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The Role of Life Planning in Finding Purpose and Living Out One's Career Calling Among Indonesian Emerging Adults

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Journal of Career Development

The Role of Life Planning in Finding Purpose and Living Out One's Career Calling

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Manuscript Type:	Empirical
Keywords:	Planning, Presence of purpose, Search for purpose, Living calling in career, Emerging adults

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RUNNING HEAD: THE ROLE OF LIFE PLANNING IN FINDING PURPOSE

Dear Dr. Gushue,

We would like to extend our gratitude for provisionally accepting our manuscript and providing detailed feedback to make it better. Please find, in the table below, how we have attempted to address your suggestions.

Gratefully yours,

The authors

No	Comments from the Editor:	Our responses
1	Please edit down your introduction to about a page or a page and a half (instead of three). The goal here is to set up the literature review, but not to go into too much detail... otherwise it begins to sound repetitive. In an article (vs. a dissertation) you are just presenting the bare bones here to be fleshed out in the literature review.	We have attempted to shorten the introduction section to about a page and a half.
2.	If you keep the sentence in the 3rd paragraph from the end of the introduction section (page 7) "... emerging adults rarely create a life plan..." it will need a citation.	Line 32-33 The citation of that phrase has been added.
3.	Please don't use the formal heading "Literature Review"—you can introduce the review at the end of your introduction with a sentence or two telling the reader what to expect.	Line 36 The heading of "Literature Review" has been removed. We allow the section to continue to the conceptual definition of each variable without any transitional markers. It seems this way is also commonly found in other articles.
4.	When describing the PGIS-II-P in the Method section (page 13), better to say that the planfulness subscale showed a positive "relationship" with psychological well-being (rather than "link").	Line 156 the word "link" has been replaced with "relationship".

5.	Please check the decimal places once again.	Decimal places for <i>p</i> values and other numbers have been checked and revised.
6.	The section (page 15) should be labeled "Discussion (not Discussions).	Line 199 We have revised the name of that section into "Discussion".
7.	See how tightly you can tie your discussion to your findings, without introducing new information. I would suggest that by using just a phrase to remind the reader about which hypothesis you are thinking about in the discussion. Something like "The results supported the first hypothesis, which considered the relationship between planning and living out one's career calling." That's clumsy—you can do a better job. Just like the discussion to the specific finding you are discussing	We have deleted wording about whether the results supported or not supported the hypotheses and have attempted to remind the reader by stating the main point of the finding. For example, line 200, 209, 226, 233.
8.	I recommend that you edit back your paragraphs on significance—this has a dissertation flavor to it. One paragraph is enough—you can tack it on to the end of the discussion.	Line 238-248 A one-paragraph about significance has been put at the end of the discussion. Line 250 The section has been renamed as "Limitations and Future Directions"
9	In Figure 1, please change the label inside the oval to "planning" (v. planfulness) to be consistent with the rest of the manuscript.	In Figure 1, the label inside the oval of PGI-P has been changed as "Planning"

RUNNING HEAD: THE ROLE OF LIFE PLANNING IN FINDING PURPOSE

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The Role of Life Planning in Finding Purpose and Living Out One's Career Calling

August 1, 2019

Abstract

The ability to plan effectively has been reported to have a positive effect on one's life satisfaction, sense of direction, and future positive experiences. As emerging adults begin to discover what they want to be, they must also choose what kind of career they will pursue. The current perspective on career development views planning one's career as a part of one's larger life planning. Surprisingly, research examining how planning contributes to one's presence of purpose and career is still lacking. The aim of this research is to assess the effect of planning on one's career calling and purpose. The results show that planning positively predicted presence of purpose and living out one's career calling. Planning was not a significant predictor of the search for purpose, while the search for purpose negatively predicted the presence of purpose.

Keywords: planning; presence of purpose; search for purpose; living career calling; emerging adults

Introduction

Work is an important part of human life, consuming roughly one-third of our time (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997). Prior research reveals that people may have different perceptions of work (Wrzesniewski, Dekas, & Rosso, 2009), with some seeing it as a means to obtain money, promotion, or achievement (Duffy & Sedlacek, 2007), while others view their work as a calling (Schwartz, 1986; Wrzesniewski et al., 1997).

One's calling has been defined in various ways across studies (Lysova, Duffy, Khapova, & Arthur, 2019). Initially interpreted as a desire to serve God (Dalton, 2001) or an external call from God to do specific works (Dik & Duffy, 2009), calling has more recently been used to describe the importance one attaches to and sense of purpose one derives from one's career (Bunderson & Thompson, 2009; Hirschi, 2011).

The ability to make life plans is an important skill for purpose development, goal setting, and career development (Gollwitzer & Oettingen, 2011; Sheldon & Kasser, 1998), but only a few studies have investigated this ability. Planning was reported to promote life satisfaction, as planning can help one to attain one's life goals, increase one's sense of goal progress, and engage in one's life tasks (MacLeod, Coates, & Hetherington, 2008; Prenda & Lachman, 2001).

During emerging adulthood, a period from age 18 to 25 marking the transition from adolescence and adulthood (Arnett, 2000), individuals construct a coherent life narrative from past, present, and imagined future experiences (McAdams, 2013). Emerging adults face some life transitions for the exploration of and commitment to a career and making decisions about what one wants to do in life (Arnett, 2000; Mayseless & Keren, 2013).

One-third of surveyed Americans reported benefiting from a written life plan, claiming it gave them a sense of direction (Weinstein, 2017); however, most of them did not have a written

24 life plan. In a qualitative study, 20% of university graduates did not engage in life planning
25 (Brooks & Everett, 2008). Some felt planning restricted their future choices and doubted its
26 usefulness for various life choices, preferring instead to prioritize their current activities.

27 In Indonesia, studies have reported increasing levels of unemployment among educated
28 people (Sasongko et al., 2012; Yunus, Benyamin, Marsuki, & Fattah, 2017), with some
29 suggesting Indonesian emerging adults' general lack of preparedness for life is reflected in their
30 lack of career planning (Grashinta, Istiqomah, & Wiroko, 2018).

31 Given the apparent contradiction between research findings showing the benefits of
32 planning and emerging adults' reluctance to make life plans due to facing some life transitions
33 (Arnett, 2000), the extent to which planning might help individuals to live out their career calling
34 and search for and attain a purpose in life merits attention. This is, to the best of the authors'
35 knowledge, the first study to investigate life planning among Indonesian emerging adults.

37 **Planning**

38 Planning is defined as the process by which one establishes one's goals for the future
39 (Prenda & Lachman, 2001). Planning is also seen as a cognitive aspect of future orientation, a
40 conceptualization of how individuals think about and behave toward the future (Nurmi, 2005).
41 Moreover, planning represents individuals' enthusiasm and positive affect toward their future,
42 and is a predictor of positive anticipation of the future (MacLeod & Conway, 2005). Building on
43 these definitions, this research defines life planning as the ability to create an effective plan to
44 facilitate one's future personal growth (Robitschek et al., 2012). Planning is not rigid preparation
45 for the future; rather, it is devising possible steps to make and adapt to changes.

46 **Living Career Calling**

47 Rooted in the religious concepts of Luther and Calvin (Hardy, 1990), the concept of
48 calling has recently emerged in studies about meaning at work (Wrzenniewski, McCauley,
49 Rozin, & Schwartz, 1997), with various contemporary definitions being offered (Hagmaier &
50 Abele, 2012).

51 Dik and Duffy (2009) depicted career calling as “a transcendent summons, experienced as
52 originating beyond the self, to approach a particular life role in a manner oriented toward
53 demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented
54 values and goals as primary sources of motivation” (p. 427). Their definition attributes calling to
55 a transcendent source and develops calling scales for career domains (Dik, Eldridge, Steger, &
56 Duffy, 2012; Duffy, Bott, Allan, Torrey, & Dik, 2012).

57 Individuals may belong to different career calling states, such as perceiving, seeking, or
58 living out their career calling. The various states of career calling are better regarded as a
59 continuous process rather than a linear one, since perceiving one’s career calling has been
60 positively correlated with both searching for and living one’s career calling (Dik & Duffy, 2009;
61 Duffy et al., 2012). Several earlier studies have demonstrated that it is only individuals living out
62 their career calling who experience life satisfaction and purpose in life (Duffy, Douglass, Autin,
63 England, & Dik, 2016; Duffy, England, Douglass, Kelsey, & Allan, 2017; Duffy, Manuel,
64 Borges, & Bott, 2011; Duffy, Torrey, England, & Tebbe, 2016). Career commitment and work
65 meaning were found to be predictors of living out one’s career calling, based on cross-sectional
66 (Duffy, Autin, & Douglass, 2015) and longitudinal data (Duffy, Allan, Autin, & Douglass,
67 2014). However, it is unknown whether life planning could help individuals to live out their
68 career calling and lead to purpose in life.

69 **The Presence of and the Search for Purpose in Life**

70 Purpose in life is defined as “a central, self-organizing life aim that organizes and
71 stimulates goals, manages behaviors, and provides a sense of meaning” (McKnight & Kashdan,
72 2009, p. 242). Instigated by Frankl (1959), purpose and meaning in life have been used
73 interchangeably to represent human’s lifelong aims and sense that life is worth living. However,
74 the definition has evolved to separate purpose and meaning as distinct, yet related constructs
75 (George & Park, 2013; McKnight & Kashdan, 2009). Though having a purpose in life can lead
76 one to feel one’s life has meaning, one may also feel one’s life is significant based on one’s
77 having a family, fulfilling work, or connection with nature, despite not yet having discovered a
78 specific life purpose.

79 Individuals can be classified based on whether they have found a purpose in life or are still
80 seeking one (Steger, Frazier, Oishi, & Kaler, 2006; Steger, Kashdan, Sullivan, & Lorentz, 2008;
81 Steger, Oishi, & Kesebir, 2011). Previous studies have reported that individuals who scored low
82 on presence of meaning in life scales were more likely to search for a purpose, although such a
83 search is not always successful (Steger & Kashdan, 2007; Steger, Kashdan, et al., 2008).
84 Interestingly, once they discover a purpose in life, purpose seekers tend to experience greater life
85 satisfaction than those who have not sought a purpose (Steger et al., 2011). It seems searching
86 for purpose makes its discovery a reward in itself.

87 The relationship between the two states warrants further research since, among Japanese
88 respondents, searching for purpose was positively associated with the presence of purpose while,
89 among American respondents, searching for purpose was *negatively* linked to the presence of
90 purpose (Steger, Kawabata, Shimai, & Otake, 2008). Searching for purpose did not guarantee
91 individuals could find a purpose (Steger & Kashdan, 2007; Steger, Kashdan, et al., 2008);

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3 92 however, discussing and reflecting on purpose was found to still help emerging adult maintain
4
5 93 goal-directedness, up to nine months later (Bundick, 2011). Cohen and Cairns (2012) found
6
7 94 individuals low in self-actualization and high in searching for purpose experienced greater
8
9 95 distress; in other words, self-actualization – which represents individuals’ need to maximize their
10
11 96 potential – protects against negative effects when individuals are searching for purpose.
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98 **Planning, Living Career Calling, and Purpose in Life**

19 99 Several studies have shown purpose in life to be a positive correlate of well-being among
20
21 100 emerging adults (Burrow, O'Dell, & Hill, 2010; Krok, 2018). Individuals whose activities feature
22
23 101 effective time management and planning tended to score higher on meaning in life (Przepiorka,
24
25 102 2012). What is not understood, however, is how planning may relate to the search for and
26
27 103 presence of purpose.
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31 104 Making life plans may prompt individuals to search for an important life aim, since
32
33 105 planning requires individuals to imagine the future and direct plans to a certain future aim
34
35 106 (Bundick, 2011). It is hypothesized herein that planning will positively relate to the search for
36
37 107 purpose, which will in turn positively predict the presence of purpose.
38
39

40 108 Life planning has been proposed to begin in early childhood, which implies career planning
41
42 109 may do so as well (Magnuson & Starr, 2000). Defined as an important decision-making process
43
44 110 for achieving career goals in late adolescence and early adulthood (Gould, 1979; Witko, Bernes,
45
46 111 Magnusson, & Bardick, 2005), career planning incorporates a sequence of steps, beginning with
47
48 112 identification of personal strengths, followed by exploration of career choices, setting career
49
50 113 goals, and preparing to execute actions relevant to those goals (Chetana & Mohapatra, 2017).
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52 114 Following these career planning steps requires individuals to have self-exploration skills and to
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3 115 evaluate whether their occupation supports their personal life plan. Increased career planning
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5 116 after coaching intervention has been linked to increased belief that one will experience career
6
7 117 success (Spurk, Kauffeld, Barthauer, & Heinemann, 2015); thus, career planning is reported to
8
9
10 118 make one's career calling attainable (Hirschi & Hermann, 2015).

11
12 119 Career calling has been proposed as a means of understanding how individuals feel
13
14 120 purposeful in the workplace (Dik et al., 2015). Individuals who can live out their career calling
15
16 121 are more likely to be satisfied with their job and life (Douglass, Duffy, & Autin, 2015; Duffy,
17
18 122 Dik, Douglass, England, & Velez, 2018; Duffy, Douglass, et al., 2016).

19
20
21 123 The importance of planning one's career and purpose in life may become apparent to
22
23 124 emerging adults as the transitioning from college to employment nears, triggering them consider
24
25 125 carefully what they are going to do after graduation. In traditional career development theory,
26
27 126 planning is seen as individuals' means of preparing to explore and match themselves to job. In
28
29 127 contemporary career-life preparedness approaches, planning is seen as one's means of adapting
30
31 128 to uncertain possibilities in a changing world (Lent, 2013; Lent & Brown, 2013).

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35 129 Based on the literature review, we propose the following hypotheses to be tested:

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37 130 H1: Planning has a positive and significant effect on living out one's career calling

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39 131 H2: Living out one's career calling has a positive and significant effect on the presence of

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41
42 132 purpose

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44 133 H3: Planning has a positive and significant effect on the presence of purpose

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46 134 H4: Planning has a positive and significant effect on the search for purpose

47
48 135 H5: The search for purpose has a positive and significant effect on the presence of purpose

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138 **Method**

139 **Participants and Procedure**

140 Given the age range of emerging adults (18-25 years old), many are college students; as
141 such, participants ($n=173$) were recruited from two universities from the two largest and most
142 diverse cities in Indonesia, through convenience sampling. All participants were between 18 and
143 25 years of age ($M=20.06$; $SD=2.78$), with 73.4% being female. In addition to being a college
144 student, some participants reported having a startup business (11.5%), working as a free-lancer
145 (10.4%), or serving as part-time staff (15.02%). Data collection was conducted through an online
146 survey. Participants received brief feedback on the survey after completing it.

148 **Measurements**

149 **Personal Growth Initiative Scale –II Planfulness subscale (PGIS-II-P)**. Defined as the
150 ability to make effective plans to facilitate growth, planning was measured using Planfulness
151 subscale comprising five items, ranging from 0 (Disagree strongly) to 5 (Agree strongly), with
152 Cronbach's $\alpha=.84$ (Robitschek et al., 2012). The English version of this scale was translated
153 into Indonesian, with forward translation by one of the authors and an undergraduate student.
154 Sample items included: "I know how to make a realistic plan in order to change myself" and "I
155 look for opportunities to grow as a person." de Freitas, Damasio, Tobo, Kamei, and Koller
156 (2016) found the planfulness subscale showed a positive relationship with psychological well-
157 being ($r=.29, p<.05$), commitment making ($r=.28, p<.05$), self-efficacy ($r=.70, p<.05$), and a
158 negative correlation with depressive symptoms ($r=-.27, p<.05$).

159 **Center on Adolescence Purpose Scale**. The Youth Purpose Survey for College Students
160 measures the presence of and search for purpose (Bundick et al., 2008). Each item was rated on a

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2
3 161 seven-point scale, ranging from 1 (strongly disagree) to 7 (strongly agree). A sample item for the
4
5 162 Presence subscale is “I have a purpose in my life that says a lot about who I am,” while “I am
6
7 163 seeking a purpose or mission for my life” is an example of Search subscale. It has been found
8
9 164 that the Indonesian versions of the Presence subscale ($\alpha = 0.85$) and the Search subscale ($\alpha = .69$)
10
11 165 both showed good internal consistency (Yuliawati, 2018). The Presence subscale was negatively
12
13 166 correlated with neuroticism ($r = -.10, p = .03$) and depressive symptoms ($r = -.27, p < .001$), while the
14
15 167 Search subscale was positively associated with neuroticism ($r = .16, p = .01$), depressive symptoms
16
17 168 ($r = .12, p = .01$), anxiety symptoms ($r = .13, p = .007$), and stress symptoms ($r = .14, p = .004$).

18
19 169 **Living Calling Scale (LCS).** The LCS is a six-item scale that measures one’s living out a
20
21 170 calling in one’s career (Duffy, Allan, & Bott, 2012), using a Likert-style scale ranging from 1
22
23 171 (strongly disagree) to 7 (strongly agree), for participants who had not yet perceived a calling, a
24
25 172 *not applicable* option was provided. LCS has good internal consistency ($\alpha = .85$). Yuliawati
26
27 173 (2018) performed a forward translation of LCS into Indonesian and found its internal consistency
28
29 174 was .88 among a general sample and .93 among undergraduate students. Sample items include “I
30
31 175 have regular opportunities to live out my calling” and “I am consistently living out my calling.”
32
33 176 The Living Calling Scale-Indonesian version was positively linked to perceiving purposeful
34
35 177 work in one’s career ($r = .55, p < .05$), life satisfaction ($r = .34, p < .05$) and meaningfulness ($r = .52,$
36
37 178 $p < .05$) (Yuliawati, 2018).

179 Results

180 Analyses were conducted using RStudio version 1.1.456, with added functions of lavaan
181 (Rosseel, 2012). Full information maximum likelihood (FIML) was employed to handle missing
182 data. Table 1 presents descriptive statistics for all variables. All scales showed good internal
183 consistency, ranging from .74 to .96.

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3 184 Multivariate normality test showed the data were not normally distributed (Mardia's
4
5 185 skewness=10374.45; Mardia's kurtosis=54.65, $p<.001$). Therefore, maximum likelihood
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7 186 estimation method with robust (MLR) standard error was used. The following fit indices were
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9
10 187 used to evaluate whether the model had a good fit with the data: Comparative Fit Index (CFI)
11
12 188 and the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA),
13
14 189 and Standard Root Mean Square Residual (SRMR). According to Matsunaga (2010), CFI or
15
16
17 190 $TLI >.95$, $RMSEA <.06$, and $SRMR <.10$ indicate a good fit with the data, while CFI or $TLI >.90$
18
19 191 and $RMSEA <.08$ suggest an acceptable fit. As presented in Figure 1, the model had a good fit
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21
22 192 with the data ($R\text{-CFI}=.95$, $R\text{-TLI}=.94$, $RMSEA=.07$, $SRMR=.07$).

23
24 193 In line with the first and third hypotheses, the model in Figure 1 shows that planning was a
25
26 194 positive predictor of living out one's calling ($\beta=0.39$, $p<.001$) and presence of purpose ($\beta=0.40$,
27
28 195 $p<.001$). As predicted in H2, living out one's career calling was also a positive correlate of
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30
31 196 presence of purpose ($\beta=0.28$, $p=.02$). In contrast to H5, the search for purpose appeared to
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33 197 negatively predict the presence of purpose ($\beta=-0.34$, $p=.02$).

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36 37 38 199 **Discussion**

39
40 200 Having effective planning ability significantly predicted individuals' having a purpose in
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42 201 life. The planning process comprises several steps, including choosing and framing a goal to
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44 202 attain, specifying which situational factors may affect the intended goal, and selecting effective
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46
47 203 behaviors to achieve the goal (Aarts, Dijksterhuis, & Midden, 1999; Gollwitzer, 1999).
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49 204 Following those planning steps may encourage individuals to reflect upon their important life
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51 205 aims, in turn developing their sense of purpose. This finding is in line with Przepiorka (2012)
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53
54 206 and Cantor and Sanderson (1999), who reported that having effective plans to pursue those goals

207 is also likely to result in higher levels of engagement in life tasks and roles, which have been
208 suggested to be essential components of well-being.

209 A link between planning and presence of purpose (via living out one's career calling) was
210 observed, with individuals who were able to make effective plans tending to live out their career
211 calling. From a life-designing perspective, the 21st century brings a changing workplace that
212 enables individuals to develop their own career pathway beyond the boundaries of any one
213 organization (Savickas, 2012). Therefore, making a life plan helps emerging adults to connect
214 their future life and career and ensure their career goals align with their life goals. Supporting
215 that notion, living out one's career calling was also positively associated with presence of
216 purpose. This is consistent with findings, in several previous studies, that living out one's career
217 calling predicts meaning in life, which incorporates purpose in life (Duffy, Allan, Autin, & Bott,
218 2013; Duffy et al., 2012; Duffy, Douglass, et al., 2016).

219 Emerging adults might feel they are living out their calling by planning for their career.
220 Not all individuals have the opportunity to live out their calling; education, income, and
221 employment status were found as significant predictors of living out one's career calling (Duffy
222 et al., 2018). Planning might help individuals with limited available occupations to prepare for
223 job crafting, which comprises individuals' efforts to alter the cognitive, task, or relational aspects
224 of their job to enhance its meaningfulness and address perceived unmet job needs (Berg, Grant,
225 & Johnson, 2010; Dik & Duffy, 2015; Wrzesniewski & Dutton, 2001).

226 Planning was revealed not to be a significant predictor of search for purpose; rather, it may
227 make one stop considering alternative purposes, as everything is well organized and focused on a
228 single goal. Many young people who do not have an orientation towards the future due to their
229 lack of life experiences (Walker & Tracey, 2012), seek various aims in life without planning.

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3 230 Another possible explanation is that people might start searching for a purpose in life
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5 231 spontaneously, after being triggered by significant life experiences (Park, Park, & Peterson,
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7 232 2010), rather than as a result of deliberate life planning.

9
10 233 This finding supports that a search for purpose is not necessarily a pathway to purpose.
11
12 234 This could suggest that searching for purpose is positively associated with an eagerness to
13
14 235 explore one's identity, but a hesitancy to make future commitments (Bronk, 2011; Blattner,
15
16 236 Liang, Lund, & Spencer, 2013; Burrow et al., 2010), as well as curiosity and rumination (Steger,
17
18 237 Kashdan, et al., 2008).

19
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21 238 This study adds to the literature by finding that the positive effect of planning is not limited
22
23 239 to healthy behavior (Gollwitzer & Oettingen, 2007; Snichotta, Scholz, & Schwarzer, 2005), but
24
25 240 also affects how individuals feel purposeful about their life. Those findings provide evidence for
26
27 241 the combination of career construction theory (Savickas, 2010; Savickas, 2012) and the
28
29 242 psychological self (MacAdams, 2013; MacAdams & Olson, 2010). Another contribution is to
30
31 243 goal setting theory, which states that the higher the goal, the higher the performance (Locke &
32
33 244 Latham, 2015). When individuals set certain goals related to their career and life, they are more
34
35 245 likely to exert themselves to attain those goals. Making a life plan may increase one's self-
36
37 246 efficacy, which is an important part of feeling able to do what one has planned, which facilitates
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39 247 one's planned goals being attained. Those who believe in their abilities and skills are more likely
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41 248 to live out their career calling and feel their life is purposeful.

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48 49 250 **Limitations and Future Directions**

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51 251 The negative link between the search for and presence of purpose supports the view that
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53 252 those searching for purpose tend to be ambivalent about their future life intentions (Steger,
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3 253 Kashdan, et al., 2008). This suggests the need for further investigation of the possible pathways
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5 254 by which searchers may eventually find a purpose in life.

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7
8 255 As this study relied on convenience sampling, caution must be used when generalizing its
9
10 256 findings to other cities in Indonesian. Using college students as a sample is another limitation of
11
12 257 this study. Though these students reported being involved in part-time jobs, start-up businesses,
13
14 258 or voluntary services, and might be living out their calling through those activities, they might
15
16 259 portray their career differently as undergraduate students than as employed adults. Future studies
17
18 260 may examine whether planning offers positive benefits to fresh graduates' life aims and career
19
20 261 calling when they enter the workforce.
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25 26 263 **Practical Implications**

27
28 264 The findings of the present study suggest that Indonesian emerging adults need to learn
29
30 265 how to develop a careful plan for their future. Planning ability is not a soft skill that can be taken
31
32 266 for granted. Specific planning skills, such as turning one's goals into concrete plans, creating
33
34 267 alternative plans to anticipate inevitable changes, and performing behaviors aligned with the
35
36 268 plans, can be applied to one's career, finances, personal development, and general life.

37
38
39 269 University career centers, especially in Indonesia, not only inform students about
40
41 270 internships and job vacancies, but also offer workshops about creating a CV and preparing for a
42
43 271 job interview. Some college students feel bewildered about their strengths, personal interests,
44
45 272 and what they will do after college, while others must decide whether to pursue their purpose and
46
47 273 career calling, or first secure a job. To respond to these concerns, life and career planning
48
49 274 workshops or coaching could be offered for freshmen. For example, career counselors could
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51 275 design programs to build emerging adults' awareness of the importance and benefits of planning
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3 276 skills, or integrate planning skills into career talks, career counseling, or personal development
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5 277 programs on campus. Having a purposeful life can be promoted through helping individuals
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7 278 make a life plan and encouraging them to find ways of living out their career calling. A follow-
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10 279 up intervention could address career exploration that aligns with one's calling and making action
11
12 280 plans based on one's calling and purpose (Dik, Steger, Gibson, & Peisner, 2011; Kosine, Steger,
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14 281 & Duncan, 2008).

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17 282 As the ability to create and adapt one's plans in anticipation of possible changes can be
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19 283 cultivated from childhood, parents also might promote their children's planning skills as part of
20
21 284 their self-regulation. Parents' having open discussions with their children about career choices,
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23 285 life purpose, and parental support before the emerging adults enter the workforce is preferable to
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25 286 parents' imposing their agenda on their children's life and career.
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3 516 Table 1
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5 517 *Descriptive statistics of all variables*
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Variables	1	2	3	4
1. PGI- P	(.90)			
2. LCS	.87***	(.96)		
3. PIL-P	.25**	.31***	(.86)	
4. PIL-S	.03	.14	-.09	(.74)
<i>M</i>	4.17	6.49	14.94	9.82
<i>SD</i>	8.78	12.98	3.82	2.84

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24 518 *** $p < .001$ ** $p < .01$ PGI-P=Personal Growth Initiative-Planfulness.
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26 519 LCS=Living Calling Scale. PIL-P=Purpose in Life-Presence.
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28 520 PIL-S=Purpose in Life-Searching.
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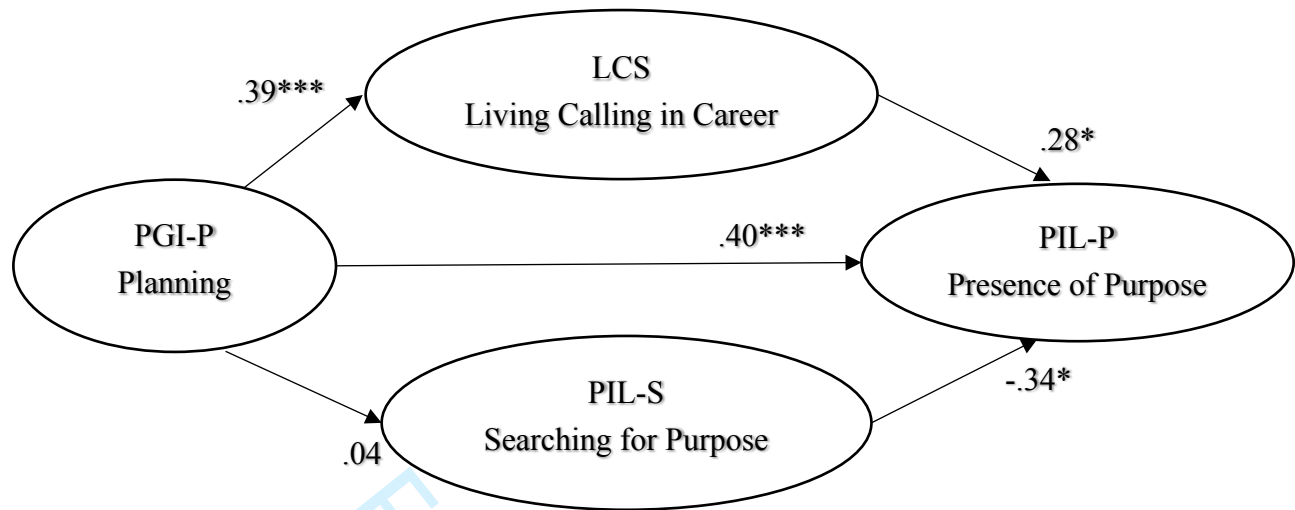


Figure 1. Standardized regression coefficients for the relationship between planfulness and presence of purpose with living career calling and search for purpose as mediators.

* $p < .05$ *** $p < .001$ PGI-P=Personal Growth Initiative-Planfulness. LCS=Living Calling Scale. PIL-S=Purpose in Life-Search. PIL-P=Purpose in Life-Presence