

# Employee Career Planning Support as Strategic Human Resource Management Infrastructure: An Integrative Review

LYU XIAOJING<sup>1</sup>; Ts. Dr. Kesavan A/L Nallalathan<sup>2\*</sup>

Universiti Pendidikan Sultan Idris (UPSI), Tanjong Malim, Perak, Malaysia

\*Corresponding Author: Ts. Dr. Kesavan A/L Nallalathan

DOI: <https://doi.org/10.5281/zenodo.20265011>

Article History	Abstract
<p><b>Review Article</b></p> <p><b>Received: 22-03-2026</b></p> <p><b>Accepted: 12-04-2026</b></p> <p><b>Published: 18-05-2026</b></p> <p><b>Copyright © 2026 The Author(s):</b> This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p> <p><b>Citation:</b> Lyu Xiaojing, &amp; Ts. Dr. Kesavan A/L Nallalathan. (2026). Employee career planning support as strategic human resource management infrastructure: An integrative review. UKR Journal of Economics, Business and Management (UKRJEBM), 2(5). 98-113.</p>	<p><i>Employee career planning support (ECP) has become increasingly important as organizations confront rapid skill renewal, internal mobility pressures, and employees' expectations for credible career development. Existing research relevant to ECP is dispersed across organizational career management, organizational support for career development, employer-sponsored development practices, mentoring, career growth, perceived organizational support, employability, internal mobility, and sustainable careers. Drawing on classic foundations and recent review, meta-analytic, and empirical evidence, this integrative review consolidates these streams and conceptualizes ECP as employees' perception that the organization provides accessible, fair, and developmentally meaningful guidance, resources, feedback, and internal opportunities for long-term career planning. The review identifies ECP as a career-specific support process rather than a formal HR practice, mentoring relationship, or career outcome. It clarifies ECP's boundaries, develops five provisional organizing dimensions, and explains its relevance for career satisfaction, organizational attachment, employability, retention-related outcomes, and stability-oriented attitudes. The article contributes to human resource management and organizational design by positioning ECP as strategic developmental infrastructure through which organizations translate career systems into employee-perceived support. Future research should validate ECP measurement, test its distinctiveness from adjacent constructs, and examine its temporal and contextual boundary conditions.</i></p> <p><b>Keywords:</b> <i>employee career planning support; human resource management; organizational career management; career development support; perceived organizational support; employee retention</i></p>

## 1. Introduction

Career development has become a central human resource management concern in contemporary organizations. Rapid technological change, shifting skill requirements, internal mobility pressures and individualized career expectations have weakened the assumption that employees can rely on stable promotion ladders or standardized development pathways. Recent meta-analytic and review evidence shows that employer-sponsored career development practices and internal mobility systems are linked with employee performance, attachment, and turnover-related outcomes through support and opportunity mechanisms (Ng et al., 2024; Ray, 2024). Related recent studies on training-development and talent-management practices further show

that development-oriented HRM is associated with commitment, engagement, work performance, and retention-related attitudes (Hosen et al., 2024; Luna Sinisterra et al., 2024). Employees increasingly evaluate whether an organization offers credible career information, guidance, developmental resources, fair internal opportunities, and long-term growth prospects.

Viewed from a human resource management and organizational design perspective, ECP is relevant because it concerns how organizations build human-centric, learning-oriented, and future-ready career systems rather than relying on isolated training interventions or informal career advice. This makes ECP especially relevant to

management scholarship concerned with strategic HRM, employee development, organizational attachment, and retention.

This issue is consistent with broader developments in career theory. Contemporary career research has moved beyond traditional organization-controlled career models toward more complex accounts of boundaryless, protean, hybrid, and self-directed careers (Sullivan & Baruch, 2009). However, the growth of career-related concepts has also created a risk of conceptual proliferation, where new labels are introduced without sufficient theoretical boundary-setting (Baruch et al., 2015). Sustainable career research further emphasizes that careers unfold through the interaction of person, context, and time, suggesting that organizational context remains important even when employees are expected to exercise greater career agency (De Vos et al., 2020; Donald et al., 2024; Greenhaus et al., 2024).

Against this background, the literature relevant to employee career planning support (ECP) remains fragmented. Related studies have examined organizational career management, organizational support for career development, organizational support for development, employer-sponsored career development practices, training, mentoring, organizational career growth, career success, career adaptability, employability, perceived organizational support, internal mobility, and talent-management practices. Recent reviews confirm that these research streams have grown, but remain unevenly integrated across career studies, HRM, and organizational behaviour (Zhao et al., 2022; Ng et al., 2024; Ray, 2024; Donald et al., 2024; Luna Sinisterra et al., 2024). These constructs overlap, but they do not represent the same phenomenon. As a result, career planning support is often treated either as a formal HR practice, a training activity, a mentoring relationship, or a career outcome, rather than as an employee-perceived support process.

This ambiguity is theoretically consequential. Employees do not experience career support only through the existence of formal policies. They interpret career-related practices through managerial behaviour, mentoring relationships, feedback quality, development-resource accessibility, promotion transparency, internal mobility structures, and perceived fairness. An organization may provide training programmes or career management systems, but employees may still perceive weak career planning support if these practices are inaccessible, inconsistently implemented, or disconnected from real internal opportunities.

This paper therefore argues that ECP should be conceptualized as a career-specific form of organizational support. ECP refers to employees' perception that the organization provides accessible, fair, and developmentally

meaningful guidance, resources, feedback, and internal opportunities that help them plan and pursue their long-term career within the organization. This domain-specific view is consistent with organizational support research and development-support evidence that emphasizes employees' interpretations of organizational care, career opportunities, and development investment (Rhoades & Eisenberger, 2002; Kraimer et al., 2011; Ng et al., 2024). The purpose of using the term ECP is not to relabel existing career management practices. Rather, it is to foreground the employee-perceived support process through which organizational career-related practices become meaningful for long-term career planning. In this sense, ECP provides an integrative lens that connects organization-led career systems with employee-level interpretations of career investment.

The paper makes three contributions for human resource management and business-management research. First, it consolidates fragmented career-support literature by clarifying ECP as a distinct employee-perceived construct. Second, it differentiates ECP from adjacent constructs, including organizational career management, training, mentoring, perceived organizational support, organizational career growth, career success, career adaptability, and internal mobility. Third, it develops an organizing framework and future research agenda for studying ECP as strategic career-based organizational support.

## 2. Materials & Methods

This paper uses an integrative conceptual review design. This design is appropriate because the purpose is not to estimate an empirical effect size or to provide an exhaustive systematic review of a narrowly bounded literature. Rather, the purpose is to consolidate dispersed but theoretically connected research streams and clarify ECP's definition, boundaries, dimensions, theoretical foundations, and future research directions. This approach follows literature-review methodology guidance that treats conceptual and integrative reviews as appropriate for synthesizing fragmented research domains, clarifying theoretical boundaries, and developing future research agendas (Snyder, 2019).

The review relied on a purposive and iterative literature-selection logic. Priority was given to peer-reviewed journal articles, high-impact reviews, meta-analyses, and foundational theoretical works that addressed organizational career management, career development support, organizational support for development, employer-sponsored career development practices, mentoring, career growth, employability, career adaptability, perceived organizational support,

psychological contract reasoning, social exchange, internal mobility, sustainable careers, talent management, and retention-related outcomes. To strengthen currency, recent sources from 2020 onward were used where they directly advanced the career-support, HRM, organizational support, or retention argument, while older works were retained only when they provided necessary theoretical or construct foundations.

Search terms included combinations of “organizational career management,” “career development support,” “organizational support for career development,” “organizational support for development,” “employer-sponsored career development practices,” “mentoring,” “career growth,” “career success,” “career adaptability,” “employability,” “perceived organizational support,” “psychological contract,” “retention intention,” and “turnover intention.” The literature was retained when it contributed directly to construct definition, conceptual boundary-setting, theoretical explanation, or HRM-relevant implications.

The selected literature was organized into six streams: organizational career management and career management practices; organizational support for career development and development support; employer-sponsored career development practices; mentoring, career guidance, and social capital; career growth, career success, employability, adaptability, sustainable careers, and internal mobility; and organizational support, social exchange, psychological contract, talent management, and commitment-related research.

The synthesis followed three analytical steps. First, adjacent constructs were compared to identify overlaps and distinctions. Second, explanatory lenses were ordered according to their relevance to ECP: organizational support theory and social exchange theory were treated as primary, while psychological contract reasoning and contemporary career development perspectives were used as complementary lenses. Third, recurring support elements were synthesized into a provisional organizing framework for ECP. This transparent synthesis logic is consistent with guidance that review articles should make their purpose, search logic, inclusion rationale, and analytical approach explicit even when they are not systematic reviews (Snyder, 2019). Because this is a conceptual review, no human-subject data were collected and no empirical dataset was generated.

### 3. Results & Discussion

The review produced three main conceptual results. First, ECP can be defined as a career-specific, organization-linked, and employee-perceived support process. Second, ECP is distinguishable from adjacent HRM and career

constructs because it concerns perceived support inputs rather than formal practices, individual capabilities, or career outcomes. Third, ECP can be organized into five provisional dimensions that connect career-system design with employee-level interpretation and retention-related attitudes. This synthesis is consistent with recent evidence showing that career development, organizational support, and talent-management practices are more useful when examined through mechanisms of attachment, commitment, employability, and turnover intention rather than as isolated HR activities (Ng et al., 2024; Hosen et al., 2024; Galanis et al., 2024; Luna Sinisterra et al., 2024).

#### 3.1 Conceptualizing Employee Career Planning Support

ECP refers to employees’ perception that the organization provides accessible, fair, and developmentally meaningful guidance, resources, feedback, and internal opportunities that help them plan and pursue their long-term career within the organization. This definition has three features: ECP is career-specific, organization-linked, and employee-perceived.

First, ECP is career-specific. It concerns future career direction, internal development opportunities, growth pathways, and long-term employability. It is not limited to current job performance or short-term skill acquisition. While training may improve immediate competence, ECP concerns whether employees perceive that the organization is investing in their longer-term career development. This is consistent with Noe’s (1996) treatment of career management as involving career exploration, career goals, career strategies, manager support, development behaviour, and performance.

Second, ECP is organization-linked. Career planning can be self-directed, but the present construct focuses on support provided or enabled by the organization. Such support may include career conversations, mentoring, development planning, performance feedback, succession systems, internal job postings, lateral movement opportunities, promotion transparency, and access to learning resources. Baruch and Peiperl’s (2000) classification of career management practices demonstrates that organizations support employee careers through multiple practice bundles rather than a single intervention.

Third, ECP is employee-perceived. Formal career development systems do not automatically become meaningful support. Employees must perceive those systems as accessible, fair, useful, and relevant to their career futures. This point aligns with research on organizational support for development, which emphasizes employees’ perceptions of developmental support and career opportunities (Kraimer et al., 2011). It also aligns

with organizational support theory's emphasis on employees' interpretation of organizational care, and with evidence among Chinese employees showing that perceived organizational career management is linked with career adaptability, career satisfaction, and turnover intention (Guan et al., 2015; Eisenberger et al., 2020).

ECP therefore should not be reduced to the presence of HR policies. A company may have training programmes, promotion systems, career workshops, and succession documents, but employees may still perceive weak career planning support if these practices are poorly communicated, inconsistently implemented, or unequally accessible. Conversely, employees may perceive strong

ECP when managers provide credible career guidance, internal opportunities are visible, mentoring relationships are available, and development resources are connected to future growth.

### 3.2 Conceptual Boundaries between ECP and Adjacent Career-Related Constructs

A central task in developing ECP as a useful construct is to clarify its boundaries. Without such clarification, ECP may be confused with training, organizational career management, perceived organizational support, career growth, career success, mentoring, career adaptability, or internal mobility. Table 1 summarizes these distinctions.

Table 1: Conceptual Boundaries between ECP and Adjacent Career-Related Constructs

Related construct	Core focus	Difference from ECP	Key references
Training and development	Acquisition of job-related skills and competencies	Training is an activity or intervention; ECP is a perceived support process that connects development resources with long-term career planning.	Pinnington et al., 2024; Hosen et al., 2024; Ng et al., 2024
Organizational career management	Formal organizational practices for managing employee careers	Organizational career management emphasizes practices and systems; ECP emphasizes employees' subjective perception of accessible and meaningful career support.	Baruch & Peiperl, 2000; Bagdadli & Gianecchini, 2019; Zhao et al., 2022; Ni et al., 2025
Perceived organizational support	General belief that the organization values employees and cares about their well-being	POS is broad and global; ECP is domain-specific because it focuses on career planning and long-term development.	Rhoades & Eisenberger, 2002; Kurtessis et al., 2017; Eisenberger et al., 2020
Organizational career growth	Perceived progress in career goals, ability development, promotion, and remuneration	Career growth is more outcome-oriented; ECP is support-oriented and concerns organizational inputs that may enable growth.	Weng et al., 2010; Weng & McElroy, 2012; Ni et al., 2025
Career success	Objective or subjective evaluation of career achievements	Career success is an evaluative outcome; ECP is a support condition that may help employees pursue career success.	Greenhaus et al., 1990; Heslin, 2005; Greenhaus et al., 2024
Mentoring	Developmental relationship providing career and psychosocial support	Mentoring is one channel of career guidance; ECP is broader and also includes information, resources, opportunity, and fairness.	Allen et al., 2004; Eby et al., 2008
Career adaptability	Individual psychosocial resources for managing career tasks and transitions	Career adaptability is an individual capacity; ECP is an organizational support condition that may help employees use or develop career capacity.	Savickas & Porfeli, 2012; Guan et al., 2015; Kim et al., 2024
Internal mobility	Movement across roles, functions, units, or levels within the organization	Internal mobility is one pathway through which career support may be enacted; ECP also includes guidance, information, resources, and fairness.	Ray, 2024; Ni et al., 2025

### 3.2.1 ECP and Training

Training and development are important elements of employee development, but they are not equivalent to ECP. Training often focuses on knowledge, skills, or competencies required for current or near-future job performance. ECP is broader and more future-oriented because it concerns whether employees receive guidance, resources, and opportunities that help them understand and pursue longer-term career pathways within the organization.

This distinction is theoretically consequential because training may improve capability without communicating a long-term career commitment. Technical training may help employees perform current tasks, but it does not automatically provide career direction, promotion clarity, or internal mobility opportunities. By contrast, ECP includes developmental resources embedded within a wider career framework. Recent studies suggest that training and career-development activities become retention-relevant when employees interpret them through perceived organizational support, job satisfaction, organizational commitment, and attachment mechanisms, rather than as narrow technical interventions alone (Pinnington et al., 2024; Hosen et al., 2024; Ng et al., 2024).

### 3.2.2 ECP and Organizational Career Management

Organizational career management refers to organizational practices designed to manage and support employees' careers. It may include career planning systems, succession planning, mentoring, career counselling, lateral transfers, job postings, and promotion mechanisms. Early research showed that both organizational and individual career management are relevant to career success, suggesting that careers are shaped by both organizational support and individual agency (Orpen, 1994). Noe (1996) further emphasized career exploration, career goals, career strategies, manager support, development behaviour, and performance as important elements of career management.

ECP is closely related to organizational career management, but the two are not identical. Organizational career management focuses on practices and systems, whereas ECP focuses on employees' subjective perception of support. This distinction is important because formal practices may not be experienced equally by all employees. Access, visibility, fairness, supervisor implementation, and employee interpretation influence whether organizational career management is perceived as meaningful support.

Classic and review-based research supports this distinction. Baruch and Peiperl (2000) showed that organizations use multiple bundles of career management practices. Sturges et al. (2002) linked career management with organizational commitment among graduates, while Sturges et al. (2005)

explained career management through psychological contract reasoning. More recent reviews emphasize that organizational career management should be examined in relation to mechanisms, context, and consequences (Bagdadli & Gianecchini, 2019; Zhao et al., 2022). Recent empirical evidence also suggests that organizational career management can influence career growth through psychological-need and individual-career-management mechanisms (Ni et al., 2025). ECP contributes to this literature by foregrounding the employee-level interpretive process through which organizational career practices become psychologically meaningful.

### 3.2.3 ECP and Perceived Organizational Support

Perceived organizational support refers to employees' general belief that the organization values their contributions and cares about their well-being (Rhoades & Eisenberger, 2002). Organizational support theory suggests that employees form global beliefs about organizational care, and these beliefs are associated with commitment, performance, and withdrawal-related outcomes (Kurtessis et al., 2017; Eisenberger et al., 2020).

ECP can be viewed as a domain-specific form of perceived organizational support. It is narrower than perceived organizational support because it focuses specifically on career planning and development. Employees may perceive the organization as supportive in general but still feel that career guidance and internal growth opportunities are weak. Conversely, strong ECP may contribute to broader perceived organizational support because career investment is a visible signal that the organization cares about employees' futures.

This boundary is theoretically useful. General perceived organizational support captures an overall evaluation of organizational care, whereas ECP captures a career-specific evaluation particularly relevant to long-term attachment, development motivation, and retention-related decisions.

### 3.2.4 ECP, Career Growth, and Career Success

Career growth refers to employees' perceived progress in career goals, professional ability development, promotion speed, and remuneration growth within the organization (Weng et al., 2010). Organizational career growth has been linked with organizational commitment and turnover intention (Weng & McElroy, 2012). Career success is broader and refers to objective and subjective evaluations of career achievement. Objective success may involve pay, promotion, or status, while subjective success may involve career satisfaction, perceived achievement, and personally meaningful criteria (Greenhaus et al., 1990; Heslin, 2005).

ECP, career growth, and career success are related but distinct. ECP is a perceived organizational support process.

Career growth is perceived progress within the organization. Career success is an evaluative outcome that may be objective, subjective, or both. An employee may receive career guidance and development resources, but actual growth may depend on vacancies, performance, career stage, labour market conditions, and personal agency. Similarly, employees may define career success differently depending on values, cultural context, and comparison standards (Heslin, 2005).

Distinguishing support from growth and success prevents construct drift. If career growth or career satisfaction is used as a proxy for ECP, organizational inputs become conflated with employee career outcomes. A clearer boundary allows future studies to test whether ECP is associated with career growth and career success, and whether these outcomes mediate links between career support and retention-related outcomes.

### 3.2.5 ECP, Mentoring, and Career Guidance

Mentoring is an important channel through which employees experience career guidance, but it is not identical to ECP. Mentoring usually refers to a developmental relationship in which a more experienced person provides career-related and psychosocial support. Meta-analytic evidence shows that mentoring is associated with career-related benefits for protégés (Allen et al., 2004), and broader evidence suggests that mentored individuals report favourable attitudinal, relational, motivational, and career outcomes, although effects vary across mentoring types (Eby et al., 2008).

In the ECP framework, mentoring is one form of career guidance support. It can provide information, feedback, sponsorship, psychosocial encouragement, and access to social capital. However, ECP is broader than mentoring because it also includes career information, developmental resources, internal opportunity structures, and fairness in career systems. This distinction is important because mentoring evidence shows that developmental relationships can generate career benefits, but social capital and career success also depend on broader access to networks, resources, and opportunity structures (Allen et al., 2004; Eby et al., 2008; Seibert et al., 2001). A comprehensive ECP perspective therefore requires both relational guidance and system-level support.

### 3.2.6 ECP and Career Adaptability

Career adaptability refers to an individual's psychosocial resources for coping with current and anticipated career tasks, transitions, and challenges (Savickas & Porfeli, 2012). In this review, that classic source is used only to define the boundary of career adaptability as an individual career resource. ECP, by contrast, is an organizational

support construct reflecting conditions that help employees plan and manage their careers.

The two constructs may interact. Employees with high career adaptability may be better able to use organizational career support, while strong ECP may help employees develop adaptability over time. Guan et al. (2015) found that both perceived organizational career management and career adaptability were relevant to Chinese employees' career success and turnover intention. Recent sustainable-career and career-sustainability research further suggests that career development must be understood through both individual agency and contextual support across time (Donald et al., 2024; Greenhaus et al., 2024; Kim et al., 2024). This supports the separation between ECP as an organizational support condition and career adaptability as an individual capacity.

## 3.3 Theoretical Foundations of ECP

Organizational support theory and social exchange theory serve as the primary explanatory lens in this review. Psychological contract reasoning and contemporary career development perspectives are used as complementary lenses to explain the relational, symbolic, and temporal aspects of ECP. This hierarchy is important because ECP is primarily conceptualized as a support process, while psychological contract and career development perspectives clarify why this support matters for career meaning, future orientation, and attachment.

### 3.3.1 ECP as Organizational Support: A Social Exchange Explanation

According to social exchange theory, relationships develop through reciprocal exchanges in which beneficial actions from one party create obligations or motivations for the other party to respond positively (Blau, 1964; Cropanzano & Mitchell, 2005). When employees perceive that the organization invests in their career planning and development, they may interpret such investment as a sign of long-term concern and support. In response, they may develop stronger commitment, attachment, and willingness to remain.

Organizational support theory extends this logic by explaining how employees form beliefs about whether the organization values them and cares about their well-being (Rhoades & Eisenberger, 2002; Kurtessis et al., 2017; Eisenberger et al., 2020). ECP fits naturally within this framework because career development is one of the most personally meaningful forms of organizational support. It signals that the organization is not merely extracting current labour but is willing to invest in employees' future development.

This theoretical logic is supported by research on employer-sponsored career development practices. Ng et al. (2024) provide meta-analytic evidence that such practices are associated with employee performance and turnover through perceived organizational support and organizational attachment. Evidence on organizational support and turnover intention similarly indicates that support perceptions are linked to employees' intention to remain, although the strength of this relationship varies by context and study design (Galanis et al., 2024). These findings challenge the assumption that career development support simply makes employees more employable and therefore more likely to leave. When career support signals organizational care, it may strengthen the current employment relationship.

### **3.3.2 ECP as Career-Deal Fulfilment: A Psychological Contract Explanation**

A psychological contract perspective helps explain the relational meaning of ECP. Psychological contracts refer to employees' beliefs about mutual obligations between themselves and the organization. Career development is often part of the implicit or explicit career deal between employee and employer. When employees believe that the organization has promised or implied opportunities for growth and progression, career planning support becomes a key indicator of whether the organization is fulfilling that deal.

Sturges et al. (2005) argue that psychological contract reasoning can explain the relationship between career management, organizational commitment, and work behaviour. When organizations provide meaningful career support, employees may perceive that the organization is fulfilling its developmental obligations. When career support is absent, inconsistent, or symbolic, employees may interpret this as a breach of the career-related psychological contract.

This perspective is useful because career planning support is not only instrumental. It is also relational and symbolic. Employees may value career support not only because it improves skills or promotion chances, but also because it communicates respect, recognition, and long-term organizational commitment. Therefore, ECP may influence attachment even before actual promotion or career advancement occurs.

### **3.3.3 ECP and Contemporary Career Development**

Career development literature provides a complementary background perspective. Modern careers increasingly require employability, adaptability, learning orientation, social capital, proactive career management, and career sustainability. Employability refers to psychosocial resources that help individuals identify and realize career

opportunities (Fugate et al., 2004). Boundaryless career research also highlights the importance of career competencies, marketability, and career satisfaction in a changing employment environment (Eby et al., 2003). Recent sustainable-career research extends this logic by emphasizing the interdependence between individual career agency and HRM contexts (Donald et al., 2024; Greenhaus et al., 2024; Kim et al., 2024).

At first glance, contemporary career literature may appear to shift responsibility from organizations to individuals. However, ECP shows that individual career agency and organizational support are not mutually exclusive. Employees may be expected to take responsibility for their careers, but organizations still shape access to information, learning, mentoring, job mobility, social capital, and fair development opportunities. ECP therefore reconnects individual career development with organizational responsibility.

Sustainable career theory strengthens this argument. De Vos et al. (2020) argue that sustainable careers should be understood through a systemic and dynamic perspective involving person, context, and time. More recent conceptual and scale-development work similarly frames career sustainability as a multidimensional phenomenon shaped by individual meaning, capability development, relationships, and environmental awareness (Donald et al., 2024; Greenhaus et al., 2024; Kim et al., 2024). ECP can therefore be positioned as a contextual resource that helps employees connect present development with future career sustainability. This issue is particularly salient in organizations where employees face changing skill demands and uncertain career paths.

## **3.4 An Organizing Framework for ECP Dimensions**

Based on the reviewed literature, ECP can be analytically organized into five provisional dimensions: career information support, career guidance support, developmental resource support, internal opportunity support, and career fairness and transparency. These dimensions are proposed as an organizing framework rather than as a validated measurement structure. Future studies should not treat these dimensions as a validated scale without further construct validation.

### **3.4.1 Career Information Support**

Career information support refers to the extent to which employees receive clear information about career paths, role requirements, promotion criteria, competency expectations, and internal opportunities. Without such information, employees may struggle to understand how to develop within the organization. Career information support reduces uncertainty and helps employees connect current effort with future possibilities.

This dimension is particularly salient in organizations with complex structures, multiple business units, or unclear promotion systems. Employees may not leave simply because opportunities are absent; they may leave because available opportunities are not visible or understandable. Research on career management practices shows that organizations use multiple career-support practices, including formal systems and communication-oriented practices, to structure employees' development experiences (Baruch & Peiperl, 2000; Zhao et al., 2022).

### **3.4.2 Career Guidance Support**

Career guidance support refers to advice, counselling, mentoring, supervisor feedback, sponsorship, and developmental conversations that help employees evaluate career goals and plan future steps. This dimension highlights the relational side of ECP. Formal systems matter, but employees often experience career support through supervisors, mentors, HR specialists, and senior colleagues.

Career guidance support is distinct from general supervisor support because it focuses specifically on career direction and long-term development. A supervisor may be supportive in daily work but provide little career guidance. Conversely, career guidance can help employees interpret performance feedback, identify development needs, and understand possible career pathways. Mentoring meta-analyses show that mentoring is associated with important career-related benefits (Allen et al., 2004; Eby et al., 2008). Social capital research also suggests that access to networks and social resources is related to career success (Seibert et al., 2001).

### **3.4.3 Developmental Resource Support**

Developmental resource support refers to access to training, learning resources, developmental assignments, job rotation, coaching, and capability-building opportunities. This dimension overlaps with training and development, but it is interpreted through a career planning lens. The central theoretical issue concerns whether developmental resources are connected to employees' future career growth, not only their current job performance.

When developmental resources are integrated with career planning, employees are more likely to perceive them as meaningful organizational investment. Noe (1996) linked career management processes with employee development behaviour and performance, while Kraimer et al. (2011) emphasized organizational support for development and the critical role of career opportunities. Recent studies similarly connect training and career-development practices with organizational commitment, work performance, job satisfaction, perceived organizational support, and turnover-related outcomes (Pinnington et al., 2024; Hosen

et al., 2024; Ng et al., 2024). These studies suggest that development resources become more powerful when employees see them as part of a broader organizational commitment to their career.

### **3.4.4 Internal Opportunity Support**

Internal opportunity support refers to fair access to promotions, lateral moves, internal job postings, succession pathways, cross-functional assignments, and career mobility within the organization. This dimension connects ECP with internal mobility research. Ray (2024) argues that internal mobility is an important research area because it affects how organizations develop and redeploy talent internally. Recent empirical evidence also indicates that organizational career management may shape career growth through employees' basic psychological need satisfaction and individual career management, reinforcing the importance of linking internal opportunities with perceived career support (Ni et al., 2025).

Internal opportunity support is critical because employees may not remain with an organization if they perceive that career progression requires external movement. Even when employees value the organization, lack of internal opportunity can push them to seek development elsewhere. Therefore, ECP should include visible internal pathways, not only guidance and training. This logic is consistent with organizational career growth research linking internal progress in career goals, professional ability, promotion, and remuneration with commitment and turnover-related outcomes (Weng et al., 2010; Weng & McElroy, 2012).

### **3.4.5 Career Fairness and Transparency**

Career fairness and transparency refer to employees' perceptions that career opportunities, promotion decisions, and development resources are distributed fairly and communicated transparently. This dimension is essential because career support can lose credibility if employees perceive favouritism, opaque promotion criteria, or unequal access to developmental opportunities.

Fairness and transparency also connect career support with trust and career success. Greenhaus et al. (1990) illustrates how organizational experiences and evaluation processes can be associated with unequal career outcomes, making fairness and transparency relevant when conceptualizing career-support systems. Heslin (2005) further emphasized that career success is evaluated through both objective and subjective criteria, meaning that employees' interpretations of fairness and comparison standards matter. Without fairness, even extensive career programmes may be interpreted as symbolic or selective rather than supportive.

### **3.5 ECP and Employee Outcomes**

ECP is theoretically relevant because it is associated with several employee-level and organization-relevant

outcomes. As this is a conceptual review rather than a new empirical study, the discussion below avoids strong causal claims. The reviewed literature suggests that ECP is plausibly connected with career satisfaction, career growth, career success, organizational commitment, attachment, employability, career adaptability, retention-related outcomes, and broader stability-oriented attitudes. This proposition is strengthened by recent review and empirical evidence linking career development, organizational support, talent-management practices, and internal mobility with commitment, performance, engagement, turnover intention, and retention-related outcomes (Ng et al., 2024; Ray, 2024; Hosen et al., 2024; Galanis et al., 2024; Luna Sinisterra et al., 2024).

### **3.5.1 Career Satisfaction, Career Growth, and Career Success**

Career satisfaction is one of the most direct outcomes associated with career development support. When employees receive career information, guidance, developmental resources, and internal opportunities, they are more likely to evaluate their career experiences positively. Barnett and Bradley (2007) directly examined organizational support for career development and career satisfaction, making their study highly relevant to ECP research.

Career growth is related to ECP but should remain conceptually distinct from it. Weng et al. (2010) conceptualized organizational career growth through career goal progress, professional ability development, promotion speed, and remuneration growth. Weng and McElroy (2012) further linked organizational career growth with affective occupational commitment and turnover intention. ECP should be understood as a support process that may enable career growth rather than as the same construct as career growth.

Career success provides an additional outcome lens. Social capital theory suggests that network structure and social resources are related to career success (Seibert et al., 2001), while career success research emphasizes that people evaluate success through both objective and subjective criteria (Heslin, 2005). ECP may therefore support career success not only by providing formal opportunities but also by improving access to guidance, networks, feedback, and career-relevant information.

### **3.5.2 Organizational Commitment and Attachment**

ECP may also be associated with organizational commitment and attachment. From a social exchange perspective, organizational investment in career development may create a sense of obligation, gratitude, and attachment. From a psychological contract perspective, career support signals that the organization is fulfilling

developmental obligations. Sturges et al. (2002) showed that career management is related to organizational commitment among graduates, while Sturges et al. (2005) further explained career management through the psychological contract.

Organizational commitment is particularly relevant because career planning support concerns the future of the employment relationship. If employees believe that the organization supports their long-term growth, they may be more likely to connect their future with the organization. Ng et al. (2024) provide meta-analytic support for this logic by showing that employer-sponsored career development practices are linked with performance and turnover through perceived organizational support and organizational attachment. Hosen et al. (2024) also show that career development and training-development practices are associated with organizational commitment and work performance, reinforcing the argument that development support matters through relational and attitudinal mechanisms.

### **3.5.3 Employability and Career Adaptability**

ECP may also be associated with employability and career adaptability by providing learning opportunities, feedback, career information, developmental assignments, and career relationships. Employability and adaptability are often discussed as individual resources, but organizations can help cultivate them. Xie et al. (2023) show that organizational career management can benefit employees through employability-related mechanisms and reduced job burnout. Eby et al. (2003) also highlight the importance of career competencies and marketability in boundaryless career contexts. Recent career-sustainability work further suggests that employees' long-term career viability depends on both skill acquisition and contextual support, making ECP relevant to employability and adaptive career development (Donald et al., 2024; Kim et al., 2024).

This creates a potential tension. Some organizations may hesitate to invest in career development because more employable employees may become more mobile. However, the reviewed literature suggests that career development support can also increase attachment when employees interpret it as organizational care. The central theoretical issue concerns whether career support strengthens the internal employment relationship or merely increases external marketability.

### **3.5.4 Retention-Related Outcomes and Stability-Oriented Attitudes**

ECP is also relevant to retention-related outcomes and broader stability-oriented attitudes. Career-related reasons are often central to employees' decisions to stay or leave. If employees perceive limited growth, unclear career paths, or unfair promotion systems, they may consider external

opportunities even when current job conditions are acceptable. Conversely, when employees perceive strong career planning support, they may see a future inside the organization.

Research supports this logic. Wu and Liu (2022) showed that organisational support for career development is relevant to organisational commitment and turnover-related processes among healthcare workers in Henan, China. Jena and Nayak (2023) found that organizational career development was related to millennial employee retention through attitudinal mechanisms such as job satisfaction and organizational engagement, while Jena and Nayak (2024) further linked organizational career development with retention through job engagement and organizational engagement. Ng et al. (2024) add meta-analytic support by showing that employer-sponsored career development practices are associated with performance and turnover through perceived organizational support and organizational attachment. Recent systematic evidence on organizational support and talent-management practices also indicates that perceived support, engagement, and development-oriented practices are closely related to turnover intention and retention-related attitudes (Galanis et al., 2024; Luna Sinisterra et al., 2024).

This review therefore treats ECP as relevant to retention-related outcomes such as turnover intention, organizational commitment, and broader stability-oriented attitudes. The term stability-oriented attitudes is used here to capture employees' positive orientation toward continuing and developing within the organization, rather than merely the absence of turnover intention.

### **3.6 Research Gaps and Future Research Agenda**

Four major gaps emerge from the reviewed literature: construct fragmentation, insufficient distinction between support processes and career outcomes, limited integration between organizational support and individual career agency, and lack of longitudinal and context-sensitive evidence. These gaps remain visible even in recent reviews of organizational career management, sustainable careers, internal mobility, and talent management, which continue to call for clearer constructs, stronger mechanism testing, and more context-sensitive designs (Zhao et al., 2022; Ray, 2024; Donald et al., 2024; Luna Sinisterra et al., 2024).

#### **3.6.1 Construct Fragmentation**

Existing studies use related terms such as organizational career management, organizational support for career development, organizational support for development, organizational career growth, career development practices, career planning support, employer-sponsored career development practices, mentoring, and internal mobility. These constructs overlap but are not identical. Without clearer conceptual boundaries, it

becomes difficult to compare findings across studies or develop cumulative theory.

This issue reflects a broader challenge in career studies. Baruch et al. (2015) argue that career research has experienced a rise of concepts and needs stronger theoretical consolidation. ECP responds to this need by clarifying a specific employee-perceived support construct within the broader career development literature. Future research should define ECP more precisely as a career-specific, employee-perceived form of organizational support.

#### **3.6.2 Insufficient Distinction between Support Processes and Career Outcomes**

Some studies measure formal career management practices, while others measure perceived career support, career growth, training participation, mentoring, career satisfaction, or career success. This creates the risk of construct drift. If researchers use career growth or training as a proxy for career planning support, they may conflate support processes with outcomes or activities.

Future studies should develop or refine measurement scales that capture the core elements of ECP, including career information, guidance, developmental resources, internal opportunities, and fairness. Such measures should test whether ECP is empirically distinct from perceived organizational support, organizational career management, career growth, mentoring, career adaptability, and career sustainability. Recent scale-development work in career sustainability illustrates the importance of concept-specific validation, content review, exploratory factor analysis, confirmatory factor analysis, and cross-context refinement when a construct is still emerging (Kim et al., 2024).

#### **3.6.3 Limited Integration between Organizational Support and Individual Career Agency**

Some career research emphasizes individual agency while underplaying organizational responsibility. Contemporary employees are often expected to manage their own careers, develop employability, and adapt to change. While individual agency is important, this perspective can obscure how organizations structure access to career information, resources, opportunities, and fair development systems.

ECP helps rebalance this discussion. It recognizes that employees are active career agents, but also that organizations shape the career environment in which agency is exercised. Earlier research suggested that both organizational and individual career management are relevant to career success (Orpen, 1994), and later research examined the interaction between career self-management and organizational career management in explaining employee outcomes (De Vos et al., 2009). Future research should examine whether career self-management strengthens, weakens, or mediates the association between ECP and employee outcomes.

### 3.6.4 Lack of Longitudinal and Context-Sensitive Evidence

ECP is inherently temporal because it involves future expectations, planning, development, opportunity, and career progression. However, much career-support research relies on cross-sectional designs. Such designs can identify associations, but they are less suitable for examining how perceived career planning support develops over time and how it relates to later commitment, career growth, or retention-related outcomes. This limitation is also noted in recent research on organizational support and turnover intention, where cross-sectional evidence is useful but insufficient for establishing temporal ordering or causal direction (Galanis et al., 2024).

Sustainable career research highlights the importance of time and context in career development (De Vos et al., 2020; Donald et al., 2024; Greenhaus et al., 2024). ECP may operate differently across industries, career stages, national cultures, and organizational structures. Early-career employees may value guidance and developmental resources, while mid-career employees may value internal mobility, career redesign, capability renewal, and advancement fairness (Kim et al., 2024). China-based studies such as Guan et al. (2015), Wu and Liu (2022), and Ni et al. (2025) are useful because they show how perceived organizational career management and career development support operate in specific national and organizational contexts.

Table 2: Future Research Agenda for Employee Career Planning Support

Research gap	Future research question	Possible theoretical lens	Possible method	Potential contribution
Construct fragmentation	How is ECP theoretically and empirically distinct from organizational career management, perceived organizational support, mentoring, and career growth?	Construct validity; organizational support theory	Scale development; CFA; discriminant validity testing	Clarifies ECP as an independent construct.
Support process vs career outcome	Does ECP predict career satisfaction, career growth, and retention through perceived organizational support or psychological contract fulfilment?	Social exchange theory; psychological contract theory	Longitudinal survey; SEM; mediation analysis	Separates career-support inputs from career outcomes.
Career guidance mechanisms	Does mentoring or supervisor career guidance explain how ECP becomes meaningful to employees?	Mentoring theory; social capital theory	Multilevel survey; interviews; mixed methods	Identifies relational channels of ECP.
Organization and individual agency	Does career self-management strengthen or weaken the association between ECP and employee outcomes?	Career construction theory; social exchange theory	Moderation analysis; person-context interaction models	Integrates organizational support and employee agency.
Context sensitivity	Does ECP operate differently across career stages, industries, organizational structures, or national contexts?	Context theory; sustainable career perspective	Multi-group analysis; comparative studies	Specifies boundary conditions.
Temporal development	How do employees' perceptions of career planning support change over time, and how do these changes relate to later attachment and stability?	Career development perspective; psychological contract theory	Panel study; latent growth modelling; longitudinal qualitative research	Explains ECP as a dynamic process.

## 4. Implications and Recommendations

The review positions ECP as an integrative employee-perceived lens for understanding how organizational career-related practices become meaningful to employees. Rather than treating career support as a list of HR activities, ECP emphasizes the interpretation of those activities as accessible, fair, and developmentally meaningful support for long-term career planning. This framing is compatible with applied management research because it links HRM systems, employee perceptions, and retention-relevant attitudes within a single conceptual platform.

### 4.1 Theoretical Implications

First, the review contributes to career development research by consolidating fragmented constructs into a clearer conceptual platform. Organizational career management, mentoring, career growth, perceived organizational support, internal mobility, and sustainable careers each explain part of the career-support process, but none alone fully captures employees' perception that the organization supports their long-term career planning. ECP provides a focal construct for integrating these streams without collapsing their conceptual differences (Zhao et al., 2022; Ray, 2024; Donald et al., 2024; Kim et al., 2024).

Second, the review extends organizational support theory by specifying a career-based domain of support. Perceived organizational support is usually broad, while ECP captures a specific form of support that is likely to be salient for employees' future-oriented evaluations of the employment relationship. This domain-specific perspective may help explain why career development practices are associated with attachment and retention-related outcomes.

Third, the review connects organizational support theory with contemporary career theory. Career research increasingly emphasizes agency, adaptability, employability, and sustainable careers. ECP shows that these individual resources develop within organizational contexts that provide or restrict information, guidance, opportunity, and fairness. This helps avoid an overly individualistic account of career development and is consistent with recent work integrating vocational behaviour, career development, and HRM perspectives (Donald et al., 2024; Greenhaus et al., 2024).

### 4.2 Practical Implications for HRM and Organizational Design

For organizations, the review suggests that career support should not be designed as isolated training or symbolic HR communication. Employees are more likely to perceive career planning support when organizations provide clear career information, credible guidance, meaningful

developmental resources, visible internal opportunities, and fair career procedures.

Managers, mentors, and HR professionals play a central role in translating formal career systems into perceived support. Career planning support becomes meaningful when employees can discuss career goals, receive actionable feedback, understand competency expectations, and see realistic internal pathways. Therefore, organizations should treat ECP as developmental infrastructure rather than as a set of disconnected programmes.

Finally, ECP has practical relevance for retention-related outcomes. Organizations concerned with turnover should not focus only on compensation or exit-risk management. They should also examine whether employees perceive a credible future inside the organization. Career support may strengthen the employment relationship when it helps employees connect their personal development goals with internal opportunities, fair advancement criteria, and visible learning pathways. This implication aligns with recent evidence linking employer-sponsored career development, training-development, organizational support, and talent-management practices with commitment, engagement, performance, turnover intention, and retention-related outcomes (Ng et al., 2024; Hosen et al., 2024; Galanis et al., 2024; Luna Sinisterra et al., 2024).

### 4.3 Recommendations for Future HRM Research and Practice

Researchers should also examine boundary conditions, including career stage, industry, organizational size, national context, supervisor implementation quality, and internal labour-market structure. Such work would help determine when ECP strengthens organizational attachment and when it mainly increases employability without improving retention-related attitudes.

Future studies should develop and validate ECP measures that distinguish career-planning support from organizational career management practices, perceived organizational support, career growth, mentoring, adaptability, and career sustainability. Longitudinal and multi-source designs are especially needed because ECP concerns future-oriented expectations and may develop over time. Future work should also test whether ECP's effects vary by career stage, industry, internal labour-market structure, supervisor implementation quality, and cultural context (Ray, 2024; Galanis et al., 2024; Kim et al., 2024; Ni et al., 2025).

Organizations should audit whether their career systems are experienced as credible support rather than only as formal HR procedures. This means examining whether employees can access career information, receive supervisor or mentor

guidance, obtain development resources, understand internal opportunity pathways, and trust the fairness of career decisions.

## 5. Limitations of the Review

This review has several limitations. First, it is an integrative conceptual review rather than a systematic review. The literature was selected purposively to clarify ECP and synthesize relevant research streams, so the review does not claim to exhaust all studies on career development support.

Second, the five ECP dimensions proposed here are an organizing framework rather than a validated measurement model. Future research should test whether these dimensions are empirically distinct, whether they form a multidimensional construct, and whether they are distinguishable from adjacent constructs such as perceived organizational support, organizational career management, mentoring, career growth, and career adaptability.

Third, the review draws primarily from organizational behaviour, human resource management, and vocational behaviour research. Additional insights could be gained from adjacent fields such as adult learning, leadership development, labour economics, and strategic talent management. Fourth, the proposed links between ECP and employee outcomes remain conceptual and should be tested using longitudinal and context-sensitive empirical designs.

## 6. Conclusion

Employee career planning support is an important but conceptually underdeveloped construct in career development and human resource management research. This review has argued that ECP should be understood as a career-specific form of organizational support through which employees perceive that the organization provides guidance, developmental resources, feedback, internal opportunities, and fair career pathways for long-term growth. This positioning is consistent with recent HRM and career research emphasizing employer-sponsored career development, internal mobility, sustainable careers, and support-based retention mechanisms (Ng et al., 2024; Ray, 2024; Donald et al., 2024; Galanis et al., 2024). At the same time, the review treats ECP as a provisional conceptual construct rather than as a validated scale, so future empirical work should test its dimensionality and discriminant validity against adjacent constructs.

The review clarifies that ECP is distinct from training, organizational career management, perceived organizational support, career growth, career success, mentoring, career adaptability, and internal mobility. It is not merely a formal HR practice, a developmental relationship, or a general employee attitude. Instead, it represents an employee-perceived support process that

connects organizational career investment with employee development, attachment, and retention-related outcomes.

For researchers, ECP offers a promising construct for studying how career-related organizational practices become meaningful to employees. For organizations, the implication is direct: career support is more likely to matter when it provides credible information, guidance, resources, opportunity, and fairness. By clarifying ECP as strategic career-based organizational support, this review provides a foundation for more precise theory development and empirical research on career support, employee attachment, employability, sustainable career development, and retention in contemporary organizations.

**Acknowledgments:** No acknowledgments.

**Funding:** This research received no external funding.

**Conflict of Interest:** The author declares no conflict of interest.

**Ethics Approval:** Not applicable because this article is an integrative review and does not involve human participants or primary data collection.

**Data Availability:** Not applicable because no empirical dataset was generated for this conceptual review.

## References

1. Ng, T. W. H., Yim, F. H. K., Chen, H., & Zou, Y. (2024). Employer-sponsored career development practices and employee performance and turnover: A meta-analysis. *Journal of Management*, 50(2), 685–721. <https://doi.org/10.1177/01492063221125143>
2. Ray, C. (2024). Internal mobility: A review and agenda for future research. *Journal of Management*, 50(1), 264–306. <https://doi.org/10.1177/01492063231180826>
3. Hosen, S., Hamzah, S. R., Ismail, I. A., Alias, S. N., Abd Aziz, M. F., & Rahman, M. M. (2024). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon*, 10(1), Article e23903. <https://doi.org/10.1016/j.heliyon.2023.e23903>
4. Luna Sinisterra, L. S., Peñalver, J., & Salanova, M. (2024). Connecting the organizational incomes and outcomes: A systematic review of the relationship between talent management, employee engagement, and turnover intention. *Frontiers in Psychology*, 15, Article 1439127. <https://doi.org/10.3389/fpsyg.2024.1439127>

5. Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: A critical review and agenda for future exploration. *Journal of Management*, 35(6), 1542–1571. <https://doi.org/10.1177/0149206309350082>
6. Baruch, Y., Szücs, N., & Gunz, H. (2015). Career studies in search of theory: The rise and rise of concepts. *Career Development International*, 20(1), 3–20. <https://doi.org/10.1108/CDI-11-2013-0137>
7. De Vos, A., Van der Heijden, B. I. J. M., & Akkermans, J. (2020). Sustainable careers: Towards a conceptual model. *Journal of Vocational Behavior*, 117, Article 103196. <https://doi.org/10.1016/j.jvb.2018.06.011>
8. Donald, W. E., Van der Heijden, B. I. J. M., & Manville, G. (2024). (Re)Framing sustainable careers: Toward a conceptual model and future research agenda. *Career Development International*, 29(5), 513–526. <https://doi.org/10.1108/CDI-02-2024-0073>
9. Greenhaus, J. H., Callanan, G. A., & Powell, G. N. (2024). Advancing research on career sustainability. *Journal of Career Development*, 51(4), 478–497. <https://doi.org/10.1177/08948453241260871>
10. Zhao, Q., Cai, Z., Zhou, W., & Zang, L. (2022). Organizational career management: A review and future prospect. *Career Development International*, 27(3), 343–371. <https://doi.org/10.1108/CDI-04-2021-0088>
11. Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
12. Galanis, P., Moisoglou, I., Papathanasiou, I. V., Malliarou, M., Katsiroumpa, A., Vraka, I., Siskou, O., Konstantakopoulou, O., & Kaitelidou, D. (2024). Association between organizational support and turnover intention in nurses: A systematic review and meta-analysis. *Healthcare*, 12(3), Article 291. <https://doi.org/10.3390/healthcare12030291>
13. Orpen, C. (1994). The effects of organizational and individual career management on career success. *International Journal of Manpower*, 15(1), 27–37. <https://doi.org/10.1108/01437729410053617>
14. Noe, R. A. (1996). Is career management related to employee development and performance? *Journal of Organizational Behavior*, 17(2), 119–133. [https://doi.org/10.1002/\(SICI\)1099-1379\(199603\)17:2%3C119::AID-JOB736%3E3.0.CO;2-O](https://doi.org/10.1002/(SICI)1099-1379(199603)17:2%3C119::AID-JOB736%3E3.0.CO;2-O)
15. Baruch, Y., & Peiperl, M. (2000). Career management practices: An empirical survey and implications. *Human Resource Management*, 39(4), 347–366. [https://doi.org/10.1002/1099-050X\(200024\)39:4%3C347::AID-HRM6%3E3.0.CO;2-C](https://doi.org/10.1002/1099-050X(200024)39:4%3C347::AID-HRM6%3E3.0.CO;2-C)
16. Sturges, J., Guest, D., Conway, N., & Mackenzie Davey, K. (2002). A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years at work. *Journal of Organizational Behavior*, 23(6), 731–748. <https://doi.org/10.1002/job.164>
17. Sturges, J., Conway, N., Guest, D., & Liefoghe, A. (2005). Managing the career deal: The psychological contract as a framework for understanding career management, organizational commitment and work behavior. *Journal of Organizational Behavior*, 26(7), 821–838. <https://doi.org/10.1002/job.341>
18. Bagdadli, S., & Gianecchini, M. (2019). Organizational career management practices and objective career success: A systematic review and framework. *Human Resource Management Review*, 29(3), 353–370. <https://doi.org/10.1016/j.hrmr.2018.08.001>
19. Ni, Y. X., Li, J. P., & Huang, M. J. (2025). Organizational career management and nurse career growth: A serial multiple mediation model of basic psychological needs and individual career management. *BMC Nursing*, 24, Article 824. <https://doi.org/10.1186/s12912-025-03498-8>
20. Barnett, B. R., & Bradley, L. (2007). The impact of organisational support for career development on career satisfaction. *Career Development International*, 12(7), 617–636. <https://doi.org/10.1108/13620430710834396>
21. Kraimer, M. L., Seibert, S. E., Wayne, S. J., Liden, R. C., & Bravo, J. (2011). Antecedents and outcomes of organizational support for development: The critical role of career opportunities. *Journal of Applied Psychology*, 96(3), 485–500. <https://doi.org/10.1037/a0021452>

22. Guan, Y., Zhou, W., Ye, L., Jiang, P., & Zhou, Y. (2015). Perceived organizational career management and career adaptability as predictors of success and turnover intention among Chinese employees. *Journal of Vocational Behavior*, 88, 230–237. <https://doi.org/10.1016/j.jvb.2015.04.002>
23. Eisenberger, R., Rhoades Shanock, L., & Wen, X. (2020). Perceived organizational support: Why caring about employees counts. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 101–124. <https://doi.org/10.1146/annurev-orgpsych-012119-044917>
24. Pinnington, A., Mir, F. A., & Ai, Z. (2024). The significance of general skills training for early career graduates: Relationships with perceived organizational support, job satisfaction and turnover intention. *European Journal of Training and Development*, 48(7/8), 705–729. <https://doi.org/10.1108/EJTD-01-2023-0002>
25. Kim, S., Lee, H., & Jin, S. (2024). Development and validation of career sustainability scale for mid-career employees. *Frontiers in Psychology*, 15, Article 1442119. <https://doi.org/10.3389/fpsyg.2024.1442119>
26. Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
27. Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854–1884. <https://doi.org/10.1177/0149206315575554>
28. Blau, P. M. (1964). *Exchange and power in social life*. John Wiley & Sons.
29. Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
30. Allen, T. D., Eby, L. T., Potet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of Applied Psychology*, 89(1), 127–136. <https://doi.org/10.1037/0021-9010.89.1.127>
31. Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2), 254–267. <https://doi.org/10.1016/j.jvb.2007.04.005>
32. Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44(2), 219–237. <https://doi.org/10.2307/3069452>
33. Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 65(1), 14–38. <https://doi.org/10.1016/j.jvb.2003.10.005>
34. Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
35. Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior*, 24(6), 689–708. <https://doi.org/10.1002/job.214>
36. Weng, Q., McElroy, J. C., Morrow, P. C., & Liu, R. (2010). The relationship between career growth and organizational commitment. *Journal of Vocational Behavior*, 77(3), 391–400. <https://doi.org/10.1016/j.jvb.2010.05.003>
37. Weng, Q., & McElroy, J. C. (2012). Organizational career growth, affective occupational commitment and turnover intentions. *Journal of Vocational Behavior*, 80(2), 256–265. <https://doi.org/10.1016/j.jvb.2012.01.014>
38. Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behavior*, 26(2), 113–136. <https://doi.org/10.1002/job.270>
39. Xie, M., Wang, G., Wu, Y. J., & Shi, H. (2023). How does organizational career management benefit employees? The impact of the “enabling” and “energizing” paths of organizational career management on employability and job burnout. *International Journal of Environmental Research and Public Health*, 20(2), Article 1259. <https://doi.org/10.3390/ijerph20021259>
40. Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management*

Journal, 33(1), 64–86.  
<https://doi.org/10.5465/256352>

41. Wu, H., & Liu, Y. (2022). The relationship between organisational support for career development, organisational commitment, and turnover intentions among healthcare workers in township hospitals of Henan, China. *BMC Primary Care*, 23, Article 136. <https://doi.org/10.1186/s12875-022-01753-4>
42. Jena, L., & Nayak, U. (2023). Organizational career development and retention of millennial employees: Role of job satisfaction, organizational engagement and employee empowerment. *International Journal of Organization Theory & Behavior*, 26(1/2), 115–131. <https://doi.org/10.1108/IJOTB-08-2022-0159>
43. Jena, L., & Nayak, U. (2024). Organizational career development and retention of millennial employees: The role of job engagement and organizational engagement. *Asia-Pacific Journal of Business Administration*, 16(4), 778–796. <https://doi.org/10.1108/APJBA-07-2022-0323>
44. De Vos, A., Dewettinck, K., & Buyens, D. (2009). The professional career on the right track: A study on the interaction between career self-management and organizational career management in explaining employee outcomes. *European Journal of Work and Organizational Psychology*, 18(1), 55–80. <https://doi.org/10.1080/13594320801966257>