THE EFFECT OF COMPETENCY DEVELOPMENT AND EMPOWERING LEADERSHIP ON SUBJECTIVE CAREER SUCCESS WITH SELF-EFFICACY AS A MEDIATING VARIABLE IN EMPLOYEES OF THE WEST SUMATRA EMPLOYMENT SOCIAL SECURITY AGENCY

Sukma Mayliza[1], Rino Rino[2]
Master of Management Program, Faculty of Economics and Business, Padang State University, Indonesia [1,2]
Email: rinopekon@fe.unp.ac.id

Informasi	Abstract
	This study aims to analyze the effect of competency development and empowering leadership on subjective career success with self-efficacy as a mediating variable among employees of the West Sumatra Employment Social Security Agency (BPJS Ketenagakerjaan). The research method used is descriptive quantitative, with a sample of 117 patients. The analysis used is PLS-SEM analysis with Smart-PLS 4.0. The results of the study show that there is a positive and significant effect between Competency Development and Empowering Leadership on Subjective Career Success with Self-Efficacy as a Mediating Variable in Employees of BPJS Ketenagakerjaan West Sumatra, meaning that leaders who provide empowerment (delegation, trust, and autonomy) are proven to encourage employees to feel more successful in their subjective careers. The mediating role of self-efficacy can enhance Competency Development and empowering leadership styles not only directly influence but also increase employees' self-efficacy. This high level of self-confidence (mediation) acts as a bridge that strengthens the impact of Competency Development and empowering leadership on subjective career success. ***Keyword:*** *Competency Development, Empowering Leadership, Self-Efficacy, Subjective Career Success*

A. INTRODUCTION

The success of an organization is not only measured by various achievements such as promotions, salary increases, or other formal rewards, but also by subjective career success, namely an individual's perception or assessment of satisfaction, meaning, and personal achievements in their career journey (Hildred et al., 2023).

Subjective career success is an individual's perception or evaluation of their career achievements based on their personal standards, needs, values, and expectations. It is related to individuals' perceptions of their career goals, job satisfaction, positive experiences in their careers, the meaning of their work achievements, and the balance between their work and personal lives. Subjective career success plays a very important role in shaping organizational

commitment, employee well-being, productivity, and even an individual's intrinsic motivation at work (Lehtonen et al., 2022).

Employees who feel that their life and career values are fulfilled tend to show loyalty, engagement, and positive behavior, which ultimately has an optimal impact on the achievement of organizational goals (Ingarianti et al., 2020).

This research was conducted at BPJS Ketenagakerjaan West Sumatra, a public institution that plays a strategic role in the national social security system. However, the institution also faces challenges in ensuring that its employees can achieve career success that balances personal expectations and organizational needs. Amid work pressure and internal competition, not all employees feel that they have achieved a satisfying career, even though they have been working for quite a long time. This is reinforced by the researchers conducting a survey in early May 2025 on 30 employees of BPJS Ketenagakerjaan West Sumatra to determine whether there are issues regarding the subjective career success of BPJS Ketenagakerjaan West Sumatra employees. The results of this survey can be seen in the following table.

Table 1. Initial Survey Results on the Subjective Career Success of BPJS Ketenagakerjaan West Sumatra Employees

No	Statement	Percentage (%	
		Agree	Disagree
1	I am satisfied with my career achievements so far	47	53
2	I feel that my career has shown satisfactory progress	47	53
3	My career experience is in line with my expectations and goals	37	63
4	I feel emotionally invested in my work.	50	50
5	I feel valued and recognized for my contributions at work	47	53
6	My career provides a good balance between my personal life and work	33	67
7	I feel secure and stable in my current job position.	33	67
	Average	**42%**	**58%**

Source: Primary data (2025)

Based on the results of the researcher's preliminary survey in Table 1 above, the problems that occur at the West Sumatra Employment Social Security Office are suboptimal career satisfaction levels. There are indications that some employees are dissatisfied with their career development, even though they have been working for a long time. This can be reflected in the lack of appreciation from superiors, the mismatch between career expectations and reality in

the field, and high work demands without a balance between work and personal life. Some employees are overworked, while others are less productive.

The reason for using empowering leadership, competency development, and self-efficacy in this research, particularly in the field of human resource management, is to focus on improving subjective career success through psychological approaches and individual competency development. This research aims to build a high-performance work environment where employees are competent and self-sufficient in achieving organizational goals.

Competency development is the process of improving a person's knowledge, skills, and attitudes to meet the needs of the job and the organization. This can be done in various ways such as training, continuing education, new projects, seminars, and independent learning to improve performance, productivity, and competitiveness.

Research conducted by Lei et al. (2021) states that competency development has a positive and significant effect on subjective career success because it increases productivity, innovation, and employees' ability to adapt to changes in the work environment. Continuous training and learning help employees master relevant skills, which substantially improves performance. Strong competencies serve as a foundation for promotion, increase motivation, and help achieve professional career goals. However, this is not in line with research conducted by Toreh (2022), which states that competency development has a negative and insignificant effect on subjective career success.

Apart from competency development, another factor that influences career success is empowering leadership. Empowering leadership is an effort to intrinsically motivate employees by sharing power and providing support for employee development. Empowering leadership is more than just influencing others; it involves transferring power from leaders to employees. Empowering leadership provides subordinates with the opportunity to appreciate themselves and their abilities (Ryan et al., 2019).

Research conducted by Chun Lei et al. (2021) states that leadership empowerment has a positive and significant effect on subjective career success. This leadership style encourages employees to develop themselves and take responsibility, which ultimately supports their subjective career success. However, this is not in line with research conducted by Gultom (2025), which states that leadership empowerment does not affect subjective career success.

This study uses self-efficacy as a mediating variable because it is an internal cognitive mechanism that bridges external factors (competency development and empowering leadership) with subjective career success. A study conducted by Pambudi (2016) states that

self-efficacy has a significant effect on subjective career success because if a person's self-efficacy increases, it will increase their motivation, which will then increase their subjective career success.

Previous research conducted by Chun Lei et al. (2021) and Lei et al. (2021) states that competency development and empowering leadership have a positive and significant effect on subjective career success. However, the uniqueness of this study is that it uses self-efficacy as a mediating variable that directly and indirectly influences competency development and empowering leadership on subjective career success. The limitation of this study is that it was specifically conducted at BPJS Ketenagakerjaan in West Sumatra.

LITERATURE REVIEW

1. Social Cognitive Career Theory (SCCT)

This study is based on Social Cognitive Career Theory (SCCT), a significant theory regarding career success. SCCT was proposed by Lent, Brown, and Hackett (1994) and later expanded based on Bandura's Social Cognitive Theory (2000). SCCT was chosen in this study because most of its principles are related to learning and competency development that can increase continuity in a particular career.

Social Cognitive Career Theory highlights the dynamic relationship between personal traits, actions, and environmental factors that influence human behavior. This theory recognizes the important role of self-efficacy in determining how individuals apply their knowledge and skills. SCCT builds upon Bandura's Social Cognitive Theory and applies it to career decision-making, planning, action, and exploration.

SCCT primarily focuses on the relationship between self-efficacy, expected outcomes, and personal goals that shape an individual's career. By emphasizing the importance of self-efficacy in shaping careers, SCCT provides a constructive framework for individuals to realize their career aspirations.

2. Subjective Career Success

Subjective career success is an individual's perception or evaluation of their career achievements based on their personal standards, needs, values, and expectations related to their perception of career goals, job satisfaction, positive career experiences, meaning of work, and work-life balance (Shockley et al., 2016).

Subjective career success is defined as personally important career outcomes that are self-assessed by individuals, such as career satisfaction, work-life balance, recognition, and personal meaning of work. Spurk et al. (2019) define subjective career success as an

individual's perception of their own success in their career, which is usually measured through career satisfaction, self-evaluation, and perceptions of career progress.

Subjective career success is an internal and individual assessment of whether a person's goals, values, aspirations, and personal meaning are achieved through their career journey.

3. Competency Development

Competency refers to skill, ability, and authority. Competency development is defined as an effort to improve a person's work abilities, including knowledge, skills, and work attitudes relevant to job demands, thereby supporting performance and productivity (Wibowo, 2016).

According to Boulter et al. in Irham Fahmi (2016), competency is a basic characteristic of a person that enables them to perform excellently at work. Career competency refers to the knowledge, skills, and abilities that individuals need for career advancement. Competencies have a positive impact on an individual's career success and serve as valuable personal resources for enhancing lifelong work abilities (Chin et al., 2019).

4. Empowering Leadership

Empowering leadership strives to give employees a sense of meaning in their work, provide them with time and freedom to decide how to perform their tasks, and support them in managing additional responsibilities effectively (Thun & Bakker, 2018).

This leadership style values the talents, abilities, and capabilities of each employee and utilizes them through synergy. Empowered employees tend to work independently and exhibit adaptive behavior beyond their formal job roles (Martin, Liao, & Campbell, 2013).

5. Self-Efficacy

Self-efficacy refers to an individual's belief in their ability to succeed and achieve desired outcomes. It reflects a person's belief that they have the capability to control their cognitive resources and motivate their behavior to successfully complete a particular task. This trait emphasizes the need for achievement and influences career success.

6. Hypotheses

H1: Competency Development has a positive and significant effect on Subjective Career Success.

H2: Empowering Leadership has a positive and significant effect on Subjective Career Success.

H3: Competency Development has a positive and significant effect on Self-Efficacy.

H4: Empowering Leadership has a positive and significant effect on Self-Efficacy.

H5: Self-Efficacy has a positive and significant effect on Subjective Career Success.

H6: Competency Development has a positive and significant effect on Subjective Career Success mediated by Self-Efficacy.

H7: Empowering Leadership has a positive and significant effect on Subjective Career Success mediated by Self-Efficacy.
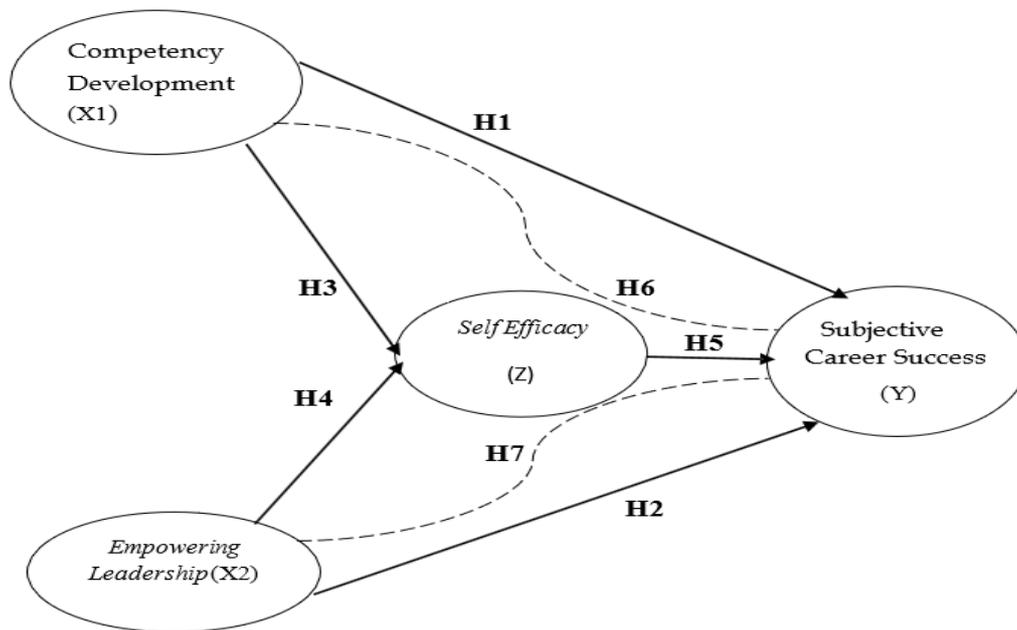

Figure 1. Conceptual Framework

B.   RESEARCH METHOD

The research method used in this study was a quantitative descriptive approach, which aims to describe, summarize, and explain the characteristics of variables or phenomena systematically using numerical data. This method focuses on measuring variables, examining relationships between variables, testing cause-and-effect hypotheses, and developing theoretical explanations.

The population in this study consisted of employees of BPJS Ketenagakerjaan in West Sumatra Province. The research was conducted in the cities of Padang, Solok, and Bukittinggi.

The sample in this study consisted of 117 employees of BPJS Ketenagakerjaan in West Sumatra Province. The sampling technique used was a questionnaire distribution to employees who met the research criteria.

The data collection technique used in this study was a questionnaire, which was distributed to 117 employees of BPJS Ketenagakerjaan West Sumatra.

The data analysis method used was Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4. This method was chosen because it is suitable for testing complex relationships between variables, including mediating effects, and is effective for analyzing models with multiple constructs and indicators.

C.   RESULT AND DISCUSSION

RESEARCH RESULTS

1. Direct Effect Test

This study uses a **two-tailed approach** because the hypothesis indicates an effect without specifying a particular positive or negative direction. If the **p-value is less than 0.05**, the hypothesis is accepted, whereas if the **p-value is greater than 0.05**, the hypothesis is rejected. The research results are presented in Table 2.

Table 2. Path Coefficients – Mean, Standard Deviation, T-Statistic, and P-Value

Hypothesis	Original Sample (HAI)	T-Statistic ($|O./STDEV|$)	P-value	Description
Competency Development -> Subjective Career Success	0.648	1.974	**0.024**	**Accepted**
Empowering Leadership-> Subjective Career Success	0.190	2.557	**0.003**	**Accepted**
Competency Development -> Self-Efficacy	0.641	2.463	**0.005**	**Accepted**
Empowering Leadership -> *Self-Efficacy*	0.848	2.427	**0.008**	**Accepted**
Self-efficacy-> Subjective Career Success	0.142	3.491	**0.001**	**Accepted**

Source: SmartPLS 4 Statistical Analysis (2026)

Based on the results of the SmartPLS analysis, the output path coefficient value shows a positive and significant relationship between competency development and subjective career success. The original sample value is 0.648 with a p-value of 0.024 and a t-statistic of 1.974 (>1.96). Therefore, Hypothesis 1 is accepted.

Furthermore, the results of the SmartPLS analysis show that the output path coefficient value indicates a positive and significant relationship between empowering leadership and subjective career success, with an original sample value of 0.190, a p-value of 0.003, and a t-statistic of 2.557 (>1.96). Therefore, Hypothesis 2 is accepted.

The results also show that the output path coefficient value indicates a positive and significant relationship between competency development and self-efficacy, with an original

sample value of 0.641, a p-value of 0.005, and a t-statistic of 2.463 (>1.96). Therefore, Hypothesis 3 is accepted.

Furthermore, the results of the SmartPLS analysis show that empowering leadership has a positive and significant effect on self-efficacy, with an original sample value of 0.848, a p-value of 0.008, and a t-statistic of 2.427 (>1.96). Thus, Hypothesis 4 is accepted.

Finally, the results indicate that self-efficacy has a positive and significant effect on subjective career success, with an original sample value of 0.142, a p-value of 0.001, and a t-statistic of 3.491 (>1.96). Therefore, Hypothesis 5 is accepted.

2. Indirect Effect Test

The indirect effect in the mediation model refers to the influence of an independent variable on the dependent variable through a mediating variable. If the p-value is less than 0.05, the mediation effect is considered significant.

Table 3. Specific Indirect Effects – Mean, Standard Deviation, T-Statistic, and P-Value

Hypothesis	Sample Mean (O)	T-Statistic (|O/STDEV|)	P Values	Description
Competency Development -> Self-Efficacy -> Subjective Career Success	0.913	3.468	**0.002**	**Accepted**
Empowering Leadership -> Self-Efficacy -> Subjective Career Success	0.121	3.527	**0.001**	**Accepted**

Source: SmartPLS 4 Statistical Analysis (2026)

RESEARCH RESULTS

1. The Effect of Competency Development on Subjective Career Success

Based on the research findings, there is a positive and significant relationship between competency development and subjective career success. Thus, Hypothesis 1 is accepted, meaning that based on the research results and significance analysis in the BPJS work environment, including in the West Sumatra region, competency development has a positive and significant influence on the performance and subjective career success of employees.

Competency development, whether through job training or career development programs, plays an important role in improving service quality, motivation, and the achievement of individual goals. Competency development has a significant and positive

influence on subjective career success (career satisfaction and perception of career advancement) through the perspective of Social Cognitive Career Theory (SCCT). Within the SCCT framework, competency development acts as a mechanism that increases self-efficacy and outcome expectations, which ultimately drive perceived career success.

This is consistent with research conducted by Lei et al. (2021), which shows that competency development has a positive effect on subjective career success because competencies represent knowledge, abilities, and talents that individuals possess in performing their job responsibilities. Competency can be defined as a set of attributes, such as knowledge, talents, and skills needed to perform specific tasks.

This is also in line with research conducted by Dion (2022), which states that competency development has a positive and significant effect on subjective career success. If a company is able to maximize the competencies of its employees, it will increase their career success. Employees must have strong competencies that enable them to respond to changes in the business environment, thereby increasing their subjective career success.

2. The Effect of Empowering Leadership on Subjective Career Success

Based on the research findings, there is a positive and significant relationship between empowering leadership and subjective career success; thus, Hypothesis 2 is accepted. This means that based on various studies on leadership and performance in the BPJS Employment environment, empowering leadership has a positive and significant influence on the subjective career success of employees.

This leadership style improves employees' careers through empowerment, trust, and the development of independent potential.

Based on the Job Demands-Resources Model (JD-R Model), empowering leadership acts as an important job resource that improves employees' subjective career success. Empowering leaders provide autonomy, support, and skill development that employees need to achieve their goals, which ultimately increases motivation and a sense of independent career success.

This finding is consistent with research conducted by Lei et al. (2021), which shows that empowering leadership has a positive effect on subjective career success. Research by Kim and Behr (2018) also shows that empowering leadership positively affects employees' perceptions of performance success because this leadership style fosters a work environment that supports growth and autonomy. With this support, individuals feel more capable of achieving their personal career goals and feel more satisfied with their career paths.

3. The Effect of Competency Development on Self-Efficacy

Based on the research findings, there is a positive and significant relationship between competency development and self-efficacy; thus, Hypothesis 3 is accepted. This means that competency development significantly increases employee self-efficacy (self-confidence), including in the BPJS work environment in West Sumatra.

Competency development is closely related to increased self-efficacy in the perspective of Albert Bandura's Social Cognitive Theory. In this theory, humans are viewed as proactive agents capable of self-regulation and learning through interactions between personal factors, environmental influences, and behavior.

In Social Cognitive Theory, competency development is not merely about adding knowledge but also about shaping behavior through direct experience and environmental observation. This process strengthens self-confidence and ultimately enhances individual performance and self-efficacy.

This is consistent with research conducted by Dumulescu et al. (2025), which shows that career competency development positively affects subjective career success and that self-efficacy partially mediates the relationship between career competency development and subjective career success.

4. The Effect of Empowering Leadership on Self-Efficacy

Based on the research findings, there is a positive and significant relationship between empowering leadership and self-efficacy, thus Hypothesis 4 is accepted.

Based on Social Cognitive Theory developed by Albert Bandura, empowering leadership has a positive influence on employees' self-efficacy. Empowering leadership is characterized by delegation of authority, autonomy, skill development, and participation in decision-making, which act as environmental factors that increase employees' confidence.

Research conducted by Erdavit (2024) shows that empowering leadership has a positive and significant effect on self-efficacy. The higher the level of empowering leadership perceived by employees, the higher their self-efficacy.

This finding is also consistent with research conducted by Amundsen and Martinsen (2014), which states that empowering leadership is a process used by leaders to encourage employees through the delegation of authority, support, and motivation to work independently within the organization's strategic goals.

5. The Effect of Self-Efficacy on Subjective Career Success

Based on the research findings, there is a positive and significant relationship between self-efficacy and subjective career success. Thus, Hypothesis 5 is accepted.

According to Social Cognitive Theory developed by Albert Bandura and applied in Social Cognitive Career Theory by Lent, Brown, and Hackett, self-efficacy plays an important role in determining subjective career success.

Career success refers to an individual's personal evaluation of their career, including job satisfaction, sense of work meaning, and life satisfaction, rather than only salary or position.

Individuals with high self-efficacy tend to be more proactive, persistent, and motivated in achieving their goals. As a result, they experience higher levels of career satisfaction and perceive greater success in their careers.

This is consistent with research conducted by Dan et al. (2018) and Dumulescu et al. (2025), which show that self-efficacy has a significant positive effect on subjective career success.

6. The Mediating Role of Self-Efficacy between Competency Development and Subjective Career Success

Based on the research findings, there is a positive and significant relationship between competency development and subjective career success through self-efficacy as a mediating variable. Thus, Hypothesis 6 is accepted.

Competency development is a systematic process used to improve individual abilities through training, work experience, and formal and informal learning. These competencies include knowledge, skills, and attitudes relevant to an individual's career.

Individuals with high competencies tend to have greater confidence in facing career challenges because they feel capable of performing their responsibilities effectively.

The concept of self-efficacy proposed by Albert Bandura refers to an individual's belief in their ability to achieve certain goals. Self-efficacy acts as a psychological mechanism that connects competency development with subjective career success.

Research at BPJS Ketenagakerjaan in West Sumatra shows that career development, job training, and competency development collectively influence subjective career success.

This finding is consistent with research conducted by Dumulescu et al. (2025), which empirically proves that self-efficacy mediates the influence of career competency development on subjective career success.

7. The Mediating Role of Self-Efficacy between Empowering Leadership and Subjective Career Success

Based on the research findings, there is a positive and significant relationship between empowering leadership and subjective career success through self-efficacy as a mediating variable. Thus, Hypothesis 7 is accepted.

Self-efficacy functions as an important psychological mechanism that connects leadership behavior with employees' perceptions of career success.

Studies show that empowering leadership can improve employees' subjective career success, particularly by strengthening their confidence and autonomy.

Research by Horoub and Zargar (2022) shows that empowering leadership increases employees' career success perceptions, while Choi et al. (2020) demonstrate that self-efficacy mediates the relationship between empowering leadership and subjective career success.

D.   CONCLUSION

The results of this study indicate that there is a positive and significant influence of competency development and empowering leadership on subjective career success with self-efficacy as a mediating variable among employees of BPJS Ketenagakerjaan in West Sumatra. This means that leaders who empower their employees through delegation, trust, and autonomy are proven to encourage employees to feel more successful in their subjective careers.

The mediating role of self-efficacy strengthens the relationship between competency development and empowering leadership and employees' subjective career success. Competency development and empowering leadership not only directly influence employees but also increase their self-confidence (self-efficacy). A high level of self-efficacy acts as a bridge that strengthens the impact of competency development and leadership on employees' perceptions of career success.

FURTHER RESEARCH

Further research is recommended to expand the research object not only to BPJS Ketenagakerjaan in West Sumatra but also to other organizations in both the public and private sectors so that the research results can be generalized more broadly.

In addition, future researchers may include other variables that have the potential to influence subjective career success, such as organizational commitment, work engagement, job satisfaction, or career adaptability.

Future studies may also use different research methods, such as qualitative approaches or mixed-method approaches, in order to provide a deeper understanding of the factors that influence employees' subjective career success.

ACKNOWLEDGMENTS

The author would like to take this opportunity to express sincere gratitude to all respondents who participated in supporting this research. Their participation was very important in collecting the data and information needed to complete this study.

The author would also like to express deep appreciation to all parties who contributed to the preparation of this research article, including academic advisors, the university, and related institutions that provided support, guidance, and valuable resources during the research process.

This research would not have been possible without the support of all parties involved. Therefore, it is hoped that the results of this study will provide useful insights and constructive contributions to improving organizational practices and employee career development in the future.

E.　REFERENCES

A Nuzul, A., Witjaksono, A. D., & Kistyanto, A. (2020). Empowering leadership and employee creativity: The mediating role of psychological empowerment. Seisense Management Journal, 3(6), 14–25. https://doi.org/10.33215/sjom.v3i6.467

Abdullahi, M. S., Shahrelki, J., Yeo, S. F., Mahmoud, M. A., Ahmad, A. U., Adeliza, A., & Naisa, F. U. K. (2025). How career resilience mediates the relationship between career competence and career success among faculty members of higher education institutions: A quantitative analysis. Journal of the Knowledge Economy, 16(1), 5322–5345.

Abele, A. E., & Spurk, D. (2009). The longitudinal impact of self-efficacy and career goals on objective and subjective career success. Journal of Vocational Behavior, 74(1), 53–62. https://doi.org/10.1016/j.jvb.2008.10.005

Adabi, K., & Muchtar, D. Y. (2019). The influence of self-efficacy and organizational culture on subjective career success in high school teachers. Tazkiya: Journal of Psychology, 5(1), 53–64. https://doi.org/10.15408/tazkiya.v22i1.8159

Adegbite, W. M., & Holle, C. (2024). Modelling the career sustainability of female nurses toward career competency development and teamwork using self-efficacy as a mediator. Social Sciences and Humanities Open, 10, 100908.

https://doi.org/10.1016/j.ssaho.2024.100908

Annisa, R., & Nasrillah, N. (2022). The influence of career competence on subjective career success moderated by academic satisfaction in young graduates of Syiah Kuala University. Scientific Journal of Economics and Management Students, 7(2), 407–422.

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: A JD-R approach. Annual Review of Organizational Psychology and Organizational Behavior, 1, 389–411. https://doi.org/10.1146/annurev-orgpsych-031413-091235

Bandura, A. (2000). Social foundations of thought and action: A social cognitive theory. Prentice Hall.

Briscoe, J. P., Henagan, S. C., Burton, J. P., & Murphy, W. M. (2012). Coping with unsafe work environments: The differential roles of protean and boundaryless career orientations. Journal of Vocational Behavior, 80(2), 308–316. https://doi.org/10.1016/j.jvb.2011.12.008

Chen, Y. N. K. (2011). Social capital, human capital, and career success in community relations in Taiwan. Chinese Journal of Communication, 4(4), 430–449. https://doi.org/10.1080/17544750.2011.616290

Chin, T., Jiao, H., & Jawahar, I. M. (2019). Sustainable careers and innovation during manufacturing transformation. Career Development International, 24(5), 397–403. https://doi.org/10.1108/CDI-09-2019-331

Damayanti, Y. (2021). The influence of empowering leadership on teacher performance with psychological empowerment as a mediating variable. Journal of Management Science, 9(3), 907–919. https://doi.org/10.26740/jim.v9n3.p907-919

Dan, X., Xu, S., Liu, J., Hou, R., Liu, Y., & Ma, H. (2018). Innovative behavior and career success: The mediating role of self-efficacy and nurse colleague solidarity. International Journal of Nursing Sciences, 5(3), 275–280. https://doi.org/10.1016/j.ijnss.2018.07.003

De Vos, A., De Hauw, S., & Willemse, I. (2015). An integrative model for competency development in organizations: A case study in Flanders. International Journal of Human Resource Management, 26(20), 2543–2568. https://doi.org/10.1080/09585192.2014.1003078

Dumulescu, D., Opre, A., Necula, C. V., Cristea, D., & Mara, D. (2025). How does career calling influence teachers' self-efficacy, competence, and satisfaction? A structural equation model. International Journal of Educational and Vocational Guidance. https://doi.org/10.1007/s10775-025-09728-4

Dutta, D., Mishra, S. K., & Varma, A. (2019). Predictors of job search intentions across career stages: A multi-phase investigation. International Journal of Human Resource Management.

El-Sayed, B. K. M., El-Sayed, A. A. I., Alsenany, S. A., & Asal, M. G. R. (2025). The role of artificial intelligence literacy and innovation mindset in shaping career self-efficacy and talent among nursing students. Nursing Education in Practice, 82, 104208.

Guan, Y., Arthur, M. B., Khapova, S. N., Hall, R. J., & Lord, R. G. (2019). Career limitlessness and career success: A review, integration, and guide for future research. Journal of Vocational Behavior, 110, 390–402. https://doi.org/10.1016/j.jvb.2018.05.013

Hall, D. T. (2004). Changing careers: A quarter-century journey. Journal of Vocational Behavior, 65(1), 1–13. https://doi.org/10.1016/j.jvb.2003.10.006

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report PLS-SEM results. European Business Review, 31(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2019). Multivariate data analysis. Cengage Learning.

Hamzah, S. R., Kai Le, K., & Musa, S. N. S. (2021). The mediating role of self-efficacy in career decision-making on the relationship between career emotional intelligence and self-esteem with career adaptability among students. International Journal of Adolescence and Youth, 26(1), 83–93. https://doi.org/10.1080/02673843.2021.1886952

Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. E. (2013). Ethical leadership, empowerment, and leader effectiveness. Journal of Managerial Psychology, 28(2), 133–146. https://doi.org/10.1108/02683941311300252

Hildred, K., Piteira, M., Cervai, S., & Pinto, J. C. (2023). Objective and subjective career success: Individual, structural, and behavioral determinants among European hybrid workers. Frontiers in Psychology, 14, 1–12. https://doi.org/10.3389/fpsyg.2023.1161015

Hirschi, A., Johnston, C. S., De Fruyt, F., Ghetta, A., & Orth, U. (2021). Does success change people? Investigating objective career success as a precursor to personality development. Journal of Vocational Behavior, 127, 103582. https://doi.org/10.1016/j.jvb.2021.103582

Ng, T. W. H., & Feldman, D. C. (2014). Subjective career success: A meta-analytic review. Journal of Vocational Behavior, 85(2), 169–179.

Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. Academy of Management

Journal, 49(6), 1239–1251. https://doi.org/10.5465/AMJ.2006.23478718

Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and outcomes of objective versus subjective career success. Journal of Management, 45(1), 35–69. https://doi.org/10.1177/0149206318786563

Wang, Z., Yu, K., Xi, R., & Zhang, X. (2019). Servant leadership and career success: The influence of career skills and proactive personality. Career Development International, 24(7), 717–730. https://doi.org/10.1108/CDI-03-2019-0088