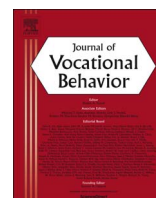




Contents lists available at ScienceDirect

Journal of Vocational Behavior

journal homepage: www.elsevier.com/locate/jvb

Acculturation orientations and Chinese student Sojourners' career adaptability: The roles of career exploration and cultural distance[☆]



Yanjun Guan^a, Shengming Liu^{b,*}, Michael Jie Guo^a, Mengyu Li^c, Mengyi Wu^c,
Sylvia Xiaohua Chen^d, Sabrina Lingxiao Xu^a, Lin Tian^{e,**}

^a Durham University Business School, Durham, UK

^b Peking University, Beijing, China, 100871

^c Renmin University of China, Beijing, China

^d The Hong Kong Polytechnic University, Hong Kong, China

^e Tsinghua University, Beijing, China

ARTICLE INFO

Keywords:

Acculturation orientations

Career exploration

Career adaptability

Cultural distance

ABSTRACT

Drawing on career construction theory and Berry's acculturation model, this study examined how student sojourners' acculturation orientations predicted their career exploration and career adaptability. We conducted a survey study among Chinese student sojourners ($N = 222$) and the results showed that after the effects of big-five personality and approach/avoidance traits were controlled, both host culture orientation and home culture orientation had positive indirect effects on career adaptability through the mediation of career environmental exploration, but not self-exploration. In addition, cultural distance was revealed as a significant moderator on the effect of host culture orientation such that the relationship between host culture orientation and environmental exploration was only significant when the cultural distance between host country and home country was higher. The corresponding moderated mediation model was also supported such that the indirect effect of host culture orientation on career adaptability through career exploration was only significant when the cultural distance was higher. These findings carry implications for research on acculturation and career development.

1. Introduction

Career construction theory (Savickas, 2013) posits that career adaptability, which refers to the important psychological resources (career concern, career control, career curiosity, career confidence) that facilitate individuals' problem-solving in their career development (Savickas, 1997), plays an important role in helping individuals achieve optimal adaptations across various career transitions. Consistently, career adaptability has been found to predict important career outcomes, including career satisfaction (Zacher, 2014), salary (Guan, Zhou, Ye, Jiang, & Zhou, 2015), job performance (Yu & Zheng, 2013), and so on. Career construction theory (Savickas, 2013) also suggests that career adaptability, which refers to individuals' willingness or flexibility in making changes to themselves or environments, serve as an important antecedent for career adaptability. Previous research has identified a series of indicators of career adaptability, such as big-five personality (van Vianen, Klehe, Koen, & Dries, 2012; Zacher, 2014) and approach/

[☆] This research was supported by National Natural Science Foundation of China (NSFC, Project ID: 71728004, "the antecedents and effects of career adaptability: an integration of career construction theory and event system theory").

* Correspondence to: S. Liu, Guanghua School of Management, Peking University, Beijing, China.

** Correspondence to: L. Tian, Economic Research Institute, School of Social Sciences, Tsinghua University, Beijing, China.

E-mail addresses: gsm_lsm@pku.edu.cn (S. Liu), tianlin1024@mail.tsinghua.edu.cn (L. Tian).

<https://doi.org/10.1016/j.jvb.2017.11.008>

Received 8 March 2017; Received in revised form 14 November 2017; Accepted 17 November 2017

Available online 21 November 2017

0001-8791/ © 2017 Elsevier Inc. All rights reserved.

avoidance traits (Guan, Dai, et al., 2017; Li et al., 2015), which significantly predicted individual differences in career adaptability. In addition, it has also been found that contextual factors such as parental behaviors (Guan, Wang, et al., 2015) and organizational support (Guan, Yang, Zhou, Tian, & Eves, 2016), also significantly predicted career adaptability.

In spite of the research progress discussed above, there are few studies that examine how individuals' cross-cultural experiences affect their career adaptability. This research gap is particularly problematic given the prevalence of cross-cultural experiences in modern people's life due to globalization. When living abroad, individuals are engaged in various activities that can facilitate their cultural adaptation, and these activities may play significant roles in helping them develop career-related capabilities (Berry, 1996; Savickas, 2013). To fill this research gap, in this study we focus on the relations between acculturation orientations (Berry, 1996) and career adaptability among Chinese student sojourners. The past three decades have witnessed a sharp increase in the number of Chinese student sojourners. According to the *Statistic of abroad students in China (2015)*, the number of Chinese students studying abroad in 2015 was over 523,000 and China is the largest source country that sends students for educational programs in developed countries such as USA, UK, Australia, and Canada. By investigating Chinese student sojourners' cross-cultural experiences in their career adaptability, this study will shed some light on the career education and career counseling practices in cross-cultural settings.

According to Berry (1996, 2005), student sojourners can adopt the host culture orientation (individuals' orientation to approach the host culture and adapt to the local culture) or home culture orientation (individuals' orientation to maintain their original cultural traditions) to facilitate their adaptation to a new cultural environment. Savickas (2013) pointed out that career adaptability is changeable and individuals' learning experiences might help them to improve their adaptabilities. Drawing on the experiential learning theory (Kolb, 1984) and the model of proactive motivation (Cangiano & Parker, 2016; Parker, Bindl, & Strauss, 2010), we propose that both types of acculturation orientations can help individuals gain more insights about themselves and the career world, and will facilitate sojourners' career exploration, which is defined as the activities of collecting career-related information about personal attributes and occupational characteristics (Stumpf, Colarelli, & Hartman, 1983). These career exploration behaviors will serve as important experiential sources for sojourners to learn how to improve their career adaptability. In order to examine the unique effects of acculturation orientations on career exploration and adaptability, we measured and controlled sojourners' big-five personality and approach/avoidance traits, which had been found to be important predictors of both career exploration and career adaptability (Li et al., 2015; van Vianen et al., 2012; Guan, Dai, et al., 2017). From a person-situation interaction perspective, we also examined the role of cultural distance, which refers to the extent to which the host culture differs from the home culture (Slangen & Van Tulder, 2009), in moderating the effects of acculturation orientations on career exploration and career adaptability. We propose that home culture orientation will have stronger positive effects on career exploration and career adaptability in low cultural-distance contexts, whereas host culture orientation will exert stronger positive effects on these outcomes in high cultural-distance contexts. The overall model of this study is shown in Fig. 1.

1.1. Acculturation orientations, career exploration and career adaptability

According to the Berry's model of acculturation (Berry, 1996, 2005), home culture orientation and host culture orientation are the two basic dimensions that sojourners use to meet the challenges of living in a new culture. Home culture orientation helps individuals maintain and identify with their own cultural heritage whereas host culture orientation motivates individuals to participate in and identify with the host society's culture. Four types of acculturation strategies were differentiated based on the combinations of these two dimensions. A high home culture orientation combined with a high host culture orientation is labeled as integration, a high host culture orientation but low home culture orientation represents assimilation, the reverse (low host, high home) indicates separation, and those rejecting both cultures belong to the marginalization group. Due to the methodological concerns on how to split participants into these four categories, the bi-dimension model of acculturation orientations, with the home culture orientation and host culture orientation measured by independent scales and yielding two continuous variables, was recommended (e.g., Arends-Tóth & Van de Vijver, 2007; Demes & Geeraert, 2014). As the bi-dimension model acknowledges the co-existence of home culture orientation

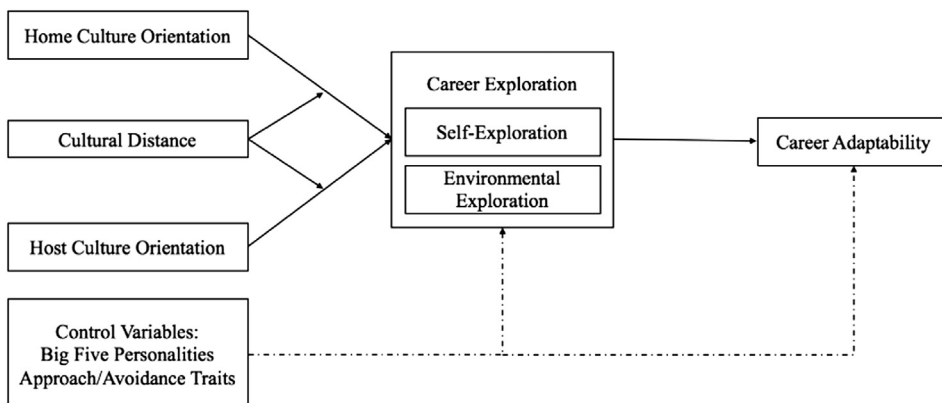


Fig. 1. The proposed model.

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات