

EXPLORING CAREERS RESEARCH COLLABORATIONS IN SINGAPORE & BEYOND



17 September 2025



2pm to 4.45pm



The Arc LHN-TR+ 30

Time Programme Details

2.00pm Welcome & Introduction

Assoc. Prof. Wang Qiyun

Co-Director, Centre for Research and Development in Learning (CRADLE), Associate Professor, National Institute of Education - Learning Sciences and Assessment

2.15pm Title: Growth Mindset and Readiness to Learn Predict Career Sustainability Beyond Satisfaction with Work

Assoc. Prof. Chan Kim Yin

Associate Professor, College of Business (Nanyang Business School), Nanyang Technological University

2.45pm Title: Are Today's Youth Ready for the World of Work? Examining Indicators, Antecedents and Implications

Dr. Melvin Chan

Senior Education Research Scientist, National Institute of Education

3.30pm Title: Adolescent-Parent Career Congruence: A Cultural Asset for Facilitating Students' Career Development in Collectivistic Cultures

Prof. Dian Ratna Sawitri

Professor and Dean of the Faculty of Psychology, Universitas Diponegoro (UNDIP), Indonesia

4.00pm Thematic Dialogue on Career Development Research

Discussants:

Assoc. Prof. Ho Moon-Ho Ringo

Associate Chair (Faculty), School of Social Sciences, Nanyang Technological University

Assoc. Prof. Chan Kim Yin

FEATURED SCHOLARS

Title: Adolescent-Parent Career Congruence: A Cultural Asset for Facilitating Students' Career Development in Collectivistic Cultures

Abstract: Adolescent–parent career congruence—the extent to which adolescents perceive alignment with their parents in career interests, goals, expectations, and support—serves as a critical cultural asset for facilitating career development among youth in collectivistic contexts such as Indonesia. Drawing upon Social Cognitive Career Theory (SCCT). Previous empirical work demonstrates that both vertical and horizontal collectivism influence perceived congruence, which in turn bolsters adolescents’ career decision-making self-efficacy and career aspirations. In particular, horizontal collectivism (shared equality within the in-group) more strongly predicts perceived congruence than vertical collectivism (respect for hierarchy), and congruence mediates the link between collectivist orientation and students’ self-efficacy and aspirations. Subsequent research highlights that perceived congruence moderates the impact of mastery approach and performance approach goal orientations on career aspirations: mastery approach effects are amplified when adolescents feel congruent with parents, whereas performance effects are dampened by high congruence. In applied educational settings, findings demonstrated that higher adolescent–parent career congruence significantly correlates with stronger career orientation among Indonesian highschool and vocational students, complementing the positive role of school counselors. In higher education setting, when compared to those who are not first in their family, first-generation college students who have a high level of proactivity tend to experience a positive effect of congruence on vocational identity. Overall, the work underscores that in collectivistic cultures, fostering career alignment with parents enhances young people’s confidence, motivation, and clarity in choosing and pursuing meaningful futures.

Prof. Dian Ratna Sawitri is a professor and dean of the Faculty of Psychology, Universitas Diponegoro (UNDIP), Indonesia. She earned a bachelor’s degree in psychology from UNDIP in 2000, a master’s degree from Universitas Indonesia in 2008, and a Ph.D. from Griffith University in 2013. She was a Fulbright Visiting Scholar at the School of Education, University of Wisconsin-Milwaukee in 2015 – 2016. She has been an adjunct professor at Griffith University and a research fellow at Inti International University. She received the 2023 Griffith Health’s International Alumni Award. She serves as the Indonesia Area Representative for the Asia Pacific Career Development Association (APCDA) 2024 – 2028. Her research interests include career psychology. In her free time, she loves singing and music.

Title: Growth Mindset and Readiness to Learn Predict Career Sustainability Beyond Satisfaction with Work

Abstract: In today’s dynamic work environment, sustaining a successful career requires continuous learning. This study explores how growth-oriented mindset and readiness-to-learn contribute to career sustainability among early-career university graduates, drawing on Heslin, Keating and Ashford’s (2020) idea that being in learning mode enables a sustainable career. Employing Chin et al.’s (2020) career sustainability measure which was developed from Newman’s (2011) view that sustaining a career over a lifetime should have elements of renewability, flexibility, and integration (to which Chin added resourcefulness), we analyze data from 385 university graduates surveyed one year and two years post-graduation. Hierarchical regression results reveal that career sustainability is positively associated with career and job satisfaction. Notably, growth mindset and readiness-to-learn contribute unique variance to career sustainability beyond job and career satisfaction. This research advances Chin’s adaptation of Newman’s “lifecycle engagement in work” conceptualization of career sustainability as distinct from other subjective career success constructs and further validates Chin et al.’s measure. Findings offer implications for research and practice by underscoring lifelong learning as foundational to building sustainable careers, especially in the critical early transition from a life of schooling/education to employment in the workforce.

Assoc. Prof. Chan Kim Yin is an Associate Professor in Organizational Behavior and Human Resource Management at the Division of Leadership, Management & Organization of Nanyang Business School (NBS), Nanyang Technological University. He received his Ph.D. from the University of Illinois at Urbana-Champaign in 1999 majoring in Industrial-Organizational Psychology. He has published in top management journals including the Journal of Applied Psychology, Journal of Vocational Behavior, Personnel Psychology, Journal of Career Assessment, Frontiers in Psychology, Multivariate Behavioral Research, and Educational and Psychological Measurement, and co-edited a book entitled Entrepreneurship-Professionalism-Leadership: A multidimensional framework for human capital and career development in the 21st century published by Springer in 2020.

Title: Are Today’s Youth Ready for the World of Work? Examining Indicators, Antecedents and Implications

Abstract: As young people move from formal schooling to higher education and the workforce, they frequently encounter career-related decisions for which many may feel unprepared to make. Academic competence, while important for securing meaningful employment, is no longer sufficient on its own. The rapid evolution of emerging technologies requires a renewed set of future-ready skills encompassing academic knowledge, technical competencies, and character strengths. But what do these skills entail, who are better positioned to develop them, and how can we nurture them in our young people? This talk discusses critical insights from a large-scale study examining youth preparedness for post-secondary pursuits and identifies core competencies essential for successfully navigating post-school pathways. These insights are further contextualised within students’ socio-educational and institutional factors, individual dispositions and behaviours, and the social support systems that both facilitate and constrain the development of career-ready youth. Two factors emerged as particularly strong: how youth value their educational pursuits and the perceived utility of their school in career preparation. Implications of these insights are discussed in light of contemporary socio-educational conditions.

Dr. Melvin Chan is Senior Education Research Scientist at the National Institute of Education. As a quantitative interdisciplinary scholar, his research spans multiple fields such as educational effectiveness, motivation, well-being and career development. His recent work focuses on youth developmental pathways and post-school transitions. He is actively involved in several major studies examining young people’s choices, experiences, and well-being, as well as the protective and risk factors contributing to their socio-developmental pathways.