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Thesis

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What factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z?

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Abstract

Career Development Planning (CDP) systems play a pivotal role in the professional journey of employees, offering a myriad of benefits that contribute to their growth, satisfaction, and overall success. This thesis investigates the multifaceted factors that shape the intention to use self-service CDP systems among Generation Y (born between the early 1980s and mid-1990s) and Generation Z (born between the mid-1990s and early 2010s) and identifies whether a difference exists in the intention to use CDP between Gen Y and Gen Z.

Grounded in the context of a rapidly evolving Vietnam's digital landscape, the research explores the influences of Perceived Competency with Technology, Personalisation with Technology, Information Visualisation with Technology, Perceived Empowerment with Technology, and Feedback with Technology on the Intention to use self-service CDP. The quantitative research method was employed, encompassing a structured survey administered to 425 participants.

Accordingly, such statistical analysis tools as Exploratory Factor Analysis (EFA), Pearson correlation analysis, Regression and T-test were adopted as research analysis tools. The comprehensive analysis of control variables yielded intriguing insights. While Gender did not emerge as a significant influencer, Generation, Experience, Work-role Salience, and Achievement Aspiration showcased distinctive impacts on the intention to embrace self-service CDP. These findings underscore the dynamic interplay between generational nuances, professional experiences, and aspirational drivers in steering individuals toward autonomous career planning.

Concerning the impacts of independent variables, the current study unravelled a tapestry of technological influences on the Intention to use CDP. Perceived Empowerment with Technology (PET), Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Feedback with Technology (FT), and Information Visualisation with Technology (IVT) each wielded a discernible impact. Notably, Perceived Competency with Technology (PCT) emerged as the most powerful factor, signalling the pivotal role of individuals' confidence in navigating technological landscapes as a catalyst for engaging with self-directed career planning. The study also revealed a statistically significant difference between Gen Y and Gen Z in the intention to use CDP. Based on research findings, insightful implications are generated.

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1. Chapter 1 - Introduction

1.1. Origin of Career Development Planning

The career trajectories of individuals from Gen Y (born roughly between 1981 and 1996) and Gen Z (born between 1997 and 2012) are significantly influenced by a myriad of factors (Barhate & Dirani, 2022; Hurst & Good, 2019). One prominent aspect of career development is the increasing prevalence of self-service Career Development Planning (CDP) systems. Despite the growing availability and accessibility of these resources, there exists a notable gap in the understanding of the factors that mould the intentions of Gen Y and Gen Z individuals to engage with self-service CDP actively.

The digital age has ushered in a transformative era for career development, with self-service CDP offering unprecedented opportunities for personalised growth and strategic career planning. However, Jayathilake et al. (2021) argue that the intricate interplay of socio-economic, cultural, and technological factors that sway the intentions of Gen Y and Gen Z in accepting these tools remains a puzzle. Therefore, it is critical to unravel this complexity by investigating the nuanced influences that either propel or impede the utilisation of self-service CDP among these dynamic generational cohorts.

As the torchbearers of the future workforce, Gen Y and Gen Z individuals are characterised by unique preferences, values, and attitudes towards work and professional development (Egerová et al., 2021; Mărginean, 2021). Understanding the specific determinants that shape their intentions to embrace self-service CDP is crucial for organisations, educational institutions, and policymakers seeking to align their support structures with the evolving needs of these generations (Clarke, 2021). By delving into this inquiry, the researcher seeks to offer valuable insights that contribute to refining and optimising career development strategies tailored to the distinct characteristics of Gen Y and Gen Z.

In the context of Vietnam's workforce, the younger generations, namely Gen Y and Gen Z, make up for a significant proportion in the country's workforce which is expected to increase in the next few years (PwC, 2022); therefore, these generations play a pivotal role in shaping the future of the country's economy. The self-service Career Development Planning (CDP) concept has gained prominence as these generations embark on their professional journeys. However,

analysis of extant literature finds a critical gap exists in understanding the factors that influence the intention of Gen Y and Gen Z individuals to engage in self-service CDP actively.

Furthermore, the advent of technology and the prevalence of digital platforms have transformed how individuals approach career development. Gen Y and Gen Z, being digital natives, are immersed in a technology-driven environment (Le et al., 2021). Despite the apparent advantages of self-service CDP tools, there is a lack of comprehensive research exploring the unique factors that drive or hinder the adoption of these tools among Vietnamese youth (Nguyen & Pham, 2021). Unveiling these factors is essential for employers, educators, and policymakers to tailor interventions that resonate with the aspirations and preferences of Gen Y and Gen Z individuals in Vietnam.

Additionally, the socio-cultural context of Vietnam adds another layer of complexity to the study. Traditional values coexist with the country's rapid modernisation, influencing the younger generations' career aspirations and attitudes. Understanding how these cultural factors intersect with the digital landscape is crucial for developing effective strategies to promote the acceptance of self-service CDP among Gen Y and Gen Z. This research provides valuable insights for HR practitioners in contributing to the enhancement of career development initiatives, aligning them with the evolving needs and preferences of the youth in the Vietnamese context.

For the aforementioned reasons, the researcher sought to answer the question, “What factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z?” to generate recommendations to promote career development planning by career planners in Vietnam.

1.2. Research Objectives

The aim of this study is to comprehensively investigate the factors that influence the intention to use self-service Career Development Planning (CDP) systems among Gen Y and Gen Z in Vietnam. This research seeks to provide a nuanced understanding of the determinants that either encourage or hinder the adoption of self-service CDP in these dynamic generational cohorts.

The specific objectives of the study include:

- Uncover and analyse the primary factors driving Gen Y and Gen Z individuals to actively engage with self-service CDP systems.
- Explore whether there are any differences in the intention to use self-service CDP systems between Gen Y and Gen Z.

Through the pursuit of these objectives, this study aspires to contribute valuable insights that can inform the design and implementation of more effective self-service CDP interventions for the benefit of Gen Y and Gen Z individuals in their career development journeys.

1.3. Research Question

As stated, over the past few decades, technological advancements and societal shifts have significantly impacted the way individuals approach their careers, particularly Gen Y and Gen Z as tech-savvy generations (Le et al., 2021). One notable trend is the increasing reliance on self-service platforms and tools for various aspects of life, including career planning. Traditional career development models often involved guidance from mentors, career counsellors, or structured programs. However, the younger generations, immersed in the digital age, show a distinct inclination towards self-directed and technology-driven approaches (Kautish et al., 2022). Understanding the factors that shape the intention to use self-service Career Development Planning among Gen Y and Gen Z is crucial for several reasons. Firstly, it can provide insights into the effectiveness of existing self-service systems and identify potential areas for improvement. Secondly, it helps organisations and educational institutions tailor their career development resources to better align with the preferences and needs of these generations. Therefore, the researcher conducted the present study to answer the following research question:

- What factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z?

1.4. Methodology

The research methodology employed in this study focuses on a quantitative approach, utilising a structured questionnaire to collect data from a sample of 425 participants representing Gen Y and Gen Z. The objective is to systematically explore the relationships between key independent variables related to technology and the dependent variable of intention to use self-service Career Development Planning (CDP) systems among these generational cohorts. The questionnaire instrument was carefully crafted and tested to measure the identified independent and dependent variables. The questionnaire included the following validated scales with a 5-point Likert scale employed to gauge participants' responses, offering a quantifiable measure for each construct.

Scales	Source
Perceived Competency with Technology	Edison and Geissler (2003)
Personalisation with Technology	Scott et al. (2023)
Information Visualisation with Technology	Koc and Barut (2016)
Perceived Empowerment with Technology	Leslie et al. (1998)
Feedback with Technology	Linderbaum and Levy (2010)
Intention to Use	Ramos-de-Luna et al. (2016)

Table 1.1 - Scales in the research

Participants were approached through LinkedIn with a clear explanation of the research purpose and provided informed consent before participating. The structured questionnaire was distributed electronically, utilising Google Forms to facilitate efficient data collection. The use of technology aligns with the research focus and enhances the accessibility of the survey for the tech-savvy participants from Gen Y and Gen Z. Quantitative data obtained from the survey underwent rigorous statistical analysis. Descriptive statistics were employed via SPSS to summarise participant demographics, and inferential statistical techniques such as EFA, Pearson correlation and regression analysis were used to explore the relationships between the independent variables (Perceived Competency with Technology, Personalisation with

Technology, Information Visualisation with Technology, Perceived Empowerment with Technology, Feedback with Technology) and the dependent variable (Intention to Use self-service CDP).

1.5. Significance of Research

This study holds substantial significance in the contemporary career development landscape, particularly for Gen Y and Gen Z in Vietnam. As these generations navigate the complexities of an evolving professional world, exploring factors shaping the intention to use self-service Career Development Planning (CDP) systems becomes paramount.

Firstly, the findings of this study are poised to contribute significantly to the field of organisational development and human resource management. Understanding the factors influencing the intention to use self-service CDP systems can empower employers to tailor their career development initiatives, creating more targeted and effective programs that resonate with the preferences and aspirations of Gen Y and Gen Z employees. This, in turn, can enhance employee engagement, satisfaction, and retention in the workplace.

Moreover, the study's insights have broader implications for educational institutions. By uncovering the nuances of how Gen Y and Gen Z approach career development, educators can adapt their curricula and guidance strategies to better prepare students for the digitalised and self-directed nature of modern career paths. Aligning educational practices with the preferences of these generations ensures that graduates enter the workforce equipped with the skills and mindset needed for success.

From a societal perspective, this research contributes to a deeper understanding of the socio-cultural dynamics influencing career decisions. By exploring the interplay of cultural norms, familial expectations, and technological influences, the study sheds light on the factors that shape the career aspirations of young individuals. This knowledge can inform policy discussions and interventions aimed at creating an environment that fosters inclusive and effective career development for the youth.

Additionally, the significance of this study extends to the technological realm. As digital natives, Gen Y and Gen Z are at the forefront of accepting and utilising new technologies.

Understanding how factors such as perceived competency with technology, personalisation with technology, information visualisation with technology, perceived empowerment with technology, and feedback with technology influence their intention to use self-service CDP systems can offer valuable insights for designing and improving such technological solutions. This can catalyse innovations in career development systems and contribute to the evolution of digital tools that better align with the needs of these generations.

In summary, this study's significance lies in its potential to inform strategic decision-making in organisational, educational, and societal contexts. By unravelling the intricacies of career development preferences among Gen Y and Gen Z, the research lays the foundation for more targeted and adaptive approaches that can positively impact the professional trajectories of these dynamic generations.

1.6. Key Assumptions

This study operates under several key assumptions that form the foundation for its research framework and hypotheses. Firstly, it assumes that the Gen Y and Gen Z participants provide accurate and honest responses to the survey instrument. The reliability of the findings hinges on the assumption that participants are forthcoming about their attitudes, experiences, and intentions related to self-service CDP systems. Any potential biases in self-reporting may impact the validity of the results.

Another fundamental assumption is that the selected independent variables, including Perceived Competency with Technology, Personalisation with Technology, Information Visualisation with Technology, Perceived Empowerment with Technology, and Feedback with Technology, accurately encapsulate the essential dimensions influencing the intention to use self-service CDP systems. The study assumes that these variables effectively capture the multifaceted aspects of technology's role in shaping career development decisions among Gen Y and Gen Z. Any oversight in selecting or defining these variables could introduce limitations to the study's construct validity.

The study also assumes a level of homogeneity within the generational cohorts of Gen Y and Gen Z regarding their technological familiarity and career development preferences. While these

generational labels provide a useful framework for analysis, inherent diversity within each generation may exist. The study assumes that commonalities within these cohorts are significant enough to draw meaningful insights, acknowledging that individual differences within the generations may contribute to variations in attitudes and intentions.

Furthermore, the research assumes that the factors explored, including Perceived Competency with Technology, Personalisation with Technology, Information Visualisation with Technology, Perceived Empowerment with Technology, and Feedback with Technology, remain stable over the study period. This assumption is essential for the cross-sectional design employed in this research, as it captures a snapshot of participants' attitudes and intentions at a specific point in time. Changes in these factors over time are not explicitly addressed within the study's scope.

In recognising these key assumptions, the study aims to provide valuable insights into the factors shaping the intention to use self-service CDP systems among Gen Y and Gen Z, while acknowledging the inherent complexities and nuances inherent in studying generational attitudes and behaviours.

1.7. The Contribution to Knowledge

This study makes a substantial contribution to the existing body of knowledge in several key areas. Firstly, it enriches our understanding of the intricate factors influencing the intention to use self-service CDP systems among Gen Y and Gen Z in Vietnam. By specifically focusing on technological dimensions such as Perceived Competency with Technology, Personalisation with Technology, Information Visualisation with Technology, Perceived Empowerment with Technology, and Feedback with Technology, the research provides a nuanced perspective on how these variables shape career development decisions within these dynamic generational cohorts.

The study's emphasis on technology-related factors extends the discourse on career development theories by integrating the digital landscape into the discussion. This contribution is significant as it aligns with the contemporary reality of a rapidly evolving technological environment and the increasing reliance on digital platforms for professional growth. The

findings have the potential to inform the adaptation and development of career development theories, ensuring their relevance in the context of a tech-savvy workforce.

Finally, the research contributes to the field of organisational development by offering insights that can be translated into practical strategies for employers. Understanding the role of technology in shaping the intentions of Gen Y and Gen Z to engage with self-service CDP systems allows organisations to tailor their approaches, fostering a workplace environment that resonates with the preferences of these generations. This, in turn, can contribute to increased employee engagement, satisfaction, and retention.

2. Chapter 2 - The Background Chapter

This chapter explores the background of the current study. It provides an overview of Gen Y and Gen Z with reference to their contribution to the Vietnamese population, their distinct characteristics, and their influence on the country's workforce. It goes on to examine the current status of how Vietnamese organisations use systems and platforms to support their employees' career development.

2.1. Overview of Gen Y and Gen Z in Vietnam

PwC (2022) report that Gen Y and Gen Z account for more than 50% of the Vietnam population and workforce. Due to the increasing composition of Gen Y and Gen Z in the companies' current workforce, more attention has shifted to them to enhance their journey with companies. Therefore, as Millennials (or Gen Y) and Gen Z commence their professional journeys, it becomes crucial for companies to comprehend the values and perspectives that characterise these generations, and to ensure they have effective strategies for their attraction and retention in the workplace (Hoang, 2022).

Millennials, encompassing those born between 1981 and 1996, constitute a significant 35% of the Vietnamese population. Already actively building their careers, they contribute to the workforce with their distinctive attributes. On the other hand, Gen Z, born between 1997 and 2012, constitutes around 20% of the Vietnamese population (PwC, 2022). Nguyen (2022) reveals

that while the early members of Gen Z are freshly graduated and on the brink of entering the workforce, both cohorts share noteworthy commonalities in their cognitive processes and approach to work.

The juxtaposition of two influential generations, Gen Y and Gen Z, has brought forth a distinctive blend of aspirations, attitudes, and technological fluency, redefining the trends and development of the Vietnamese labour market. Regarding Generation Y, in the Vietnamese context, this generation has emerged as the vanguard of modernisation, adapting to a rapidly evolving socio-economic landscape. Shaped by the aftermath of post-war reconstruction and the introduction of market-oriented reforms, Gen Y in Vietnam showcases a blend of traditional values and a hunger for progress (Walters, 2022). Evidence suggests that Gen Y in Vietnam is marked by a high degree of tech-savviness (Nguyen & Pham, 2021). A significant portion of this cohort grew up alongside the digital revolution, witnessing the proliferation of the internet and mobile technology. As a result, their communication styles, work preferences, and even social interactions bear the indelible imprint of the digital era. Furthermore, Le et al. (2021) indicate that Gen Y is characterised by a quest for purpose and meaning in their professional lives. Surveys conducted among Vietnamese Millennials reveal a strong inclination towards socially responsible work, seeking careers that align with their values (Le et al., 2021). This inclination has influenced industries to adapt, with many companies incorporating sustainability initiatives and corporate social responsibility into their business models to attract and retain Gen Y talent.

Gen Z constitute the burgeoning workforce that is beginning to make its presence felt in Vietnam. Unlike their predecessors, Gen Z is hailed as true digital natives, having grown up in an era where smartphones, social media, and instant connectivity are the norm rather than the exception (Kautish et al., 2022). Nielsen (2022) reveals that the evidence supporting the digital fluency of Gen Z in Vietnam is striking. Smartphone penetration is ubiquitous among this generation with 98%, which is considered as a staggering percentage, relying on mobile devices for communication, learning, entertainment, and shopping. The percentage of Gen Z having at least one social media account is also reported at 93% (Nielsen, 2022). This technological immersion has profound implications for the workplace, as Gen Z enters with skills that are advantageous and often essential in an increasingly digitalised global economy. Moreover, Gen

Z displays a pragmatic and entrepreneurial spirit. Early exposure to a rapidly changing world has instilled a sense of adaptability and a willingness to take risks. Contrary to some stereotypes, evidence suggests that many Gen Z individuals in Vietnam are pragmatic about their career paths, valuing practical experience and skill development over formal education (Kautish et al., 2022).

The confluence of Gen Y and Gen Z within the Vietnamese labour market introduces a dynamic interplay of expectations and aspirations. One notable shift is the demand for a more flexible, tech-enabled work environment. Remote work, once considered a novelty, has gained traction, especially among Gen Y and Gen Z, who value work-life balance and the ability to leverage technology for seamless collaboration (Nguyen & Pham, 2021; Nielsen, 2022). These generations also utilised digital platforms to support their career development (Nguyen, 2022). The evidence indicates that the younger generations in Vietnam seek not just employment but holistic experiences within the workplace (Nguyen, 2022). Company culture, diversity and inclusion initiatives, and opportunities for skill development are crucial factors influencing their career choices. Organisations that recognise and adapt to these dynamics are better positioned to attract, engage, and retain top talent from Gen Y and Gen Z.

In summary, the workforce landscape in Vietnam is undergoing a profound transformation, driven by the entry of Gen Y and the rise of Gen Z. The evidence paints a picture of a tech-savvy, purpose-driven, and adaptable workforce that is reshaping the expectations placed on employers. As Vietnam continues its trajectory of economic growth, understanding and embracing the nuances of Gen Y and Gen Z becomes imperative for businesses and policymakers alike. Particularly, Vietnamese organisations should engage in systems and platforms that support their employees' career development to attract and keep Gen Y and Gen Z talents.

2.2. Digital Practices of Career in Vietnam

Many large enterprises in Vietnam have increasingly invested in state-of-the-art technologies with cloud services and mobile application features to support their employees throughout their lifecycles. These include Sacombank, Viettel, Vin Group, Daikin, Shinhan Finance, Hoiana, Coca-Cola and so on (HR Path, 2022). Digital systems can contribute to organisational progress as Vietnam recovers from the COVID-19 pandemic. For example, digital systems can support career

development-related activities for young employees, who comprise a vital part of the nation's workforce. Young employees need support in order to have more chances to shape their career path, accelerate their learning journey and strengthen skills development (Kadletz et al., 2021).

The landscape of career development planning (CDP) systems and technologies in Vietnamese organisations is undergoing a transformative shift, reflecting the workforce's dynamic nature and the country's broader socio-economic changes. The current status of adopting CDP systems reveals a nuanced tapestry that combines traditional approaches with a growing emphasis on technological solutions (Nguyen & Pham, 2021). Historically, career development in Vietnam often relied on mentorship, hierarchical structures, and a well-defined career path within organisations. However, the influx of younger generations, particularly Millennials and Gen Z, has brought a demand for more personalised and tech-enabled career planning. Walters (2022) affirms that companies recognise the need to adapt their strategies to cater to the evolving expectations of these generations, who prioritise continuous learning, flexibility, and a sense of purpose in their careers.

In recent years, there has been a notable increase in the use of technology-driven Human Resource Information Systems (HRIS) in Vietnamese organisations to support employees' career development. The HRIS leverage various tools, including online training platforms, career assessment tools, and AI-driven mentorship programs. Such technologies facilitate self-directed learning and provide valuable insights for employees to make informed decisions about their career paths. These tools' integration aligns with the younger workforce's digital fluency and addresses their preferences for on-demand and personalised career development resources (Nguyen & Pham, 2021; PwC, 2022).

Furthermore, the COVID-19 pandemic has accelerated the application of virtual collaboration and remote work, prompting organisations to rethink their approaches to career development. Virtual career development platforms and e-learning solutions have gained prominence, allowing employees to access training and development opportunities irrespective of their physical location (Nielsen, 2022). This shift has not only enhanced accessibility but has also made career development a continuous and borderless process.

From the organisational perspective, implementing a new Human Resource Management (HRM) system is not always easy due to the nature of the high involvement of work practices required by the organisation to drive the employee's awareness, behaviour, and perceived value to foster the user acceptance rate. Li et al. (2016) state that the failure rate of implementing HRIS-related projects is more than 50%. One of the key reasons is that the employees actively or passively refuse to use the system (Li et al., 2016). To elaborate, there are three main perspectives to explain this system usage refusal, including system-oriented perspective, people-oriented perspective, and interaction-oriented perspective (Li et al., 2016). Regarding the system-oriented perspective, the user's resistance comes from external factors related to poor system design, outdated incorporated technology, fragmented information across the system, or unstable system performance (Greenhalgh et al., 2010). From the people-oriented perspective, the internal factors of an employee or group mainly contribute to the user's resistance such as gender, age, different background, values, and belief systems (Yilmaz & Kilicoglu, 2013). The interaction-oriented perspective is associated with the perceived values of either gain or loss in the workplace when employees consider using a new system (Kendall, 1997). In other words, employees are drawn toward the system that they think will support their careers, whereas they are hesitant to accept a new system that seems to cause them more difficulties at work (Li et al., 2016).

However, Le et al. (2021) indicates that despite the growing recognition, the use of HRIS to support employees' career development is not uniform across all sectors and organisations in Vietnam. Larger corporations and multinational companies are often at the forefront of implementing sophisticated HRIS technologies. These organisations understand that aligning employee aspirations with organisational goals is not just a moral imperative but a strategic necessity. On the other hand, smaller and medium-sized enterprises, especially those in traditional sectors, may lag in embracing HRIS due to resource constraints and a lack of awareness (PwC, 2022).

Nevertheless, the use of HRIS in Vietnam is not without its challenges. One of the primary obstacles is the cultural context, where hierarchical structures and traditional management styles may resist the paradigm shift towards employee-centric career development. Convincing

leadership to invest in HRIS requires a nuanced approach that demonstrates the tangible return on investment in terms of employee productivity, innovation, and loyalty (Nguyen & Pham, 2021; Le et al., 2021).

Additionally, there is a dearth of standardised frameworks and benchmarks for career development in Vietnam. This lack of uniformity makes it challenging for organisations to assess the effectiveness of their CDP initiatives and compare their progress with industry standards. Hoang (2022) affirms that a collaborative effort from industry associations, government bodies, and educational institutions is essential to develop a comprehensive framework that aligns with the unique dynamics of the Vietnamese job market.

The technological infrastructure in some Vietnamese organisations may also pose a challenge to the seamless acceptance of HRIS. Outdated Information Technology (IT) systems, cybersecurity concerns, and a lack of digital literacy among employees can hinder the implementation and effectiveness of these technologies (Nielsen, 2022; PwC, 2022). Investment in both technology and employee training is crucial to overcome these barriers.

In order to support the local HR practitioners in Vietnam to increase system usage in career development planning, it is essential to understand the factors that drive young employees' acceptance of the Human Resource Information System (HRIS). According to Davis et al. (2023), the Technology Acceptance Model (TAM) is about how willing and comfortable people are when they use a new technology. Regarding TAM's context, the Intention to Use represents the user's intention or willingness to use the technology (Davis et al., 2023). It's a step associated with their perceptions of usefulness and ease of use, then impacts their actual acceptance and use of the technology (An et al., 2023). In other words, TAM takes both perspectives from the system and people into account to ensure that the technology is feasible and blended into the organisation as well as focus on user satisfaction and engagement. According to Duan et al., (2023), the Technology Affordances (TA) theory is the clue that a technology offers to users about how they interact with it. From a practical point of view, TA considers how well a HRIS supports employees' actions and tasks throughout their careers at the workplace such as the clarity of career instructions, the ease of navigation with useful information, and the overall user experience (Gibbs & Navick, 2023). TA is important in shaping employees' interactions with technology as

HRIS. Thus, in this research the TA theory is used as a primary framework with the support of the TAM as a background concept to drive the research as well as recognise what the key attributes are in shaping the behaviour of young employees toward their intention to use the HRIS throughout system-oriented, people-oriented and interaction-oriented perspectives regarding their career development planning.

In conclusion, while the acceptance of HRIS under the Career Development Planning context in Vietnamese organisations is gaining traction, it is a journey marked by diversity in progress. Opportunities abound for organisations to leverage HRIS for fostering talent and achieving strategic objectives. However, addressing the challenges, such as cultural resistance, lack of standardised frameworks, and technological limitations, is imperative for ensuring the successful integration of HRIS into the professional landscape of Vietnam. As the country continues to navigate the complexities of a rapidly evolving job market, embracing and overcoming these challenges will be pivotal in shaping the future of career development in Vietnamese organisations.

3. Chapter 3 - Literature Review

In this chapter, the origin of career development is introduced first to provide a snapshot of how previous generations defined career development through several stages. Next, the involvement of HRIS in career development is presented to illustrate the current trend in implementing the technology into HRM. Following up with the generational challenges, the user acceptance models are proposed to seek the answer to the key research question of what factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z.

Notably, technological development has been transformed for over 50 years to support the organisation in boosting competitive organisational capabilities, keeping competitive advantage, and being superior to profitability over rivals (Bhuiyan et al., 2014). In order to achieve efficiency in HRM, many enterprises have adopted information technology and formulated the term HRIS. During this transition, the HR team moved from simple record tracking to more complicated analytical tools to support strategic decision-making for the upper management team (Schuler et

al., 2001). In the 21st century, companies worldwide realised that intellectual capital is critical in sustaining competitive advantage due to its nature of contributing organisational knowledge and being difficult to imitate by rivals (Becker & Huselid, 2006). Therefore, developing the careers of talented people and retaining these talents' careers is crucial for global enterprises.

Of concern for Vietnam is that the digital native generations as Gen Y and Gen Z in Vietnam, still have a low acceptance rate of using HRIS in their career development planning (Li et al., 2016). One of the reasons is the “quiet quitting” phenomenon observed worldwide over the post-COVID. According to Scheyett (2023), quiet quitting is associated with the mindset in which employees only perform at a minimum level per their job description and tend not to go above and beyond expectations for no additional compensation. With this mindset, employees may not be able to realise their full potential at work and may even ruin their opportunities for promotions due to their lack of initiative and unwillingness to plan their careers proactively in the organisation (Serenko, 2023).

Additionally, Wigfield (1994) highlighted that people will follow careers that are valuable to them; ones which they perceive as having a high potential for success. This suggests that achievement aspiration, which is one of the key components of career aspiration among young employees, should be assessed by organisations because it may provide more insights to help this important group understand their career path navigation, and may offer more chances for them to explore career planning-related activities which accelerate their learning, and pursue suitable achievements, as well as boost the user system usage across the organisation (Gregor et al., 2019).

In summary, career development is important both for young people in Vietnam, for Vietnamese organisations seeking to manage critical talent, and for the country as a whole as it seeks to recover from the COVID pandemic. Technological developments with HRIS systems can provide an effective way to manage career development. However, even though it seems that HRIS usage will benefit them, currently there is a low acceptance rate among young Vietnamese.

This research explores the low acceptance rate of HRIS for careers among Gen Y and Gen Z in Vietnam. The TA theory will be used to investigate several key factors impacting their intention to use under the support of TAM by translating the TA language to fit how it is used in the context

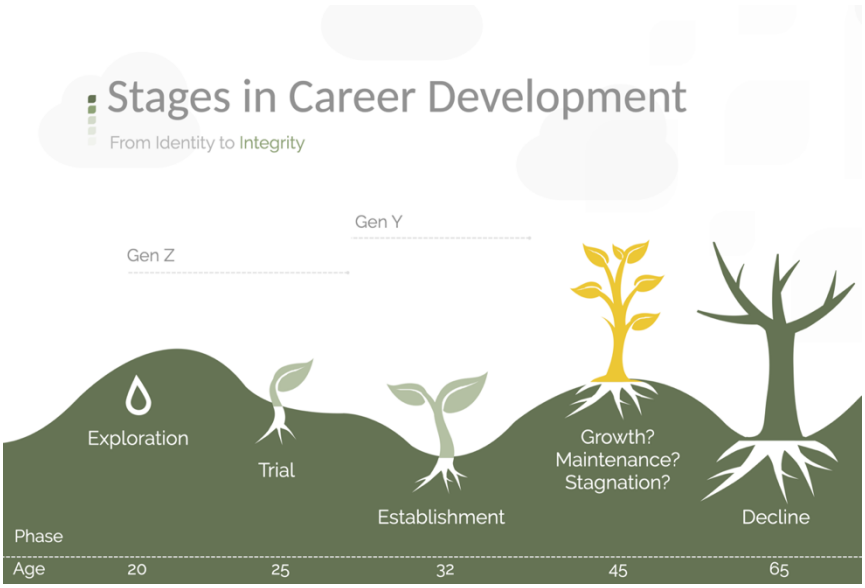
of career development planning with HRIS. Specifically, seven main components in TA will be mapped to five key variables in the research model.

3.1. Origin of Career Development Planning

Super and Hall (1978) define a career as a series of positions occupied by an employee during his or her lifetime in which that person recognises the life stages and developmental activities throughout exploration, advancement, maintenance, and decline. Within the corporate setting, Hall (1986) mentions that the career, which is usually associated with the planning process, is an intentional procedure for gaining self-awareness, chances, challenges, selections, and consequences, as well as listing career-related objectives, and arranging for work, education, and related developmental experience to align with direction, timing and sequential steps to achieve a specific career objective.

Moreover, career exploration and planning are the stages during which young people explore their roles and try themselves out (Super & Hall, 1978). This exploration period is a continuing process associated with blending oneself into new situations such as positions and jobs during the career (Super & Hall, 1978). Tuckman (1976) also indicates that career development is a process that boosts a person's self-awareness as well as awareness of the surrounding environment, including jobs and career-making decisions. In other words, career development aims to make individuals more aware of their career options, and they are better able to make career decisions.

According to Super and Hall (1978), there are five main stages in career development, including exploration, trial, establishment, maintenance and decline. These stages are shown in Figure 3.1 below, along with relevant age ranges, and related to the target population of this research, Generations Y and Z.



Source: Super and Hall (1987)

Figure 3.1 - Stages in Career Development

Specifically, Hall and Foster (1977) share that the early career development process is followed by a cyclical relationship that involves job challenges, goals, commitment, success, and growing self-esteem. New challenges lead individuals to set goals for themselves, increasing their career commitment and motivation. (Hall & Foster, 1977). In other words, success in achieving goals means employees gain self-esteem, leading to heightened involvement and the setting of more challenging goals. Career exploration and planning from time to time can be viewed primarily as an individual activity (Super & Hall, 1978). The vital point is on the employee's activities, which are increasing self-awareness, getting job information, creating objectives, planning, and problem-solving, rather than on the company's activities such as job rotation and job enlargement (Super & Hall, 1978).

Morrison (1977), on the other hand, contends that organisational practices also help to encourage the employee's exploration. These can range from task reassignment, involved career planning, work planning and review meetings, mentoring, to job shadowing (Morrison, 1977). Thus, it is necessary to involve both parties, the organisation and the employee, in the effort spent to facilitate the employee's career development, with the company providing foundations, tools, and resources to support, and the employee spending time and effort to start the career.

The trial stage, which is an essential transition between exploration and establishment phases, usually involves the employee experiencing the nature of the job in the organisation. Lock (1996) contends that finding the right career path is challenging, especially for young people. In order to support this transition smoothly and ease the pain for the employees, many companies worldwide use the mentoring model. Hansford and Ehrich (2006) state that mentoring can provide the mentees with support, idea sharing, and professional development, whereas the mentor can expand networking, professional development as well as the chance to reflect. Notably, some adverse outcomes are noted for mentees and mentors because of the time needed to undertake mentoring as well as mismatching personality or expertise (Hansford & Ehrich, 2006).

During the establishment stage, Adekola (2011) states that a well-designed career development system supports companies in utilising the strength of internal talent from staffing to promotion by linking employees' skill sets, experience, and aspirations to organisational needs. Furthermore, a system supports both HR professionals and management teams to establish informed strategies around succession planning and compensation to attract, motivate and retain talent, resulting in a more productive and engaged workforce (Adekola, 2011). In particular, business changes are inevitable, which can be strategic movement changes, mergers and acquisitions as well as technological changes (Greenhaus et al., 2000). With the support of the modern HRIS, employees can be proactive in managing their own career options and finding the right mentors in the organisation to cope with new changes required from daily operational activities to longer-term career development planning (HR Path, 2022). Henceforth, these changes will require continuous career management with the need to revisit and modify career paths (Greenhaus et al., 2000).

3.2. HRIS and Career Development Planning

The complexity of career development, as shown in the preceding section, has meant that organisations are interested in using HRIS to help with their management. Looking at the core of HRIS, it is built as an integration of hardware, software, and support features with system procedures and policies to become an automated process designed to support from strategic to

operational activities across everyone in the organisation (Chauhan et al., 2011). Moreover, being accompanied by the support of uninterrupted technology improvement, the human resource functions have been transformed astonishingly regarding system design (Haines & Lafleur, 2008). This transformation has enhanced the efficiency of administration and services as well as enabled organisations to resolve HR-related issues using information technologies (Haines & Lafleur, 2008). Significantly, Talent Management in HRIS is increasingly leveraging to support key talent, including Learning Management, Career Development Planning, and Succession Management. Altogether, an integrated HRIS, which is placed across business processes, can highlight what matters the most to each type of user from employees, managers, and HR practitioners to CEOs in a real-time manner (McGovern, 2023).

From an employee's perspective, HRIS can identify the competency gap, suggest potential career paths for every individual, and support the employees to follow up by developing a career development plan that then acts as a foundation for further discussion with managers and human resource business partners (SAP, 2023). Managers can constantly check their subordinates' career development progress to provide on-time feedback and ensure everyone is on the same page (Kanungo, 2023). The HR team, which is granted access to multiple metrics about the career development processes and relevant key talent information in real-time across the company, can quantify and predict outcomes that were previously difficult to assess (Watson Wyatt Worldwide, 2000). For example, the *SAP SuccessFactors* system allows the HR team can easily access career development planning-related metrics on the Homepage or in the Report Centre (SAP, 2023). These metrics include strongest competencies, weakest competencies, most common competencies, competency gap and competency rating distribution, targeted roles among employees and the competency readiness for those roles, and development plan progress among the organisation (SAP, 2023). By placing people as the centre of the core of the business with technological advancement, numerous business leaders worldwide currently also accept Human Resource's position as the right hand of the CEO and its support to navigate complicated people-centric challenges in the new normal life (Harbert, 2021). To elaborate, Human Resources is essential in exploring how employees can work best in their new post-pandemic environment, and this requires adaptive, flexible, and creative steps from HR professionals and the

management team (Harbert, 2021). According to Ammupriya and Subrahmanyan (2023), HRIS can support employees to work positively by enhancing their knowledge and sharpening their skills to perform better and achieve their goals. This will set an initial foundation for the employees to leverage their careers.

Fortunately, the state-of-the-art HRIS worldwide can allow employees, managers, or HR practitioners to quickly identify a course of action to develop themselves to the next level. According to SAP (2023), there is a joint effort between HR and IT departments to build data for the core HR, including the competency framework, the job structures, and the job profiles. As long as the information is well-structured and systematised with the support of HRIS Consulting Firms during the implementation, HR professionals can utilise the Position Structure to standardise the jobs across the company for all employees (SAP, 2023). Using these top-tier HRIS like *SAP SuccessFactors*, employees can assess their current skill set, discover available career paths, which the company designed vertically and horizontally, as well as create development plans and link them to relevant learning courses to fulfil the competency gaps along their career journey (SAP, 2023). Moreover, Hall and Schneider (1973) emphasise that the key success criterion is a challenge in work itself in which the structural designs of a position, particularly autonomy, impact the career development stage. Self-perceptions may remain the same if the employees do not perceive work satisfaction as their responsibility, and the first task seems to have a lasting influence on later career success and commitment (Hall & Schneider, 1973). Weitz (1956) also highlights the importance of receiving practical information from both positive and negative aspects of the job, which will lower the turnover later, compared to employees who had received only positive information. In particular, recruitment rates are the same for employees communicating with practical information (Weitz, 1956). Therefore, the company needs to invest in a proper HRIS that can systematise the job structure, along with competency framework and job profile, so that employees can have the opportunity to interact with transparent information right from the beginning of the journey as a candidate in the recruiting process throughout the career exploration as an employee. Furthermore, an effective job structure with the support of HRIS also enhances the employees' experience and offers more opportunities and challenges in

their careers. Eventually, the employees are encouraged to be proactive and committed to their career exploration and proceeding to the next stages.

By utilising HRIS like *Workday*, employees across the company can register themselves as a mentor with selected skills along with the approval process so that the employee, who would like to improve current or future skills per his or her development plans, can find and connect to appropriate mentors (Workday, 2021). HR practitioners can also create matching programs for mentorship per selected topics or needed skills for the company so that employees can understand what success looks like in the organisation (Workday, 2021). Throughout this mentoring model, career guidance is facilitated among the company and prepares employees for the next stage of career planning. In addition, this concept of career planning and development initiatives boosting the company's effectiveness depends on its ability to move employees out of their comfort zone and lead to more responsibilities for their career growth and development in the digital era (Martin et al., 2001).

3.3. Generational Challenges

What worked for previous generations of employees may not necessarily be effective for current generations. The multigenerational workforce and wave of resignations from post-pandemic have pushed organisations to abandon a one-size-fits-all method for constructing career growth (De Smet et al., 2021). Employees no longer need to get promoted to feel that they are developing their careers as they may see a lateral move, new skills training or a challenging task as a significant part of their development (Dabak et al., 2022). Benjamin and O'Reilly (2012) state that young employees encounter essential career transitions, including personal, business and role transitions. To be specific, role transitions are associated with functional changes in the scope such as promoting from an employee to a manager role, whereas business transitions involve changes in the company's lifecycle such as restructuring or downsizing (Benjamin & O'Reilly, 2012). Personal transitions involve the resolution of value conflicts across different working styles with the manager, managing work and family, and so on (Benjamin & O'Reilly, 2012).

Approaching these transitions enables the early stage of a career development because it assures pivotal learning milestones are achieved (Dabak et al., 2022). These include being aware of role requirements, adapting to business context with continuous learning, and leveraging interpersonal skills while facing conflict-generating situations (Dabak et al., 2022). Moreover, training and development are two sides of a coin because Gen Y and Gen Z view them as equally important as personal growth and institutional development (Wu & Preudhikulpradab, 2022). When a company offers proper and sufficient training and development opportunities, young employees will become motivated, feel valuable, and have the chance to develop further their career paths (Dysvike & Kuvass, 2008). Thus, the stages in career development for Gen Y and Gen Z do not need to be age-bound anymore but can be task-bound, implying that there are several mini-cycles of exploration, trial, and establishment for young employees to go through during their role performances.

Furthermore, in order to understand specific critical characteristics of young generations such as Gen Y and Gen Z in both personal and professional domains, it is essential for the HR team to collect valuable and related data about young employees' career behaviour. This is particularly relevant for Vietnam because they are the primary talents in the next 5 to 10 years in the country's labor market. According to Pilette (2021), Gen Y and Gen Z, born between 1981 - 1996 and 1997 - 2012 respectively, are considered as the digital natives because they are more fluent in technology talk and have more frequent access to the internet and devices such as computers and smartphones. Gen Y is more willing than any generation before them to embrace digital advancements in the workplace and adopt remote working (Pilette, 2021). For Gen Z, smart devices like smartphones and Wi-Fi are necessary to survive in the digital world, and this generation is the first to embrace social media in video formats like YouTube or TikTok (Pilette, 2021). In particular, De Janasz et al. (2019) provide critical aspects of the working style for Gen Y and Gen Z as shown in Figure 3.2.

Source: De Janasz et al., 2019

Figure 3.2 - Key aspects of working style for Gen Y and Gen Z

Several aspects of working style are particularly relevant to the use of HRIS for career development. HR practitioners should pay attention to how others *influence* these generations such as peers and user-generated forums with Gen Y and Gen Z respectively (De Janasz et al., 2019). For them, *change* is understandable and depends on the situation to categorise it positively or negatively. Interestingly, the *attitude toward a career* for Gen Y is working "with" the organisation, not "for" anymore, whereas Gen Z takes the role of a multitasker and has the tendency to move between companies (De Janasz et al., 2019). Especially after COVID-19 hit, the daily routines in both the psychological and professional lives of young people have experienced significant changes, and those currently thinking of their career planning as well as decision-making processes are susceptible (Schwartz & Cymrot, 2020). As a result, many people are pushed out of their comfort zones, leading to a big question about what matters and is worth doing, so they are rethinking their careers, especially for the young generation (Ibarra, 2020).

By understanding these aspects, HR practitioners can review their current organisational career design to identify any gap in approaching and implementing for young employees to support their career development. For instance, Otieno and Nyambegera (2020) emphasise that Gen Y associates career planning with work-life balance and flexibility and requires transparency from the upper management level when deciding about their careers. Gen Y also desires feedback, a work environment that welcomes a sense of collaboration and community and yearns for E-Learning and Mentoring (Otieno & Nyambegera, 2020). Gen Y is committed to working and driving themselves to opportunities for career advancement, but they do not see themselves working for one company in their entire careers (Otieno & Nyambegera, 2020).

On the other hand, Gen Z values honest, transparent, authentic, and real-time communication with others and expects more collaboration and innovation from the company to support their career planning (Otieno & Nyambegera, 2020). Gen Z also tends to take less risk and seek more stability and chances for personal growth and development (Otieno & Nyambegera, 2020). Growing up with a pragmatic and multi-task mindset, Gen Z prefers practical skills over theoretical knowledge as well as a flexible and adaptable work environment (Otieno & Nyambegera, 2020).

To summarise the discussion so far, the company needs to utilise its system in managing human resources thoroughly and treat these digital native generations differently rather than building the same procedure of career development planning for everyone in the organisation. As indicated in Figure 3.3, in an effort to understand the low acceptance of HRIS for career development, this research brings together three dimensions: concepts of career, generational differences, and HRIS systems.

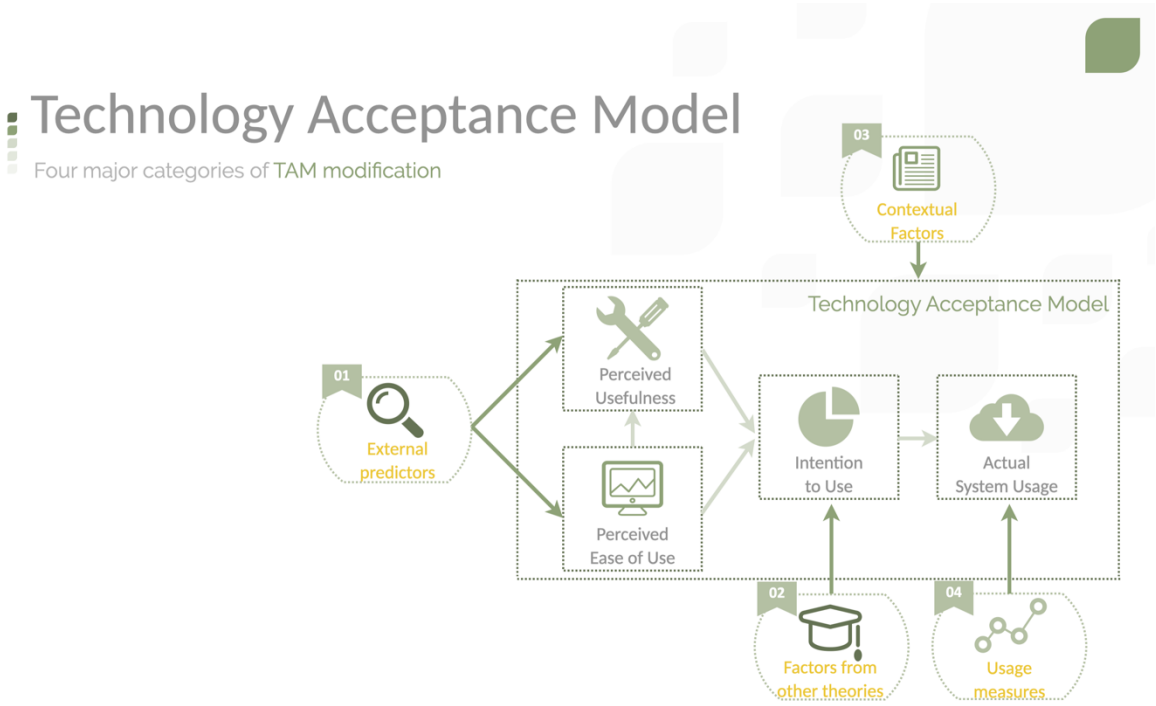
Source: Otieno and Nyambegera (2020)

Figure 3.3 - The Research Focus: Understanding key behaviours of young employees toward Career Development Planning via technology support like modern HRIS solution

Mobile devices are undoubtedly common in the digital era, especially for the young generation. People typically reach out to their mobile phones first when they wake up, eventually impacting the corporation to encourage people to do things on mobile devices as well. One of the advantages of Cloud HRIS is on-the-go with the self-service concept in which the employees can proactively access the information, perform specific actions such as progressing the E-Learning, updating Career Development Plans, giving and receiving real-time feedback and more just by using their smart devices at anytime and anywhere they want (SAP, 2023). Finally, many researchers have shown that employees are more and more responsible for catering to and building their careers rather than leaving it passively to the company to manage in the last decades (Baruch, 2004). Utilising the self-services concept in career development in state-of-the-art cloud HRIS worldwide is a crucial element to be emphasised for HR professionals to leverage during the acceptance program toward their employees in the organisation. As a consequence, encouraging young employees to adopt and utilise the system frequently is more vital than ever. By communicating the key benefits of HRIS to young employees' careers, TA and TAM theories are critical strategies to increase acceptance effectively.

3.4. User Acceptance Models

Models and theories provide a structured way to explore important questions. From an organisational perspective, communicating the key benefits of HRIS to young employees is an important way to encourage acceptance in relation to careers. Technology Affordances (TA) theory and the Technology Acceptance Model (TAM) provide a structured way for decision-makers to understand how best to promote user acceptance.



Source: King and He (2006)

Figure 3.4 - Technology Acceptance Model

TAM was formed as a psychological theory of reasoned action and theory of planned behaviour (Surendran, 2012). From there, it has become a critical model for unveiling predictors of human behaviour associated with the acceptance or rejection of the technology (Surendran, 2012). To illustrate, Chuttur (2009) states that some direct influencing factors such as *System Design Characteristics*, can impact both Perceived Ease of Use and Perceived Usefulness to drive the Attitude Toward Using of a user to engage in Actual System Use. Over time, several improvements have been introduced to the original TAM, designed to enhance the model's effectiveness. These have included: adding the user's behavioural intention to the picture (Davis

et al., 1989); eliminating the attitude element (Venkatesh & Davis, 1996); extending the model (in a version referred to as TAM2) with multiple variables that influenced the Perceived Usefulness (Venkatesh & Davis, 2000); and enhancing the model with two main groups of antecedents for Perceived Ease of Use (Venkatesh, 2000).

TAM consists as its core of two beliefs that impact individuals' behavioural intention to use a system like HRIS: perceived usefulness and perceived ease of use (Tubaishat, 2018). While perceived ease of use is described as the degree to which a person trusts that the system performance will be free of effort, perceived usefulness is characterised as the extent to which a person trusts that utilising a system will boost her or his job performance (Agarwal & Karahanna, 2000). An et al. (2008) state that the impact of external variables on behavioural intention will be mediated by perceived usefulness and perceived ease of use.

In this research, the researcher focuses mainly on the additional relationships, which directly impact the intention to use, as illustrated by the factors from other theories. Specifically, the Technology Affordances theory is used to enrich the dimensional insights that explain what affects the intention to use of young employees in using HRIS for their career development planning in Vietnam because these are aligned to digital native generational characteristics such as favouring the on-the-go concept of cloud HRIS and the ability to advance their career proactively with the technology (Otieno & Nyambegera, 2020).

For developing countries like Vietnam, Kalantzis and Cope (2015) emphasise that the TA of systems like HRIS should be communicated clearly across the organisation to support acceptance. According to Majchrzak and Markus (2012), TA is about the feasibility of a technology that supports achieving developmental goal-oriented actions of individuals through its use. Under various organisational situations, TA considers how individuals interact with technologies (Frost & Duan, 2020). Through employees' knowledge, experiences and cultural background, employees themselves perceive and develop mental models of how a specific technology works and what actions are available for them to perform (Norman, 2008). Perceptions are based on system design, system features as well as previous experiences of employees with similar technologies (Norman, 2008). Employees normally depend on their existing knowledge and

expectations to perceive the potential functions and use the system; thus, the design and features must be intuitive and align with employees' mental models (Tsai & Ho, 2013).

In career development, adopting the TA theory suggests an approach that can be used to gain a better understanding of the use of HRIS by young employees and its impact on their career planning (Duan et al., 2023). Venkatesh (2000) contends that TA can support the intention to use in TAM model by offering employees the necessary features and capabilities to attain their career goals with the support of specific technological functionalities in HRIS.

Original Components of TA theory	**Key variables in the research model**
Active Knowledge Making	Perceived Competency with Technology
Differentiated Learning	Personalisation with Technology
Ubiquitous Learning	
Multimodal Meaning	Information Visualisation with Technology
Metacognition	Perceived Empowerment with Technology
Social Collaboration	Feedback with Technology
Recursive Feedback	

Source: Kalantzis and Cope (2015)

Table 3.1 - Mapping TA components into variables

As shown in Table 3.1, TA theory was originally constructed around seven components. In order to understand young employees' intention to use the HRIS, these seven TA components are translated into five variables in the TAM model being applied in this research. Each of the translated variables is discussed and defined below.

3.4.1. Perceived Competency with Technology

In this research, Perceived Competency with Technology refers to employees' ability to perceive themselves as having the competency needed to make the technology work while supporting them in developing their careers. From a technological perspective, it mentions the perceived characteristics of the technology itself such as its functionality and compatibility with existing systems or processes (Davis et al., 2023). Moreover, Edison and Geissler (2003) state that technology is a polarising aspect in which employees either like technology or not. Some people are categorised with an affinity for technology as “technology optimists”, whereas those on the other side are called “technology pessimists” (Edison & Geissler, 2003). Since digital native generations are exclusively focused on this research, affinity is described as a positive effect towards technology in supporting the employee’s career development. Therefore, all of the technological characteristics above can influence an individual’s perception favourably or not regarding the ease of use or usefulness of a system, which in turn can influence their intention to use as the behavioural intention along with beliefs to use the system (Davis et al., 2023).

From this perspective, the first TA component as Active Knowledge Making is associated with the interactions with the technology in which users can create new knowledge or modify existing knowledge such as technological capabilities and feature enablement of specific actions requiring them to process, analyse, and interpret information to make sense of it (Kalantzis & Cope, 2015). By utilising an intuitive user interface with modern design under the cloud technology, the current state-of-the-art HRIS can provide useful information to employees such as relevant guidance and learning courses to move up their career ladder (SAP, 2023). In other words, employees can perceive the necessary competency to use the system in supporting them to explore career options in the organisation. Jufrizen and Pulungan (2017) also indicate that developing a well-planned career will indirectly affect an employee’s performance. Consequently, employees are motivated to use the HRIS to support their career development planning to align with their job performance and seek further opportunities to grow because it emphasises individuals' active role in shaping their interactions with HRIS by proactively engaging with the system, employees can create new knowledge and insights to explore their career among the organisation (Kalantzis & Cope, 2015).

H1. Perceived Competency with Technology significantly predicts employees' intention to use the self-service Career Development system.

3.4.2. Personalisation with Technology

In the context of using HRIS, Personalisation with Technology refers to the degree to which users feel that the information shown to them has been adapted to their own usage as well as to ensure they feel as important as individuals in the organisation (Mulwa & Wade, 2013). Individuals must have a proper career path in the organisation to make informed decisions about their current job circumstances and future career movements (Qamhieh et al., 2020). HRIS offers a personalised career path with a relevant learning journey for individuals based on their current competencies, performance, and career wishes (SAP, 2023). According to Onnismaa (2003), personalisation is becoming more crucial than ever in the adult learning journey because of constant changes in working life. Due to their way of exchanging information in daily life normally occurring through electronic devices and social media with a fast-changing speed of information, they just want to focus on what is relevant and important to them (Radford et al., 2008).

From this perspective, the second TA component as Differentiated Learning is associated with the use of technology to present individualised instruction and support to users with diverse learning needs and preferences (Kalantzis & Cope, 2015). Specifically, the system can interact with the employees, recognise when they need support and direct them to appropriate pieces of information or relevant actions to their learning journey across their career development planning (Ashman et al., 2014). This system capability can boost the effectiveness of learning results as well as shorten the learning duration (Ashman et al., 2014).

The third TA component, Ubiquitous Learning, also supports this progress by offering an employee continuous access to learning tools and opportunities. The combination of Differentiated and Ubiquitous Learning allows for personalised and adaptive learning experiences with the support of intelligence such as tailoring content and learning experiences to the specific needs, preferences, and progress of individual learner's systems at anytime and anywhere they need (Kalantzis & Cope, 2015). This is effective for employee engagement

because young learners prefer a personalised e-learning system with an adaptive content composition and more motivation to explore relevant learning items to support their careers (Brusilovsky et al., 2009). Therefore, using a HRIS can help employees with unique learning needs and engage them with learning items in a way that is most effective for them to improve learning outcomes and support continuous improvement in their careers (Ritzhaupt et al., 2013).

H2. Personalisation with Technology significantly predicts employees' intention to use the self-service Career Development system.

3.4.3. Information Visualisation with Technology

According to Wu et al., (2021), information visualisation is the conversion of lower-level data to gain more meanings with visual representations drawn from the data with the purpose of exploring data and forming new insights. Afify (2018) also states that the rise of digital information creates a demand to help learners comprehend digital resources and explore appropriate information to meet their learning objectives. There are several terms to explain information visualisation in E-learning such as illustrations and media illustrations, visual media or media literacy (Vavra et al., 2011). To enhance learners' understanding of information during their learning journey, multiple and integrated information visualisation tools can be developed to produce a high level of information visualisation in a truly effective way for learners (Wu et al., 2021).

Hooley and Staunton (2021) share that digital technologies offer users access to various information forms to support their career development. For example, Rawal and Pandey (2013) highlight that HRIS can provide multiple online E-learning delivery methods such as online exercises, interactive chats, instant messaging, live assessment, or online coaching and mentoring. Notably, information visualisation supports all types of learners because it is more speedily perceived and comprehended in the learning journey (Wu et al., 2021). From this perspective, the fourth TA component as Multimodal Meaning is associated with the combination of multiple methods in delivering the content with the support of technology such as images, text, video and sound so that it can create rich information visualisation as well as

complicated and interactive communication throughout the learning experiences (Kalantzis & Cope, 2015). Furthermore, HRIS like *SAP SuccessFactors* can deliver a wide range of visualisation and helpful information regarding employees' career paths and learning plans, including the competency gap in career worksheets in order to support employees in recognising and linking to relevant E-learning courses to close the gap (SAP, 2023).

H3. Information Visualisation with Technology significantly predicts employees' intention to use the self-service Career Development system.

3.4.4. Perceived Empowerment with Technology

Thomas and Velthouse (1990) indicate that employees will perceive themselves as more competent in driving how their jobs should be done when they are more capable of solving technical issues at work. Providing technical information and access to technical support such as a HRIS, facilitates psychological empowerment among employees (Howard & Foster, 1999). In addition, the company's HR practices toward workforce skill set development such as internal career planning, selection and training and implementing HRIS, also establish a foundation for shaping employee attitude and affect employee perception of empowerment (Howard & Foster, 1999). As employees gain an understanding of key available supporting tools and clear expectations from the job, throughout the training process and in interaction with relevant people or systems, employee empowerment, which is related to the level of autonomy associated with decision-making in their own work, is increased (Shipper & Manz, 1992). For these reasons, a technology such as a HRIS system, should be perceived by employees to be a tool that empowers them to solve problems that are important and attain meaningful goals.

From this perspective, the fifth TA component, Metacognition, is associated with identifying and managing users' cognition (Kalantzis & Cope, 2015). Metacognition impacts on users' perception and interaction with the technology via their level of control and awareness as well as their ability to evaluate the effectiveness of that use (Kalantzis & Cope, 2015). Significantly, the modern HRIS embraces self-service to empower employees to be aware of relevant information for their career such as competency gaps, and what mentoring programs are

available to join (SAP, 2023). For example, employees can feel empowered to actively find a mentor, who is influential in the organisation, through an automated assessment of the quality of competency matching with the mentor so that employees receive support when communicating about how to address competency gaps in order to move to the next level in their career working (SAP, 2023). Simultaneously, employees are able to clearly evaluate the effectiveness of their career development progress with Line Managers or HRBP through a proper career plan, and supportive functions to empower them to select career options and initiate learning plans proactively as well as participate in role readiness assessment to do self-reflection on results (Lavrysh et al., 2021). In other words, employees have more control over using a technology like HRIS during their career development planning.

H4. Perceived Empowerment with Technology significantly predicts employees' intention to use the self-service Career Development system.

3.4.5. Feedback with Technology

Utz (2016) contends that digital technologies create a virtual place for individuals to connect, discuss and collaborate because individuals converse with each other, exchange knowledge and information, build and maintain a career-relevant network. HRIS provides real-time information and supports conversation between user groups via multiple platforms such as Mentoring and Internal/External Learning Forums (SAP, 2023). In terms of communication and interaction around career development, feedback is one of the key elements in encouraging individuals to move forward in their careers working with the support of HRIS because it is not necessary to require people to be in the same place or interact at the same time as well as the feedbacks can come from both vertical or horizontal professionals among the organisation or even from outside stakeholders such as the customers (Holley et al., 2016).

The sixth TA component, Social Collaboration, is associated with the support and enablement of users to work together, and to collaborate and communicate among individuals or groups via document sharing and editing, real-time messaging and collaborative workspaces (Kalantzis & Cope, 2015). In the *SAP SuccessFactors Workzone*, the system enables real-time communication,

knowledge and feedback sharing to drive transparency and understanding in a centralised place (SAP, 2023).

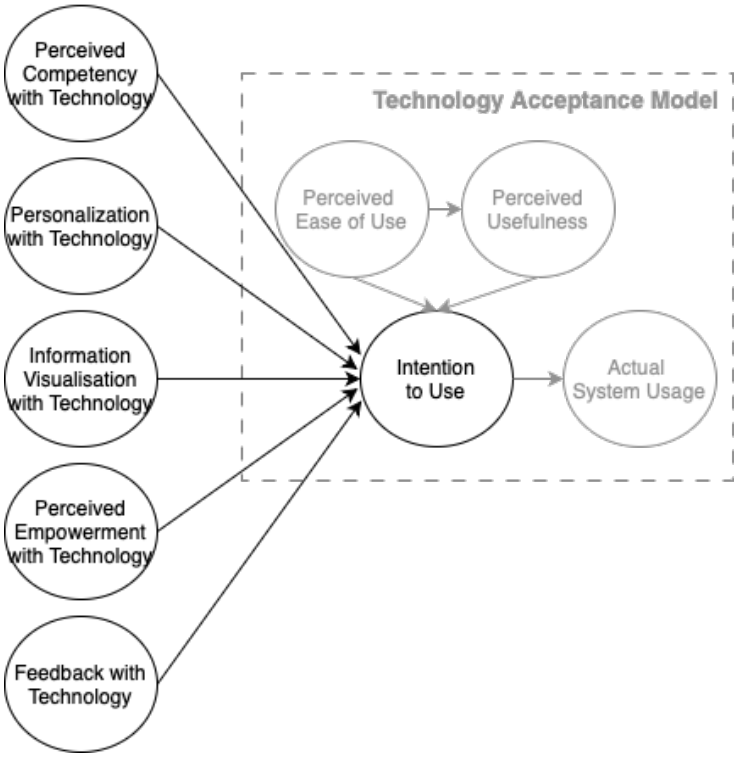
Moreover, the last TA component, Recursive Feedback, also supports progress through feedback by emphasising the dynamic relationship between users and technology, and the feedback generated by users can be used to inform others and improve their user experience (Kalantzis & Cope, 2015). From the employees' point of view, they can submit any technical issue or contribute new ideas to the HR team via the *Employee Central Service Centre* module in *SAP SuccessFactors* to enhance career-related user experience (SAP, 2023). All customers and partners of SAP can log enhancement requests to the SAP Influence portal in which everyone can request a new feature to solve the current product limitation or vote on other's enhancement requests (HR Path, 2022). The SAP engineering team will consolidate voted enhancement requests to consider them in the product roadmap and release new functionalities every six months with no extra cost (SAP, 2023).

H5. Feedback with Technology significantly predicts employees' intention to use the self-service Career Development system.

Incorporating this theory into the research supports the researcher in collecting more insights into Gen Y and Gen Z regarding their intention and willingness to use HRIS in the workplace in term of self-service career development. As indicated in the preceding discussion, it can be argued that the five variables drawn from TA theory are already presented in the design of some HRIS products, such as *SAP SuccessFactors* and *Workday*. From the earlier consideration of generational differences, the question arises whether these variables are as important to new generations of employees as they are to previous generations.

Therefore, the research question is: **"What factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z?**

Using the TA theory as the main driver in the TAM model to get insights for the research question, the researcher came up with five key variables affecting users' acceptance of the technology for further investigation as follows:



Source: Composed by the researcher

Figure 3.5 - Key Variables in the Research

As shown in Figure 3.5, in order to explore the factors shaping the intention to use CDP platforms among Gen Y and Gen Z employees in Vietnam, the researcher generated six variables. While the dependent variable refers to the intention to use self-service CDP platforms among Gen Y and Gen Z employees in Vietnam, the independent variables include perceived competency with technology, personalisation with technology, information visualisation with technology, perceived empowerment with technology, and feedback with technology. Definitions of variables investigated in the current study are presented in Table 3.2 below.

Key variables in the research model	Definition
Perceived Competency with Technology	The employees' ability to perceive themselves as having the competency needed to make the technology work while supporting them in developing their careers.
Personalisation with Technology	The degree to which users feel that the information shown to them has been adapted to their own usage as well as to ensure they feel as important as individuals in the organisation.
Information Visualisation with Technology	The combination of multiple methods in delivering the content with the support of technology such as images, text, video and sound so that it can create rich information visualisation as well as complicated and interactive communication throughout the learning experiences.
Perceived Empowerment with Technology	A technology such as a HRIS system, should be perceived by employees to be a tool that empowers them to solve problems that are important and attain meaningful goals.
Feedback with Technology	The system enables real-time communication, knowledge and feedback sharing to drive transparency and understanding in a centralised place.

Source: Composed by the researcher

Table 3.2 - Key Variables' Definition in the Research

Doing so may enable HR practitioners to utilise and design an effective communication plan, create a suitable career working culture, and foster the career exploration, trial, and establishment stages as multiple mini-cycles with continuing business processes and standardised system workflows.

4. Chapter 4 - Research Method

Embarking on the exploration of factors that influence the intention to use self-service Career Development Planning (CDP) among the dynamic cohorts of Generation Y and Generation Z necessitates a meticulous and systematic research methodology. Chapter 3 serves as the methodological anchor for this thesis, delineating the framework within which the study unfolds. Employing a quantitative research approach, this chapter navigates through key components, namely sampling, measurement, data collection, data analysis, reliability and validity assessments, and ethical considerations, to ensure the robustness and integrity of the research endeavour.

4.1. Research Method Overview

In order to achieve research aims and objectives, the researcher used the quantitative research method. Quantitative research serves as a robust methodological choice for investigating the factors influencing the intention to use self-service Career Development Planning (CDP) among individuals from Generation Y and Generation Z. The utilisation of quantitative research allows for the collection of numerical data, enabling precise measurement and statistical analysis (Watson, 2015). In the context of this thesis, employing questionnaires can provide quantifiable insights into the key determinants that shape the intention to engage with self-service CDP platforms.

One advantage of quantitative research in this study is its ability to capture a large sample size efficiently (Bacon-Shone, 2013). Given the diverse nature of Gen Y and Gen Z, a broad and representative sample ensures comprehensive data, enhancing the generalizability of findings. Through structured surveys, the researcher can quantify variables such as perceived competency with technology, personalisation with technology, information visualisation with technology, perceived empowerment with technology, and feedback with technology, and the intention to use CDP. Statistical techniques like regression analysis can then identify significant predictors, shedding light on the nuanced relationships between these factors and the intention to use self-service CDP (Williams, 2017).

Furthermore, quantitative research facilitates the exploration of patterns and trends within the data. By employing statistical tools, the researcher can identify correlations, trends, and associations between variables. For example, examining whether information visualisation with technology positively correlates with the intention to use self-service CDP platforms provides valuable insights into the technological preferences of Gen Y and Gen Z. This analytical depth contributes to a more nuanced understanding of the complex interplay between various factors influencing career development planning choices.

Additionally, the use of quantitative methods allows for the application of inferential statistics, enabling the researcher to make inferences about the broader population based on the study's sample. This is particularly important for drawing conclusions that extend beyond the specific participants involved. It enhances the external validity of the findings, making them applicable not only to the surveyed individuals but to the broader Gen Y and Gen Z cohorts.

In summary, the use of a quantitative research method for the thesis "What factors shape the intention to use self-service Career Development Planning in Gen Y and Gen Z?" provides a systematic and data-driven approach. Through surveys, statistical analysis, and inferential statistics, this methodology empowers researchers to unravel the intricate web of influences on career development choices within these generational cohorts, offering valuable insights for both academia and practical applications.

4.2. Sampling Method

The utilised sampling method in this research was non-probability sampling with purposive sampling. According to Andrade (2021), this sampling method starts with a set of a pre-defined set of selection criteria from the researcher in exploring a specific research purpose or research question, and the greater the number of exclusion and inclusion sample selection criteria set for an important purpose, the more purposive the sample becomes. As stated in the research question, the researcher will follow specific criteria to select the participants, including young employees born from 1981 - 1996 and 1997 - 2001 to represent Gen Y and Gen Z respectively. They work in enterprises using the Cloud HRIS like *SAP SuccessFactors* or *Workday* in Vietnam.

Fortunately, HR Path (2022) shares the list of companies using *SAP SuccessFactors* such as Shinhan Finance, Sacombank, Daikin, Sun Group, Viettel, Coca-Cola Cola and so on.

In order to minimise sampling errors, the researcher used a random selection to get 425 respondents from the participant list in Microsoft Excel to ensure that the selected population comes from a variety of selected companies and generations in Vietnam as stated above. However, Andrade (2021) also emphasises that the limitation of this sampling method is that the findings are restrictedly generalised to the population with the same characteristics as the study only due to the nature of purposive samples. In other words, the external validity would be limited.

Regarding ethical considerations before proceeding to the procedure of the research data collection, some notable points are highlighted as well. First and foremost, the respondents' identity should not be identified or harmed due to the study (Wiltshire & Alvanides, 2022). Hence, the researcher conducted and analysed the data as anonymous respondents and labelled them as Participant 1, Participant 2… Additionally, the analysed data should be openly solicited from the respondents, and there should be no ethnic, gender, or religious discrimination to ensure that transparency and impartiality are considered. Bhandari (2022) also shares that informed consent should be adequately communicated to the participants before they agree or reject to join the study. Thus, the researcher incorporated clearly at the beginning of the online survey form to show the research purposes, benefits, risks, or any funding behind the study.

The online survey was shared as a Google Forms link to young employees with selected companies in purposive sampling only via LinkedIn because this is the first choice for Vietnamese people to use as a professional networking platform (Statista, 2021). By doing this, the participants will be considered valid as a sample for the research. The duration for this online survey was around three weeks to collect 425 respondents who are relevant to the study. In order to ensure the response rate was boosted, the researcher utilised the premium feature in LinkedIn to target the valid population as well as to reach and share the link of the online survey with supporting filters such as age, country, company and so on. Eventually, the data was collected automatically through Google Forms and Microsoft Excel on Drive. The researcher checked data on a weekly basis to determine whether the link sharing should be continued or

not. Additionally, the questionnaires were designed to be simple and clean with clear guidelines for answering the questions to increase the response rate. After that, the collected data was ready for analysis.

4.3. Research Measurement

In order to test the hypotheses concerning the factors determining the intention to use CDP platforms among Gen Y and Gen Z employees in Vietnam, the researcher used the dependent variable of the intention to use self-service CDP platforms and five independent variables, including perceived competency with technology, personalisation with technology, information visualisation with technology, perceived empowerment with technology, and feedback with technology. Furthermore, control variables are also employed by the researcher. In terms of control variables, several variables are presented as follows to prevent research bias. The contextual factors refer to individual difference variables such as demographics (e.g., age and gender), and they can affect individuals' perceptions of perceived ease of use and perceived usefulness (Vaseem & Ahmed, 2023). Furthermore, Greenhaus (1973) contends that work-role salience is defined as the perceived importance of work in career choice and satisfaction. The higher the employees' work-role salience, the more proactive planning in their careers will be as well as the greater detail in exploring opportunities at work (Greenhaus & Sklarew, 1981). According to Gregor and O'Brien (2016), achievement aspiration was included as one of the measures of career aspiration by McClelland's achievement motivation theory in 1961 in which it demonstrates the desire to achieve important activities through efforts to meet the standard of excellence as well as its link to the development of goals in order to reach to career success. The achievement in career aspiration also represents the degree to which employees strive for recognition, promotion and responsibility in their field (Gregor & O'Brien, 2016). For example, the more perceived value in an employee's career, the more desire for recognition in his or her career with further training needs (Gregor et al., 2019). In particular, young people with difficulties in making career choices should be put under a role readiness assessment so that the company can offer them better insights into career decision-making and provide more chances to explore relevant development actions that may suit their desires for achievement through the

use of HRIS with supporting information visualisation across career development plan functionality (SAP, 2023). Lastly, experience indicates the prior experience with similar technologies or systems from an individual, and it can affect an individual's perception of the system, their confidence in utilising it as well as their expectations for its performance (Venkatesh & Bala, 2008). For instance, if an employee has experienced positively with similar systems in a previous company, that employee may be more likely to have a positive intention to use a new system such as *SAP SuccessFactors* and *Workday*.

Details of the measurement of constructions are shown in Appendix A.

4.4. Data Collection

As a pragmatist, the truth is what works. Due to the differences between multi-generational workforce, the comparative research design is selected to compare Gen Y and Gen Z toward their self-service career development. The research method is only investigated from the quantitative data perspective. Henceforth, quantitative data collection and analysis are mainly used across the research.

Regarding the data collection, an online survey via Google Forms was conducted to collect data from young Vietnamese employees working in enterprises with available HRIS to support their career development. Specifically, the questionnaires in the online survey were designed as a self-completion questionnaire. According to Bell et al. (2019), the survey structure must be straightforward to follow, and its questions must be straightforward to answer as well as its intention to have smaller volume of open questions because the closed questions seem to be easier to answer. The survey design should also be short of ensuring the respondents are satisfied with answering lengthy questionnaires so they may answer less correctly per their mindset and behaviour (Luu et al., 2023).

Moreover, the primary data collection is used to address the specific research question due to the limited available studies on this phenomenon on young employees such as Gen Y and Gen Z in Vietnam. According to Bryman (2016), using primary data collection can support quantitative research with several key benefits, including better data quality and alignment to research objectives, greater sampling control over the process, and ensuring the sample is representative

of the population being studied as well as raw data provisioning to support the quantitative analysis via statistical methods of testing the research hypotheses. As a result, this supports the drawing of a statistically significant and reliable conclusion.

4.5. Data Analysis

Data collected from the current study was processed through SPSS. Firstly, the reliability test was performed to assess the consistency and stability of the questionnaire. It helps the researcher determine whether the items within the instrument consistently measure the same underlying construct or trait. Reliability is crucial in research and assessment because it ensures that the results obtained from a measurement instrument are dependable and not subject to excessive random error (Zimmerman et al., 2013). In the current study, the researcher used the most widely used measure of internal consistency as Cronbach's alpha (α) to calculate the average correlation among all items. A high Cronbach's alpha (typically above 0.70) indicates good internal consistency.

Accordingly, Exploratory Factor Analysis (EFA) is used to identify the underlying structure, or latent factors, that explain patterns of correlations among observed variables (Flora et al., 2012). In EFA, the matrix shows how each variable is related to every other variable. High correlations between variables suggest that they may share common underlying factors. Additionally, the factor loadings represent the strength and direction of the relationship between each variable and the extracted factors. High factor loadings (close to 1 or -1) indicate that the variable is strongly associated with the factor, while low loadings (close to 0) suggest weak or no association.

Furthermore, Pearson correlation analysis is also performed. The objective of the Pearson correlation analysis in the thesis is to examine the relationships between independent variables and the intention to use self-service Career Development Planning (CDP) among individuals from Generations Y and Z.

Particularly, regression analysis is a powerful way to examine how multiple independent variables collectively influence the dependent variable, which is the intention to use self-service Career Development Planning (Goodwin & Leech, 2006). The objective of the multiple regression analysis is to identify which factors, among those the researcher has chosen, have a significant

impact on the intention to use self-service CDP among individuals from Generations Y and Z. Results of regression are also used for hypotheses testing.

Finally, a t-test can be a powerful statistical tool to examine the differences between Gen Y and Gen Z regarding their intention to use self-service Career Development Planning. The independent samples t-test is appropriate when comparing the means of two independent groups, which in this case are Gen Y and Gen Z. The null hypothesis (H0) would assume no significant difference between the two generations in terms of their intention to use self-service CDP, while the alternative hypothesis (H1) suggests that there is a significant difference.

4.6. Reliability and Validity

Ensuring the reliability and validity of a thesis is essential for establishing the trustworthiness and credibility of the research findings. In the context of the current study on the factors shaping the intention to use self-service Career Development Planning (CDP) in Gen Y and Gen Z, it's crucial to address both aspects.

Reliability refers to the consistency and stability of measurements. In the current study, the use of quantitative research methods, such as surveys and questionnaires, enhances the reliability of data collection (Roberts & Priest, 2016). Employing standardised instruments to measure variables like technological proficiency, career aspirations, and the intention to use self-service CDP contributes to the reliability of the study. Additionally, conducting a pilot study to test the survey instrument's reliability ensures that the questions consistently capture the intended information (Fitzner, 2017). High internal consistency, measured through techniques like Cronbach's alpha, can further attest to the reliability of the data, indicating that the survey items are measuring the same underlying constructs consistently across participants.

Validity, on the other hand, speaks to the accuracy and appropriateness of the inferences and interpretations made based on the collected data (Ihantola & Kihn, 2017). In the current study, both content and construct validity are ensured. The researcher ensures survey questions comprehensively cover the factors influencing the intention to use self-service CDP, and this is crucial for content validity. Expert review and feedback from individuals within the target demographic strengthen content validity, confirming that the chosen variables align with the

research objectives. In terms of construct validity, to enhance construct validity, a thorough literature review can help align the chosen factors with existing theories and models related to career development and technology acceptance.

Summing up, ensuring the reliability and validity of the current thesis involves methodological rigour, attention to detail in survey design, and a comprehensive approach to aligning the research with established theories and benchmarks. By addressing these aspects, the study not only contributes valuable insights into the factors shaping career development planning in Gen Y and Gen Z but also establishes a robust foundation for future research and practical applications.

4.7. Other Ethical Considerations

Ethical considerations are paramount in any research endeavour. In the current study, ethical practices ensure the welfare, confidentiality, and rights of participants, contributing to the overall integrity of the research (Lundin, 2011). Firstly, obtaining informed consent is a fundamental ethical principle. Participants in the study, particularly members of Gen Y and Gen Z, were fully informed about the research purpose, procedures, potential risks, and benefits before agreeing to participate. Clearly articulating the voluntary nature of their involvement and providing an avenue for questions or withdrawal ensures that participants can make informed decisions about their participation. Secondly, protecting the privacy of participants is critical. The researcher ensured that any data collected is treated with the utmost confidentiality. The researcher also utilised coding systems and avoided collecting personally identifiable information unless absolutely necessary. It is assured that their responses are anonymised and aggregated, reducing the risk of identification. Given the sensitive nature of data, especially if it includes information about career aspirations or technological preferences, maintaining robust data security measures is essential. The researcher used secure storage, restricted access, and encrypted communication channels to safeguard participant information from unauthorised access. Furthermore, the researcher considers potential psychological, emotional, or social harm that participants might experience as a result of their involvement. This is particularly important when exploring topics related to career development, as individuals may share personal aspirations and challenges.

Finally, the researcher maintains transparency in reporting research findings. The researcher avoids selective reporting or bias that could mislead readers or stakeholders.

In conclusion, by prioritising informed consent, confidentiality, data security, participant well-being, transparency, and inclusivity, the thesis not only adheres to ethical principles but also contributes to the responsible and respectful advancement of knowledge within the field of career development and technology adoption in Gen Y and Gen Z.

5. Chapter 5 - Results or Findings

In the pursuit of understanding the intricate dynamics behind the intention to use in regard to self-service Career Development Planning (CDP) among the tech-savvy generations of Y and Z, this chapter unveils the critical findings derived from our empirical investigation, shedding light on the factors that play pivotal roles in shaping the intentions of these generations when it comes to engaging with self-service CDP. This chapter starts with the demographics of the participants and the results of the reliability test. Then, the research delves into the data, presenting the findings and insights gleaned from a meticulous examination of the relationships between such independent variables as Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Information Visualisation with Technology (PVT), Perceived Empowerment with Technology (PET), and Feedback with Technology (FT) and a dependent variable of Intention to Use under the effects of Control Variables, including Generation, Gender, Experience, Work-role Salient, and Achievement Aspiration through exploratory factor analysis, Pearson correlation analysis, and regression analysis. Finally, the results of hypothesis testing are presented to conclude whether the proposed hypotheses are accepted or rejected.

5.1. Demographics of Participants

The questionnaire was performed through Google Forms. At the end of the data collection process, the researcher received 425 proper responses, which were used for the analysis. In terms of demographics, the researcher collected information on generation and gender. The results of participant generation are shown in Figure 5.1.

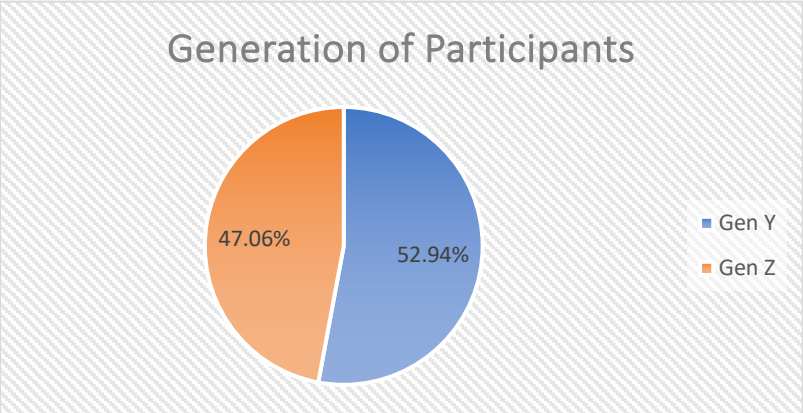


Figure 5.1 - Generation of Participants

As shown in Figure 5.1, among 425 participants, there are 225 Gen Y participants who were born roughly between 1981 and 1996, accounting for 52.94%. Accordingly, there are 200 participants, representing 47.06%, who are Gen Z and were born between 1997 and 2012.

In terms of gender, there are 221 female participants, making up 52%, while the rest (204 participants - 48%) are male participants. Details of participant gender are shown in Figure 5.2.

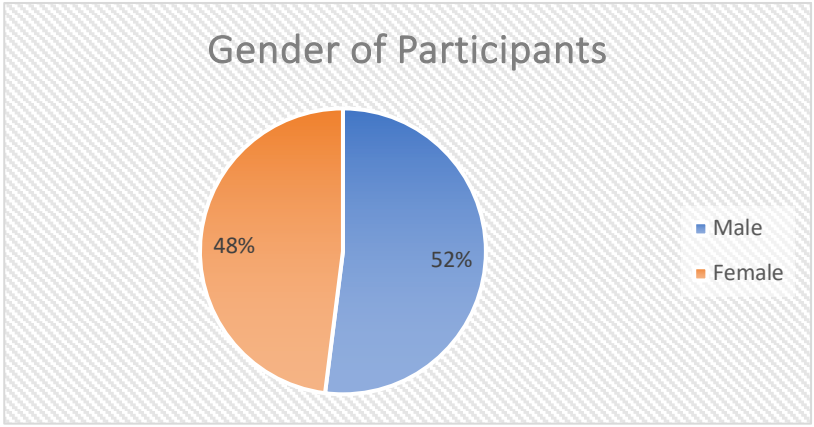


Figure 5.2 - Gender of Participants

These demographics provide insight into the composition of the study's participants. It appears that the sample was fairly evenly split between Gen Y and Gen Z, with a slightly higher representation of Gen Y. Additionally, there was a slight majority of female participants compared to male participants. The demographics of the participants are important to consider

when interpreting the results of the study. Differences in attitudes, behaviours, and intentions may exist between generations (Gen Y and Gen Z) and between genders, which could influence the factors shaping the intention to use self-service CDP. In the current study, the researcher also used these demographic variables as control variables that influence the relationship between independent variables and independent variables.

5.2. Results of Reliability Test

In the current study, Cronbach's Alpha is used to measure the reliability of the variable measurement. According to Schmitt (2016), Cronbach's alpha is a valuable tool in assessing the reliability of measurement instruments. It helps researchers determine whether the items in their tests are internally consistent and, therefore, whether they can be used with confidence to draw conclusions about the constructs they aim to measure. Generally, a Cronbach's alpha value of 0.70 or higher is considered acceptable for most research purposes. This suggests that the items in the test are adequately related and measure the same underlying construct to a reasonable degree. Values below 0.70 might indicate lower internal consistency, and the researchers may need to reconsider or revise the items in their test. Higher alpha values, such as 0.80 or above, suggest a high degree of internal consistency, indicating that the items are highly reliable for measuring the intended construct.

Cronbach's Alpha values of all measured variables in the current study are shown in Table 5.1:

Variables	Cronbach's Alpha
Experience (E)	0.832
Work-role Salience (WRS)	0.805
Achievement Aspiration (AA)	0.793
Personalisation with Technology (PT)	0.886
Feedback with Technology (FT)	0.849
Information Visualisation with Technology (IVT)	0.796
Perceived Empowerment with Technology (PET)	0.851
Perceived Competency with Technology (PCT)	0.824
Intention to Use (IU)	0.890

Table 5.1 - Results of the Reliability Test

The Cronbach's Alpha coefficients, as presented in Table 5.1, indicate the extent to which the items used to assess each variable consistently measure the intended construct. Specifically, several variables, such as Personalisation with Technology (PT) and Intention to Use (IU), demonstrate exceptionally high Cronbach's Alpha values of 0.886 and 0.890, respectively. These results suggest that the questions related to these constructs exhibit strong internal consistency, making them highly reliable indicators of personalisation with technology and intention to use self-service CDP.

Other variables, including Feedback with Technology (FT), Perceived Empowerment with Technology (PET), and Perceived Competency with Technology (PCT), also exhibit substantial reliability with Cronbach's Alpha coefficients ranging from 0.824 to 0.851. These values indicate that the items used to measure these constructs consistently capture the underlying concepts, further enhancing the credibility of the data.

Variables like Experience (E) and Work-role Salience (WRS), while not reaching the same high levels of reliability as some others, still demonstrate respectable Cronbach's Alpha values of 0.832 and 0.805, respectively. These coefficients suggest that the items assessing experience and work-role salience maintain a reasonable level of internal consistency, contributing to the overall reliability of the research.

Achievement Aspiration (AA) and Information Visualisation with Technology (IVT) display slightly lower but still acceptable Cronbach's Alpha coefficients of 0.793 and 0.796, respectively, indicating relatively good reliability.

In conclusion, the reliability test results in Table 5.1 indicate that the majority of variables in the thesis exhibit strong internal consistency, with high Cronbach's Alpha coefficients for key constructs like personalisation with technology and intention to use. These findings affirm the trustworthiness of the data collected and suggest that the chosen measurement tools effectively capture the intended constructs. The researcher can rely on these variables to draw meaningful conclusions regarding the factors influencing the intention to use self-service CDP in Gen Y and Gen Z.

5.3. Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) is a statistical technique used in data analysis to identify the underlying structure or factors that explain the patterns of correlations among a set of observed variables. Exploratory factor analysis was performed with control variables, independent variables and dependent variables in the current study. Table 5.2 shows the exploratory factor analysis of all variables.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.743
Approx. Chi-Square	1.972.896
Bartlett's Test of Sphericity df	219
Sig.	0.000

Rotated Component Matrix

	E	WRS	AA	PT	FT	IVT	PET	PCT	IU
E11	0.893								
E12	0.886								
E13	0.851								
E5	0.849								
E14	0.822								
E2	0.815								
E8	0.794								
E1	0.79								
E3	0.784								
E10	0.781								
E9	0.766								
E4	0.762								
E6	0.76								
E7	0.758								
WRS9		0.863							
WRS8		0.852							
WRS1		0.848							
WRS5		0.834							
WRS4		0.805							
WRS10		0.796							
WRS2		0.793							
WRS6		0.786							

WRS3	0.784		
WRS7	0.762		
AA3		0.891	
AA4		0.865	
AA8		0.84	
AA1		0.802	
AA5		0.785	
AA2		0.779	
AA6		0.772	
AA7		0.763	
PT5			0.813
PT8			0.808
PT7			0.805
PT12			0.796
PT6			0.793
PT18			0.790
PT15			0.785
PT13			0.784
PT16			0.781
PT9			0.778
PT14			0.775
PT4			0.761
PT3			0.758
PT17			0.755
PT11			0.753
PT10			0.752
PT1			0.742
PT2			0.741

FT6	0.839		
FT4	0.834		
FT9	0.827		
FT5	0.815		
FT1	0.812		
FT7	0.796		
FT10	0.794		
FT8	0.787		
FT3	0.783		
FT2	0.776		
IVT3		0.813	
IVT7		0.805	
IVT5		0.778	
IVT6		0.773	
IVT1		0.769	
IVT2		0.765	
IVT4		0.760	
PET4			0.825
PET3			0.822
PET2			0.818
PET11			0.809
PET1			0.806
PET12			0.803
PET8			0.796
PET10			0.783
PET7			0.78
PET9			0.776
PET6			0.773
PET5			0.762

PCT4	0.839	
PCT8	0.828	
PCT6	0.811	
PCT2	0.795	
PCT10	0.778	
PCT3	0.753	
PCT5	0.721	
PCT9	0.703	
PCT7	0.699	
PCT1	0.685	
IU3		0.802
IU2		0.791
IU1		0.786
IU4		0.762

Total Variance Explained

Extraction of sums of squared loadings: Cumulative %: 79.282

Table 5.2 - Exploratory Factor Analysis of Variables

The exploratory factor analysis conducted on all variables in Table 5.2 provides valuable insights into the underlying factor structure of these variables and their potential influence on the intention to use self-service CDP among Gen Y and Gen Z. Firstly, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, with a value of 0.743, suggests that the dataset is suitable for factor analysis. Moreover, Bartlett's Test of Sphericity yields a highly significant result ($p < 0.001$), indicating that correlations between variables are sufficiently large for meaningful factor analysis.

Secondly, the Rotated Component Matrix reveals the factor loadings for each variable within the three identified control factors. Factor loadings represent the strength and direction of the relationship between each variable and the factors. Notably, in this analysis, three factors emerge, which can be labelled as follows. Referring to the Experience factor, this factor predominantly includes variables related to the user experience of past HRIS systems, encompassing aspects such as user-friendliness, satisfaction, and the provision of precise information. This factor appears to capture participants' overall perceptions of their past HRIS experiences, which can influence their intentions to use self-service CDP. Concerning Work-Role Salience, this factor represents variables related to the salience or importance of an individual's work role. It suggests that the perceived significance of one's job role is a distinct factor that may influence career development intentions. Employees who highly value their work roles may be more inclined to engage in self-service CDP to enhance their performance and career prospects. Regarding Achievement Aspiration, this factor encompasses variables associated with individuals' achievement aspirations, reflecting their desire for success and personal career goals. This factor highlights that aspirations and ambition play a significant role in shaping intentions related to self-service CDP utilisation.

Thirdly, the exploratory factor analysis (EFA) was conducted on the independent variables, including Personalisation with Technology (PT), Feedback with Technology (FT), Information Visualisation with Technology (IVT), Perceived Empowerment with Technology (PET), and Perceived Competency with Technology (PCT), is a crucial step in understanding the factors that shape the intention to use self-service CDP in Gen Y and Gen Z. The Rotated Component Matrix provides valuable insights into the structure of the independent variables. The high factor

loadings observed within each factor group suggest that the variables within each factor share common underlying dimensions. For instance, within the Personalisation with Technology (PT) factor, items such as PT5, PT8, PT7, and others exhibit high positive loadings, indicating that they contribute to a common factor related to personalisation when using technology. Similarly, the presence of distinct factors for Feedback with Technology (FT), Information Visualisation with Technology (IVT), Perceived Empowerment with Technology (PET), and Perceived Competency with Technology (PCT) is evident from the loadings of their respective items.

Furthermore, the cumulative percentage of variance explained by the extracted factors is approximately 78.35%. This implies that the identified factors collectively capture a substantial portion of the variation in the original independent variables. In the context of the thesis, this indicates that these factors, such as personalisation with technology, feedback with technology, information visualisation with technology, perceived empowerment with technology, and perceived competency with technology, are crucial in shaping the intention to use self-service CDP among individuals from Gen Y and Gen Z.

In summary, the exploratory factor analysis provides a structured and data-driven approach to uncovering the underlying dimensions within the independent variables, shedding light on the factors that influence the intention to use self-service CDP in younger generations. These identified factors can serve as a foundation for further research and practical applications in career development planning and technology acceptance strategies.

Fourthly, the researcher also performed EFA for the dependent variable, Intention to Use. As shown in Table 5.2, it reveals the relationships between the variables (IU1, IU2, IU3, and IU4) and the extracted factors. Notably, these variables represent different facets or items related to the intention to use self-service CDP. The high factor loadings, ranging from 0.762 to 0.802, signify strong associations between these variables and the underlying factors. These loadings reveal that certain common factors underlie the intention to use self-service CDP among individuals in Gen Y and Gen Z.

Lastly, the Total Variance Explained provides an essential summary of how much variance in the dependent variable (Intention to Use) can be explained by the extracted factors. In this case, the cumulative percentage of 78.282% suggests that the identified factors collectively account

for a substantial portion of the variance in the intention to use self-service CDP. This underscores the importance of these factors in shaping the intentions of Gen Y and Gen Z individuals towards utilising self-service CDP, shedding light on the multifaceted nature of this phenomenon.

5.4. Pearson Correlation Analysis

In the current study, Pearson correlation analysis is also performed, The Pearson correlation coefficient (r) quantifies the degree of linear association between two continuous variables, typically ranging from -1 (perfect negative correlation) to 1 (perfect positive correlation), with 0 indicating no correlation. Table 5.3 shows results of Pearson correlation.

		IU	PT	FT	IVT	PET	PCT
IU	**Pearson Correlation**	1	0.359**	0.397**	0.803**	0.722**	0.391**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.001
	N	425	425	425	425	425	425

**. Correlation is significant at the 0.01 level (Sig. 2-tailed)

Table 5.3 - Results of Pearson Correlation Analysis

The results of the Pearson correlation analysis, presented in Table 5.5, offer valuable insights into the relationships between the independent variables, namely Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Information Visualisation with Technology (IVT), Perceived Empowerment with Technology (PET), Feedback with Technology (FT), and the dependent variable, Intention to Use self-service Career Development Planning (IU) among individuals from Gen Y and Gen Z.

First and foremost, the correlation coefficient between Intention to Use (IU) and Personalisation with Technology (PT) is 0.359, which is statistically significant at the 0.01 level ($p < 0.01$). This positive correlation suggests that individuals who perceive higher levels of personalisation with technology are more likely to express an intention to use self-service CDP platforms. This finding underscores the importance of tailoring technological solutions to individual preferences and needs in promoting their acceptance.

Similarly, there is a positive and statistically significant correlation between Intention to Use (IU) and Feedback with Technology (FT) with a correlation coefficient of 0.397 ($p < 0.01$). This

indicates that individuals who perceive that they receive meaningful feedback through technology are more inclined to intend to use self-service CDP tools. The provision of constructive feedback mechanisms appears to be a crucial factor in encouraging engagement with career development resources.

One of the most striking findings is the exceptionally strong positive correlation between Intention to Use (IU) and Information Visualisation with Technology (IVT), with a correlation coefficient of 0.803 ($p < 0.01$). This suggests that how information is visually presented through technology is significantly correlated to the intention to use self-service CDP. Clearly, effective data visualisation plays a pivotal role in attracting and retaining users within this context.

Furthermore, a positive and significant correlation is observed between Intention to Use (IU) and Perceived Empowerment with Technology (PET) (correlation coefficient = 0.722, $p < 0.01$). This highlights that individuals who feel empowered by technology are more likely to express an intention to use self-service CDP tools. Empowerment through technology seems to be a compelling driver of engagement.

Lastly, Perceived Competency with Technology (PCT) also exhibits a positive correlation with Intention to Use (IU), although it is the weakest of the correlations examined (correlation coefficient = 0.391, $p < 0.01$). Nevertheless, this finding suggests that individuals who perceive themselves as competent in using technology are more inclined to have the intention to use self-service CDP platforms.

All in all, the Pearson correlation analysis reveals a network of statistically significant positive correlations between various technological factors (PT, FT, IVT, PET, and PCT) and the intention to use self-service CDP among individuals from Gen Y and Gen Z. These findings highlight the importance of personalisation with technology, feedback with technology, information visualisation with technology, perceived empowerment with technology, and perceived competency with technology in shaping the intentions of this demographic group in accepting career development technology solutions. These insights contribute significantly to our understanding of the factors influencing the utilisation of such platforms.

5.5. Regression Analysis

Multiple linear regression is a quantitative statistical technique that allows the researcher to analyse the relationships between multiple independent variables and a continuous dependent variable. In the current study, the researcher explored how various factors, including control and independent variables, influence the intention to use self-service Career Development Planning (CDP) among Gen Y and Gen Z in Vietnam. This technique provides a systematic and quantifiable way to assess these relationships. The results of the regression analysis of control variables are shown in Table 5.4.

Model	Standardised coefficient	t	Sig.	Collinearity statistics	
	Beta			Tolerance	VIF
Constant	1.038	1.312	0.049		
Generation (D1)	0.621	1.885	0.000	0.652	1.003
Gender (D2)	0.205	1.574	0.081	0.507	1.139
Experience (E)	0.193	3.568	0.001	0.622	1.225
Work-role Salience (WRS)	0.509	8.419	0.000	0.581	1.309
Achievement Aspiration (AA)	0.611	9.003	0.003	0.572	1.412
Adjusted R square: 0.3419					

Table 5.4 - Results of Regression Analysis of Control Variables

As shown in Table 5.4, starting with the constant term, its positive coefficient of 1.038 suggests that even when all other variables are zero, there is a baseline level of intention to use career development planning platforms. The associated t-value of 1.312 indicates that this result is statistically significant at a 0.05 significance level.

Moving on to the control variables, Generation (D1) exhibits a positive and statistically significant relationship with an intention to use career development planning platforms, as indicated by its beta coefficient of 0.621 and a t-value of 1.885 with a p-value of 0.000. This suggests that as the generation variable increases, the intention to use these platforms also increases. However, it's worth noting the collinearity statistics; a tolerance of 0.652 and a VIF of 1.003 indicate a low level of multicollinearity.

Gender (D2) shows a positive relationship with intention, though the association is not statistically significant at the 0.05 level, given the p-value of 0.081. The collinearity statistics for Gender reveal a tolerance of 0.507 and a VIF of 1.139, suggesting no significant multicollinearity issues.

Experience (E) has a positive and highly significant relationship with intention, with a beta coefficient of 0.193 and a t-value of 3.568 at a p-value of 0.001. The collinearity statistics are within acceptable ranges with a tolerance of 0.622 and a VIF of 1.225.

Work-role Salience (WRS) demonstrates a strong positive relationship with the intention to use career development planning platforms, supported by a high beta coefficient of 0.509 and a highly significant t-value of 8.419 at a p-value of 0.000. However, collinearity statistics indicate potential multicollinearity issues with a tolerance of 0.581 and a VIF of 1.309.

Lastly, Achievement Aspiration (AA) shows a robust positive relationship with the intention to use career development planning platforms, as indicated by a high beta coefficient of 0.611 and a significant t-value of 9.003 at a p-value of 0.003. Collinearity statistics suggest some multicollinearity concerns with a tolerance of 0.572 and a VIF of 1.412.

The overall model's adjusted R square of 0.3419 indicates that the included variables collectively explain about 34.19% of the variance in the intention to use career development planning platforms.

Based on the results of regression analysis in Table 5.4, the following regression equation is generated:

IU = 1.038 + 0.621*D1 + 0.193*E + 0.509*WRS + 0.611*AA

Accordingly, the results of the regression analysis of independent variables are shown in Table 5.5.

Model	Standardised coefficient	t	Sig.	Collinearity statistics	
	Beta			Tolerance	VIF
Constant	1.683	1.832	0.083		
Personalisation with Technology (PT)	0.516	7.682	0.001	0.793	1.019
Feedback with Technology (FT)	0.328	3.194	0.000	0.886	1.372
Information Visualisation with Technology (IVT)	0.281	1.925	0.011	0.891	1.409
Perceived Empowerment with Technology (PET)	0.718	17.896	0.042	0.855	1.227
Perceived Competency with Technology (PCT)	0.623	11.443	0.000	0.794	1.603
Adjusted R square: 0.7985					

Table 5.5 - Results of Regression Analysis

The multiple linear regression analysis conducted in the context of the thesis offers valuable insights into the determinants of the intention to utilise self-service career development planning tools among individuals from Gen Y and Gen Z. The results, as depicted in Table 5.5, present standardised coefficients (Beta values), t-statistics, significance levels (Sig.), and collinearity statistics including Tolerance and Variance Inflation Factor (VIF).

The constant term in the regression model, with a Beta coefficient of 1.683 and a p-value of 0.083, indicates a non-significant influence on the intention to use self-service career development planning. This suggests that while there may be a baseline intention to use these tools, other factors play a more substantial role in shaping this intention.

Among the specific factors investigated, "Personalisation with Technology (PT)" stands out as a highly significant predictor, with a Beta coefficient of 0.516 and a p-value of 0.001. The Tolerance value of 0.793 and VIF of 1.019 indicate that PT has a moderate impact and is not overly

correlated with other predictors, thus reinforcing its importance in driving the intention to use self-service career development planning tools.

"Feedback with Technology (FT)" and "Perceived Competency with Technology (PCT)" also display significant positive associations with the intention to use these tools, as reflected by Beta coefficients of 0.328 and 0.623 respectively, and p-values less than 0.001. Despite their significance, it's worth noting that FT and PCT have relatively low Tolerance values and moderately high VIFs, suggesting some degree of multicollinearity. This implies that while they are individually influential, there may be some overlap in their explanatory power.

"Information Visualisation with Technology (IVT)" shows a positive influence on intention with a Beta coefficient of 0.281 and a p-value of 0.011. Its Tolerance value of 0.891 and VIF of 1.409 indicate that it contributes moderately to the model without severe multicollinearity concerns.

"Perceived Empowerment with Technology (PET)" emerges as the most substantial predictor, with a Beta coefficient of 0.718 and a significant p-value of 0.042. The Tolerance value of 0.855 and VIF of 1.227 suggest that PET has a substantial individual impact on the intention to use self-service career development planning, with relatively low collinearity issues.

The overall model fit is robust, with an adjusted R-square value of 0.7985, indicating that approximately 79.85% of the variation in the intention to use self-service career development planning can be explained by the combination of these technology-related factors. In summary, this regression analysis underscores the critical role of personalisation with technology, feedback with technology, information visualisation with technology, perceived empowerment with technology, and perceived competency with technology in shaping the intention to use self-service career development planning among individuals from Gen Y and Gen Z. These findings provide valuable guidance for enhancing and tailoring career development platforms to meet the needs and preferences of these tech-savvy generations.

The regression equation based on the presented results can be expressed as follows:

IU = 1.683 + 0.516*PT + 0.328*FT + 0.281*IVT + 0.718*PET + 0.623*PCT

This equation quantifies the combined influence of these factors on the intention to use self-service career development planning among individuals from Gen Y and Gen Z, taking into account their standardised coefficients from the regression analysis.

5.6. Differences in the Intention to Use Self-service CDP

In the current study, the researcher also aims to explore whether there exists a difference in the intention to use self-service CDP between Gen Y and Gen Z. The T-test was performed and results are shown in Table 5.6.

		Paired differences							
		Mean	Std. dev.	Std. error mean	95% confidence interval of difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Gen Y Gen Z	-1.042	.984	.209	2.598	1.113	1.960	120	.000

Table 5.6 - Results of t-test

The paired differences analysis sheds light on a significant contrast in the intention to use self-service career development planning between Gen Y and Gen Z. The negative mean difference of -1.042 indicates that, on average, Gen Y individuals express a lower intention to engage in self-service career development planning compared to their Gen Z counterparts. This result is statistically significant, as evidenced by the p-value of .000, falling below the commonly accepted threshold of .05. The standard deviation of .984 suggests a moderate level of variability in the differences, implying that while there is a consistent trend favouring Gen Z, there is still some degree of individual variation within each generation.

The standard error of the mean (.209) adds precision to the estimate, indicating that the observed difference is unlikely to be solely due to random chance. The 95% confidence interval of the difference (2.598 to 1.113) supports the statistical significance of the finding. Despite the negative mean difference, this interval suggests a substantial range, indicating that we can be

reasonably confident that the true difference in intention to use self-service career development planning between Gen Y and Gen Z falls within this span.

With a t-value of 1.960 and degrees of freedom (df) at 120, the t-test confirms the statistical significance of the result. The negative t-value aligns with the direction of the mean difference, reinforcing that Gen Y's intention is significantly lower. In summary, these results imply a notable generational divergence in attitudes towards self-service career development planning, with Gen Z displaying a more favourable inclination than Gen Y.

5.7. Summary of Hypotheses Testing

Based on the aforementioned analysis, Table 5.7 shows the results of hypotheses testing.

Hypotheses	Standardised coefficient	Composite reliability	Accepted/ Rejected
H1. Perceived Competency with Technology significantly predicts employees' intention to use the self-service Career Development system.	0.516	0.001	Accepted
H2. Personalisation with Technology significantly predicts employees' intention to use the self-service Career Development system.	0.328	0.000	Accepted
H3. Information Visualisation with Technology significantly predicts employees' intention to use the self-service Career Development system.	0.281	0.011	Accepted
H4. Perceived Empowerment with Technology significantly predicts employees' intention to use the self-service Career Development system.	0.718	0.042	Accepted
H5. Feedback with Technology significantly predicts employees' intention to use the self-service Career Development system.	0.623	0.000	Accepted

Table 5.7 - Hypotheses Testing

The provided results pertain to a set of hypotheses (H1 to H5) that aim to examine the relationship between various factors and employees' intention to use a self-service Career Development system. Each hypothesis is associated with a standardised coefficient, composite reliability, and an indication of whether it was accepted or rejected.

H1 suggests that "Perceived Competency with Technology significantly predicts employees' intention to use the self-service Career Development system." The standardised coefficient of 0.516 indicates a positive relationship, and the fact that it is statistically significant (p = 0.001) suggests that employees' perceived competency with technology indeed has a significant influence on their intention to use the system. Since it is accepted, this hypothesis is supported by the data, indicating that employees who feel more competent with technology are more likely to intend to use the self-service Career Development system.

H2 posits that "Personalisation with Technology significantly predicts employees' intention to use the self-service Career Development system." With a standardised coefficient of 0.328 and a highly significant p-value of 0.000, this hypothesis is accepted. This indicates that personalisation in the technology used for career development has a significant and positive impact on employees' intention to use the system. This finding highlights the importance of tailoring technology to individual preferences and needs.

H3 examines the relationship between "Information Visualisation with Technology and employees' intention to use the self-service Career Development system." The standardised coefficient is 0.281, and the associated p-value is 0.011, indicating a significant positive relationship. As a result, H3 is accepted, suggesting that technology with effective information visualisation positively influences employees' intention to use the system. This underscores the importance of presenting information in a visually comprehensible manner.

H4 investigates "Perceived Empowerment with Technology as a predictor of employees' intention to use the self-service Career Development system." The standardised coefficient of 0.718 and a p-value of 0.042 indicate that this hypothesis is accepted. This means that employees who perceive technology as empowering are more likely to intend to use the system, emphasising the role of empowerment in technology acceptance.

H5 suggests that "Feedback with Technology significantly predicts employees' intention to use the self-service Career Development system." With a standardised coefficient of 0.623 and a highly significant p-value of 0.000, this hypothesis is accepted. This finding underscores the importance of providing effective feedback through technology to motivate employees to use the self-service Career Development system.

In summary, all five hypotheses are accepted, indicating that perceived competency with technology, personalisation with technology, information visualisation with technology, perceived empowerment with technology, and feedback with technology are all important factors that significantly predict employees' intention to use a self-service Career Development system. These results provide valuable insights for organisations looking to design and implement effective career development systems that cater to employee preferences and needs in a technology-driven workplace.

6. Chapter 6 - Discussion

In this chapter, the researcher discusses research findings concerning the factors that drive the intention to use self-service Career Development Planning among Gen Y and Gen Z employees in Vietnam, considering both control and independent variables. Additionally, the differences in the use of self-service Career Development Planning systems between Gen Y and Gen Z are also discussed. Research findings are discussed in alignment with those identified in relevant previous studies.

6.1. Driving factors of Intention to Use self-service CDP

The current study attempted to examine whether such control variables as Generation (D1), Gender (D2), Experience (E), Work-role Salience (WRS), and Achievement Aspiration (AA) influence Gen Y and Gen Z employees' decision to use CDP systems. Research findings reveal that except for gender, the other control variables have effects on the intention to use CDP platforms as the dependent variable.

Referring to the influence of gender, this variable emerges as an insignificant factor influencing the inclination towards CDP systems. This finding is contrastive with those observed among older generations, where males often displayed a more pronounced preference for autonomous career planning (Surendran, 2012). The researcher unveils a fascinating contrast with certain findings among Gen Y, where females exhibit a heightened intention to utilise self-service CDP systems. This departure from historical gender norms in career planning raises

thought-provoking questions about the evolving nature of career aspirations among the younger generations. The divergence in results across generational lines emphasises the importance of contextualising gender dynamics within the unique socio-cultural and technological landscapes of Gen Y and Gen Z. However, the current study's finding is also supported in which the researcher identifies that a departure from traditional norms is notable within Gen Z, where gender disparities seem less pronounced, hinting at evolving societal attitudes towards career autonomy (Dabak et al., 2022).

Contrastively, generation is identified as a significant control variable determining the intention to use CDP systems between Gen Y and Gen Z. This finding is similar to a number of previous studies. An et al. (2023) in their study indicate that Gen Z, characterised by its digital nativism, showcases a heightened proclivity for leveraging self-service CDP systems compared to Gen Y counterparts. This divergence underscores the profound influence of generational nuances on accepting technological tools for career development. Dabak et al. (2022) also provide empirical findings to conclude that the generational impact on self-service CDP reveals intriguing patterns. While certain trends echo findings among older generations, where a gradual acceptance of digital tools for career advancement is observed, the accelerated pace of technological evolution within Gen Z propels them into a distinctly progressive realm. This departure challenges conventional expectations and accentuates the need for adaptive frameworks in understanding the evolving dynamics of career intentions. In other words, the current study's finding implies that the generational factor serves as a lens through which we decipher the intricacies of career planning behaviours. As technological landscapes evolve at an unprecedented pace, the study contributes to the ongoing dialogue, shedding light on how the control variable of generation acts as a key orchestrator, orchestrating a symphony of influences that resonate with the ever-changing aspirations of Gen Y and Gen Z.

In dissecting the intricate factors influencing the intention to use self-service Career Development Planning (CDP) among Gen Y and Gen Z, the current study also places a magnifying glass on the control variables of Experience (E), Work-role Salience (WRS), and Achievement Aspiration (AA). These variables, pulsating within the professional veins of the participants, add

nuanced layers to our understanding of the intricate dance between individual characteristics and the inclination to embrace self-directed career planning.

As the researcher scrutinised the impact of Experience (E), the finding underscores a positive correlation between past experience with HRIS and the intention to use self-service CDP. This aligns with some previous studies that have highlighted the role of experience in fostering a proactive approach to career development (Duan et al., 2023). However, nuances emerge within Gen Z, where the rapid evolution of digital landscapes appears to amplify the significance of experiential learning in navigating self-service CDP systems. This finding signals the need for adaptive strategies in tailoring career development interventions to the unique characteristics of each generation.

Furthermore, the variable of Work-role Salience (WRS) unfurls as a potent force, shaping the intentions of both Gen Y and Gen Z towards self-service CDP. The resonance between work-role salience and career planning aligns with findings from diverse studies, emphasising the pivotal role of professional identity in steering individuals towards proactive engagement with career development tools (Hooley & Staunton, 2021). Yet, the distinctive feature of the study lies in the dynamic interplay of work-role salience within the digital realms inhabited by Gen Z, where the fusion of personal and professional identities takes on novel dimensions.

Finally, Achievement Aspiration (AA), as a control variable, weaves aspirations into the fabric of career intentions among both generations. The positive correlation between achievement aspirations and the intention to use self-service CDP echoes themes observed in previous studies (Dabak et al., 2022; Duan et al., 2023). However, the nuanced exploration within the context of Gen Y and Gen Z unveils an intriguing interplay, where the digital era magnifies the impact of achievement aspirations, positioning them as catalysts for navigating the expansive landscapes of self-directed career planning.

In summary, the current study contributes to the evolving narrative surrounding the influence of Generation, Experience, Work-role Salience, and Achievement Aspiration as control variables on the intention to use self-service CDP. The comparative lens illuminates both the universality and distinctiveness of these factors across generational cohorts, urging a recalibration of intervention strategies that resonate with the unique rhythms of Gen Y and Gen Z.

Concerning the influence of independent variables on the intention to use CDP systems among Gen Y and Gen Z employees as the dependent variable, the current study identifies Perceived Empowerment with Technology (PET) as the most powerful influencing factor on the intention to use CDP, followed by Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Feedback with Technology (FT), and Information Visualisation with Technology (IVT). Specifically, the current study delves into the dynamic realm of self-service Career Development Planning (CDP) among Gen Y and Gen Z, examining the influence of independent variables. These variables serve as keystones, unlocking the pathways to understanding how the digital landscape shapes the intentions of individuals in carving their professional trajectories.

Firstly, Perceived Empowerment with Technology (PET) emerges as a formidable force, as the current study's findings illuminate a positive correlation between the perception of empowerment with technology and the intention to use self-service CDP. The echoes similar threads found in previous studies (Hooley & Staunton, 2021; Dabak et al., 2022), underlining the transformative impact of technology in empowering individuals to take charge of their career development. The resonance of this result across generations reinforces the universal nature of technology as an enabler, transcending generational boundaries in fostering a sense of agency.

Accordingly, Perceived Competency with Technology (PCT) stands as a linchpin in the digital narrative, revealing a compelling link between perceived competency with technology and the intention to embrace self-directed career planning. The positive association aligns with the tenets of technological acceptance models established in previous research by Duan et al. (2023). However, the unique terrain of Gen Z, characterised by a digital-native mindset, adds a layer of complexity, emphasising the need to recalibrate assumptions as generational landscapes evolve (Hooley & Staunton, 2021).

Furthermore, Personalisation with Technology (PT) surfaces as a pivotal element, intricately interwoven with the intention to use self-service CDP. The current study showcases a positive relationship, emphasising the importance of personalised experiences in driving engagement with career development tools. While resonating with certain findings from earlier studies, the exploration within the context of Gen Y and Gen Z underscores the increasing demand for

tailored, user-centric technological solutions in the realm of career planning (Dabak et al., 2022; Duan et al., 2023).

Particularly, Feedback with Technology (FT) emerges as a feedback loop shaping the intentions of individuals in both generational cohorts. The positive correlation aligns with established literature, emphasising the significance of feedback mechanisms in enhancing the user experience and, consequently, influencing intentions. An et al. (2023), in their previous study, affirm that the digital canvas of Gen Z amplifies the importance of real-time, interactive feedback, reflecting the dynamic nature of their engagement with technology.

Concerning the final independent variable, Information Visualisation with Technology (IVT) serves as the visual palette shaping the intentions of Gen Y and Gen Z towards self-service CDP. The current study's findings reveal a positive association, underscoring the role of information visualisation in enhancing the appeal and efficacy of career development tools. This aligns with the visual-centric preferences observed in contemporary technological landscapes, accentuating the need for intuitive and visually engaging interfaces that are identified in the studies (Dabak et al., 2022; Duan et al., 2023).

In summary, in synthesis with analogous studies, the current study's investigation of these independent variables adds brushstrokes to the evolving canvas of technology-driven career planning. The comparative lens reveals both the constancy and evolution of these factors across generational lines, urging a nuanced understanding of how the digital fabric intertwines with the intentions of Gen Y and Gen Z in crafting their professional destinies.

6.2. Differences in the Intention to Use self-service CDP

The statistical analyses conducted in our study illuminate a compelling narrative, revealing a nuanced dance of intention to use self-service Career Development Planning (CDP) between the distinct cohorts of Gen Y and Gen Z. The current study's findings underscore the existence of a statistically significant difference, marking a finding from the conventional assumption of generational homogeneity in career planning behaviours. This revelation aligns with the evolving discourse in contemporary research (An et al., 2023; Dabak et al., 2022), challenging preconceived notions that often treat generational cohorts as monolithic entities.

Comparing the current study's results with prior studies, the identified significant difference echoes a growing body of research that recognises the unique characteristics and preferences embedded within each generation. While some earlier studies hinted at subtle distinctions (Duan et al., 2023; Dabak et al., 2022), the statistical significance in the current study adds a layer of robustness to the understanding that the digital-native Gen Z operates within a different paradigm of career intentions compared to Gen Y counterparts. This finding prompts a reevaluation of interventions and strategies tailored to the specific needs and inclinations of each generation.

The observed statistical significance also sheds light on the rapid evolution of technological landscapes and societal shifts that act as catalysts for distinct career planning behaviours. Gen Z, growing up in an era of unprecedented technological advancements, showcases a heightened inclination towards self-service CDP, a finding from the more traditional approaches observed among Gen Y. This finding aligns with the broader narrative of technological acceleration and its profound impact on shaping career aspirations and planning methodologies (Jufrizen & Pulungan, 2017; Dabak et al., 2022).

However, it is crucial to note the nuances within the statistical significance while a difference exists, the complexity of individual experiences and perceptions within each generation cannot be overlooked. The current study adds granularity to the discourse, emphasising the importance of considering both generational trends and individual variability in understanding the dynamics of career planning in the digital age.

In conclusion, the statistically significant difference uncovered in the intention to use self-service CDP between Gen Y and Gen Z stands as a beacon, guiding future research and interventions towards a more nuanced, generation-aware approach. As the digital landscape continues to evolve, so too must our understanding of how generational dynamics shape the intentions and behaviours of individuals navigating the ever-changing terrain of career development.

7. Chapter 7 - Conclusion and Recommendations

This chapter summarises the thesis in general and presents key findings of the study per research aim and question. Based on the research findings, the recommendations are generated to promote the intention to use Career Development Planning (CDP) systems among Gen Y and Gen Z. Finally, the researcher discusses the limitations of the current study and suggestions for further studies.

7.1. Summary of Key Findings

Career Development Planning (CDP) systems play a pivotal role in the professional journey of employees, offering a myriad of benefits that contribute to their growth, satisfaction, and overall success. In navigating the intricate terrain of career development preferences among the dynamic cohorts of Gen Y and Gen Z, our study employed a rigorous quantitative research method to scrutinise the factors shaping the intention to use self-service CDP. The examination extended beyond the conventional boundaries, exploring both control factors, including Gender, Generation, Experience (E), Work-role Salience (WRS), and Achievement Aspiration (AA), and independent factors, such as Perceived Empowerment with Technology (PET), Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Feedback with Technology (FT), and Information Visualisation with Technology (IVT). The questionnaire was adopted by the researcher as the research instrument to collect data from 425 participants. Accordingly, such statistical analysis tools as Exploratory Factor Analysis (EFA), Pearson correlation analysis, Regression and T-test were adopted as research analysis tools.

The comprehensive analysis of control variables yielded intriguing insights. While Gender did not emerge as a significant influencer, Generation, Experience (E), Work-role Salience (WRS), and Achievement Aspiration (AA) showcased distinctive impacts on the intention to embrace self-service CDP. These findings underscore the dynamic interplay between generational nuances, professional experiences, and aspirational drivers in steering individuals toward autonomous career planning.

Delving into the realm of independent variables, the current study unravelled a tapestry of technological influences on career intentions. Perceived Empowerment with Technology (PET), Perceived Competency with Technology (PCT), Personalisation with Technology (PT), Feedback with Technology (FT), and Information Visualisation with Technology (IVT) each wielded a discernible impact. Notably, Perceived Competency with Technology (PCT) emerged as the most powerful factor, signalling the pivotal role of individuals' confidence in navigating technological landscapes as a catalyst for engaging with self-directed career planning.

These findings contribute not only to the understanding of the unique dynamics within Gen Y and Gen Z but also provide a roadmap for crafting targeted interventions in the realm of self-service CDP. As it is reflected on the culmination of the current study research, it becomes evident that the digital age demands a nuanced approach, where the fusion of generational, experiential, and technological factors intricately shapes the landscape of career intentions. In this ever-evolving narrative, the current study stands as a testament to the complexity of factors influencing the intentions of individuals navigating the multifaceted journey of career development in the digital era.

7.2. Recommendations

Based on the robust findings of our study on the factors shaping the intention to use self-service Career Development Planning (CDP) in Gen Y and Gen Z, several recommendations emerge to inform both organisational practices and future research endeavours.

7.2.1. Tailored Interventions for Different Generations

Recognising the distinctive characteristics and preferences of Gen Y and Gen Z, organisations should implement tailored interventions to maximise the effectiveness of self-service Career Development Planning (CDP) systems. This involves a thoughtful approach to content, features, and communication strategies that resonate with the unique sensibilities of each generation.

7.2.1.1. Content Customisation

Organisations should curate content on CDP systems that is not only relevant to the career development needs of each generation but also presented in a manner that aligns with their communication styles. Generation-specific case studies, success stories, and learning materials can enhance engagement and relevance.

7.2.1.2. User Experience Design

The design and functionality of CDP systems should be intuitive and aligned with the technological preferences of Gen Y and Gen Z. User interface elements, navigation structures, and interactive features should be optimised to enhance the user experience for both generations, acknowledging any variations in technological fluency.

7.2.1.3. Communication Strategies

Tailored communication strategies should be employed to reach and engage employees from different generations. This may involve leveraging social media for Gen Z and utilising more traditional communication channels for Gen Y. Understanding the preferred communication channels of each generation ensures that information about career development opportunities is effectively disseminated.

7.2.1.4. Mentorship Programs

Regarding Gen Z, who may value mentorship and guidance, organisations can integrate mentorship programs within CDP systems. Providing opportunities for direct interaction with experienced professionals can enhance the sense of support and personalisation, aligning with Gen Z's desire for more individualised career development experiences.

7.2.1.5. Learning Paths and Gamification

Recognising the preference of Gen Z for gamified experiences and clear learning paths, organisations can incorporate gamification elements into CDP systems. This could involve badges, achievements, or interactive learning modules that provide a sense of progression and accomplishment, thereby increasing engagement.

In summary, by tailoring interventions to the unique characteristics of Gen Y and Gen Z, organisations can foster a more inclusive and effective approach to career development. This not only enhances engagement but also ensures that CDP systems become powerful tools that resonate with the diverse workforce of today and tomorrow.

7.2.2. Enhancing User Competency with Technology

Given the significant influence of Perceived Competency with Technology (PCT), organisations should invest in initiatives aimed at boosting employees' confidence and proficiency in navigating technology. Training programs, workshops, and resources focused on enhancing technological skills can contribute to a more receptive and engaged user base.

7.2.2.1. Comprehensive Training Programs

Organisations should invest in comprehensive training programs that cover not only the functionalities of the CDP systems but also broader technological skills. This could include workshops on using productivity tools, navigating online resources, and staying updated on technological advancements relevant to the industry.

7.2.2.2. On-Demand Learning Resources

Providing on-demand learning resources within the CDP system can empower users to enhance their technological skills at their own pace. This might include tutorials, webinars, or interactive modules that address specific technological areas relevant to career development.

7.2.2.3. Continuous Learning Initiatives

Establishing a culture of continuous learning where employees are encouraged to update their technological skills regularly is crucial. Organisations can incentivise and recognise employees who actively engage in technology-related learning, fostering a sense of motivation and achievement.

7.2.2.4. Incorporating Technology in Professional Development Programs

Integrating technology-related components into broader professional development programs ensures that technological competency is woven into the fabric of career growth. This could involve incorporating digital tools in leadership training, project management courses, or other skill-building initiatives.

7.2.2.5. Technology Champions

Identifying and nurturing technology champions within the organisation can be instrumental. These individuals can serve as ambassadors, guiding their peers in navigating technological challenges and promoting a positive attitude towards continuous technological learning.

By prioritising initiatives that enhance user competency with technology, organisations can create a workforce that feels confident and capable of leveraging self-service CDP systems. This not only strengthens the adoption of technology-driven career development but also equips employees with essential skills for success in the digital age.

7.2.3. Promoting a User-centric Technological Experience

Acknowledging the impact of factors like Personalisation with Technology (PT), Feedback with Technology (FT), and Information Visualisation with Technology (IVT), organisations should prioritise the design and functionality of CDP systems. Promoting a user-centric experience with personalised content, interactive feedback mechanisms, and visually engaging interfaces can amplify the effectiveness of these systems.

7.2.4. Incorporating Experiential Learning Opportunities

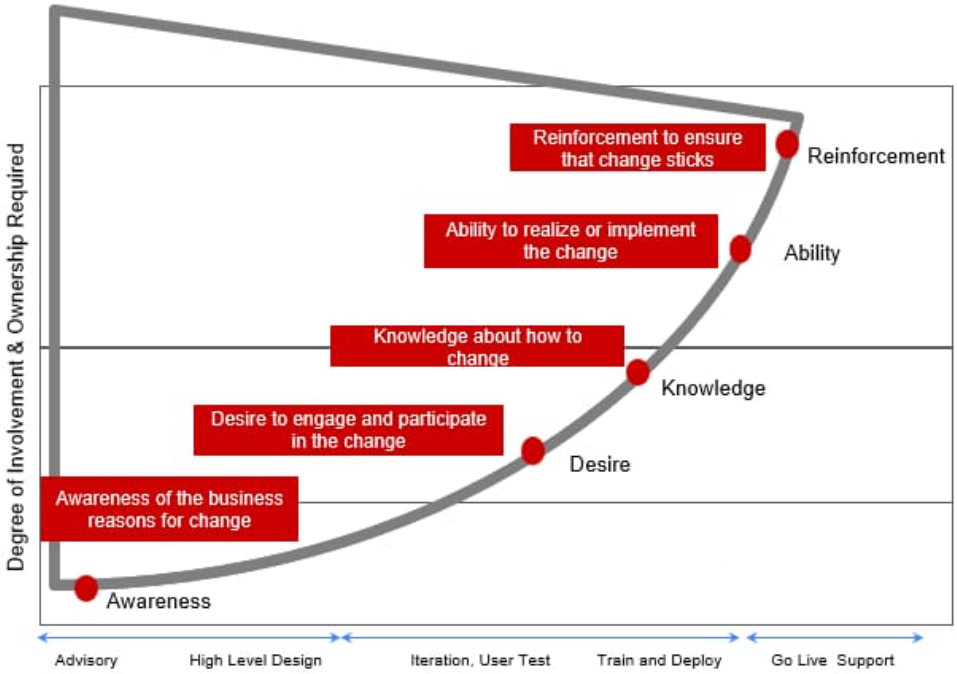
As Experience (E) emerged as a significant control variable, organisations should integrate experiential learning opportunities into their CDP systems. This might involve real-world projects, simulations, or mentorship programs that provide employees with hands-on experiences, fostering a deeper connection between learning and practical application.

7.2.5. Aligning Career Development Initiatives with Work-role Salience and Achievement Aspiration

Considering the influence of Work-role Salience (WRS) and Achievement Aspiration (AA), organisations should align their career development initiatives with employees' perceived significance of their roles and their aspirations for achievement. This might involve crafting personalised development plans, setting clear pathways for career progression, and recognising and rewarding achievements in alignment with employees' aspirations.

7.2.6. Applying ADKAR model to Change Management during HRIS Implementation

According to Dida et al. (2021), another important aspect to support the acceptance of HRIS in an organisation is change management. To be specific, change management is normally associated with a series of planning activities and performed actions in which an organisation prepares its stakeholders to adapt to the change (Dida et al., 2021). By focusing on several key principles of executing the change management, the changes can be introduced in a real-time manner, aligned with key activities throughout the implementation as well as ensuring the messages across all channels represent as one-voice from the implementation project, and all relevant and specific content is tailored so that all stakeholders know exactly what actions are required at when. One of these principles is using the ADKAR model.



Source: Conner (1997)

Figure 7.1 - The ADKAR model

The ADKAR model is useful to support the organisation in identifying the gaps for required changes (Hanif, 2023). Regarding the HRIS implementation context, Conner (1997) shares that the overall goal of a change management plan is to move the organisational stakeholders along the commitment curve in order to gain their support and endorsement of the new system through five main elements:

- To build **awareness** by engaging key internal stakeholders in understanding the current as-is situation and the need for the change as well as building trust behind the changes and what the changes mean for each employee.
- To communicate the value and the importance of their engagement to the success of the project and create a **desire** to understand as well as use the new system functionalities regarding employees' career development planning.

- To acquire stakeholders such full **knowledge** and **ability** to use new system functionalities and new career development practices, arriving at the acceptance of the new way forward.
- To recognise the contribution of all stakeholders in the success of the new system, make them proud, and feel their ownership and commitment to **reinforce** the changes.

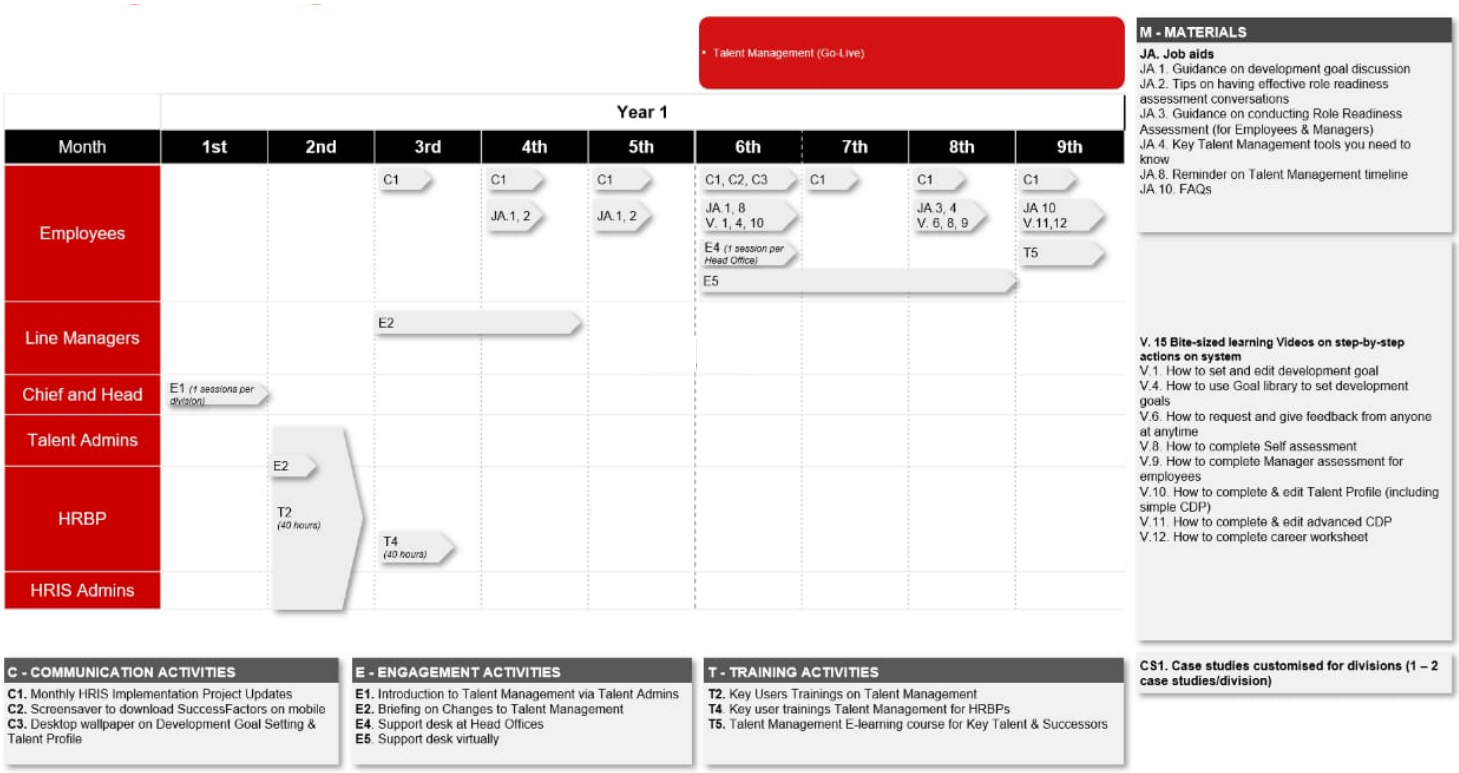
By translating these strategic movements into actions, the organisation can categorise them into three main groups of activities:

- Communication consists of monthly project updates through company email and the internal portal, setting screensaver and desktop wallpaper about Talent Profile that is a snapshot for employees, managers and HR practitioners can quickly see key talent information such as Performance Results History, 9-box Matrix of Objective vs Potential, Learning History, Career Goal and more.
- Engagement includes the introduction to Talent Management modules such as Career Development Planning via Talent Day, briefing on changes to Year-end as well as Development Goal Setting for the upcoming years, and setting up interactive booths at head offices.
- Training will be conducted to key users on the Talent Management module as well as introducing E-learning courses for Key Talents and Successors.

Additionally, a number of key materials should be created and delivered to support change management more effectively as follows:

- Job aids demonstrate guidance on conducting Role Readiness Assessments for employees and managers, tips on having effective conversations between employees and managers, and reminders on the Talent Management timeline.
- Bite-sized learning videos on step-by-step actions on the system such as how to create and update career development goals, how to use a goal library to set goals, how to request and give feedback, how to complete self-assessment, how to complete line manager assessment for employee, how to complete and edit Talent Profile, how to update career development plan, how to complete career worksheet.

- Case studies across divisions in the organisation to highlight key success moments of selective change champions, who actively participate in change management and represent their division in adapting to the change, in using HRIS to support their career development planning.



Source: Composed by the researcher

Figure 7.2 - Change Management Execution Plan

Regarding the execution plan, a HRIS implementation project may vary from 3 to 9 months, depending on the scale of employees in the organisation. However, the change management execution plan will be divided into two main phases as Pre-Go Live and Post-Go Live. During the Pre-Go Live or implementation period, the messages mainly focus on the introduction of new system functionalities and benefits to different types of users such as HR practitioners, managers and employees as well as identify key users from each group as change champions and equip them necessary information to adapt to the upcoming changes such as Key Users Training on Talent Management modules. From the Post Go-Live onward, the instructions will be released

widely across the organisation and HR team will also stay active to support everyone in their career development planning through different mediums, including support desk onsite and online, short videos with different scenarios to illustrate what action should be done when using the new systems like giving or receiving feedback, conducting role readiness assessment and more. Especially, several case studies are shared among the community in the organisation to demonstrate the success stories from applying HRIS in career development planning so that employees are more familiar to the changes around their workplace.

In conclusion, these recommendations aim to guide organisations in optimising their CDP systems and practices to effectively meet the diverse needs of Gen Y and Gen Z. As the professional landscape continues to evolve, leveraging these insights can contribute to fostering a culture of continuous learning, empowerment, and individualised career development within the workforce.

7.3. Limitations

Despite the valuable insights gleaned from the current study on the factors shaping the intention to use self-service Career Development Planning (CDP) in Gen Y and Gen Z, it is imperative to acknowledge and address certain limitations that may impact the interpretation and applicability of our findings. One notable limitation lies in the selection of a single quantitative method. Mixed methods research may generate more insights for research findings.

A key consideration pertains to the methodological approach adopted in the current research. Relying on survey responses inherently introduces the possibility of response biases and self-reporting inaccuracies. Participants may have been influenced by social desirability biases, potentially impacting the reliability of the data collected. Additionally, the cross-sectional nature of our study limits our ability to establish causal relationships or discern temporal patterns in career development intentions. A more longitudinal approach would be essential for capturing the dynamics of these factors over time.

The issue of self-selection bias looms as a potential concern, as participants who voluntarily opted to participate may differ in certain characteristics from those who chose not to engage

with the study. This self-selection bias introduces a level of uncertainty regarding the representativeness of the current study's sample and, consequently, the broader applicability of research findings. Addressing this bias would require strategies to mitigate potential discrepancies between participants and non-participants.

The study's exploration of gender dynamics, while considered, may not have delved deeply enough into the intersectionality of gender with other influencing factors. Future research could benefit from a more nuanced examination of how gender interacts with variables such as technological competency and empowerment in shaping career development intentions. This deeper exploration would contribute to a more comprehensive understanding of the intricate interplay between gender and self-service CDP.

Furthermore, the study did not extensively delve into socioeconomic factors that could significantly influence career development intentions. A more thorough investigation into the impact of socioeconomic variables could unveil additional layers of complexity, providing a richer understanding of how factors beyond the workplace environment contribute to individuals' intentions to engage with self-service CDP.

In conclusion, while the current study sheds light on critical factors influencing career development intentions in the digital age, it is crucial to approach our findings with an awareness of these limitations. Addressing these constraints in future research endeavours will contribute to a more nuanced and comprehensive understanding of the intricate dynamics surrounding self-service Career Development Planning.

7.4. Suggestions for Future Studies

Expanding the horizon of research on the factors shaping the intention to use self-service Career Development Planning (CDP) in Gen Y and Gen Z opens up various intriguing possibilities. Building upon the current study, the following suggestions offer directions for future research endeavours. Firstly, further studies may adopt the mixed research approach to gain more comprehensive findings that concern the factors influencing self-service Career Development Planning (CDP) in Gen Y and Gen Z. Additionally, the researcher may conduct studies that dynamically analyse emerging technology trends and their impact on career development intentions. This could involve continuously monitoring new technological tools, platforms and innovations, then assessing how their introduction influences user behaviours over time. Particularly, it is suggested that the researchers explore the psychological factors and motivational drivers that underpin individuals' intentions to use self-service CDP systems. Investigate how intrinsic and extrinsic motivations influence engagement and identify strategies for optimising motivational aspects within these platforms.

By delving into these areas, researchers can contribute to the evolving understanding of the complex interplay between technology, generational dynamics, and individual career development intentions. These suggestions offer pathways for in-depth investigations that can inform strategies, interventions, and the design of future generations of career development tools.

8. Appendix A

Measurements

The measurements below are modified from the corresponding sources and utilised in the online survey of this research.

Demographics: Generation (Ashraf et al., 2023)

Please select your age range:

1. Gen Y (1981 ~ 1996)
2. Gen Z (1997 ~ 2012)

Demographics: Gender (Salgado, 2022)

Please select your gender:

1. Female
2. Male
3. Other: …

Control Variable: Experience (Xiao & Dasgupta, 2002)

The following 5-point Likert scale was used in this measurement:

No	Partially No	Hesitant	Partially Yes	Absolutely Yes
1	2	3	4	5

1. Was the past HRIS successful in supporting your career development?
2. Are you satisfied with the past HRIS in supporting your career development?
3. Did the past HRIS provide the precise information you need to support your career development?
4. Did the information content meet your needs in supporting your career development?
5. Did the past HRIS provide reports that seem to be just about exactly what you need to support your career development?
6. Did the past HRIS provide sufficient information to support your career development?

7. Was the past HRIS accurate in supporting your career development?
8. Are you satisfied with the accuracy of the past HRIS in supporting your career development?
9. Do you think the output was presented in a useful format in supporting your career development?
10. Was the information clear in supporting your career development?
11. Was the past HRIS user-friendly in supporting your career development?
12. Was the past HRIS easy to use in supporting your career development?
13. Did you get the information you need in time to support your career development?
14. Did the past HRIS provide up-to-date information in supporting your career development?

Control Variable: Work-role Salience (Amatea et al., 1986)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. Having work/a career that is interesting and exciting to me is my most important life goal.
2. I expect my job/career to give me more real satisfaction than anything else I do.
3. Building a name and reputation for myself through work/a career is not one of my life goals. [reversed item]
4. It is important to me that I have a job/career in which I can achieve something of importance.
5. It is important to me to feel successful in my work/career.
6. I want to work, but I do not want to have a demanding career. [reversed item]
7. I expect to make as many sacrifices as are necessary in order to advance in my work/career.
8. I value being involved in a career and expect to devote the time and effort needed to develop it.

9. I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.
10. I expect to devote whatever time and energy it takes to move up in my job/career field.

Control Variable: Achievement Aspiration (Gregor & O'Brien, 2016)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. I want to be among the very best in my field.
2. I want my work to have a lasting impact on my field.
3. I aspire to have my contributions at work recognised by my employer.
4. Being outstanding at what I do at work is very important to me.
5. I know that I will be recognised for my accomplishments in my field.
6. Achieving in my career is not at all important to me. [reversed item]
7. Being one of the best in my field is not important to me. [reversed item]
8. I plan to obtain many promotions in my organisation or business.

Independent Variable: Personalisation with Technology (Scott et al., 2023)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. My organisation recognises educational achievement outside of formal degrees.
2. My organisation requires its employees to have a formal degree.
3. My organisation recognises skills acquired from continuing education credits.
4. My organisation recognises skills acquired from industry certifications.
5. My organisation recognises skills acquired through work experience.
6. My organisation recognises skills acquired from professional courses and certificates.

7. My organisation can identify the current level of my current work-related skills.
8. My organisation can identify which work-related skills I need to improve.
9. My organisation assesses my work-related skills objectively.
10. My organisation has a good method to compare the skill level of different employees.
11. My organisation provides online learning that is personalized to my needs and skills.
12. My organisation provides online learning that guides me to the skills I need to improve.
13. My organisation provides online learning that allows me to choose the best learning options for me.
14. My organisation provides online learning that feels tailored to my abilities.
15. My organisation provides online learning that feels tailored to my preferences.
16. My organisation provides online learning that gives me confidence in my professional growth.
17. My organisation provides online learning that is relevant to my skill level.
18. My organisation provides online learning that allows me to control what I learn and when.

Independent Variable: Feedback with Technology (Linderbaum & Levy, 2010)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. By using the HRIS, feedback contributes to my success at work.
2. To develop my skills at work, I rely on feedback with the support of HRIS.
3. By using the HRIS, feedback is critical for improving my development.
4. By using the HRIS, feedback from supervisors/mentors can help me advance in a company.
5. By using the HRIS, I find that feedback is critical for reaching my development goals.
6. It is my responsibility to apply feedback to improve my development plans with the support of HRIS.

7. By using the HRIS, I hold myself accountable for responding to feedback appropriately.
8. By using the HRIS, I don't feel a sense of closure until I respond to feedback.
9. If my supervisor/mentor gives me feedback, it is my responsibility to respond to it with the support of HRIS.
10. I feel obligated to make changes based on feedback from the HRIS.

Independent Variable: Information Visualisation with Technology (Koc & Barut, 2016)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. I know how to use searching tools to get career planning information needed in the HRIS.
2. I am good at catching up with the changes in my career development in the HRIS.
3. It is easy for me to make use of various media environments to reach my career planning information in the HRIS.
4. I realise explicit and implicit media messages, which are related to my career development, in the HRIS.
5. I notice the competency gap in my career planning information in the HRIS.
6. I understand different aspects of my career planning information such as current role, future roles, competency skill set, and learning plans in the HRIS.
7. I perceive different opinions and thoughts related to my career development in the HRIS.

Independent Variable: Perceived Empowerment with Technology (Leslie et al., 1998)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. I feel confident in making decisions about my activities in career development with the support of HRIS.
2. I am in charge of my career situation with the support of HRIS.
3. By using the HRIS, I know how to get what I need to get the job done to support my career development.
4. I have lots of control over my career development with the support of HRIS.
5. By using the HRIS, I am not allowed to make decisions in my career situation. [reversed item]
6. By using the HRIS, I often wonder what I should be doing in my career situation. [reversed item]
7. I can usually figure out how to deal with my supervisor/mentor when there is a problem in my career development with the support of HRIS.
8. By using the HRIS, I find that if I ask my supervisor/mentor for help, it is usually provided during my career development.
9. By using the HRIS, If I need help, which is related to my career development, it is usually hard to get others to help. [reversed item]
10. By using the HRIS, I think I am able to say what I want to say to my supervisor/mentor in regard to my career development.
11. By using the HRIS, I can count on my supervisor/mentor to help with the career situation.
12. By using the HRIS, my innovative ideas, which are related to my career development, are received well by my superiors/mentors.

Independent Variable: Perceived Competency with Technology (Edison & Geissler, 2003)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. Cloud technology in HRIS is my friend to support my career development.
2. I enjoy learning new features, which supports my career development, and hearing about new technologies in HRIS.
3. People expect me to know about cloud technology in HRIS to support my career development and I don't want to let them down.
4. If I am given an assignment that requires that I learn to use new features or how to use the HRIS to support my career development, I usually succeed.
5. I relate well to cloud technology and HRIS functions in supporting my career development.
6. I am comfortable learning new technology in HRIS to support my career development.
7. I know how to deal with technological malfunctions or problems in HRIS regarding my career development.
8. Solving a technological problem in HRIS, which is related to my career development, seems like a fun challenge.
9. I find most technology easy to learn.
10. I feel as up-to-date on technology as my peers.

Dependent Variable: Intention to Use (Ramos-de-Luna et al., 2016)

The following 5-point Likert scale was used in this measurement:

Strongly Disagree				Strongly Agree
1	2	3	4	5

1. Given the opportunity, I will use HRIS to support my career development.
2. I am likely to use HRIS to support my career development in the near future.
3. I am open to using HRIS to support my career development in the near future.
4. I intend to use HRIS to support my career development when the opportunity arises.

9. Appendix B

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