career even if I do not receive extra pay for them.	.826
ETB3. Added work responsibilities excite me when they are relevant to my career interests.	.836
Work Demands	
WD1. I feel like I have a lot of work demand.	.762
WD2. My job requires all of my attention.	.562
WD3. I feel like I have a lot to do at work.	.818
WD4. My work requires a lot from me.	.727
WD5. I am given a lot of work to do.	.796
Family Demands	
FD1. I have a lot of responsibility in my family.	.816
FD2. My family requires all of my attention.	.836
FD3. I have to work hard on family-related activities.	.859
FD4. I feel like I have a lot of family demand.	.824
Family-Supportive supervision	
FSS1. My supervisor is willing to listen to my problems in juggling work and nonwork life.	.812

Table 4.2: Factor Structures and Loadings, Continued

FSS2. I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.	.760
FSS3. My supervisor is a good role model for work and nonwork balance.	.856
FSS4. My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.	.832
Work-supportive Family	
WSF1. I feel comfortable asking members of my family for advice about a problem situation at work.	.680
WSF2. When I'm having a difficult week at my job, family members try to do more of the work around the house.	.740
WSF3. When I'm frustrated by my work, someone in my family tries to understand me.	.831
WSF4. If I have to work late, I can count on someone in my family to take care of everything at home.	.810
Person-Career Fit	
<i>Needs-Supplies Fit</i>	
PCF1. There is a good fit between what my career offers me and what I am looking for in a career.	.790
PCF2. The attributes that I look for in a career are fulfilled very well by my present career.	.805
PCF3. The career path that I currently pursue gives me just about everything that I want from a career.	.829
<i>Demands-Abilities Fit</i>	
PCF4. The match is very good between the demands of my career and my personal skills.	.797
PCF5. My abilities and training are a good fit with the requirements of my career.	.822
PCF6. My personal abilities and education provide a good match with the demands that my career places on me.	.815
Work-Family Balance	
WFB1. How well your work life and your family/private life fit together?	.828
WFB2. Are you satisfied with the way you divide your time between work and family/private life?	.894
WFB3. Are you satisfied with the way you divide your attention between work and family/private life?	.874
WFB4. Are you satisfied with your ability to balance the needs of your job with those of your family/private life?	.826
WFB5. Are you satisfied with the opportunities you have to perform your job well and yet be able to perform family/private life-related duties adequately?	.763
Work Engagement	
WE1. At my work, I feel bursting with energy.	.822
WE2. I am enthusiastic about my job.	.818
WE3. I am immersed in my work.	.676
Work Strain	
WRS1. My job is more stressful than I had ever imagined.	.848
WRS2. I fear that the amount of stress in my job will make me physically ill.	.886
Employability	
<i>Internal Employability</i>	
PE1. Even if there was downsizing in this organization, I am confident that I would be retained.	.712
PE2. People who do the same job as me who work in this organization are valued highly.	.720
PE3. My personal networks in this organization help me in my career.	.734
<i>External Employability</i>	
PE4. If I needed to, I could easily get another job like mine in a similar organization.	.713
PE5. I can use my professional networks and business contacts to develop my career.	.815
PE6. The skills I have gained in my present job are transferable to other occupations outside this organization.	.743

Notes: $N=412$.

Table 4.3: Descriptive Statistics and Correlations.

	Mean	SD	CR	AVE	1	2	3	4	5	6	7	8	9	10
1. WD	3.88	.71	.86	.55	(.74)									
2. FD	3.63	.79	.90	.70	.351**	(.84)								
3. FSS	3.41	.87	.89	.67	-.219**	-.123*	(.82)							
4. WSF	3.96	.75	.85	.59	-.026	-.110*	.336**	(.77)						
5. CC	3.92	.46	.95	.56	.138**	.157**	.378**	.301**	(.75)					
6. CC-CRB	4.05	.56	.84	.57	.126*	.082	.300**	.246**	.744**	(.75)				
7. CC-URR	3.71	.69	.83	.55	.128**	.157**	.315**	.262**	.821**	.538**	(.74)			
8. CC-RPM	4.04	.58	.80	.51	.101*	.127**	.194**	.174**	.748**	.412**	.457**	(.71)		
9. CC-ETB	3.87	.67	.85	.65	.034	.079	.291**	.188**	.575**	.199**	.284**	.298**	(.81)	
10. PCFIT	3.66	.58	.92	.66	.056	.128**	.348**	.278**	.688**	.497**	.572**	.479**	.445**	(.81)
11. WFBAL	3.52	.73	.92	.70	-.201**	-.103*	.467**	.431**	.508**	.444**	.404**	.316**	.312**	.401**
12. WENG	3.96	.63	.82	.60	.016	-.054	.392**	.248**	.608**	.423**	.454**	.462**	.438**	.500**
13. WSTR	2.90	.90	.86	.75	.392**	.139**	-.380**	-.272**	-.266**	-.277**	-.204**	-.143**	-.151**	-.288**
14. EMPL	3.71	.61	.88	.55	.025	.050	.337**	.288**	.479**	.385**	.360**	.340**	.310**	.480**
15. Age	33.76	6.98	-	-	.056	.167**	-.041	-.102*	-.072	.018	-.074	-.138**	-.002	-.054
16. Gender	.50	.50	-	-	-.103*	.039	.021	-.023	-.053	-.007	-.047	-.072	-.024	.035
17. Marital	.51	.50	-	-	.048	.212**	.052	.035	.056	.081	.026	-.047	.121*	.066
18. Child	.71	.86	-	-	.007	.174**	.057	.023	-.008	.033	-.034	-.052	.043	.011
19. Education	1.47	.64	-	-	-.108*	-.052	.074	-.044	.063	.009	.076	.114*	-.034	.020
20. Experience	9.81	6.94	-	-	.104*	.189**	-.037	-.090	-.035	.020	-.051	-.076	.017	-.021

Notes: N=412. **p<0.01, *p<0.05. Diagonals show the square root of AVE.

CR: construct reliability. AVE: average variance extracted. CC: career crafting. CRB: changing relational boundaries. URR: utilizing relational resources. RPM: reflecting positive career meaning. ETB: extending task boundaries. WD: work demands. FD: family demands. FSS: family-supportive supervision. WSF: work-supportive family. PCFIT: person-career fit. WFBAL: work-family balance. WENG: work engagement. WSTR: work strain. EMPL: employability. Gender is coded as 0=female, 1=male. Marital status is coded as 0=single, 1=married. Education is coded as 1=bachelor's degree, 2=master's degree, 3=doctoral degree.

4.4.2. Hypothesis Testing

To test the predicted hypotheses, we performed hierarchical regression analyses via IBM SPSS. In addition, to test the indirect effects, we carried out analyses through SPSS Process Macro, which produces more robust and reliable results through a bootstrapping method (Hayes, 2018). Process Macro analyses presume that the effects are considered significant when the estimated confidence interval (CI) does not include zero (Hayes, 2018). We performed Process Macro's measurement model-4 and model-6 to test the simple and serial indirect effect paths. The estimates were obtained by running 5,000 bootstraps resampling with 95% CI.

We first tested the relationships between contextual demands and resources, career crafting, and person-career fit. Results revealed that perceived work demands ($\beta=.163$, $p<0.01$), family demands ($\beta=.176$, $p<0.01$), family-supportive supervision ($\beta=.361$, $p<0.01$), and work-supportive family ($\beta=.200$, $p<0.01$) were positively related to career crafting. We also found that family demands ($\beta=.164$, $p<0.01$) and contextual resources of family-supportive supervision ($\beta=.316$, $p<0.01$) and work-supportive family ($\beta=.189$, $p<0.01$) were positively related to person-career fit, while the relationship between work demands and person-career fit was insignificant (see **Table 4.4**). Moreover, we tested whether an indirect relationship existed between contextual demands/resources and person-career fit through career crafting. When career crafting was included in the regression model, it was found positively related to person-career fit ($\beta=.633$, $p<0.01$) and effect sizes of contextual demands and resources decreased substantially. Results also showed that perceived work demands ($b=.0852$, CI: [.0312, .1446]) and family demands ($b=.0821$, CI: [.0370, .1249]) were indirectly related to person-career fit via career crafting. Therefore, H1a and H1b were supported. Besides, family-supportive supervision ($b=.1530$, CI: [.1067, .2025]) and work-supportive family ($b=.0991$, CI: [.0544, .1464]) had significant indirect effects on person-career fit via career crafting. Thus, H2a and H2b were supported.

Table 4.4: Hierarchical Regression Model Results: Contextual Demands and Resources, Career Crafting, and Person-Career Fit.

Independent Variables	Dependent Variables					
	Career Crafting		Person-Career Fit		Person-Career Fit	
	β	t	β	t	β	t
Work Demands	.163	3.43**	.078	1.58	-.025	-0.62
Family Demands	.176	3.72**	.164	3.31**	.052	1.30
Family-Supportive Supervision	.361	7.67**	.316	6.45**	.087	2.10*
Work-Supportive Family	.200	4.32**	.189	3.91**	.062	1.58
Career Crafting					.633	15.28**
	$R^2=.261$		$R^2=.197$		$R^2=.493$	
					$\Delta R^2=.296$	
	$F_{(10; 401)}=14.184^{**}$		$F_{(10; 401)}=9.847^{**}$		$F_{(11; 400)}=35.381^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Furthermore, we tested the relationship between career crafting and career sustainability indicators. Findings of hierarchical regression analyses revealed significant relationships between career crafting, person-career fit, and career sustainability indicators (see **Table 4.5**). Initially, we found that career crafting was positively related to person-career fit ($\beta=.688$, $p<0.01$), work-family balance ($\beta=.517$, $p<0.01$), work engagement ($\beta=.612$, $p<0.01$), employability ($\beta=.494$, $p<0.01$), and negatively related to work strain ($\beta=-.271$, $p<0.01$). In addition, results showed that career crafting had a positive indirect effect on work engagement ($b=.1520$, CI: [.0575, .2520]), employability ($b=.2624$, CI: [.1564, .3788]), and negative indirect effect on work strain ($b=-.2525$, CI: [-.4445, -.0826]) via person-career fit. Therefore, H3b, H3c, and H3d were supported. Besides, although analyses revealed a significant direct effect of career crafting on work-family balance, there was no significant indirect effect of career crafting on work-family balance through person-career fit. Thus, H3a was partially supported.

Additionally, by performing three-step hierarchical regression analyses, we tested the relationship between contextual demand/resources and career sustainability indicators (i.e., work-family balance, work engagement, employability, and work strain). We also included career crafting and person-career fit sequentially in each step, thereby examining any potential change in the model's explained variance.

First, hierarchical regression analysis results regarding the work-family balance model demonstrated that the contextual resources of family-supportive supervision ($\beta=.332$, $p<0.01$) and work-supportive family ($\beta=.320$, $p<0.01$) were positively related to work-family balance. As for contextual demands, results revealed that work demands ($\beta=-.121$, $p<0.01$) were negatively related to work-family balance, while family demands were found insignificant. When career crafting was included in the second step of the analysis, it was found positively related to work-family balance ($\beta=.417$, $p<0.01$) and increased the explained variance substantially ($\Delta R^2=.129$). In the third step of the analysis, person-career fit was included in the model. Results did not yield a significant relationship between work-family balance and person-career fit (See **Table 4.6**).

Second, findings from the hierarchical regression analysis pertaining to the work engagement model indicated that the contextual resources of family-supportive supervision ($\beta=.362$, $p<0.01$) and work-supportive family ($\beta=.131$, $p<0.01$) were positively related to work engagement. Besides, results showed that work demands ($\beta=.111$, $p<0.05$) were positively related to work engagement, while family demands were found insignificant. In the second step of the analysis, when career crafting was involved, it was found positively related to work engagement ($\beta=.571$, $p<0.01$) and increased the explained variance substantially ($\Delta R^2=.242$). In the third step of the analysis, person-career fit was involved in the model. Although person-career fit was found positively related to work engagement ($\beta=.142$, $p<0.01$), the explained variance did not change considerably ($\Delta R^2=.010$) (See **Table 4.7**).

Third, hierarchical regression analysis results regarding the employability model displayed that the contextual resources of family-supportive supervision ($\beta=.300$, $p<0.01$) and work-supportive family ($\beta=.207$, $p<0.01$) were positively related to employability. However, findings revealed that the relationships between contextual demands and employability were insignificant. In the second step of the analysis, when career crafting was included, it was found positively related to employability ($\beta=.401$, $p<0.01$) and largely increased the explained variance ($\Delta R^2=.120$). When person-career fit was included in the model in the third step of the analysis, it was found positively related to

employability ($\beta=.247$, $p<0.01$) and relatively increased the explained variance ($\Delta R^2=.031$) (See **Table 4.8**).

Fourth, findings from the hierarchical regression analysis pertaining to the work strain model demonstrated that the contextual resources of family-supportive supervision ($\beta=-.241$, $p<0.01$) and work-supportive family ($\beta=-.199$, $p<0.01$) were negatively related to work strain. Besides, results revealed that work demands ($\beta=.340$, $p<0.05$) were positively related to work strain, while family demands were found insignificant. When career crafting was included in the second step of the analysis, it was found negatively related to work strain ($\beta=-.225$, $p<0.01$) and partially increased the explained variance ($\Delta R^2=.038$). In the third step of the analysis, person-career fit was included in the model. Results indicated that person-career fit was negatively related to work strain ($\beta=-.120$, $p<0.05$) and the explained variance did not change considerably ($\Delta R^2=.007$) (See **Table 4.9**).

Table 4.5: Hierarchical Regression Model Results: Career Crafting, Person-career Fit, and Career Sustainability Indicators.

Independent Variables	Dependent Variables									
	Person-Career Fit		Work-Family Balance		Work Engagement		Employability		Work Strain	
	β	t	β	t	β	t	β	t	β	t
Career Crafting	.688	18.97**	.517	12.10**	.612	15.53**	.494	11.43**	-.271	-5.69**
	$R^2=.479$		$R^2=.278$		$R^2=.386$		$R^2=.261$		$R^2=.102$	
	$F_{(7; 404)}=53.250^{**}$		$F_{(7; 404)}=22.277^{**}$		$F_{(7; 404)}=36.414^{**}$		$F_{(7; 404)}=20.381^{**}$		$F_{(7; 404)}=6.586^{**}$	
Career Crafting			.453	7.73**	.501	9.34**	.299	5.16**	-.143	-2.20*
Person-Career Fit			.092	1.58	.160	3.00**	.283	4.92**	-.186	-2.88**
			$R^2=.283$		$R^2=.400$		$R^2=.303$		$R^2=.120$	
			$\Delta R^2=.005$		$\Delta R^2=.014$		$\Delta R^2=.042$		$\Delta R^2=.018$	
			$F_{(8; 403)}=19.881^{**}$		$F_{(8; 403)}=33.621^{**}$		$F_{(8; 403)}=21.885^{**}$		$F_{(8; 403)}=6.905^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Table 4.6: Hierarchical Regression Model Results: Work-Family Balance.

Independent Variables	Dependent Variable					
	Work-Family Balance		Work-Family Balance		Work-Family Balance	
	β	t	β	t	β	t
Work Demands	-.121	-2.66**	-.189	-4.55**	-.189	-4.53**
Family Demands	.003	0.08	-.070	-1.68	-.071	-1.70
Family-Supportive Supervision	.332	7.40**	.182	4.19**	.180	4.12**
Work-Supportive Family	.320	7.23**	.237	5.80**	.235	5.74**
Career Crafting			.417	9.70**	.403	7.44**
Person-Career Fit					.022	0.43
	$R^2=.324$		$R^2=.453$		$R^2=.453$	
			$\Delta R^2=.129$		$\Delta R^2=.000$	
	$F_{(10; 401)}=19.286^{**}$		$F_{(11; 400)}=30.180^{**}$		$F_{(12; 399)}=27.625^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Table 4.7: Hierarchical Regression Model Results: Work Engagement.

Independent Variables	Dependent Variable					
	Work Engagement		Work Engagement		Work Engagement	
	β	t	β	t	β	t
Work Demands	.111	2.23*	.017	0.41	.020	0.49
Family Demands	-.056	-1.14	-.157	-3.74**	-.165	-3.94**
Family-Supportive Supervision	.362	7.38**	.155	3.53**	.143	3.26**
Work-Supportive Family	.131	2.71**	.016	0.39	.007	0.18
Career Crafting			.571	13.11**	.481	8.84**
Person-Career Fit					.142	2.72**
	$R^2=.196$		$R^2=.438$		$R^2=.448$	
			$\Delta R^2=.242$		$\Delta R^2=.010$	
	$F_{(10; 401)}=9.815^{**}$		$F_{(11; 400)}=28.369^{**}$		$F_{(12; 399)}=27.044^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Table 4.8: Hierarchical Regression Model Results: Employability.

Independent Variables	Dependent Variable					
	Employability		Employability		Employability	
	β	t	β	t	β	t
Work Demands	.050	1.02	-.014	-0.31	-.008	-0.18
Family Demands	.069	1.40	-.001	-0.32	-.014	-0.31
Family-Supportive Supervision	.300	6.08**	.155	3.18**	.133	2.77**
Work-Supportive Family	.207	4.27**	.127	2.76**	.111	2.47*
Career Crafting			.401	8.28**	.244	4.10**
Person-Career Fit					.247	4.31**
	$R^2=.186$		$R^2=.306$		$R^2=.337$	
			$\Delta R^2=.120$		$\Delta R^2=.031$	
	$F_{(10; 401)}=9.220^{**}$		$F_{(11; 400)}=16.035^{**}$		$F_{(12; 399)}=16.902^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Table 4.9: Hierarchical Regression Model Results: Work Strain.

Independent Variables	Dependent Variable					
	Work Strain		Work Strain		Work Strain	
	β	t	β	t	β	t
Work Demands	.340	7.35**	.377	8.25**	.374	8.21**
Family Demands	-.002	-0.05	.037	0.81	.043	0.95
Family-Supportive Supervision	-.241	-5.27**	-.160	-3.35**	-.149	-3.12**
Work-Supportive Family	-.199	-4.43**	-.154	-3.44**	-.147	-3.28**
Career Crafting			-.225	-4.76**	-.149	-2.51*
Person-Career Fit					-.120	-2.11*
	$R^2=.302$		$R^2=.340$		$R^2=.347$	
			$\Delta R^2=.038$		$\Delta R^2=.007$	
	$F_{(10; 401)}=17.409^{**}$		$F_{(11; 400)}=18.747^{**}$		$F_{(12; 399)}=17.708^{**}$	

Notes: N=412. **p<0.01. *p<0.05. Standardized coefficients (β) are shown.

Moreover, we performed Process Macro analyses to test the serial indirect effect model between contextual demands and career sustainability indicators through career crafting and person-career fit. Results revealed that work/family demands and work-family balance were not serially linked through career crafting and person-career fit. Hence, H4a was not supported. Rather, we found that both work demands ($b=.0705$, CI: [.0254, .1185]) and family demands ($b=.0679$, CI: [.0313, .1069]) were indirectly related to work-family balance via career crafting.

Findings also showed that work/family demands and work engagement were serially linked through career crafting and person-career fit. We found that work demands were both directly ($\beta=.111$, $p<0.05$) and indirectly ($b=.0131$, CI: [.0025, .0278]) related to work engagement. Besides, although family demand was not directly related to work engagement, it was indirectly related to work engagement ($b=.0126$, CI: [.0029, .0254]). Hence, H4b was supported.

We also found that work/family demands and employability were serially linked via career crafting and person-career fit. Although work and family demands were not directly related to employability, both work demands ($b=.0222$, CI: [.0064, .0442]) and family demands ($b=.0214$, CI: [.0079, .0375]) were indirectly related to employability. Therefore, H4c was supported.

In addition, although the results demonstrated that work/family demands had marginally significant indirect effects on work strain, the confidence intervals were too close to the acceptable threshold, and the t-values did not reach $p<0.05$ significance level. Therefore, H4d was not supported. However, results revealed significant indirect effects of work demands ($b=-.0467$, CI: [-.0910, -.0138]) and family demands ($b=-.0450$, CI: [-.0823, -.0169]) on work strain through career crafting.

Furthermore, we tested the serial indirect effect model between contextual resources and career sustainability indicators through career crafting and person-career fit. Findings displayed that although the contextual resources of family-supportive supervision ($\beta=.332$, $p<0.01$) and work-supportive family ($\beta=.320$, $p<0.01$) were positively and directly related to work-family balance, a serial indirect effect model was not significant

in this relationship. Hence, H5a was not supported. Rather, we found that both family-supportive supervision ($b=.1265$, CI: [.0852, .1705]) and work-supportive family ($b=.0819$, CI: [.0426, .1251]) had indirect effects on work-family balance via career crafting.

Results also revealed that contextual resources and work engagement were serially linked via career crafting and person-career fit. We found that family-supportive supervision was both directly ($\beta=.362$, $p<0.01$) and indirectly ($b=.0235$, CI: [.0074, .0428]) related to work engagement. Similarly, work-supportive family was both directly ($\beta=.131$, $p<0.01$) and indirectly ($b=.0152$, CI: [.0042, .0285]) related to work engagement. Thus, H5b was supported.

Moreover, we found that contextual resources and employability were serially linked via career crafting and person-career fit. Family-supportive supervision was both directly ($\beta=.300$, $p<0.01$) and indirectly ($b=.0398$, CI: [.0193, .0653]) related to employability. Besides, work-supportive family was both directly ($\beta=.207$, $p<0.01$) and indirectly ($b=.0258$, CI: [.0102, .0460]) related to employability. Therefore, H5c was supported.

Finally, even though the findings demonstrated that contextual resources also had marginally significant indirect effects on work strain, the confidence intervals were too close to the acceptable threshold, and the t-values did not reach $p<0.05$ significance level. Therefore, H5d was not supported. However, findings displayed significant indirect effects of family-supportive supervision ($b=-.0838$, CI: [-.1333, -.0387]) and work-supportive family ($b=-.0542$, CI: [-.0910, -.0229]) on work strain through career crafting. **Table 4.10** shows the results regarding the indirect effect paths.

Table 4.10: Indirect Effects.

Hypothesis / Indirect Path	Indirect Effect				
	Effect (b)	SE	LLCI	ULCI	t
H1a: Work Demands→CC→PCF	.0852	.0286	.0312	.1446	2.98**
H1b: Family Demands→CC→PCF	.0821	.0228	.0370	.1249	3.60**
H2a: Family-Supportive Supervision →CC→PCF	.1530	.0237	.1067	.2025	6.45**
H2b: Work-Supportive Family→CC→PCF	.0991	.0233	.0544	.1464	4.25**
H3a: CC→PCF→Work-Family Balance	.1023	.0631	-.0172	.2310	1.62
H3b: CC→PCF→Work Engagement	.1520	.0492	.0575	.2520	3.09**
H3c: CC→PCF→Employability	.2624	.0568	.1564	.3788	4.62**
H3d: CC→PCF→Work Strain	-.2525	.0916	-.4445	-.0826	-2.75**
H4a: Work Demands→CC→PCF→Work-Family Balance	.0024	.0060	-.0082	.0159	.40
H4a: Family Demands→CC→PCF→Work-Family Balance	.0023	.0056	-.0083	.0139	.41
H4b: Work Demands→CC→PCF→Work Engagement	.0131	.0065	.0025	.0278	2.01*
H4b: Family Demands→CC→PCF→Work Engagement	.0126	.0057	.0029	.0254	2.21*
H4c: Work Demands→CC→PCF→Employability	.0222	.0098	.0064	.0442	2.26*
H4c: Family Demands→CC→PCF→Employability	.0214	.0076	.0079	.0375	2.81**
H4d: Work Demands→CC→PCF→Work Strain	-.0158	.0105	-.0404	-.0003	-1.50
H4d: Family Demands→CC→PCF→Work Strain	-.0152	.0090	-.0356	-.0001	-1.69
H5a: Family-Supportive S.→CC→PCF→Work-Family B.	.0044	.0101	-.0148	.0255	.43
H5a: Work-Supportive Family→CC→PCF→Work-Family B.	.0028	.0067	-.0101	.0166	.41
H5b: Family-Supportive S.→CC→PCF→Work Eng.	.0235	.0091	.0074	.0428	2.58**
H5b: Work-Supportive Family→CC→PCF→Work Eng.	.0152	.0062	.0042	.0285	2.45*
H5c: Family-Supportive S.→CC→PCF→Employability	.0398	.0117	.0193	.0653	3.40**
H5c: Work-Supportive Family→CC→PCF→Employability	.0258	.0092	.0102	.0460	2.80**
H5d: Family-Supportive S.→CC→PCF→Work Strain	-.0283	.0154	-.0612	-.0005	-1.84
H5d: Work-Supportive Family→CC→PCF→Work Strain	-.0183	.0104	-.0421	-.0007	-1.76

Notes. $N=412$. ** $p<0.01$. * $p<0.05$. Unstandardized and bootstrapped results are shown (b). CC: career crafting. PCF: person-career fit. LLCI: Lower-level confidence interval, ULCI: Upper-level confidence interval, SE: Standard error.

4.5. Discussion

4.5.1. Theoretical Implications

This study contributes to the understanding of sustainable careers in several ways. First, adopting a whole-life perspective involving work and family domains, we attempted to extend our knowledge of the context aspect of sustainable careers (Greenhaus & Kossek, 2014; Hirschi et al., 2020). Results broadly showed that contextual demands and resources motivate individuals to craft sustainable careers. In line with the main argument of the COR theory that individuals with greater resources are more motivated to gain new resources and less vulnerable to potential resource losses (Hobfoll et al., 2018), results illustrated that individuals perceiving higher resources in the work and family contexts (e.g., family-supportive supervision, work-supportive family) were more likely to engage in career crafting and thus enhance their person-career fit. Moreover, although prior perspectives suggested that higher contextual demands undermine individual health, productivity, and behavioral outcomes in different life contexts (Poelmans et al., 2003; ten Brummelhuis & Bakker, 2012), we proposed that contextual demands, to some degree, might also reflect a motivational trigger for proactive behaviors (Parker et al., 2010). Accordingly, results demonstrated that individuals with higher work and family demands were more likely to engage in career crafting and hence improve their person-career fit. These findings provide support for prior research that examined the role of contextual factors on career crafting (e.g., Janssen et al., 2021; Nalis et al., 2022) and career sustainability (e.g., Barthauer et al., 2020; Bozionelos et al., 2020; Pak et al., 2020), and further contribute to the understanding that work and family-related demands and resources are among the key determinants of individual initiatives for crafting sustainable careers.

Second, considering the paucity of empirical evidence for the role of individual career proactivity on sustainable careers, we investigated career crafting and person-career fit as individual predictors of career sustainability indicators. Results generally demonstrated that career crafting was related to career sustainability indicators directly and indirectly through person-career fit. This result could be attributed to the argument that career

crafting reflects a proactive mechanism, which involves acquiring and utilizing career resources to cope with career demands, thereby enhancing one's career sustainability in terms of health, happiness, and productivity indicators. Moreover, such career crafting initiatives might pave the way for enhanced sustainable career indicators by optimizing the person-career fit. These findings provide substantial support for the conceptual premises of sustainable careers that career proactivity helps individuals enhance person-career fit, balance different life domains, increase employability via developing career competencies, and optimize health and effectiveness (Akkermans & Hirschi, 2023; De Vos et al., 2020; Valcour, 2015). Consistent with the present results, previous studies demonstrated that proactive career initiatives and career self-management strategies help enhance career sustainability (e.g., Talluri et al., 2022; van den Groenendaal et al., 2022). Providing support for theoretical premises and empirical evidence in the literature, this study also represents one of the pioneering investigations on the relationship between career crafting, person-career fit, and career sustainability. In addition, given the limited attention to person-career fit in the literature, this study might provide a valuable contribution to understanding the concept.

Third, we examined a serial indirect effect model between contextual demands/resources and career sustainability indicators. To explain this relationship, we sequentially included the individual determinants of career crafting and person-career fit. Results showed that work/family demands and resources promote career crafting, and such proactive career initiatives result in enhanced employability and work engagement through an increased person-career fit. Besides, although results did not show a significant serial indirect effect model between contextual determinants and career sustainability indicators of work-family balance and work strain, contextual predictors were significantly related to all four career sustainability indicators via career crafting. These findings might confirm the view that contextually triggered career proactivity can produce optimized health, happiness, and productivity indicators for individual careers. Moreover, these results empirically support theoretical propositions of sustainable careers framework that suggests contextual and individual predictors shape career sustainability indicators via a sense of person-career fit (De Vos et al., 2020). Taken together, present findings might also help us gain

better insights into the interplay between the contextual and individual determinants of sustainable careers.

4.5.2. Practical Implications

The study has several practical implications for both organizations and working professionals regarding sustainable career development. First, current findings draw attention to a whole-life perspective and context aspect in sustainable career development. As such, results illustrate how cross-domain resources (i.e., family-supportive supervision, work-supportive family) motivate individuals to craft sustainable careers. These work and family resources help individuals to take initiatives for balancing work and family, improving their employability and work engagement, and reducing work-related strain. In this regard, we suggest that organizations might develop family-supportive practices and policies to ensure a healthy, engaged, and productive workforce (McDonald & Hite, 2018). Such family-supportive practices might encompass flexible arrangements (e.g., flextime, part-time) or dependent care support (e.g., on-site or subsidized childcare support, eldercare support, paid maternity and paternity leave) (Allen, 2001). Building a workplace culture valuing the balance between work and family contexts might reflect one of the key initiatives for a sustainable workforce (Las Heras et al., 2020; McDonald & Hite, 2018).

Second, the present findings call attention to the role of individual career proactivity and person-career fit in building sustainable careers. In this regard, results demonstrate how career crafting initiatives help optimize person-career fit, work-family balance, employability, work engagement, and reduce work strain. Hence, we suggest that professionals could proactively craft their careers by seeking and utilizing relational resources (e.g., supervisor or spouse support), integrating career experiences with life aspirations to reflect a positive career meaning, or diversifying tasks and responsibilities that contribute to career goals (De Vos et al., 2019; Lee et al., 2021; Tims & Akkermans, 2020). By crafting their careers, professionals can better optimize the sense of person-career fit, which results in enhanced individual health, happiness, and productivity in a sustainable way (Valcour, 2015). These individual proactive initiatives might also be

integrated with organizational policies and practices to ensure more sustainable career development for individuals and increased performance outcomes for the organizations as well (McDonald & Hite, 2018). In this sense, organizations might support individual initiatives by providing career crafting training or intervention programs (e.g., van Leeuwen et al., 2021) that illuminate how employees proactively optimize their person-career fit, thereby building employability, harmonizing work and family, or improving health for a more sustainable career experience.

4.5.3. Limitations and Future Research

The study has several limitations that might illuminate potential avenues for future research. First, we collected two-wave time-lagged data by using self-report questionnaires. Although adopting temporal separation methodology diminishes the potential risk for common method bias (Podsakoff et al., 2012), the findings cannot yield making causal inferences. Future research may collect longitudinal data with multiple time points that can allow for testing the causal links through indirect paths. Second, the self-report survey design used in this study represents another limitation regarding common method bias. (Podsakoff et al., 2003, 2012). Despite the widespread preference for self-report evaluation in career research, there is a potential drawback in terms of the accuracy of respondent assessments. Therefore, future studies may opt for a data collection strategy involving responses from various sources like family members, colleagues, or supervisors, thereby minimizing measurement biases (Podsakoff et al., 2003, 2012). Third, the study adopts an individual-level approach to understanding sustainable careers. Further investigations may focus on how individual initiatives can be integrated with societal and organizational policies and practices; thus, contextual barriers and facilitators for sustainable careers can be better enlightened (McDonald & Hite, 2018; van den Groenendaal et al., 2022). Fourth, the sample analyzed in this study involves white-collar employees working in various organizations and sectors in a developing country. Given that contemporary careers have evolved into a more dynamic nature due to sophisticated technologies, changing career orientations, competitive business environments, and economic circumstances (Greenhaus & Kossek, 2014), further investigations might provide a more extensive view by comparatively analyzing multiple samples from diverse

contexts (e.g., different professions, career paths, industries, or economic development profiles). Fifth, the current study adopts the sustainable careers framework suggested by De Vos *et al.* (2020) and contains health, happiness, and productivity indicators to assess career sustainability. Although this study used a specific set of indicators representing each group of main indicators, there are other indicators of sustainable careers, such as career success, satisfaction, performance, or stress (De Vos *et al.*, 2020). Accordingly, future research might consider examining such indicators that can reflect sustainable career experience. Finally, although we examined a linear relationship between contextual demands and career crafting, this relationship may also show a curvilinear profile such that moderate (i.e., optimized) demands may be more likely to trigger career crafting rather than lower or higher demands. Hence, examining such a curvilinear relationship may be a potential avenue for further research.

4.6. Conclusion

Considering the growing interest in what makes contemporary careers sustainable, we aimed to provide a better insight into contextual and individual determinants of sustainable careers. Our conceptual perspective integrated the COR Theory with the framework of sustainable careers and attempted to shed new light on understanding the contextual (i.e., work/family demands and resources) and individual (i.e., career crafting and person-career fit) dynamics of sustainable careers. We proposed a serial indirect effect model, which explores the relationship between contextual determinants and career sustainability indicators sequentially through career crafting and person-career fit. The findings broadly demonstrated that contextual demands and resources were positively related to career crafting initiatives and such career initiatives were positively linked to optimized person-career fit and career sustainability indicators. Notably, results revealed that contextual determinants were indirectly related to the career sustainability indicators of work engagement and employability serially via career crafting and person-career fit. In conclusion, the study might provide an exciting opportunity to advance our knowledge of the interplay between the contextual and individual determinants of sustainable careers.

5. GENERAL DISCUSSION AND CONCLUSION

5.1. Theoretical Implications

This thesis contributes to the understanding of crafting sustainable careers in several ways. First, the thesis study attempts to explore the contextual determinants of sustainable careers through a whole-life perspective that considers both the work and family domains (Greenhaus & Kossek, 2014; Hirschi et al., 2020). Accordingly, the qualitative findings of Study-1 indicated that academic parents experienced a substantial change in their work and family contextual demands during the Covid-19 pandemic. Their work demands started to become heavy due to changing work context and difficulties adapting to remote working. Besides, their family demands significantly increased predominantly due to childcare and household responsibilities. These findings provide further empirical evidence regarding the pandemic-related changes in working parents' and academics' lives in addition to the prior investigations (Bender et al., 2022; Lantsoght et al., 2021; May et al., 2023; Minello et al., 2021; Swit & Breen, 2023). Moreover, perceived gender roles and career stages were also key factors shaping the intensity of the academic parents' contextual demands. A prevalent pattern among academic parents was the presence of a gendered division in domestic labor, where academic mothers assumed the primary role in managing domestic tasks, while academic fathers played a secondary role. Throughout the pandemic, the imbalanced division of family responsibilities resulted in detrimental outcomes for the career sustainability of academic mothers. Facing a significant surge in family demands during the pandemic, academic mothers encountered more frequent adverse experiences regarding their psychological and physical well-being compared to academic fathers. These findings are largely consistent with the prior investigations that revealed how the pandemic exacerbated existing gender inequality and undermined academic mothers' health and productivity (Ali & Ullah, 2021; Martucci, 2023; Minello et al., 2021). As for the role of career stages, results showed that tenure-track early-career and mid-career academics perceived intensifying work demands during the pandemic compared to tenured mid-career and late-career academics. Taking into consideration their

developmental needs in academic careers, tenure-track academics found themselves grappling with more challenges in handling the existing demands of their work (cf. De Gruyter, 2020). In addition to their raising concerns about productivity, pandemic-related challenges brought about complications related to psychological health, such as increasing stress, anxiety, or exhaustion. Furthermore, the results of Study-3 indicated that white-collar employees' contextual demands and resources were related to their experiences regarding career sustainability. Consistent with the primary principles of the Conservation of Resources Theory, which posit that individuals possessing greater resources exhibit heightened motivation to acquire additional resources and are less susceptible to resource depletion (Hobfoll, 1989; Hobfoll et al., 1990, 2018), results revealed that employees with higher resources in the work and family contexts (e.g., family-supportive supervision, work-supportive family) were more likely to experience optimized career sustainability indicators (e.g., work-family balance, work engagement, employability, and reduced work strain). However, as illustrated in the previous examinations (Poelmans et al., 2003; ten Brummelhuis & Bakker, 2012), contextual work and family demands were primarily associated with adverse indicators of career sustainability, such as reduced work-family balance and increased work strain. Broadly, given the theoretical premises of sustainable careers, which suggest that the context encompassing diverse stakeholders (e.g., family, work, or society) influences individuals' career sustainability (De Vos et al., 2020; Valcour, 2015; van der Heijden & De Vos, 2015), current findings provide empirical evidence regarding the role of work and family contextual determinants in sustainable career development. Moreover, adopting a whole-life perspective involving the integration of work and family contexts may provide further insights into sustainable careers (Hirschi et al., 2020).

Second, the thesis study attempts to contribute to the person aspect of sustainable careers by exploring the role of individuals' proactive career crafting behaviors. In this regard, Study-1 provided qualitative findings in terms of academic parents' career behaviors during the pandemic. Results illustrated that academic parents' career behaviors largely differed by career stages, perceived gender roles, and perceived contextual demands and resources. Although academic mothers, early-career academics, and the ones with intensified work and family demands had some difficulties regarding their career

sustainability, such challenges also motivated them to take proactive career initiatives. In addition to the initiatives for optimizing work-family balance, academic performance, and physical and psychological health, academic parents engaged in proactive initiatives for their career development. Such proactive initiatives involved seeking career support and guidance, reorganizing research tasks, developing teaching and research skills, adapting to new technologies, or establishing and maintaining academic networks. Given the theoretical framework of career crafting (De Vos et al., 2019; Lee et al., 2021; Tims & Akkermans, 2020), qualitative findings of Study-1 revealed that academic parents' initiatives mainly focused on relational and task-related career proactivity. Therefore, in addition to the prior studies examining the role of proactive coping or career self-management in enhancing career outcomes during the Covid-19 pandemic (Ahmadi et al., 2022; Chen, 2020; Koen & van Bezouw, 2021), these results provide further empirical evidence that can offer insights into the role of career crafting initiatives in sustainable career development. Furthermore, Study-2 and Study-3 presented quantitative findings concerning the career crafting behaviors of white-collar employees. Study-2 provided evidence for the cross-cultural validity of the Career Crafting Assessment (CCA) (Lee et al., 2021) scale in the Turkish context and revealed adequate psychometric properties for the Turkish version of CCA. The findings of Study-2 largely support the prior evidence in the American (Lee et al., 2021) and Romanian contexts (Chifor & Oprea, 2023). Moreover, results revealed that the relationships between career crafting and the theoretically related constructs of organizational career management, job crafting, and protean career attitude were positive, supporting the previous evidence (e.g. Chifor & Oprea, 2023; Lee et al., 2021; Tims & Akkermans, 2020; van Leeuwen et al., 2021). In addition, Study-2 showed that employees' career crafting initiatives are positively related to career satisfaction, work meaningfulness, and work engagement, which are positive indicators of one's career sustainability (De Vos et al., 2020; van der Heijden & De Vos, 2015). Likewise, the results of Study-3 revealed that employees' career crafting initiatives are positively related to career sustainability indicators (i.e., work-family balance, employability, work engagement, and reduced work strain) directly and indirectly through person-career fit. In addition to the qualitative findings of Study-1, Study-3 provided quantitative evidence for the interplay between contextual and individual determinants of

sustainable careers. Findings showed that the cross-domain resources in the work and family contexts (i.e., family-supportive supervision, work-supportive family) help employees to better craft their careers and optimize their person-career fit. Moreover, results support the theoretical argument that the demands in work and family contexts, to some degree, serve as a motivational trigger for proactive behaviors (Parker et al., 2010), such as career crafting. Accordingly, findings demonstrated that employees with higher work and family demands were more prone to engage in career crafting and thus optimize their person-career fit. In this sense, although previous standpoints indicate that more intense contextual demands weaken individual productivity, health, and behavioral outcomes in diverse life domains (e.g., Poelmans et al., 2003; ten Brummelhuis & Bakker, 2012), findings may suggest an additional perspective for understanding the relationship between contextual demands and individual career proactivity. These findings also provide additional evidence to the previous research that investigated the contextual predictors of career crafting (e.g., Janssen et al., 2021; Nalis et al., 2022) and career sustainability (e.g., Barthauer et al., 2020; Bozionelos et al., 2020; Pak et al., 2020). Taken together, these results provide valuable support for the interplay between contextual and individual determinants of sustainable careers and the theoretical premises of sustainable careers that suggest career proactivity improves person-career fit, builds up employability, optimizes the balance between diverse life domains, and enhances individual effectiveness and health (Akkermans & Hirschi, 2023; De Vos et al., 2020; Valcour, 2015; van der Heijden & De Vos, 2015).

Third and finally, the thesis study attempts to provide further insights into the role of person-career fit in crafting sustainable careers. The theoretical premises of sustainable careers framework suggest that a dynamic person-career fit represents an integral aspect of career sustainability, and thus, it shapes the individual experience regarding the main indicators of sustainable careers: health, happiness, and productivity (De Vos et al., 2020; van der Heijden & De Vos, 2015). Although the theoretical framework of sustainable careers emphasizes its crucial role and the conceptual premises of career crafting portray it as an eventual experience of career proactivity, the role of person-career fit within these theoretical perspectives has not yet been empirically investigated. Addressing this lack of attention to the concept, Study-2 and Study-3 attempted to examine the relationship

between person-career fit, career crafting, and career sustainability indicators. The empirical findings of both studies revealed that career crafting initiatives were positively related to career sustainability indicators (e.g., employability, career satisfaction, work engagement, and work meaningfulness) via an optimized person-career fit. Moreover, the results of Study-3 provided empirical evidence regarding a serial indirect effect model, which showed that contextual demands and resources were indirectly related to employability and work engagement serially via career crafting and person-career fit. These findings present substantial support for the theoretical arguments of sustainable careers (De Vos et al., 2020; van der Heijden & De Vos, 2015) and represent one of the first empirical investigations regarding the role of person-career fit in the sustainable careers framework.

5.2. Practical Implications

This thesis study provides several practical implications for both organizational practitioners and individuals pursuing professional careers. First, findings of Study-1 suggest that women academics with a gendered division of domestic labor and intense family demands were the most adversely influenced group in terms of career sustainability during the Covid-19 pandemic. Additionally, being a mother in the early stages of an academic career posed a double whammy as these individuals grappled with both escalating family responsibilities and obstacles in their career development during the pandemic. Therefore, to reduce potential gender inequalities exacerbated with the pandemic circumstances, academic institutions might consider providing better family-supportive workplace practices and build a culture valuing work-family balance (Las Heras et al., 2020; McDonald & Hite, 2018). Such family-supportive workplace practices might include dependent care support (e.g., on-site or subsidized childcare support, eldercare support, paid maternity and paternity leave) or flexible work arrangements (e.g., flextime, part-time, or telecommuting opportunities) (Allen, 2001). Accordingly, the findings of Study-3 underscore the significance of a whole-life perspective in sustainable career development. As such, findings demonstrate how cross-domain resources (i.e., work-supportive family, family-supportive supervision) motivate individuals to craft

sustainable careers. These resources within the work and family domains empower individuals to proactively achieve equilibrium between their professional and personal lives, enhancing their employability and work engagement while mitigating work-related strain (Hammer et al., 2009; King et al., 1995). From the organizational perspective, providing family-supportive supervisory practices to the employees (e.g., listening to the employees' problems with their work-family issues or producing creative solutions to deal with their conflicts between work and family) might help them optimize their health, productivity, and happiness, thereby crafting sustainable careers (Crain & Stevens, 2018; Hammer et al., 2013).

Second, the findings of Study-1 demonstrated that academic parents' career sustainability experiences and initiatives for career development during the pandemic differed by career stages. Given that early-career academics will have greater developmental needs for career goals than academics in later career stages, it becomes possible that such a career shock as the Covid-19 pandemic will introduce more challenges for early career academics to craft sustainable careers (De Gruyter, 2020). Accordingly, most early-career participants of Study-1 indicated that they had difficulties sustaining their career development, such as limited supervisory and organizational support, weakening career networks, or delaying research projects. Still, to overcome those difficulties, they attempted to take proactive initiatives, such as seeking career support from colleagues, maintaining current academic networks and establishing new ones, or reorganizing research objectives. In this regard, results might imply that organizational practitioners should reconsider post-pandemic career development practices and policies regarding varying career needs in the different career stages (Hite & McDonald, 2020). The disadvantageous circumstances that the early-career individuals experienced during the pandemic might necessitate more tailored career development support for those employees.

Third, the results of Study-2 suggest that the organizations could utilize the CCA as a practical instrument to observe the employees' career needs and developmental initiatives. Although such organizational initiatives for employees' career development are seen as costly and unnecessary for some companies, retaining high-performing and talented employees becomes vital for survival in today's competitive market conditions (McDonald & Hite, 2016, 2018). Hence, the CCA might represent a useful tool for

organizational career management, and thus, organizations could better assist employees in crafting sustainable careers. Accordingly, the results of Study-2 support the argument that both formal and informal organizational career management practices can empower employees to better craft their careers. Addressing this, the implementation of career crafting training or intervention programs can support individuals to improve their person-career fit, fostering more meaningful, engaged, and satisfied career experiences (e.g., van Leeuwen et al., 2021). For instance, such career crafting training programs may involve exemplifying how employees can proactively seek and utilize relational resources (support from mentors, supervisors, or colleagues), reorganize work tasks to better satisfy their developmental needs, or explore ways to integrate their personal aspirations with career experiences to build meaningful careers (De Vos et al., 2019; Lee et al., 2021).

Fourth and finally, individuals' career crafting initiatives might be integrated with organizational goals, which ensures improved performance indicators for the organizations and more sustainable career development for individuals as well (Lee et al., 2021; McDonald & Hite, 2018). Hence, establishing a mutual agreement on benefits stands to meet the needs of both parties involved. Individuals, through such an agreement, gain the ability to shape their careers in a more sustainable manner, positively impacting not only their productivity but also their overall health and happiness. This may include optimizing work-family balance, fostering career satisfaction, and promoting a sense of fulfillment. Simultaneously, organizations stand to gain from cultivating a sustainable workforce, witnessing improved performance aligned with organizational goals. The collaborative focus on long-term well-being and satisfaction creates a win-win scenario where both individuals and organizations thrive in tandem (McDonald & Hite, 2016, 2018; Valcour, 2015).

5.3. General Limitations and Future Research Suggestions

This thesis study has several limitations, offering insights into potential avenues for future research directions. First, while adopting a qualitative design in Study-1 allowed us to explore academic parents' career sustainability experiences during the pandemic, it contained a relatively small sample size and focused on a specific professional group (i.e.,

academics). To overcome this methodological limitation, we attempted to consolidate the findings from both qualitative and quantitative methodologies. Thus, adopting the quantitative research design in Study-2 and Study-3, we reached a greater sample size and examined white-collar employees from various professions and sectors. Still, there remain future research avenues that might provide better insights into crafting sustainable careers, such as comparative analysis between different work characteristics (e.g., white-collar and blue-collar), work arrangements (e.g., part-time, full-time, freelancers), or professional groups (e.g., finance, manufacturing, or healthcare employees). Moreover, considering that all the empirical studies within the scope of this thesis were conducted in the Turkish culture, further cross-cultural analyses might enhance our understanding of crafting sustainable careers within different cultural settings (De Vos et al., 2020; Greenhaus & Kossek, 2014). Such comparative analyses might be conducted through a mixed-method design, which benefits from the strengths of both qualitative and quantitative research (Creswell & Creswell, 2017). While qualitative methodologies might allow us to discover grounded experiences regarding career sustainability, quantitative methodologies might assist in generalizing the findings to larger populations (Creswell & Creswell, 2017).

Secondly, as for the quantitative methodology utilized in Study-2 and Study-3, we collected two-wave time-lagged survey data. The methodological reason behind this approach was to diminish the risk of common method bias by designing a temporal separation (Podsakoff et al., 2003, 2012). Although we gathered data from the participants at two different time points with a two-week interval, our measurement approach did not involve a longitudinal design. Instead, we collected data on predictor and outcome variables at different times, and thus, aimed to reduce common method biases as suggested by Podsakoff et al. (2003, 2012). Therefore, even though the quantitative findings of our studies provide insights into the relationships within the conceptual model, results need to be corroborated by further longitudinal investigation to make causal inferences (Schreurs et al., 2022).

Third, the quantitative design adopted by our studies involves self-report assessments of research variables, rendering these studies susceptible to producing self-report bias (Podsakoff et al., 2003, 2012). Although self-report evaluation is predominantly preferred in career research, such assessment techniques might also generate a potential risk of

inaccurate evaluation of the results. In this vein, future investigations might follow a data collection design encompassing data from multiple respondents (e.g., family members, colleagues, or supervisors), and thus, reduce measurement biases (Podsakoff et al., 2003, 2012). Additionally, our studies provided individual-level evidence to understand crafting sustainable careers. Future research might also focus on how individuals' proactive career initiatives can be integrated with organizational, governmental, and societal policies and practices; hence, contextual facilitators and barriers for crafting sustainable careers can be better analyzed (McDonald & Hite, 2018; Valcour, 2015).

Fourth, given the lack of a comprehensive and valid measurement instrument of person-career fit in the literature, we measured the construct by adapting the person-job fit scale developed by Cable and DeRue (2002) to the career-level. While the adaptation of the scale produced adequate psychometric properties regarding construct validity and reliability, future investigations might also consider developing a person-career fit scale, which encompasses the conceptual premises suggested by the sustainable careers framework. Launching and actively participating in such an initiative of scale development has the potential to significantly enhance our comprehension of the intricate processes involved in crafting sustainable careers.

Finally, the thesis study adopts the sustainable careers framework suggested by De Vos et al. (2020) and investigates productivity (i.e., employability), health (i.e., work strain and engagement), and happiness (i.e., work-family balance, work meaningfulness, career satisfaction) indicators to evaluate individuals' career sustainability. According to De Vos et al. (2020), various indicators of sustainable careers exist, including objective and subjective appraisals of career success and performance, satisfaction with one's job and life, or health indicators like stress. Thus, further investigations might contemplate incorporating a more extensive range of indicators or formulating a comprehensive global scale that encompasses diverse aspects of sustainable careers. In this regard, Chin et al. (2022) recently developed a measure concentrating on the main characteristics of sustainable careers (e.g., flexibility, renewability). Nevertheless, an instrument involving a comprehensive set of indicators of sustainable careers is still lacking.

5.4. Summary and Conclusion

This thesis study primarily aimed to investigate the interplay between contextual and individual determinants of sustainable careers. Aligned with this purpose, the thesis was designed to consist of three empirical studies. Firstly, the primary focus of Study-1 was to examine the influence of changing work/family demands and resources on career sustainability indicators and initiatives pertaining to health, happiness, and productivity among academic parents in the context of the Covid-19 pandemic. While prior research presented evidence concerning the pandemic-related changes in careers, there remained a lack of understanding in terms of how contextual demands influenced individuals' motivation to engage in proactive efforts for building sustainable careers. Hence, to provide further insights into sustainable careers, we gathered qualitative data through interviews with 21 academic parents during the post-lockdown period of Covid-19 in Türkiye. Content analysis findings displayed varying career sustainability experiences and initiatives in terms of career stages, gender roles, and work/family demands and resources. Particularly, along with early-career academics, women academics with increased contextual demands and reduced contextual resources, expressed relatively unfavorable occasions related to their productivity, health, and happiness. Additionally, while early-career academics grappled with challenges in sustaining their career development, they demonstrated a relatively stronger commitment to undertaking proactive career initiatives, such as reconsidering developmental needs, seeking support for their careers, and enhancing learning orientation and career skills.

Secondly, to test the conceptual models of Study-2 and Study-3, two-wave time-lagged survey data was collected from 424 white-collar employees working in various organizations in Türkiye. Study-2 aimed to validate the Career Crafting Assessment (CCA) scale developed by Lee et al. (2021) and evaluate its psychometric properties in the Turkish context. Results revealed that the Turkish version of the CCA yielded adequate psychometric properties regarding construct, convergent, and criterion-related validity and construct reliability. Further analyses revealed that the CCA had significant positive relationships with the theoretically convergent-related constructs (i.e., protean career attitude, organizational career management, and job crafting) and the criterion-related

constructs (i.e., career satisfaction, work engagement, and work meaningfulness). In addition, the CCA was found to be indirectly related to the criterion-related constructs via person-career fit. The findings of Study-2 largely corroborated prior studies and confirmed that the CCA is a valid and reliable scale in the Turkish context.

Furthermore, Study-3 aimed to test a serial indirect effect model, which explores the relationship between contextual determinants (i.e., work/family demands and resources) and career sustainability indicators (i.e., employability, work-family balance, work engagement, work strain) sequentially through career crafting and person-career fit. The conceptual approach of Study-3 endeavored to integrate the Conservation of Resources (COR) theory with the framework of sustainable careers. Results broadly illustrated that contextual demands and resources were positively related to individuals' career crafting initiatives and such career initiatives were associated with optimized experience of person-career fit and career sustainability indicators. Particularly, findings revealed that contextual determinants were indirectly related to employability and work engagement serially via career crafting and person-career fit.

In conclusion, this thesis attempts to contribute to the current understanding of sustainable careers in contextual and individual aspects. Emphasizing the importance of career proactivity and whole-life approach in career development, it provides further insights into the interplay between the context and individual in crafting sustainable careers.

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BIOGRAPHY

Eren KILIÇ received his bachelor's degree in business administration from Istanbul University in 2015. He started his master's degree in management and organization at Istanbul University in 2016. He began his academic career as a Research Assistant at Gebze Technical University in 2017. He received his master's degree and started the Management Doctoral program at Gebze Technical University in 2019. His research interests include career development, human resources management, and organizational behavior.



PUBLICATIONS FROM THE THESIS

Kılıç, E., Kitapçı, H. (2024). Contextual and Individual Determinants of Sustainable Careers: A Serial Indirect Effect Model through Career Crafting and Person-Career Fit. *Sustainability*, 16(7), 2865. / (SSCI – Q2).

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APPENDICES

APPENDIX-A: Interview Questions Used in Study-1

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1. Considering before the pandemic, have there been any changes in your family responsibilities during the pandemic?
 2. Have your family responsibilities made you feel stressed or exhausted during the pandemic? What kind of responsibilities particularly made you feel that way?
 3. Considering before the pandemic, have there been any changes in your academic responsibilities during the pandemic?
 4. Have your academic responsibilities made you feel stressed or exhausted during the pandemic? What kind of responsibilities particularly made you feel that way?
 5. Have your organization, supervisor, and colleagues held a supportive attitude towards your family life and academic career during the pandemic?
 6. Have your family members held a supportive attitude towards your work and academic career during the pandemic?
 7. Have you experienced any psychological and physical health problems during the pandemic? Have you taken any new initiatives to protect your well-being?
 8. Have you been satisfied with the time you allocated to your academic tasks and family life during the pandemic? Have you taken any new initiatives to manage your work-family balance?
 9. Has the pandemic affected your academic performance in terms of teaching and research activities? Have you taken any new initiatives to improve your academic performance?
 10. Have you had any concerns or problems with your career during the pandemic? Have you taken new initiatives that can contribute to your career development during the pandemic?
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APPENDIX-B: Original Scale Items Used in Study-2 and Study-3

Protean Career Attitude (PCA)

Self-directed PCA

PCA1. I am responsible for my success or failure in my career.

PCA2. Where my career is concerned, I am very much “my own person.”

PCA3. Overall, I have a very independent, self-directed career.

PCA4. Freedom to choose my own career path is one of my most important values.

Value-driven PCA

PCA5. It doesn't matter much to me how other people evaluate the choices I make in my career.

PCA6. I navigate my own career, based upon my personal priorities, as opposed to my employer's priorities.

PCA7. What's most important to me is how I feel about my career success, not how other people feel.

Organizational Career Management (OCM)

OCM1. I have been given training to help develop my career.

OCM2. I have been given work which has developed my skills for the future.

OCM3. My supervisor has given me clear feedback on my performance.

OCM4. I have been given a mentor to help my career development.

OCM5. My supervisor has introduced me to people who will help my career.

Job Crafting (JC)

Increasing Structural Job Resources

JC1. I try to develop my capabilities.

JC2. I try to develop myself professionally.

JC3. I try to learn new things at work.

Increasing Social Job Resources

JC4. I ask whether my supervisor is satisfied with my work.

JC5. I ask my supervisor to coach me.

JC6. I ask colleagues for advice.

Increasing Challenging Job Demands

JC7. When an interesting project comes along, I offer myself proactively as project co-worker.

JC8. If there are new developments, I am one of the first to learn about them and try them out.

JC9. When there is not much to do at work, I see it as a chance to start new projects.

Career Crafting*Changing Relational Boundaries (CRB)*

CRB1. I make an effort to get to know people whose career I admire.

CRB2. I make connections with people who share my career interests.

CRB3. I make connections with people who have the skills I want to develop in my career.

CRB4. I build contacts with people in areas where I would like to work.

Utilizing Relational Resources (URR)

URR1. I seek professional coaching from those whose careers I admire.

URR2. I attend events that will help me explore different career paths.

URR3. I ask others to introduce me to people who can positively influence my career.

URR4. I ask others for feedback on my career development.

Reflecting Positive Career Meaning (RPM)

RPM1. I think about the ways in which my career positively impacts my life.

RPM2. I remind myself that my career has personal significance.

RPM3. I reflect on the role my career has for my overall well-being.

RPM4. I look at a career as a means of expressing myself.

Expanding Task Boundaries (ETB)

ETB1. I choose to take on additional tasks at work.

ETB2. I take on extra tasks that contribute to my career even if I do not receive extra pay for them.

ETB3. Added work responsibilities excite me when they are relevant to my career interests.

Person-Career Fit (PCF)*Needs-Supplies Fit*

PCF1. There is a good fit between what my career offers me and what I am looking for in a career.

PCF2. The attributes that I look for in a career are fulfilled very well by my present career.

PCF3. The career path that I currently pursue gives me just about everything that I want from a career.

Demands-Abilities Fit

PCF4. The match is very good between the demands of my career and my personal skills.

PCF5. My abilities and training are a good fit with the requirements of my career.

PCF6. My personal abilities and education provide a good match with the demands that my career places on me.

Work Engagement (WE)

WE1. At my work, I feel bursting with energy.

WE2. I am enthusiastic about my job.

WE3. I am immersed in my work.

Career Satisfaction (CS)

CS1. I am satisfied with the success I have achieved in my career.

CS2. I am satisfied with the progress I have made toward meeting my overall career goals.

CS3. I am satisfied with the progress I have made toward meeting my goals for income.

CS4. I am satisfied with the progress I have made toward meeting my goals for advancement.

CS5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.

Work Meaningfulness (WM)

WM1. I have found a meaningful career.

WM2. I have discovered work that has a satisfying purpose.

WM3. My work helps me make sense of the world around me.

WM4. I know my work makes a positive difference in the world.

Work Demands (WD)

WD1. I feel like I have a lot of work demand.

WD2. My job requires all of my attention.

WD3. I feel like I have a lot to do at work.

WD4. My work requires a lot from me.

WD5. I am given a lot of work to do.

Family Demands (FD)

FD1. I have a lot of responsibility in my family.

FD2. My family requires all of my attention.

FD3. I have to work hard on family-related activities.

FD4. I feel like I have a lot of family demand.

Work Strain

WRS1. My job is more stressful than I had ever imagined.

WRS2. I fear that the amount of stress in my job will make me physically ill.

Family-Supportive Supervision (FSS)

FSS1. My supervisor is willing to listen to my problems in juggling work and nonwork life.

FSS2. I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.

FSS3. My supervisor is a good role model for work and nonwork balance.

FSS4. My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.

Work-supportive Family (WSF)

WSF1. I feel comfortable asking members of my family for advice about a problem situation at work.

WSF2. When I'm having a difficult week at my job, family members try to do more of the work around the house.

WSF3. When I'm frustrated by my work, someone in my family tries to understand me.

WSF4. If I have to work late, I can count on someone in my family to take care of everything at home.

Work-Family Balance

WFB1. How well your work life and your family/private life fit together?

WFB2. Are you satisfied with the way you divide your time between work and family/private life?

WFB3. Are you satisfied with the way you divide your attention between work and family/private life?

WFB4. Are you satisfied with your ability to balance the needs of your job with those of your family/private life?

WFB5. Are you satisfied with the opportunities you have to perform your job well and yet be able to perform family/private life-related duties adequately?

Perceived Employability (PE)*Internal Employability*

PE1. Even if there was downsizing in this organization, I am confident that I would be retained.

PE2. People who do the same job as me who work in this organization are valued highly.

PE3. My personal networks in this organization help me in my career.

External Employability

PE4. If I needed to, I could easily get another job like mine in a similar organization.

PE5. I can use my professional networks and business contacts to develop my career.

PE6. The skills I have gained in my present job are transferable to other occupations outside this organization.

APPENDIX-C: Turkish Translated Version of CCA

No.	Kariyer Şekillendirme Ölçeği: Boyutlar ve İfadeler
	<i>İlişkisel Sınırları Değiştirme</i>
1.	Kariyerlerine hayranlık duyduğum insanları tanımaya çalışırım.
2.	Ortak kariyer beklentilerine sahip olduğum insanlarla bağlantılar kurarım.
3.	Kariyerimde geliştirmek istediğim becerilere sahip olan insanlarla bağlantılar kurarım.
4.	Çalışmak istediğim alanlardaki insanlarla bağlantılar kurarım.
	<i>İlişkisel Kaynakları Kullanma</i>
5.	Kariyerlerine hayranlık duyduğum kişilerden bana mesleki rehberlik yapmalarını isterim.
6.	Farklı kariyer yollarını keşfetmeme yardımcı olacak etkinliklere katılırım.
7.	Başkalarından kariyerimi olumlu etkileyebilecek insanlarla beni tanıştırmalarını isterim.
8.	Başkalarından kariyer gelişimim hakkında geribildirimler isterim.
	<i>Olumlu Kariyer Anlamı Üzerine Düşünme</i>
9.	Kariyerimin hayatımı nasıl olumlu şekilde etkileyebileceği üzerine düşünürüm.
10.	Kariyerimin kişisel açıdan önemli olduğunu kendime hatırlatırım.
11.	Kariyerimin genel olarak sağlığım üzerindeki rolünü düşünürüm.
12.	Kariyerimi kendimi ifade etmek için bir araç olarak görürüm.
	<i>Görev Sınırlarını Genişletme</i>
13.	İşimde ek görevler üstlenmeyi isterim.
14.	Ekstra bir ücret almasam bile kariyerime katkı sağlayabilecek ek görevler üstlenirim.
15.	Ek iş sorumlulukları, kariyer beklentilerimle ilgiliyse beni heyecanlandırır.

APPENDIX-D: Turkish Questionnaire Form – Time 1 Measurement

Sayın Katılımcı,

Bu anket formu, Gebze Teknik Üniversitesi İşletme Anabilim Dalı'nda yürütmekte olduğum doktora araştırmam kapsamında oluşturulmuştur. Araştırmada, çalışanların kariyer davranışları ve kariyer gelişim süreçlerinin incelenmesi amaçlanmaktadır. Gerçekleştirilecek anket uygulamasında iki ayrı zamanda ölçüm yapılması hedeflenmektedir. Aşağıdaki form, araştırmanın birinci aşamasını oluşturmaktadır. Birkaç hafta sonrasında ise araştırmanın ikinci aşamasına dair ölçüm yapılacaktır. Çalışmanın her iki adımı da katılmanız doğru sonuçlara ulaşılabilmesi açısından önem arz etmektedir. Cevaplarınız gizli ve anonim şekilde değerlendirilecek olup akademik amaçlar dışında hiçbir şekilde kullanılmayacaktır.

Katılımınız için teşekkür ederiz.

Arş. Gör. Eren KILIÇ Prof. Dr. Hakan KİTAPÇI Doç. Dr. Mehmet Şahin GÖK

Lütfen aşağıdaki ifadeleri şu seçeneklere göre değerlendiriniz:

(1) Kesinlikle Katılmıyorum, (2) Katılmıyorum, (3) Kararsızım, (4) Katılıyorum, (5) Kesinlikle Katılıyorum

I. Bu bölümde iş ve aile/özel yaşamınızdaki sorumluluk düzeylerinize dair ifadeler yer almaktadır.

İş Talepleri (Work Demands)					
WD1. Çok fazla iş yüküm olduğunu düşünüyorum.	1	2	3	4	5
WD2. İşim tüm dikkatimi vermemi gerektiriyor.	1	2	3	4	5
WD3. İş yerinde yapmam gereken çok şey varmış gibi hissediyorum.	1	2	3	4	5
WD4. İşim için fazlasıyla kendimden vermem gerekiyor.	1	2	3	4	5
WD5. İş yerimde bana çok fazla iş veriliyor.	1	2	3	4	5

Aile Talepleri (Family Demands)					
FD1. Aile/özel yaşamımda çok fazla sorumluluk üstleniyorum.	1	2	3	4	5
FD2. Aile/özel yaşamım tüm dikkatimi vermemi gerektiriyor.	1	2	3	4	5
FD3. Aile/özel yaşamım ile ilgili konularda fazla çaba göstermek zorunda kalıyorum.	1	2	3	4	5
FD4. Aile/özel yaşamımda çok fazla iş yüküm olduğunu düşünüyorum.	1	2	3	4	5

II. Bu bölümde yöneticinizin ve ailenizin size karşı yaklaşımlarına dair ifadeler yer almaktadır.

Aile Yaşamı Destekleyici Yönetici (Family-supportive Supervision)					
FSS1. Yöneticim, işim ve özel yaşamım arasındaki dengeyi sağlama konusundaki sorunlarımı dinlemeye isteklidir.	1	2	3	4	5
FSS2. Özel yaşamımdaki beklenmedik bir durumda, işlerimin aksamaması açısından yöneticime güvenebilirim.	1	2	3	4	5
FSS3. Yöneticim, iş ve yaşam dengesi açısından iyi bir rol modelidir.	1	2	3	4	5
FSS4. Yöneticim, iş ve özel yaşam sorumluluklarını dengelemelerini sağlamak için çalışanların fikirlerini alır.	1	2	3	4	5

İş Yaşamı Destekleyici Aile (Work-supportive Family)					
WSF1. İş yerimdeki bir sorun hakkında ailemden tavsiye isteme konusunda kendimi rahat hissederim.	1	2	3	4	5
WSF2. İşimde yoğun bir hafta geçirdiğimde ailem benim yerime ev işlerinde daha çok sorumluluk üstlenir.	1	2	3	4	5
WSF3. İşimden dolayı moralim bozulduğunda ailem beni anlamak için çaba gösterir.	1	2	3	4	5
WSF4. Mesaiye kalmam gerektiğinde evdeki sorumluluklarla ilgilenmesi için aileme güvenebilirim.	1	2	3	4	5

III. Bu bölümde kariyer tercihlerinize ve deneyimlerinize dair ifadeler yer almaktadır.

Değişken Kariyer Tutumu (Protean Career Attitude)					
PCA1. Kariyerimdeki başarımdan veya başarısızlığımdan ben sorumluyum.	1	2	3	4	5
PCA2. Kariyerim söz konusu olduğunda kendi yolumu kendim çizerim.	1	2	3	4	5
PCA3. Genel olarak, bağımsız ve kendi kararlarımla yönlendirdiğim bir kariyerim var.	1	2	3	4	5
PCA4. Kendi kariyer yolumu seçebilme özgürlüğü, en önemli değerlerimden biridir.	1	2	3	4	5
PCA5. Başkalarının kariyer tercihlerim hakkında ne düşündükleri benim için önemli değildir.	1	2	3	4	5
PCA6. Kariyerimi, işverenimin önceliklerinden ziyade kendi önceliklerime göre yönlendiririm.	1	2	3	4	5
PCA7. Benim için en önemlisi, kariyer başarımla başkalarının değil benim ne düşündüğümüdür.	1	2	3	4	5

IV. Bu bölümde kurumunuzdaki ve genel kariyer gelişim sürecinizdeki deneyimlerinize dair ifadeler yer almaktadır.

Örgütsel Kariyer Yönetimi (Organizational Career Management)					
OCM1. Kurumumda kariyer gelişimime yardımcı olacak mesleki eğitimi alıyorum.	1	2	3	4	5
OCM2. Kurumumda bana verilen işler gelecek için becerilerimi geliştiriyor.	1	2	3	4	5
OCM3. Yöneticim performansım hakkında bana anlaşılır geribildirimler veriyor.	1	2	3	4	5
OCM4. Kurumumda kariyer gelişimime destek olması için bir mentora sahibim.	1	2	3	4	5
OCM5. Yöneticim kariyerimde bana yardımcı olabilecek kişilere ulaşmamı sağlıyor.	1	2	3	4	5

Kişi-Kariyer Uyumu (Person-Career Fit)					
PCF1. Kariyerimin bana sağladıkları ile benim bir kariyerde aradıklarım arasında iyi bir uyum var.	1	2	3	4	5
PCF2. Mevcut kariyerim, bir kariyerde aradığım özellikleri çok iyi düzeyde karşılıyor.	1	2	3	4	5
PCF3. Şu anda devam ettiğim kariyer yolu, bana bir kariyerden beklediğim her şeyi veriyor.	1	2	3	4	5
PCF4. Bireysel becerilerim ile kariyerimin gerekleri arasındaki uyum çok iyidir.	1	2	3	4	5
PCF5. Yeteneklerim ve mesleki bilgim, kariyerimin gerekleriyle iyi bir uyum içindedir.	1	2	3	4	5
PCF6. Kişisel yeteneklerim ve eğitimim, kariyerimde benden beklenenlerle iyi bir uyum sağlıyor.	1	2	3	4	5

V. Bu bölümde lütfen kişisel özelliklerinize dair alanları cevaplandırınız.

Yaşınız:
Cinsiyetiniz: Kadın ☐ / Erkek ☐
Medeni Durumunuz: Bekar ☐ / Evli ☐
Çocuğunuz var mı? Varsa, lütfen kaç çocuğunuz olduğunu belirtiniz:
Eğitim Düzeyiniz/Mezuniyet:
İlk/Orta Öğretim ☐ / Ön Lisans ☐ / Lisans ☐ / Yüksek Lisans ☐ / Doktora ☐
Çalıştığınız Sektör:
Çalışma Şekliniz:
Tam-zamanlı ☐ / Esnek-zamanlı ☐
İş Sözleşmenizin Türü:
Belirsiz Süreli-Kadrolu ☐ / Belirli Süreli-Sözleşmeli ☐
Kariyerinizde kaç yıllık tecrübeye sahipsiniz:
Mevcut işinizde yönetici sorumluluğunuz var mı? Evet ☐ / Hayır ☐

Lütfen cep telefonu numaranızın son 4 rakamını yazınız: __ / __ / __ / __ (Gerekli Bilgi)
(!) Not: Bu bilgi yalnızca çalışmanın ikinci aşamasında araştırma verilerinin eşleştirilmesi amacıyla kullanılacaktır.

Anketimiz sona ermiştir. Katılımınız için teşekkür ederiz.

APPENDIX-E: Turkish Questionnaire Form – Time 2 Measurement

Sayın Katılımcı,

Bu anket formu, Gebze Teknik Üniversitesi İşletme Anabilim Dalı'nda yürütmekte olduğum doktora araştırmamın ikinci aşamasını temsil etmektedir. Çalışanların kariyer davranışları ve kariyer gelişim süreçlerinin incelendiği bu araştırmanın ikinci aşamasında aşağıdaki ifadeleri cevaplandırmanız beklenmektedir. Cevaplarınız gizli ve anonim şekilde değerlendirilecek olup akademik amaçlar dışında hiçbir şekilde kullanılmayacaktır.

Katılımınız için teşekkür ederiz.

Arş. Gör. Eren KILIÇ Prof. Dr. Hakan KİTAPÇI Doç. Dr. Mehmet Şahin GÖK

Lütfen ilk aşamada belirttiğiniz cep telefonu numaranızın son 4 rakamını yazınız: __ / __ / __ / __
(Gerekli Bilgi)

I. Bu bölümde kariyer davranışlarına dair aşağıdaki ifadelerin sizi ne ölçüde yansıttığını şu seçeneklere göre değerlendiriniz: (1) Hiç yansıtmıyor, (2) Çok az yansıtıyor, (3) Kısmen yansıtıyor, (4) Çoğunlukla yansıtıyor, (5) Tamamen Yansıtıyor.

Kariyer Şekillendirme Davranışı (Career Crafting)					
CRB1. Kariyerlerine hayranlık duyduğum insanları tanımaya çalışırım.	1	2	3	4	5
CRB2. Ortak kariyer beklentilerine sahip olduğum insanlarla bağlantılar kurarım.	1	2	3	4	5
CRB3. Kariyerimde geliştirmek istediğim becerilere sahip olan insanlarla bağlantılar kurarım.	1	2	3	4	5
CRB4. Çalışmak istediğim alanlardaki insanlarla bağlantılar kurarım.	1	2	3	4	5
URR1. Kariyerlerine hayranlık duyduğum kişilerden bana mesleki rehberlik yapmalarını isterim.	1	2	3	4	5
URR2. Farklı kariyer yollarını keşfetmeme yardımcı olacak etkinliklere katılırım.	1	2	3	4	5
URR3. Başkalarından kariyerimi olumlu etkileyebilecek insanlarla beni tanıştırmalarını isterim.	1	2	3	4	5
URR4. Başkalarından kariyer gelişimim hakkında geribildirimler isterim.	1	2	3	4	5
RPM1. Kariyerimin hayatımı nasıl olumlu şekilde etkileyebileceği üzerine düşünürüm.	1	2	3	4	5
RPM2. Kariyerimin kişisel açıdan önemli olduğunu kendime hatırlatırım.	1	2	3	4	5
RPM3. Kariyerimin genel olarak sağlığım üzerindeki rolünü düşünürüm.	1	2	3	4	5

RPM4. Kariyerimi kendimi ifade etmek için bir araç olarak görürüm.	1	2	3	4	5
ETB1. İşimde ek görevler üstlenmeyi isterim.	1	2	3	4	5
ETB2. Ekstra bir ücret almasam bile kariyerime katkı sağlayabilecek ek görevler üstlenirim.	1	2	3	4	5
ETB3. Ek iş sorumlulukları, kariyer beklentilerimle ilgiliyse beni heyecanlandırır.	1	2	3	4	5

II. Bu bölümde aşağıdaki iş davranışlarını ne sıklıkta gerçekleştirdiğinizi şu seçeneklere göre değerlendiriniz: (1) Neredeyse hiç, (2) Nadiren, (3) Arada sırada, (4) Sıklıkla (5) Neredeyse her zaman.

İş Şekillendirme Davranışı (Job Crafting)					
JC1. İşimle ilgili yeteneklerimi geliştirmeye çalışırım.	1	2	3	4	5
JC2. İşimde kendimi mesleki açıdan geliştirmeye çalışırım.	1	2	3	4	5
JC3. İşimde yeni şeyler öğrenmeye çalışırım.	1	2	3	4	5
JC4. Yöneticime iş performansından memnun olup olmadığını sorarım.	1	2	3	4	5
JC5. Yöneticimden bana rehberlik etmesini isterim.	1	2	3	4	5
JC6. İş arkadaşlarımdan tavsiye isterim.	1	2	3	4	5
JC7. İlgi çekici bir proje ile karşılaştığımda proaktif bir şekilde dahil olmak isterim.	1	2	3	4	5
JC8. İşimle ilgili yeni gelişmeler varsa ilk öğrenen ve deneyenlerden olurum.	1	2	3	4	5
JC9. İş yerinde yapacak fazla bir şeyim olmadığında bunu yeni projelere başlamak için bir fırsat olarak görürüm.	1	2	3	4	5

İşe Adanmışlık (Work Engagement)					
WE1. Çalışırken kendimi enerji dolu hissedirim.	1	2	3	4	5
WE2. İşimle ilgili konularda çok hevesliyim.	1	2	3	4	5
WE3. Çalışırken kendimi işime kaptırıyorum.	1	2	3	4	5

İş Stresi (Work Strain)					
WRS1. İşimde tahmin ettiğimden daha stresli hissediyorum.	1	2	3	4	5
WRS2. İşimdeki stres düzeyinin bende fiziksel rahatsızlıklara neden olmasından endişeleniyorum.	1	2	3	4	5

III. Bu bölümde iş-yaşam/aile dengenize dair aşağıdaki soruları şu seçeneklere göre değerlendiriniz:

(1) Hiç memnun değilim, (2) Memnun değilim, (3) Kısmen memnunum, (4) Memnunum (5) Çok Memnunum

İş-Aile Dengesi (Work-Family Balance)					
WFB1. İş yaşamınız ile özel/aile yaşamınız arasındaki uyumdan memnun musunuz?	1	2	3	4	5
WFB2. Zamanınızı işinize ve özel/aile yaşamınıza göre düzenleme şeklinizden memnun musunuz?	1	2	3	4	5
WFB3. Odağınızı işinize ve özel/aile yaşamınıza göre düzenleme şeklinizden memnun musunuz?	1	2	3	4	5
WFB4. İş gerekleriniz ile özel/aile yaşamınızın gereklerini dengeleme becerinizden memnun musunuz?	1	2	3	4	5
WFB5. Hem işiniz hem de özel/aile yaşamınızla ilgili görevlerinizi yeterli düzeyde gerçekleştirebilmek için sahip olduğunuz imkanlardan memnun musunuz?	1	2	3	4	5

IV. Bu bölümde kariyer gelişim sürecinize dair aşağıdaki ifadeleri şu seçeneklere göre değerlendiriniz:

(1) Kesinlikle Katılmıyorum, (2) Katılmıyorum, (3) Kararsızım, (4) Katılıyorum, (5) Kesinlikle Katılıyorum

Kariyer Tatmini (Career Satisfaction)					
CS1. Kariyerimde elde ettiğim başarıdan memnunum.	1	2	3	4	5
CS2. Genel olarak kariyer hedeflerime ulaşma açısından kaydettiğim ilerlemeden memnunum.	1	2	3	4	5
CS3. Gelir hedeflerime ulaşma açısından kaydettiğim ilerlemeden memnunum.	1	2	3	4	5
CS4. Terfi hedeflerime ulaşma açısından kaydettiğim ilerlemeden memnunum.	1	2	3	4	5
CS5. Yeni beceriler kazanma hedeflerim açısından kaydettiğim ilerlemeden memnunum.	1	2	3	4	5

Algılanan İstihdam Edilebilirlik (Perceived Employability)					
PE1. Kurumumda benimle aynı işi yapan insanlara fazlasıyla değer verilir.	1	2	3	4	5
PE2. Çalıştığım kurumda bir işten çıkarma olsa bile kalacağımdan eminim.	1	2	3	4	5
PE3. Kurumumdaki kişisel bağlantılarım kariyerimde bana yardımcı olur.	1	2	3	4	5
PE4. Gerekirse başka bir kurumda şu ankine benzer bir işi kolayca bulabilirim.	1	2	3	4	5
PE5. Kariyer gelişimim konusunda mesleki bağlantılarıma ve iş çevreme güvenirim.	1	2	3	4	5
PE6. Şu anki işimde kazandığım beceriler, farklı işlere de aktarılabilir.	1	2	3	4	5

İş Anlamlılığı (Work Meaningfulness)					
WM1. Anlamlı bir kariyer yolu seçtiğimi düşünüyorum.	1	2	3	4	5
WM2. Tatmin edici bir amacı olan bir işte çalıştığımı düşünüyorum.	1	2	3	4	5
WM3. İşim çevremdeki dünyayı anlamlandırmama yardımcı oluyor.	1	2	3	4	5
WM4. İşimin dünyada olumlu bir değişim yarattığına inanıyorum.	1	2	3	4	5

V. Son olarak, lütfen kişisel özelliklerinize dair aşağıdaki iki alanı cevaplandırınız.

Yaşınız:
Cinsiyetiniz: Kadın ☐ / Erkek ☐

Anketimiz sona ermiştir. Katılımınız için teşekkür ederiz.

APPENDIX-F: Ethical Approval

Evrak Tarih ve Sayısı: 22.12.2021-E.39325



T.C.
GEBZE TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
İnsan Araştırmaları Etik Kurulu

Sayı : E-43633178-050.02.04-39325
Konu : İnsan Araştırmaları Etik Kurul Kararı
(2021/32-07)

22.12.2021

Sayın Arş. Gör. Eren KILIÇ

İlgi : 01.12.2021 tarihli ve E-37354 sayılı yazınız.

İlgi yazıya istinaden yapmış olduğunuz başvuru, Üniversitemiz İnsan Araştırmaları Etik Kurulu'nun 20.12.2021 tarih ve 2021/32 oturum sayılı toplantısında incelenmiş ve değerlendirilmiştir. "Covid-19 Salgını Sürecinde Çalışanların Değişen İş-Aile Sorumlulukları ve Kariyer İnişiyatifleri" başlıklı proje kapsamında kullanacağınız belgelerin etik açısından bir sakıncası olmamakla birlikte, tarafınıza iletilen bu yazıyı "Etik Uygunluk" belgesi niteliğinde değerlendirmenizi rica ederim.

Prof.Dr. Hüseyin İNCE
Başkan

Ek:Karar (1 Adet)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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