



rijksuniversiteit
 groningen

Professional skills growth mindset, career
 adaptability and the moderating role of supervisor
 support

Myron Siebring

Master Thesis - Work, Organizational and Personnel Psychology

S3347494
 May 2022
 Department of Psychology
 University of Groningen
 Examiner/Daily supervisor:
 Dr. Antje Schmitt

A thesis is an aptitude test for students. The approval of the thesis is proof that the student has sufficient research and reporting skills to graduate but does not guarantee the quality of the research and the results of the research as such, and the thesis is therefore not necessarily suitable to be used as an academic source to refer to. If you would like to know more about the research discussed in this thesis and any publications based on it, to which you could refer, please contact the supervisor mentioned.

Abstract

It is likely that employees will not stay with the same company throughout their entire working life, which is one of the reasons employees should be able to adapt to their careers. Career adaptability is an individual's competence to cope with changing conditions of vocational development and is related to positive career development (Savickas, 2002). Therefore, it is important to examine what may enhance career adaptability. The current study hypothesizes that adopting a professional skills growth mindset is related to the enhancement of employees' career adaptability. It is also hypothesized that supervisor support moderates this relationship. 103 participants filled out a questionnaire measuring their professional skills mindset, career adaptability, and the amount of support from their supervisor. The results show that professional skills growth mindset is positively related to the enhancement of career adaptability, however, the moderating role of supervisor support is not found. According to the current study, adopting a growth mindset can help to be more adaptable to one's career.

Keywords: professional skills growth mindset, career adaptability, supervisor support

Growth mindset, career adaptability and the moderating role of supervisor support

Dutch people are in the top five of the happiest employees in Europe, however, many Dutch employees do feel like they want to change careers (Van Agteren, 2017). Why is that? Despite the fact that they are satisfied with their careers, Dutch employees are uncertain as to how long they will have a certain job. About 60% of the employees have a flex job, a flexible job such as a temporary job (Reynolds, 2022). A flex job makes employees uncertain about the duration of the contract. Therefore, the Dutch should be open to exploring different career options. This is part of the concept called career adaptability, which is an individual's competence to cope with changing conditions of vocational development (Savickas, 2002) and is positively related to career development. However, how can one enhance employees' career adaptability?

Career adaptability is described in Savickas' career construction theory (2002). This theory suggests the five stages of career construction, namely growth, exploration, establishment, maintenance, and disengagement. As stated in the career construction theory, the first stage of the theory is called the growth stage. During this stage, people form attitudes, beliefs, and competencies which are important in how they construct their careers. As such, adopting a certain attitude, belief or competency could lead to how one will develop vocationally. These attitudes, beliefs or competencies are also called mindsets. Mindsets are known across various domains (Chan et al., 2022). Examples of these domains are intelligence and personality. One of the goals of the current research is to examine the effect of mindsets on career adaptability, which means professional skill mindset is examined. Professional skill mindset consists of having either a growth mindset or a fixed mindset. When one adopts a growth mindset, it is believed that personal characteristics can be developed and are changeable, whereas a fixed mindset is not changeable (Yeager, 2020). It has also been found that adopting a growth mindset can lead people to overcome obstacles

and face challenges (Dweck et al., 2019). Therefore, as suggested in Savickas' career construction theory (2002), adopting a professional skills growth mindset may have an influence on how one will develop vocationally, and thus, could be associated with how one will cope with changing work conditions. Another goal is to examine whether other factors influence the relation between professional skills growth mindset and career adaptability. Heslin et al. (2020) mentioned that having the right mindset is not the only variable that influences career adaptability. One needs to be in the right environment as well. Thus, certain contextual factors are at play, such as the support from employees' supervisors. The question arises: could professional skills mindset predict career adaptability, and does supervisor support have an effect on this prediction?

Thus far, this question has not been answered. Research has studied several antecedents of career adaptability, for example, cognitive flexibility and proactivity (Rudolph, et al., 2017), however, professional skills mindset has not been examined yet. There have also been studies about the effect of social support. For example, Hu et al. (2021) found that career adaptability is positively correlated to perceived social support. However, there is not much to be found on supervisor support. Thus, there is a gap in the literature on the topic of professional skills growth mindset and supervisor support in relation to career adaptability. As can be seen in the Netherlands, career adaptability is a rising subject amongst employees. It is likely that employees will not stay with the same company throughout their entire working life, indicating they should be open to exploring different career options. Therefore, employees seem to need higher adaptability regarding their careers. Knowing how to be more adaptable to their careers and how to cope with changing work conditions has become more important. Especially for employees, this is valuable information, and therefore, important to be studied. For supervisors it is valuable to know if they can enhance employees' career adaptability by supporting them. If supervisors can help their employees' cope with changing

work conditions and be more adaptable to their careers, this could be beneficial for the company. For example, employees could have less problems with changes leading them to stay longer at the company they work for. Therefore, it is important to examine if supervisors can enhance their employees' career adaptability by supporting them. Thus, the aims of this study are to try to examine if adopting a professional skills growth mindset is related to enhancing career adaptability, and whether supervisor supports moderates this relation.

Growth Mindset and Career Adaptability

A growth mindset is the belief that personal characteristics can be developed and are changeable (Yeager, 2020). People who adopt a growth mindset take up challenges more often. The current study focuses on the professional skills growth mindset, which is a growth mindset related to professional careers. This means that someone who adopts a professional skills growth mindset, believes their characteristics related to their professional skills are changeable and they will not shy away from a challenge regarding their jobs. It is the belief that professional skill sets are changeable.

Adaptivity is how one can adapt to changes. As stated in the career construction theory (Savickas, 2013), one's adaptivity has a positive influence on career adaptability. The career construction theory by Savickas (2002) proposes the concept career adaptability, which is an individual's competence to cope with changing conditions of vocational development. It includes an individual's readiness and resources to cope with these changing conditions. There are four adaptability resources, namely concern, control, curiosity, and confidence. The resources entail the concern about one's future, the control over developing one's future, the curiosity of the exploration of oneself and the belief and confidence that one can make their own choices (Savickas, 2005). These resources can help an individual to cope with changing work conditions, ultimately, enhancing one's career adaptability. Professional skills growth mindset might influence these four resources since it includes the readiness and resources to

cope with changing work conditions. The belief that one's professional skill set is changeable may lead to someone being more adaptive to changes, which has a positive effect on career adaptability (Savickas, 2013). Thus, it is expected that there is a relation between one's professional skills growth mindset and one's career adaptability. Therefore, the following hypothesis is formulated.

Hypothesis 1: Adopting a professional skills growth mindset has a positive influence on the enhancement of an individuals' career adaptability.

The Moderating Effect of Supervisor Support

Heslin et al. (2020) stated that having the right mindset is not the only important part in enhancing career adaptability. One needs to be in the right environment as well. Similarly, the person-environment fit approach (Kristof-Brown et al., 2005) suggests that the environment plays an important role for employee outcomes. Based on these studies, it is possible that certain contextual factors are important in enhancing career adaptability. The extension of the job demands-resources model (Van Emmerik, 2009) has shown that one of those factors is supervisor support. The person-environment fit approach suggests when the characteristics of an individual and the work environment are well matched (Kristof-Brown et al., 2005), they influence employee outcomes. There are different types of person-environment fit approaches, such as person-vocation fit, person-job fit, person-organization fit, person-group fit, and person-supervisor fit. The person-supervisor fit suggests that the match between the characteristics of an employee and their supervisor is important for the employees' work outcomes. Taken together, these studies suggests that the supervisor could play an important role in enhancing career adaptability, if matched well with the employees' personal characteristics, for example one's professional skills mindset.

Next to this, Hu et al. (2021) found that career adaptability is positively correlated to perceived social support. Social support includes the support from the complete social

environment, suggesting that supervisor support could be related to career adaptability as well. Therefore, based on the person-supervisor fit (Kristof-Brown et al., 2005), which suggests that a good fit between characteristics of employees and their supervisor influences an employees' work outcomes, and the study of Hu et al. (2021), suggesting a direct association between support and career adaptability, it is hypothesized that high supervisor support is more likely to enhance the relationship between adopting a professional skills growth mindset and career adaptability and that low supervisor support is more likely to lead to a less strong relationship between adopting a professional skills growth mindset and career adaptability. Thus, the following hypothesis is formulated.

Hypothesis 2: Supervisor support is expected to moderate the relation between a professional skills growth mindset and an individuals' career adaptability, which will influence the relationship positively.

The research model of the current study can be found in Figure 1.

Method

The aims of the study were to determine whether there is a relationship between professional skills growth mindset, and career adaptability, and whether supervisor support moderates this relation. To test these hypotheses, two online questionnaires were used to assess professional skills growth mindset and career adaptability. The first questionnaire was also used to assess the variable supervisor support. This study was part of a greater study; however, the current study focused only on certain variables from the greater study (e.g., professional skill mindset, career adaptability, and supervisor support). Together with another student, we both recruited participants. We recruited participants in Germany and in the Netherlands. The study was approved by the ethical committee of the faculty of Behavioral and Social Sciences of the University of Groningen

Procedure and Participants

The participants were recruited through my personal network and via social media platforms, such as LinkedIn, Facebook and Instagram, and through the personal network of the second student from September 2022 to February 2023. When agreeing to participate, the participants received a general feedback report including some key results and practical application procedures in return for participating in the study. This was sent out after the thesis was finished. The participants who saw the link on social media filled out the first questionnaire. They completed the questionnaires on their own devices and in their own time. It took them about 7 minutes to complete the questionnaire. If they submitted their email addresses, they received an invitation for the second questionnaire four weeks after filling out the first questionnaire. The email addresses were deleted before analyzing the results. The questionnaires were filled out at two time points, to make sure that the different variables were studied at two time points, and thus, to prevent common method bias (Tehseen et al., 2017). However, after the data collection phase ended, it was decided to solely use the data of the first questionnaire. For the study to have 80% power, 100 participants should have participated in order to test the proportion of explained variance of career adaptability explained by professional skills growth mindset and supervisor support. Unfortunately, only 44 participants filled out the second questionnaire, and, therefore, the power of the study would have been very low. Thus, only the data of the first questionnaire was analyzed. This was done in IBM SPSS 27.

In total 144 participants participated in the study. Out of the 144 participants, 41 participants were excluded. These participants were excluded because 60% of their data was missing. The total sample size was 103 consisting of 69 women (71.7%), 27 men (27.8%), and 1 (1%) classified as other. The mean age was 33.6 years ($SD = 11.8$). Participants also indicated their highest level of education they achieved. They could choose from a primary school diploma to a doctorate degree. The questionnaires were distributed in Germany and in

the Netherlands. 78 participants were from Germany, 18 participants were from the Netherlands and one participant was from the United Kingdom. 55.3% of the participants achieved a university degree. Six participants did not complete the demographic questions. Most participants worked in the financial industry (28.2%) or worked in health and social welfare (13.6%). Participants held jobs such as an accountant, financial director, nurse, and paramedic. The participants were working either full-time or part-time and participated in the study voluntarily.

Measures

The online questionnaire was precomposed in Qualtrics. It was either filled out in German or in English.

Professional Skills Growth Mindset

The Professional Skills Mindset scale was newly created for the study. It consists of eight items divided into two dimensions. Four items are about assessing a professional skills growth mindset and four items are about assessing a professional skills fixed mindset. However, the focus is on professional skills growth mindset. Professional skills fixed mindset is assessed because it is conceptually related to professional skills growth mindset. The items consist on a 5-point Likert scale, ranging from “strongly disagree to strongly agree”. An example of a professional skills growth mindset item is: “If they want to, people can acquire new professional skills and abilities even independent of any external conditions”. An example of a professional skills fixed mindset item is: “People have certain professional skills and abilities, and they can’t really do much to change these”. The Cronbach’s alpha on fixed mindset ($\alpha = 0.82$) was good, the Cronbach’s alpha on growth mindset ($\alpha = 0.59$) was poor. The principal factor analysis showed that two items, item five, and item eight, should be removed. The Cronbach’s alpha stayed quite low after removing these items ($\alpha = .59$).

Career Adaptability

The short version of the Career Adaptability scale by Maggiore et al. (2015) was used to assess career adaptability. The scale consists of 12 items measured on a 5-point Likert scale, ranging from ‘not strong to strongest’. An example of an item of this scale is: ‘Looking for opportunities to grow as a person’. The Cronbach’s alpha for the Career Adaptability scale was good ($\alpha = .80$).

Supervisor Support

The supervisor support scale came from Maurer et al. (2003). The scale consists of twelve items on a 5-point Likert scale, ranging from ‘strongly disagree to strongly agree’. An example item is: ‘My supervisor encourages me to participate in activities which promote skill improvement’. The Cronbach’s alpha for supervisor support ($\alpha = 0.84$) was also good.

Control variables

I controlled for two demographic variables that may have influenced the studied variables. First, gender was controlled for. Su (2016) studied the relationship between social support and career adaptability and found that there are differences in gender for this relation. This could mean that career adaptability is influenced by gender.

Next, I controlled for educational level. Veres et al. (2017) found that one’s GPA is related to career adaptability. Therefore, one could think that educational level could be related to career adaptability as well.

Results

First, a t-test was performed to test whether there were differences between participants from Germany and the Netherlands on the variables career adaptability ($t(94) = -.06, p = 0.957$), supervisor support ($t(94) = -.05, p = 0.265$), and professional skills growth mindset ($t(93) = .91, p = 0.364$). The t-test showed that, for all variables studied, there are no significant differences between participants living in Germany and participants living in the Netherlands.

Next, a correlation analysis of the variables career adaptability, supervisor support, and professional skills growth mindset was done. Moreover, the control variables gender and educational level were included. The correlations can be found in Table 1.

Table 1 showed that career adaptability is positively related to professional skills growth mindset ($r = .33, p < 0.001$). The other correlations were not significant.

Before the hypotheses were tested, I tested the assumptions of linear regression. First, to check normality, a P-P Plot was made, as can be seen in Figure 2 (see appendix). The P-P Plot suggested that the data was normally distributed. Next, a scatterplot was made to examine whether there was a problem with homoscedasticity. The scatterplot showed that there was no violation of homoscedasticity (see appendix, Figure 3). Therefore, as the normality and the homoscedasticity were not violated, there was also no violation of linearity.

Next, the assumption of multicollinearity was checked for potential violations. As can be seen in Table 1, which showed the correlations, there is no violation of multicollinearity. The correlation between the independent variables (growth mindset, and supervisor support) was not greater than .50. Therefore, there was no problem with multicollinearity.

Lastly, I used Cook's Distance to check for potential influential outliers. As can be seen in Figure 4 (see appendix), the graph showed that there were two potential influential outliers, case numbers 19 and 65. They both had a higher Cook's Distance than .01, therefore the linear regression analyses were done with and without the potential influential outliers. However, the results were barely different. Therefore, I kept the outliers in the sample while testing the regression analyses. The results from the linear regression analyses without the outliers were reported and can be seen in Table 4 and Table 5 in the appendix.

Hypothesis Testing

Hypothesis 1 stated that adopting a professional skills growth mindset has a positive influence on the enhancement of an individuals' career adaptability. To test this Hypothesis, I

conducted a stepwise linear regression analysis with mean-centered predictor variables (see Table 2). The results reveal that there is a significant effect of professional skills growth mindset on career adaptability ($B = .27, t = 3.44, p < .001$), which can be seen in Model 2. This result indicates that professional skills growth mindset is positively associated with the enhancement of career adaptability, therefore, Hypothesis 1 was supported.

Hypothesis 2 stated that supervisor support is expected to moderate the relation between a professional skills growth mindset and an individuals' career adaptability, which would influence the relationship positively. To test this hypothesis, the stepwise linear regression was used again. Now the results of the centered interaction effect between professional skills growth mindset and supervisor support in Model 3 were interpreted. The results reveal that there is no significant effect ($B = .06, t = .04, p = .968$) and, therefore, the moderation effect is not found in the current study. Thus, Hypothesis 2 was not supported.

Additional Analyses

As can be seen in Table 1, the relationships between professional skills growth mindset and gender and professional skills growth mindset and educational level were non-significant. Model 1 in the stepwise linear regression analysis also showed that there was no significant result between gender and career adaptability ($B = .11, t = .98, p = .328$) and educational level and career adaptability ($B = .03, t = .50, p = .619$). These results reveal that gender and educational level do not have an effect on any of the variables studied.

As can be seen in Table 1, there was a significant negative correlation between professional skills fixed mindset and career adaptability ($r = -.42, p < 0.001$) and between professional skills fixed mindset and supervisor support ($r = -.20, p < 0.047$), indicating there is a relationship between these variables. Therefore, I did another stepwise linear regression analysis. This time it included the centered variables professional skills fixed mindset and the interaction effect between professional skills fixed mindset and supervisor support. This was

done to see if there was a relation between professional skills fixed mindset and career adaptability and to see if supervisor support moderates this relationship. The results reveal that there is a significant negative relation between professional skills fixed mindset and career adaptability ($B = -.39, t = -4.71, p < 0.001$). This indicates that professional skills fixed mindset has a negative effect on career adaptability. The results also reveal that there is no significant effect for the centered interaction effect ($B = -.15, t = -1.53, p = 0.129$). This indicates that supervisor support does not moderate the relationship between professional skills fixed mindset and career adaptability.

Discussion

Being able to adapt to one's own career is an important aspect for employees nowadays, however, there is not much known about how to enhance one's career adaptability. This study tried to fill this gap in the literature and studied the effect of professional skill growth mindset in relation to career adaptability, moderated by supervisor support. It was hypothesized that adopting a professional skills growth mindset is positively related the enhancement of an individuals' career adaptability. The results indicate that professional skills growth mindset was positively related to career adaptability. I also hypothesized that supervisor support is expected to moderate the relation between a professional skills growth mindset and an individuals' career adaptability, which will influence the relation positively. However, the study did not find a significant result for this hypothesis.

Additionally, I found that there was a negative relation between professional skills fixed mindset and career adaptability. This means that when one adapts a professional skills fixed mindset (i.e., the belief that professional skill sets cannot change), career adaptability will not be enhanced.

Theoretical and Practical Implications

With this study, I extend the literature of professional skills growth mindset to career adaptability. Professional skills growth mindset is positively related to career adaptability, which means professional skills growth mindset influences the four adaptability resources in the career construction theory (Savickas, 2005). The belief that one's professional skill set is changeable leads to someone being more adaptive to changes, which has a positive effect on career adaptability. Therefore, it can be said that people with a certain professional skill mindset have a better or worse chance on enhancing their career adaptability depending on the type of professional skill mindset they have. Thus, people who adopt a professional skills growth mindset are more adaptable to their career and might be better at coping with occupational changes, whereas people who adopt a professional skills fixed mindset are not adaptable to their career, which might lead to problems in their working life.

Unfortunately, it cannot be said from this study that supervisor support has a moderating relationship for professional skills growth mindset and career adaptability, which would be an interesting new insight into the literature regarding enhancing career adaptability. Previous research indicated that there might be a relation between supervisor support and career adaptability. The person-supervisor fit proposes that a good match between an employee and their supervisor has an influence on the employees' work outcomes (Kristof-Brown, 2005). Also, it was found that support from others had a positive relation with career adaptability (Hu et al., 2021). However, these studies indicated more direct relationships with supervisor support and social support instead of a moderating role of supervisor support. Therefore, there might still be an effect from supervisor support, but in a different way. For example, Hou et al. (2019) found that social support is positively related to career adaptability, however this is mediated by career decision-making self-efficacy, which is one's confidence in completing tasks related to their vocational development. This indicates that there might be an effect of supervisor support, but that there are other factors involved in the

relationship. What could also have an effect is that it is not supervisor support that is important, but social support in general. As indicated by Hu et al. (2019) and Hou et al. (2019), they studied the role of social support instead of supervisor support.

Limitations and Future Research

This study has a few methodological limitations. First, the study intended to be a two-wave study. However, it was decided to transform the study to a one-wave study due to a possible problem of power loss. Transforming to a one-wave study, however, increased the risk of common method bias. Therefore, the relationship between professional skills growth mindset, supervisor support and career adaptability might be inflated or deflated, which could be the reason for finding a significant result between professional skills growth mindset and career adaptability and for not finding a significant result for the moderator supervisor support.

Another methodological limitation of the study is that the variable professional skills growth mindset is not reliable. After removing two items from this scale, the reliability was still poor. Thus, there might be bigger discrepancies between the true and the observed scores within this study. This means that the scores of the participants (e.g., observed scores) could have been very different if the scale was reliable (e.g., true scores).

The study's generalizability is also limited. The study was done with people living in Germany and in the Netherlands, which means the sample is mainly consisting of Western people. Therefore, the study's results might not be generalizable outside of the Western world.

The fourth limitation of the study is the self-reporting of all variables. Self-report data can be inclined to different sorts of biases, such as response bias and sampling bias (Salters-Pedneault, 2020). Also, the participants may have answered in a socially acceptable way instead of answering the questions truthfully.

Regarding the limitations of this study, future research should focus on the professional skills growth mindset scale. This scale needs to be changed into a reliable scale. Also, it would be good to replicate this study as the intended two-wave study, preventing common method bias. It would be advised to increase the generalizability of the study, by having a sample size representing other cultures and different kinds of educational levels.

Future research could also aim at other factors contributing to enhancing career adaptability, such as indicators of adaptivity, but it should also study the adapting responses, and adaptation results of career adaptability (Rudolph et al., 2017). For example, Tolentino et al. (2014) found that proactive personality (e.g., an indicator of adaptivity) is positively correlated with career adaptability. Future research should examine the relation between proactive individuals and individuals who adopt a professional skill growth mindset, to see what the effect of the relation between these variables has on career adaptability. Future research should also study the adapting responses and adaptation results of career adaptability. Rudolph et al. (2017) found that career adaptability is positively related to several adapting responses, such as career planning, career exploration and career decision-making self-efficacy. Next to that, career adaptability is also positively related to certain adaptation results, such as career commitment and job satisfaction. Future research should study these effects.

As said, supervisor support might have another role than the moderating one in this study. Therefore, future research should study the direct effect of supervisor support on career adaptability and possible mediating factors for supervisor support. It could be possible that support from a supervisor is not the necessary support needed for employees. It might be that social support in general, for example from family or friends, would be enough support to enhance career adaptability too. For example, Hou et al. (2019) found that social support is positively related to career adaptability, however this is mediated by career decision-making

self-efficacy, which is one's confidence in completing tasks related to their vocational development. This indicates that there might be an effect of supervisor support, but that there are other factors involved in the relationship

Conclusion

This study shows that adopting a professional skills growth mindset does enhance one's career adaptability, and on the other side, adopting a professional skills fixed mindset does not enhance one's career adaptability. It cannot be said that supervisor support can enhance the relation between professional skills growth mindset and career adaptability, therefore more research is needed in the field of support from either their supervisor or the social network of an employee.

Reference list

- Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A View From Two Eras. *Perspectives on Psychological Science*, 14(3), 481–496. <https://doi.org/10.1177/1745691618804166>
- Chan, D. W., Sun, X., & Chan, L. K. (2021). Domain-Specific Growth Mindsets and Dimensions of Psychological Well-Being Among Adolescents in Hong Kong. *Applied Research in Quality of Life*. <https://doi.org/10.1007/s11482-020-09899-y>
- Heslin, P. A., Keating, L. A., & Ashford, S. J. (2020). How being in learning mode may enable a sustainable career across the lifespan. *Journal of Vocational Behavior*, 117, 103324. <https://doi.org/10.1016/j.jvb.2019.103324>
- Hou, C., Wu, Y., & Liu, Z. (2019). Career decision-making self-efficacy mediates the effect of social support on career adaptability: A longitudinal study. *Social Behavior and Personality: an international journal*, 47(5), 1–13. <https://doi.org/10.2224/sbp.8157>
- Hu, X., He, Y., Ma, D., Zhao, S., Xiong, H., & Wan, G. (2021). Mediating Model of College Students' Proactive Personality and Career Adaptability. *The Career Development Quarterly*, 69(3), 216–230. <https://doi.org/10.1002/cdq.12269>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology*, 58, 281-342.
- Maggiore, C., Rossier, J., & Savickas, M. (2015). Career Adapt-Abilities Scale–Short form (CAAS-SF). *Journal of Career Assessment*, 25(2), 312–325. <https://doi.org/10.1177/1069072714565856>
- Maurer, T, Weiss, M, & Barbeite, F. (2003). A model of involvement in work-related learning and development activity: The effects of individual, situational, motivational and age variables. *Journal of Applied Psychology*, 88(4), 707-724.

- Reynolds, B. W. (2022, February 14). *What Is a Flexible Job?* FlexJobs Job Search Tips and Blog. <https://www.flexjobs.com/blog/post/what-is-a-flexible-job/>
- Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior, 98*, 17–34.
<https://doi.org/10.1016/j.jvb.2016.09.002>
- Tehseen, S., Ramayah, T., & Sajilan, S. (2017). Testing and Controlling for Common Method Variance: A Review of Available Methods. *Journal of Management Sciences, 4*(2), 142–168. <https://doi.org/10.20547/jms.2014.1704202>
- Tolentino, L. R., Garcia, P. R. J. M., Lu, V. N., Restubog, S. L. D., Bordia, P., & Plewa, C. (2014). Career adaptation: The relation of adaptability to goal orientation, proactive personality, and career optimism. *Journal of Vocational Behavior, 84*(1), 39–48.
<https://doi.org/10.1016/j.jvb.2013.11.004>
- Van Agteren, P. (2017, November 29). *Jarenlang voor dezelfde baas blijven werken? Toch een beetje suf.* AD.nl. <https://www.ad.nl/werk/jarenlang-voor-dezelfde-baas-blijven-werken-toch-een-beetje-suf~ab53dadac/?referrer=https%3A%2F%2Fwww.google.com%2F>
- Veres, A., & Szamosközi, I. (2017). Personality traits, work experience and GPA as predictors of career adaptability in college. *Transylvanian Journal of Psychology, 18*(2), 97–115. <https://doi.org/10.24193/epsz.2017.2.2>
- Salters-Pedneault, K. (2020, June 19). *Can Psychological Self-Report Information Be Trusted?* Verywell Mind. <https://www.verywellmind.com/definition-of-self-report-425267>

- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown (Ed.), *Career choice and development* (4th ed, pp. 149–205). Jossey-Bass.
- Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). Wiley.
- Savickas, M. L. (2013). Career construction theory and practice. In R. Lent, & S. Brown, *Career development and counseling: Putting theory and research into work* (2nd ed, pp. 147–183). Wiley.
- Su, X. (2016). Moderating effects of gender on relationship between perceived social support and career adaptability in college students. *Chinese Mental Health Journal*, 30(2), 152–157.
- Van Emmerik, I. H., Bakker, A. B., & Euwema, M. C. (2009). Explaining employees' evaluations of organizational change with the job-demands resources model. *Career Development International*, 14(6), 594–613.
<https://doi.org/10.1108/13620430910997312>
- Yeager, D. S., & Dweck, C. S. (2020). What can be learned from growth mindset controversies? *American Psychologist*, 75(9), 1269–1284.
<https://doi.org/10.1037/amp0000794>

Tables and figures

Table 1.*Correlations*

		1	2	3	4	5
Career adaptability	Pearson Correlation					
	Sig. (2-tailed)					
	N	103				
Supervisor support	Pearson Correlation	.094				
	Sig. (2-tailed)	.352				
	N	101	101			
Growth mindset	Pearson Correlation	.333**	-.042			
	Sig. (2-tailed)	.001	.676			
	N	102	100	102		
Fixed mindset	Pearson Correlation	-.423**	-.198*	-.474**		
	Sig. (2-tailed)	.000	.047	.000		
	N	103	101	102	103	
Gender	Pearson Correlation	.066	-.127	.085	-.053	
	Sig. (2-tailed)	.518	.217	.410	.607	
	N	97	97	96	97	97
Educational level	Pearson Correlation	.031	.192	-.040	-.063	-.110
	Sig. (2-tailed)	.763	.059	.699	.539	.282
	N	97	97	96	97	97

Note. * p<.05; ** p<.01

Table 2.*Coefficients linear regression*

Model		Unstandardized Coefficients		t	Sig.	Correlations
		B	Std. Error			
1	Constant	3.194	.281	11.380	.000	
	Gender	.112	.114	.983	.328	.101
	Educational level	.030	.060	.499	.619	.051
2	Constant	3.205	.266	12.065	.000	
	Growth mindset (centered)	.270	.078	3.442	.001	.336
3	Constant	3.234	.266	12.180	.000	
	Supervisor support (centered)	.103	.078	1.313	.192	.128
4	Constant	3.233	.268	12.064	.000	
	Interaction	.005	.125	.040	.968	.004

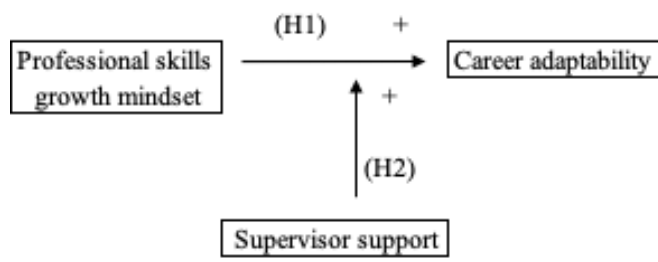
Note. N = 103, gender (1 = female, 2 = male, 3 = other), educational level (1 = primary school, 2 = secondary school, 3 = (technical) secondary school, 4 = university degree, 5 = doctorate degree, 6 = other)

Table 3.*Coefficients linear regression*

Model		Unstandardized Coefficients		t	Sig.	Correlations
		B	Std. Error			
1	Constant	3.253	.283	11.497	.000	
	Gender	.078	.114	.683	.496	.070
	Educational level	.023	.061	.376	.708	.039
2	Constant	3.355	.257	13.078	.000	
	Fixed mindset (centered)	-.392	.083	-4.710	.000	-.438
3	Constant	3.361	.258	13.007	.000	
	Supervisor support (centered)	.026	.078	.334	.739	.031
4	Constant	3.353	.257	13.066	.000	
	Interaction	-.151	.098	-1.531	.129	-.142

Note. N = 103, gender (1 = female, 2 = male, 3 = other), educational level (1 = primary school, 2 = secondary school, 3 = (technical) secondary school, 4 = university degree, 5 = doctorate degree, 6 = other)

Figure 1.
Research model



Appendix

Table 4.*Coefficients linear regression without outliers*

Model	Unstandardized Coefficients		t	Sig.	Correlations
	B	Std. Error			
1 Constant	3.103	.275	11.296	.000	
Gender	.112	.111	1.014	.313	.106
Educational level	.047	.059	.797	.428	.083
2 Constant	3.050	.258	11.813	.000	
Growth mindset (centered)	.293	.081	3.634	.000	.356
3 Constant	3.082	.257	11.970	.000	
Supervisor support (centered)	.113	.078	1.459	.148	.142
4 Constant	3.085	.259	11.928	.000	
Interaction	-.069	.133	-.517	.607	-.051

Note. N = 101, gender (1 = female, 2 = male, 3 = other), educational level (1 = primary school, 2 = secondary school, 3 = (technical) secondary school, 4 = university degree, 5 = doctorate degree, 6 = other

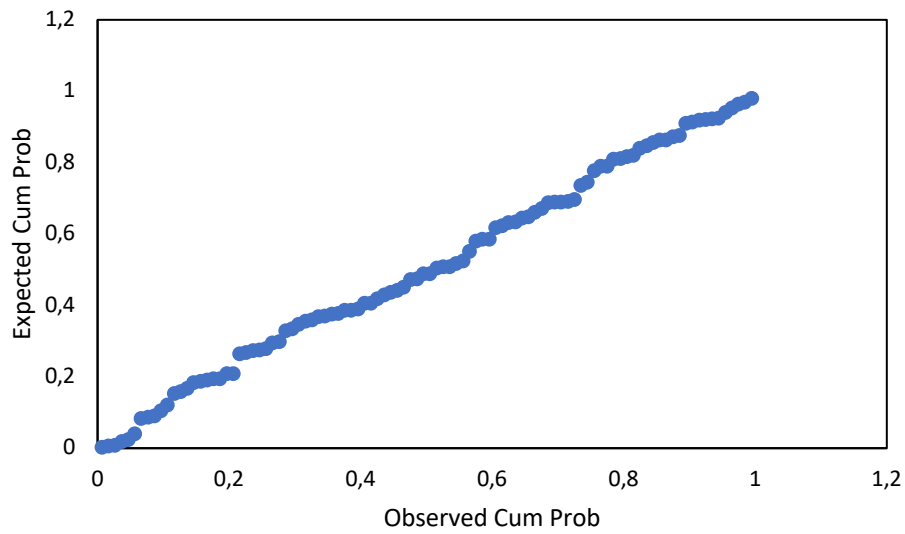
Table 5.*Coefficients linear regression without outliers*

Model	Unstandardized Coefficients		t	Sig.	Correlations
	B	Std. Error			
1 Constant	3.103	.275	11.296	.000	
Gender	.112	.111	1.014	.313	.106
Educational level	.047	.059	.797	.428	.083
2 Constant	3.214	.256	12.556	.000	
Fixed mindset (centered)	-.333	.084	-3.985	.000	-.386
3 Constant	3.223	.257	12.518	.000	
Supervisor support (centered)	.044	.079	.559	.578	.054
4 Constant	3.225	.255	12.624	.000	
Interaxtion	-.161	.104	-1.551	.125	-.150

Note. N = 101, gender (1 = female, 2 = male, 3 = other), educational level (1 = primary school, 2 = secondary school, 3 = (technical) secondary school, 4 = university degree, 5 = doctorate degree, 6 = other

Figure 2.

Normal P-P Plot of regression standardized residual

**Figure 3.**

Scatterplot

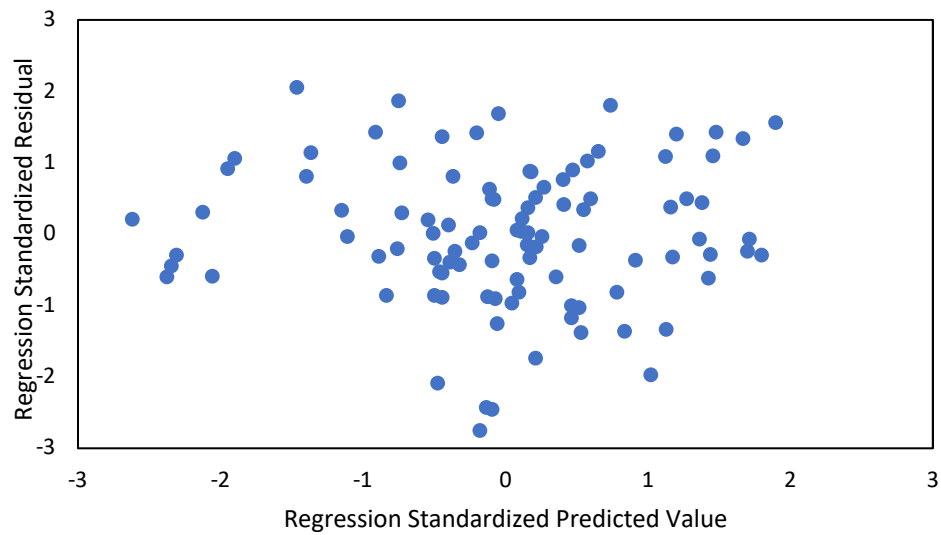


Figure 4.*Cook's Distance Graph*