

Job content plateau and career commitment: the mediating role of developmental i-deals and the moderating role of proactive personality

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Abstract

Purpose – Given the detrimental effects of job content plateau, the paper aims to study the impact of job content plateau on employees' career commitment. In doing so, the authors examine whether the lapses in job content plateau can be addressed through developmental i-deals. A final purpose is to examine whether proactive employees are better positioned to obtain work arrangements that help them develop and remain committed to their careers.

Design/methodology/approach – Data were collected from full-time working executives employed in different organizations. These executives enrolled in a part-time MBA program. Data was collected at different time points and analyzed using the process macro (Preacher and Hayes, 2004).

Findings – The results suggest that developmental i-deals mediated the relationship between job content plateau and career commitment. In addition, proactive employees were better disposed to seal the deal and develop themselves – helping them to stay committed to their careers.

Originality/value – Prior studies highlight the negative consequences of job content plateau because it does not provide avenues to learn and develop. This paper addresses the gap in locating opportunities to learn and develop (an aspect that was missing in the job content plateau) through developmental i-deals. First, the study helps answer how to address learning gaps in jobs. Second, who can capitalize on their efforts once the organization sponsors learning opportunities.

Keywords Job content plateau, Proactive personality, Developmental i-deals, Career construction

Paper type Research paper

Introduction

Most people join organizations for challenges, exciting learning opportunities, and personal growth. The job characteristics model includes complexity and control to illustrate conditions that trigger learning and growth (Hackman and Oldham, 1980). Naturally, one might find their job content diminished if any of these elements are compromised and/or missing. For instance, employees tend to report job content plateau when they do not find their jobs challenging or enriching (Bardwick, 1986). Research suggests that job content plateau (unlike hierarchical plateau) evokes strong negative employee sentiments and outcomes (Allen *et al.*, 1998). Prior research suggests that job content plateau (JCP) derails positive employee attitude (Chang Boon Lee, 2003), job and career satisfaction that ultimately reduces job performance (Xie *et al.*, 2015), absenteeism, and voluntary turnover (Wang *et al.*, 2014; McCleese and Eby, 2006; Kao *et al.*, 2022).

That said, recent studies also report counter-intuitive findings suggesting that JCP triggers positive attitudes and outcomes through career support and mentoring (Tolentino *et al.*, 2014) and lateral transfers moving into special project teams (Elsass and Ralston, 1989). Given that



the number of positions in the organization is relatively fixed and as organizations get flatter, the frequency and pace of upward mobility may be limited, examining what employees can do to enhance the quality of their jobs is crucial. Doing so would be beneficial for the individual (e.g. finding new avenues to learn and grow) and for the organization (e.g. designing meaningful jobs without alternating the grade structure and/or hierarchy). From a theoretical perspective, scholars (Feldman and Weitz, 1988) have argued that JCP might also trigger motivation to seek opportunities to deal with challenges and develop skills in anticipation of prospects. The notion of protean careers in which focal employees act as an actor, author, and agent is not new (Savickas, 2012). Through this study, we primarily aim to address two research questions.

RQ1. How can employees address JCP in their current jobs?

RQ2. Which employees take charge to navigate a career crisis and stay committed to their careers?

Modern-day agile organization provides a rationale to explain how employees define and develop careers. Career construction theory (CCT, Savickas, 2013) proposes that when confronted with setbacks and/or trauma, employees actively exercise self-regulation to take control (e.g. volitionally negotiating to engage in developmental tasks). Individuals deal (fight vs slight) with career roadblocks depending upon whether s/he is “willing and able” (Savickas, 2011, p. 162) to accomplish objectives. Individuals seek information from their social environment, they devise strategies to bridge the gap between the career narrative that one defines for the self and what one experiences on-the-job (Peng *et al.*, 2021). In doing so, they pursue choices that help reinforce their commitment to their career narrative that they initially defined.

We posit that JCP signals a career crisis because incumbents don't find any learning and growth in their current jobs that could potentially frustrate them. One of the strategies that individuals could deploy to address this gap is by negotiating developmental i-deals (DID) that refers to customized learning agreements (e.g. special live projects, business challenges, special training) to develop skills that individual aspires to fast-track their career (Rousseau and Kim, 2006). It has been previously established that the focal employee ink their i-deals from negotiation to obtainment (Rofcanin *et al.*, 2017). Those who obtain developmental i-deals tend to view their jobs as enriched and meaningful (Karakitapoğlu-Aygün *et al.*, 2023; Guerrero and Bentein, 2022). Given that theory (Savickas, 2012) suggests that the ability to adapt and control depends upon individual differences, we argue that those with proactive personality (PP) are more likely to obtain developmental i-deals. A proactive personality is a disposition of individuals to take charge and sustain until they bring about a change (Bateman and Crant, 1993). When confronted with JCP, proactive employees are more likely to negotiate and obtain developmental i-deals because they are capable of purposefully negotiating work arrangements (Ostmeier and Strobel, 2022). In doing so, they can reinforce their career commitment (CC), defined as “the strength of one's motivation to work on a chosen career role” (Hall, 1971).

Our paper contributes to the literature in the following ways. First, along the lines of CCT, we argue that JCP can frustrate incumbents, constraining their commitment to continue their vocation. Second, we explain what proactive employees can do to deal with career crises as actors and agents of change. Third, we propose that developmental i-deals as a vehicle to enrich jobs - a deal that proactive employees can be most potent to seal. Finally, we shed light on the approach of proactive employees to stay committed to their careers at a time when arguably, it is needed the most. Figure 1 presents the conceptual study model. In the following sections, we explain the theoretical background and develop hypotheses to present our arguments.

Theoretical background

CCT argues that individuals, as authors of their careers, have a disposition to adjust and control their environment in ways that helps them navigate in their vocation (Savickas, 2013).

Here, construction refers to the process of how individuals constantly reflect, shape, and derive meaning of the careers they pursue (Bocciardi *et al.*, 2017). A plateau in learning and challenges on-the-job signals compromised job characteristics (Hackman and Oldham, 1980). This triggers incumbents to take control of the situation by taking steps to address the gaps by incorporating higher responsibilities and skill development in their current role (Dragoni *et al.*, 2009). “Control disposes individuals to engage the vocational development tasks and negotiate occupational transitions, rather than avoid them” (Savickas, 2013, p. 160). When confronted with a crisis, those who are “willing and able” purposefully engage in actions that help them cope in an emergency situation (Hirschi *et al.*, 2015). CCT suggests that such individuals deliberately negotiate work arrangements to address career crises (Tolentino *et al.*, 2014). A burning need for up-skilling and development also conveys the extra-mile that individuals are willing to traverse to address their learning needs. Thinking about one’s career is a conscious behavior that incumbents engage as an author of their own career (Savickas, 2013). Taken together, those who come forth to develop themselves on-the-job, can view their jobs enriched and reinforce their commitment to pursue their chosen vocation (Austin, 2003).

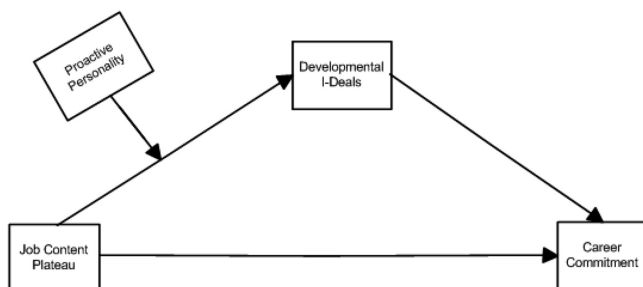
Hypothesis development

Mediating role of DID in the relationship between JCP and CC

JCP might confront employees as they master the skills and learn to tackle challenges in their current jobs. JCP may raise concerns over the worthiness of incumbents and the need to pursue one’s career (McCleese and Eby, 2006). Several studies have shown that reactions to JCP have triggered negative attitudes towards work and organization (Xie *et al.*, 2015), poor job satisfaction (Hurst *et al.*, 2017), compromised job performance (Allen *et al.*, 1999), low commitment towards the organization (Tremblay *et al.*, 2010) and a greater attrition risk (Xie *et al.*, 2015).

Incumbents report a plateau in jobs when they do not feel challenged. They are less likely to identify with the objectives and goals or pursue them (Lin and Chen, 2021). Such employees perceive that their capabilities surpass that their jobs require and are perhaps overqualified and over-competent. They are likely to divert their efforts to other areas that interest them. When employees do not find their jobs contributing to their professional development and career advancement, they are likely to report poor satisfaction (Chang Boon Lee, 2003). With minimal opportunities to learn, it is unlikely that employees would appraise their jobs as meaningful. CCT explains such situations to be frustrating. This might divert their attention away from the core task to off-task domains (e.g. cyber loafing, taking frequent breaks). Employees might not have a high opinion of their jobs and therefore place their career commitment at chronically low levels.

Having said so, JCP can nudge employees to sharpen their skills and prepare themselves for their next assignment (McCleese and Eby, 2006; Smith-Ruig, 2009). Employees should be



Source(s): The authors

Figure 1.
The proposed research
framework model

motivated to negotiate contracts that can help them develop professionally because it increases the probability of them being considered for growth (Srikanth *et al.*, 2020). It is natural to believe that no dearth of challenges in any organization. So, people managers would tend to be favorably disposed to those who can take challenges and solve complex problems. DID provides conducive opportunities to integrate challenges into the core role. Prior studies suggest that those exposed to challenges develop skills valued by the business (Dragoni *et al.*, 2009).

Recent studies (Ng *et al.*, 2022; Srikanth *et al.*, 2020) suggest that DID are learning-centric work arrangements that create pathways to acquire and develop skills. By doing so, employees not only get opportunities to work on mission-critical jobs (Srikanth *et al.*, 2020) but also strengthen their beliefs in their careers (Ng *et al.*, 2022).

Those reporting plateaued careers should be motivated to negotiate DID because it can address the need for developing skills and learning on-the-job (an aspect that was missing in employees' job content). When organizations sponsor development for their employees, it conveys their value and worth. In this connection, prior studies report positive effects of mentoring and career advancement (Seibert *et al.*, 2001; Wayne *et al.*, 1999). Therefore, organizational sponsorship for development is likely positively influence employees' career commitment because they can see a future for themselves in which the organization is willing to invest.

H1. DID mediates the relationship between JCP and CC

The moderating role of proactive personality

Employees reporting JCP could find their job worth at chronically low levels and judge their work experiences negatively. Because JCP can be stressful and stressful (Allen *et al.*, 1999), most employees prefer challenging and meaningful occupations where they can continue to learn and grow their skills (McEvoy and Blahna, 2001).

According to CCT (Savickas, 1997, 2005), people can regulate their behavior to continuously adapt to their surroundings. People create a variety of psychological coping mechanisms to deal with duties, transitions, traumas, and barriers associated with their jobs, such as career plateaus. One of the ways to cross a career hurdle is to volitionally take additional responsibilities (Shabeer *et al.*, 2019). In this connection, those with proactive personality are less likely to be deterred by obstacles because they persevere until they bring about meaningful change (Crant *et al.*, 2016). Such individuals might improve their situation by taking corrective measures that enhance the scope of their jobs. The notion that proactive employees engage in extra-role behavior and seek new opportunities is not new (Maan *et al.*, 2020).

Proactive employees can be better disposed to obtain DID because they are seen as more capable and serious about their careers (Seibert *et al.*, 1999). People managers also tend to see them to be more deserving of higher-level roles, which makes them worthy to be awarded DID (Srikanth *et al.*, 2020). Given the high career orientation of proactive employees, it is reasonable to expect them to be committed to their careers rather than change course when confronted with obstacles. They are likely to "navigate" and "figure out" a way to find challenging tasks and "knock on the doors" of their managers to take on those challenges. DID is one of the ways that can do so. In the process, they can demonstrate their capabilities by doing things that are very different from routine jobs. DID open the doors for 'skill acquisition and advancement' (Hornung *et al.*, 2010, p. 190). When employees develop skills on-the-job, they are seen as competent and career-oriented (Srikanth *et al.*, 2020).

To sum up, proactive employees can be seen as valuable because they tend to do productive tasks without being prompted to do so. Managers might be willing and eager to allocate challenging tasks to those who take initiative (Srikanth *et al.*, 2020). In the process, proactive employees could obtain DID and reinforce their commitment to their careers by continuously learning – an aspect that JCP failed to provide.

H2. The indirect effect of proactive personality on JCP and CC is mediated through DID.

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Method

Participants and procedure

Respondents were full-time working executives employed by different organizations enrolled in a part-time executive management program at a prominent institute based in South India. A total of 557 participants volunteered to participate in the study and were awarded marks for completing the survey data at different time points. We used phased data collection to minimize common method bias (Podsakoff *et al.*, 2012). After removing missing and incomplete data, our sample size was reduced to 532. At time T1, participants responded to JCP, PP, and demographic variables. After a gap of approximately 2 months, at time T2, participants completed DID survey. Finally, after an interval of 2 months, at time T3, participants who completed surveys in T1 and T2 responded to the CC survey. Participants were assured of data confidentiality and explained the purpose of the survey for academic purposes. Table 1 shows the data collection schedule along with the response rate. Table 2 shows the demographic details.

Time 1	No of distributed questionnaire	700
	No of returned questionnaire	657
Time 2	No of returned questionnaire	584
Time 3	No of returned questionnaire	557
	Returned and excluded questionnaires	25
	Final Response	532
	Valid response rate	76%

Source(s): The authors

Table 1.
Responses at each
time point

Respondent details		Frequency (%)
Gender	Male	302 (56.76)
	Female	230 (43.23)
Age	26–35	323 (61.75)
	36–45	190 (35.71)
	46–5	19 (3.57)
Education	Graduate	275 (51.6)
	Post Graduate	248 (46.6)
	Ph.D	09 (1.69)
Total years of experience	under 3	22(4.13)
	3–5	265 (49.81)
	6–8	190 (35.71)
	9–11	45 (8.45)
	12–14	10 (1.87)
Length of years in same job role	under 3	23 (4.32)
	3–5	284 (53.38)
	6–8	202 (37.96)
	9–11	19 (3.57)
	12–14	4 (0.75)

Source(s): The authors

Table 2.
Demographic profile of
532 respondents in
this study

Measures

Job Content Plateau: We used Milliman's (1992) six-item scale to measure JCP during T1. Participants rated their agreement on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Sample items include "I will not be challenged in my current job." The coefficient alpha for this measure was 0.82.

Proactive Personality: We used Bateman and Crant (1993) six-item scale to measure PP during T1. Participants responded on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Sample items include "I excel at identifying opportunities." The internal consistency for this measure was 0.81.

Developmental Idiosyncratic Deals: We used Rosen's (2013) four-item scale to measure the negotiation and obtainment of D-I deals during T2. Responses were captured on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Sample items include "My employer and I have successfully negotiated a unique arrangement that allows me special opportunities for skill development". The internal consistency for this measure was 0.89.

Career Commitment: We used Blau (1985) seven-item scale to evaluate CC measures during T3. Responses were captured on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Sample items include "I definitely want a career for myself in the profession." The coefficient alpha for this measure is 0.75.

Controls: Prior research (Allen et al., 1998; Yang et al., 2018) suggest that age, education, position, gender, and total years of work experience influence the extent to which employees report JCP, hence we controlled for the same.

Analytical strategy

To analyze the data, we used AMOS 25 for checking model fit indices and SPSS 25 with process macro (Preacher and Hayes, 2004) models 4 and 7 to test the mediation and indirect effects, respectively.

Data analysis

To analyze the data, we used AMOS 25 to check for the model fitment. We checked for confirmatory factor analysis (CFA) using four alternate models. All the relevant constructs were included in the measurement model, and latent constructs were allowed to covary directly (Anderson and Gerbing, 1988). The four-factor model comprising of JCP, PP, DID, and CC yielded a good fit for the data [RMSEA = 0.045, Chi-square/df = 3.24, CFI = 0.910; RMR = 0.03] in line with the recommendations of Hu and Bentler (1999). Results of the CFA are shown in Table 3.

Variable	Chi-square/df	RMSEA	CFI	RMR
1. Four factor model	3.24	0.045	0.910	0.03
2. Three factor model	5.27	0.121	0.842	0.17
3. Two factor model	6.32	0.192	0.790	0.28
4. One factor model	9.92	0.281	0.686	0.29

Note(s): $N = 532$, $**p < 0.01$. RMSEA = root mean square error of approximation; CFI = comparative fit index; RMR = Root Mean Square Residual

a four factors include JCP, D-I deals, proactive personality, career commitment

b we constrained JCP and D-I deals to be part of the same factor

c we forced JCP, D-I deals, and PP to be the same factor

d all measuring items were combined into one grand factor

Source(s): The author's statistical analysis

Table 3.
Model fit

The current study additionally looked at convergent validity to see if the items accurately described the variance in their respective domains. According to [Hair et al. \(2014\)](#) and [Hu and Bentler \(1999\)](#), all constructs have convergent validity larger than 0.50, indicating that the Average Variance Explained is acceptable (AVE). According to [Hair et al. \(2014\)](#) the assessment of discriminant validity for all components in this research work is greater than 0.70, which is satisfactory. As stated in [Table 3](#), the composite reliability (CR) was also evaluated to see if the constructions were internally consistent. All the criteria resulted in acceptable CR of greater than 0.70 ([Nunnally and Bernstein, 1994](#)).

The descriptive statistics for the study is represented in [Table 4](#).

Results

[H1](#) proposed that DID mediates the relationship between JCP and CC. The results from model 4 of the process macro ([Preacher and Hayes, 2004](#)) indicate a significant relationship between JCP and DID ($\beta = 0.19, p = 0.0004$). We tested hypothesis [H1](#) using the process macro with 5,000 bootstrap samples and 95% bias-corrected confidence intervals. The indirect effect of JCP on CC via DID was significant ($\beta = 0.035, SE = 0.012, [LLCI = 0.014, ULCI = 0.0619]$). These results indicated that DID partially mediated the relationship between JCP and CC (See [Table 5](#)). Thus, [H1](#) stands supported.

We used model 7 of the process macro to test [H2](#). The results of the moderated mediation indicates the combined effects of PP (at varying levels of PP) and JCP through DID is significant on CC rendering support to [H2](#). Results of the indirect effects is provided in [Table 6](#).

Further, we plotted the indirect effects using simple slopes ([Dawson, 2014](#)) as depicted in [Figure 2](#).

Discussion

The results supported that those who obtained DID were able to develop themselves, which helped them reinforce their CC. At the time of enrolling for the program, we asked the participants to state their purpose to take up a part-time MBA. Most of them responded by stating that they were interested to improve the quality of their work experience by learning contemporary management concepts that can help them grow in their careers. An alternative explanation could be that the participants were keen to develop skills that help to solve higher-order problems. Doing so might make them appear career oriented, competent, and worthy of organizational sponsorship in the first place. This is important as both the organization and the employees were interested in not just the assimilation of learning but also the application of the learning. DID, therefore, provided a fertile ground for the employees to create customized routes by which they get exposure to develop skills through live projects and/or special training. In doing so, they can apply concepts that they learn during the part-time program.

Next, proactive employees appear to be career oriented. They are likely to be better positioned to emerge successful in obtaining DID and stay committed to their careers. Proactive employees might be seen as more capable and competent because they take initiatives and venture out without being prompted to do so.

Theoretical implications

Our study advances the understanding of careers in three important ways. First, based upon CCT, we identify JCP as a career crisis that can potentially derail one's career ([Yang et al., 2019; Xie et al., 2015](#)). Because incumbents find themselves 'stuck' in a job that does not seem to provide learning, it might diminish their interest and motivation to perform.

Table 4.
Descriptive statistics

Variables	N	Mean	Std dev	CR	AVE	1	2	3	4	5	6	7	8	9
1. Age	532	33.46	6.65											
2. Gender	532	0.87	0.38			0.13**								
3. Education	532	0.29	0.42			0.03	-0.27**							
4. Length of service	532	0.59	0.39			0.26**	0.24**	-0.69**						
5. Position	532	3.23	1.42			0.78**	0.21**	0.05	0.21**					
6. Tenure in current job role	532	2.32	0.69			-0.13**	0.17**	-0.07*	0.06	-0.07*				
7. Jcp	532	2.61	0.69	0.87	0.54	0.09	0.06	0.06	0.16*	-0.03	0.12			
8. PP	532	1.42	0.47	0.89	0.59	0.05	0.03	0.02	0.10	-0.08	0.14*	0.16**		
9. Did	532	1.30	0.48	0.88	0.65	0.02	-0.02	0.08	0.10	0.16*	0.19**	0.26**	0.80**	
10. CC	532	2.69	0.62	0.91	0.61	-0.15*	0.02	0.11*	0.12	-0.07	0.11	0.30**	0.15**	0.22**

Source(s): The authors

Model	Coeff	se	t	<i>p</i>	LICI	ULCI
Constant	1.824	0.109	16.67	0.0000	1.6092	2.0390
jcp	0.237	0.038	6.22	0.0000	0.162	0.312
did	0.194	0.054	3.58	0.0004	0.087	0.301

Direct and indirect effects of X on Y						
Effect	se	t	<i>p</i>	LICI	ULCI	
<i>Direct effect of JCP on CC</i>						
0.2373	0.0381	6.2212	0.0000	0.1624	0.3122	

Effect	BootSE	BootLLCI	BootULCI
<i>Indirect effect(s) of JCP on CC</i>			
did	0.0355	0.0123	0.0143

Source(s): The authors

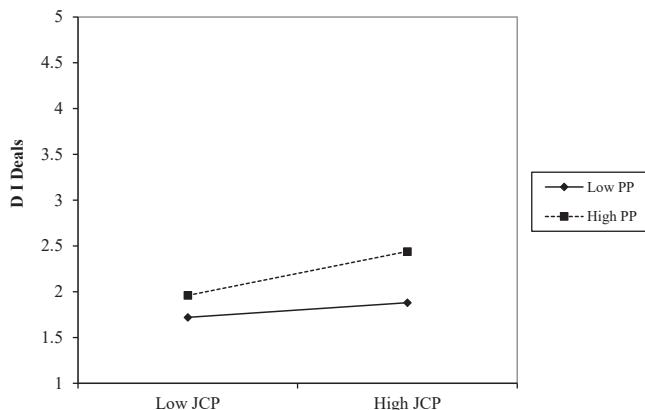
Table 5.
Mediation analysis

Conditional indirect effects					
-1SD		0.0097	0.0043	0.0026	0.0196
SD		0.0164	0.0056	0.0065	0.0284
+1SD		0.0265	0.0097	0.0090	0.0464
<i>Index of moderated mediation</i>		0.0202	0.0101	0.0009	0.0404

Note(s): SE = standard error, LLCI = lower level confidence interval, ULCI = upper level confidence interval, *_{*p*} < 0.05, **_{*p*} < 0.01

Source(s): The authors

Table 6.
Moderated mediation
analysis



Source(s): Authors' own statistical analysis output

Figure 2.
Moderating effect of
proactive personality
on the relationship
between
developmental i-deals
and job content plateau

Second, we suggest that DID is the process “of adapting to changing conditions” that triggers “a period of heightened learning and development” (Savickas, 2012, p. 156). This is important because when the job signals a lack of learning and challenge, it might hamper motivation

and performance (Hackman and Oldham, 1980). Individuals' employability in a labor market is contingent upon updated knowledge and skills (De Grip *et al.*, 2004; Vries *et al.*, 2001; Van Dam, 2004). In the absence of opportunities to enhance one's job-relevant knowledge and skills, individuals might find themselves stuck in careers that they do not enjoy (Aronsson and Göransson, 1999). DID provides customized arrangements where individuals can prioritize to work on those tasks that can enhance their skill sets and make their careers more appealing and lucrative.

Third, CCT argues that adaptation or strength to cope with career crises depends on whether individuals are "willing and able" (Savickas, 2012, p. 162). Our results suggest that proactive employees can be seen as competent and worthy of DID. People managers should be more willing and eager to offer learning opportunities to those who 'knock on the door' and ask for a higher degree of responsibilities and challenges without being nudged to do so.

Finally, our results convey that those who find and get opportunities to develop themselves also tend to stay committed to their careers. This is a situation where individuals are passionate about their goals to learn and feel challenged. CCI "views goals as arising from what an individual needs to feel secure" (Savickas, 2012, p. 162). By committing oneself to one's chosen vocation, individuals can find new meaning in what they do.

Practical implications

Boredom at the workplace is ubiquitous. It is natural that employees may find themselves locked and stuck in their careers because their jobs do not offer any additional learning and/or growth. There is no dearth of challenges in organizations. DID offers a powerful means of expanding one's scope of responsibilities to deal with challenges. HR department can design jobs that offer learning on-the-job rather than class-room training.

People managers would be keen to have their subordinates volunteer and work on challenges to enhance their learning on-the-job. Having said so, organizations need to offer a "safety net" and have a high risk-appetite because success and failure in unfamiliar challenges cannot be predicted. Most employees might look for a robust support system while working with novel responsibilities and tasks. By extending support to those who volunteer in these tasks, managers can enhance the quality of experience and engagement.

Human Resource (HR) managers can hire those who are proactive because they can be capable to obtain DID and work actively to develop themselves on-the-job. They seem to take charge of their careers even when confronted with roadblocks. They are also likely to persevere and take on additional responsibilities rather than blame circumstances.

Once employees develop themselves, their jobs can be redesigned to integrate idiosyncratic challenging tasks into the focal role. Thus, the job descriptions can be enlarged and enriched. In doing so, organizations can increase the worth of jobs if they decide to undertake a job evaluation. Additionally, the cost of delivery can be minimized by placing competent employees in enriched jobs.

Limitations and future direction

The result of the study needs to be seen through the lens of the following limitations. First, we argued that DID is likely to quench the thirst for up-skilling and learning. However, we did not measure the specific skills that incumbents might have acquired once organization-sponsored DID. The respondents in our study belonged to various organizations. It is quite possible that they developed skills in their own areas of expertise that are difficult to generalize. Second, we remain unsure whether the additional responsibilities that incumbents undertook to address their need for learning were temporary or permanent. For instance, if employees altered the scope of their responsibilities by adding in more tasks that warranted

them to deal with various stakeholders, or devoted disproportionate time to deal with challenges, then it is quite possible that it would have resulted in job crafting (Wrzeniewski and Dutton, 2001). Third, career commitment is a long-term loyalty toward one's vocation. Given the cross-sectional study design and limited time dedicated to data collection, we remain conservative in our claims about participants' commitment to their careers from a long-term perspective. Fourth, though the respondents in our sample reported JCP, we did not assess the longevity of the plateau (for instance, whether the plateau lasted for a month, a quarter, or six months). It might be possible that those who experienced JCP for a longer duration might have felt a more pressing need to initiate DID. Fifth, the cross-sectional study design limits our ability to make any claims about any causality of the study variables. Sixth, the participants were mostly under the age of 35 years. It is plausible that employees under this age bracket look forward to learning and challenges in their jobs, but more senior employees (say, above 50 years) might value work-life balance over learning and challenges. Hence, our results cannot be generalized across employee age groups. Finally, single-source data captured only from employees is a serious limitation. We hope that addressing these limitations can advance our understanding of JCP and CC.

Conclusion

The purpose of the study was to examine how to deal JCP crisis. The study sheds light on *how* and *who* copes with this career crisis. DID can help transform an obstacle into an opportunity. Having said so, proactive employees might be better positioned to obtain DID and reinforce their commitment to their careers.

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