Career Success Perception, Is that Important?

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ABSTRACT

This study proposes the factors that influence employees' career success in the manufacturing industry, the factors are mentoring, soft skills, and Self-efficacy. The research was carried out to examine employers' opinions regarding the importance of mentoring, soft skills, and Self-efficacy in Batam. Data analysis use multiple regression and 100 respondent. Results show that Mentoring and Self-efficacy were not significantly related to career success. Only Soft skill (English, information technology, communication, and leadership) was significantly related to a successful career.

Introduction

The success of the study is not only determined by the completion of the study period following lecture standards on time and a high grade point average but more than that is the absorption of graduates in the world of work. To achieve this goal, each tertiary institution must provide students with various activities to improve their competence, both soft skills and hard skills. In addition to these efforts, students need to independently add competence from outside the university by participating in training/courses that are following company requests. The development of company demands after Covid 19 is the use of information technology, thus information technology is one of the important requirements that prospective workers must have. The ability of students to seize this opportunity can meet the suitability of company qualifications and become a path to a successful career. A successful career is hope and has an impact not only on those concerned but also on other parties such as families, universities, communities, and the company itself. Career success in itself can thus be understood as a resource that helps to attain other valued internal or external states and objects (Spurk et al., 2019).

A successful career is an established and stable career both from the job itself, finances, position, and life. Career success is education, university reputation, training, social network, married status, gender, working spouse, Technical skills

(accounting, financial, and tax), management skills, IT skills, Physical qualities, Intellectual skills, Interpersonal skills, and Personal skills (Klibi & Oussii, 2013; Ng & Feldman, 2014). Some research on career success is more focused on being interested primarily in predicting success, especially inferring best practices for achieving it (Spurk et al., 2019). Even though in reality many people have achieved successful careers based on their competencies, they have not been tested systematically. In other words, successful career research examines how to achieve career success. Therefore it is necessary to do further research on the factors that influence career success. Family, personal, human capital, interpersonal/mentoring, and organizational impact on career advantage or career success (Sexton & Zhang, 2022). Many factors influence career success, including mentoring, adequate soft skills, and self-efficacy.

Mentorship is a process to help someone learn new knowledge from other people who have experience, both formal and informal. Many believe that mentoring is essential for new and developing faculty physicians to achieve their professional and personal goals (Geraci & Thigpen, 2017). Mentoring programs are already in place in many professional service firms, an additional benefit of mentoring, and understanding how this phenomenon occurs is valuable (Kozhakhmet, 2018). Mentorship constitutes another developmental relationship students may benefit from, which in its informal form perhaps has always existed in academia (Lindén et al., 2013). Mentorship is needed in academics both to solve problems related to course material and in developing oneself and preparing for a career. The acknowledgment of the importance of career mentors in project management (either through individual means or organizational programs) Gen X and Gen Y value the mentoring opportunities provided by Boomers. Boomers acknowledge the importance of mentoring in their careers and happily participate in mentoring others (Crawford et al., 2013). In exact fields such as the medical faculty, mentorship has become part of learning both in class and in the laboratory. Every prospective doctor or young doctor is always accompanied by a more senior doctor. One of the functions of mentoring is the transfer of knowledge and experience from senior to junior in accelerating the understanding of knowledge and problems that often arise. The unavailability of mentors often results in unsuccessful careers (Edmunds et al., 2016). The mentoring program being made permanent and expanded will be beneficial to the institution (Schmidt & Faber, 2016).

The business world has experienced a dramatic change due to the rapid development of technology, globalization, and business model innovation over the past decades (Tseng et al., 2019). Soft skills have been a subject of increasing interest in lifelong learning for one major reason (Gibb, 2014). Soft skills are non-technical skills or general skills needed to support work such as critical thinking skills, problem-solving, communication, writing, leadership, digital literacy, and others. Soft skills: communication, leadership, computers, and writing are needed to support work (Berry & Routon, 2020), work motivation, social competencies, organizational behavior, and emotional management (Caputo et al., 2019), Leadership soft skills should be considered to become curriculum to ensure the success of these educational programs and contribute to the possession of leadership soft skills among future workforce (AbuJbara & Worley, 2018). Leadership soft skills are very beneficial for administering organizations effectively and efficiently to ensure positive change (Ariratana et al., 2015). Communicative skills were the highest among the seven soft skills and the next Life-long learning and information management skills, Critical and problem-solving skills, Teamwork skills, Ethics, moral and professional skills, Leadership skills, and Innovation invention, and development skills (Attakorn et al., 2014). Soft skills have a significant positive impact not only on the hard skills of risk

management but also on project success (De Carvalho & Rabechini Junior, 2015). Self-valorization is the ability to reflect, accept oneself and give value to one's attributes, knowledge, competencies, emotional self-regulation, and proactivity (Dolce et al., 2020). Computer, IT, writing, listening, problem-solving, reasoning, responsibility, self-management, and knowing how (Ellis et al., 2014).

Self-efficient employees will be more enthusiastic about their work and will pursue their goals with more energy, focus, and persistence, fully concentrating on their work as compared to less efficient people because of this self-regulation mechanism (Yusoff & Maziah, 2008). Investigations into the scale of the relationship between teachers' psychological characteristics such as self-efficacy and personality and effectiveness would lead to a better understanding of the pathways to effective teaching and positive student outcomes (Klassen & Tze, 2014). A negative linear association with self-efficacy and no significant association with burnout (Lauermann & König, 2016). Self-efficacy has a higher impact on job stress in SCT (second career teacher) than in FCT (first career teacher) (Troesch & Bauer, 2017).

Literature Review
Career success

Employability is defined as the capacity to gain and retain formal employment or find new employment if necessary. Reasons for unemployment are often attributed to economic factors, but psychological factors associated with employability also contribute to the problem (Jaanusson, 1960). Most people say that career success is the ultimate goal of every job. A successful career can be a model that everyone can emulate and apply. Career success can be influenced by mentoring, skills, and self-identity. having a supportive supervisor and/or mentor was positively related to the likelihood of being appointed to critical roles and being assigned important work while having important contacts was positively associated with temporary promotions (Choi, 2019). The study of career success which psychologists believe is determined by cognitive abilities, personality, and educational achievement (Jaanusson, 1960).

Career success can be divided into two characteristics that are career success objective (Job, financial, promotion, salary, and personal success) and career success subjective (attainment, work-life balance, health, and well-being) (Guan et al., 2019). A positive relationship between an organization's approach to both knowledge exploration and knowledge exploitation and the prospects for the career success of blue-collar workers (Cillo et al., 2019). The increasingly globalized economy, fast technological advancement, and changing organizational structures have resulted in shifts into more flexible employment relationships and less predictable career patterns. Gender characteristics and career self-efficacy are highly correlated with career development (Yu & Jen, 2021). the analysis indicates a positive relationship between workers' commitment to developing their soft skills and their career success (Cillo et al., 2019). A positive relationship between competencies and career success and career satisfaction (Hennekam, 2015).

Mentoring

Mentoring is the conduit through which mentors teach and initiate protégés into the organization (Kozhakhmet, 2018). Mentorship is a process to help someone learn new knowledge from other people who have experience, both formal and informal. Mentoring in general can be felt after 5-10 years. Mentorship constitutes another developmental relationship students may benefit from, which in its informal form perhaps has always existed in academia (Lindén et al., 2013). Individuals who are part of a mentoring dyad develop strong interpersonal relationships, which help build a feeling of belonging, mentoring indicators are expertise, ideas, tips, and experience

(Kozhakhmet, 2018).

Mentoring is supposed to involve more personal, intimate, pastoral relations, besides interaction relevant to the student's professional socialization, whereas advising is restricted to questions concerning research tasks preparation may be needed to address new teacher attrition (DeAngelis et al., 2013), the benefits of peer mentoring endured long promoting women's success (Dennehy & Dasgupta, 2017).

Mentoring helps overcome obstacles to careers and can be adapted for educational and policy purposes (Eesley & Wang, 2017). Resources at the workplace such as networks, being mentored, peer support, and women overall (male hierarchy) can be considered to contribute to a person's social capital which can positively affect career advancement (Sexton & Zhang, 2022). Career mentoring was most associated with career success (Ghosh & Reio, 2013). Mentoring support can enable organizations to better utilize mentoring for their employees to develop and flourish amidst rapid changes (Ghosh, 2014). Benefits for the mentors consist of professional development, institutional recognition, and personal satisfaction (Schmidt & Faber, 2016). Mentoring was positively related to resilience (Kao et al., 2014), the mentoring programs and indicate directions for improving their outcomes (Kim et al., 2015). The mentoring relationship provides important experiential and collaborative learning opportunities that support the development of the learning organization (Klinge, 2015).

The supervisory mentoring career and development opportunities interacted with affective commitment (Lapointe & Vandenberghe, 2017), and providing mentoring/coaching interventions was effective in improving job performance through career development (Lee & Lee, 2018). Mentorship programs in academic libraries have been insufficiently explored. Rigorous and ongoing evaluation is required to determine the importance of mentoring programs to the career development of academic librarians and identify design elements critical to their success (Lorenzetti & Powelson, 2015). Mentors with proteges on two specific personality traits, openness to experience and conscientiousness, enhance the outcomes of mentoring relationships for proteges (Menges, 2016).

An effective mentoring relationship: (1) open communication and accessibility; (2) goals and challenges; (3) passion and inspiration; (4) caring personal relationships; (5) mutual respect and trust; (6) exchange of knowledge; (7) independence and collaboration; and (8) role modeling (Eller et al., 2014). Mentoring relates positively to protégé attitudes, and behaviors, and affects positive protégé outcomes (Mitchell et al., 2015). Mentoring involves coaching (sharing ideas, providing feedback, and suggesting strategies for accomplishing work objectives), supplying protection (reducing unnecessary risks that might threaten the protege's reputation), providing challenging assignments, increasing employee exposure and visibility (providing the protégé with assignments that are seen by organizational decision makers and exposing them to future opportunities), and direct forms of sponsorship (nominating the protege for desirable projects, lateral moves, and promotions) (Park et al., 2016). Mentoring has been recognized as a critical aspect of the professional and/or personal development of the student, resident, or faculty member (Sanfey et al., 2013).

Mentorship emerged as an important factor in academic faculty recruitment and retention, with varying perceptions of how it should be institutionalized (Steele et al., 2013). Having a good mentor has been crucial to the success of women in medicine (Seemann et al., 2016). Mentoring serves to engage each of these mechanisms to some extent, providing support for the development of career-related self-efficacy (Zacher et al., 2019). How intersecting identities affect mentoring relationships between early

career and senior faculty are depicted, especially when considering barriers and forms of benign neglect (Zambrana et al., 2015). Mentors nor supervisors expose any deeply reflected perspective on the nature of learning processes, or concerning how developmental processes relate to the objectives of research training programs (Lindén et al., 2013).

H1: Mentoring impact on career success

Soft skill

To survive in the competitive and dynamic business world today employees need to possess both soft skills and hard skills. It enlightens me that a judicious blend of hard and soft skills is essential for achieving professional and leadership success. It implores not only to build hard skills but also mind soft skills. It concludes that soft skills are essential for everyone from janitors to chief executives to achieve the desired outcomes (M. S. Rao, 2018). Soft skills have become a subject of increasing interest in lifelong learning (Gibb, 2014). Soft skills development is intended to enable and enhance personal development, learning participation, and employment success (Ellis et al., 2014). Soft skills have essential effects on online business students' learning outcomes (Tseng et al., 2019). Most of the team leaders whom we surveyed believed that soft skills could be assessed in candidates during interviews. The indicator of soft skill is networking, culture, emotion, trust, thinking, initiatives, decision-making, persuasion, resilience, and flexibility (Gibert et al., 2017). tacit knowledge, experience, learning, unlearning, intuition, self-confidence, flexibility, prioritization of problems, working under pressure, and ambiguity tolerance, the "soft skills" that contribute to improving a global marketing manager's ability to develop effective global marketing strategies to enhance their firm's performance (Griffith & Hoppner, 2013). Soft skills complement hard skills and significantly impact teachers' ability to do their job and employability (Ngang, Hashim, et al., 2015).

Some soft skills need to develop since they are young especially ethical, moral, and professional skills, supporting embedded models rather than stand-alone subject models, especially teamwork skills, communication skills, leadership skills, and critical thinking skills (Ngang, Chan, et al., 2015). To survive in the competitive and dynamic business world today, employee needs to possess both soft skills and hard skills (Ibrahim et al., 2017). Soft Skills were: Communication skills, thinking skills and problem-solving skills, teamwork force, life-long learning and information management, innovation development, ethics and professionalism, and leadership skills (Kanokorn et al., 2014). Cognitive soft skill is communication, influencing and advocating, strategic planning, self-management, conflict resolution and negotiation skills, networking skills, community involvement, integrity, stress management, passion, diligence, and self-development. Non-cognitive factors of soft skills, such as motivation, work ethic, teamwork, organization, cultural awareness, and effective communication play a role that is as important or even more important in determining success in school and the workplace (Kyllonen, 2013).

Entrepreneurship skill was the least capacity soft skill component needed in their workplace, there is a significant difference between the gained score for all the soft skill components needed in their workplace are higher than what they gained from others (Ngang, Hashim, et al., 2015). The competencies and soft skills that are most essential for managers to be successful in hospitality that was developing positive customer relations and working effectively with peers (Sisson & Adams, 2013). To improve student employability, universities worldwide increasingly offer courses to develop soft skills including foreign language proficiency, communication abilities, and teamwork attitude, three areas: essential qualities (empathy, intuition, creativity,

passion, and the desire to learn throughout their career); qualities of effective team members (being a good listener, persuasiveness, responsibility, and leadership); and foundational human qualities (honesty and integrity, courage, self-awareness and living wholeheartedly (Yan et al., 2019). Communication, leadership, conflict management, achievement motivation, teamwork, and cognition (Zuo et al., 2018). Soft skills increase awareness, guide responsibility and develop individuals to continuously adapt to the changing labor market and improve their employability (Succi & Canovi, 2020).

H2: Soft skill impact on career success

Self-efficacy

Recent years have witnessed an increasing interest in self-efficacy and work satisfaction. Self-efficacy is defined as individuals' beliefs to organize the capabilities to achieve successful results. Self-efficacy will enable leaders to be more successful in building followership, trust, and commitment (Caldwell & Hayes, 2016). The source of self-efficacy is the internal and external environment. The internal is experienced and externally come from the verbal and social persuasions that individuals receive from influential others such as teachers, parents, and peers verbal and social and external personal (Chen & Usher, 2013).

Self-efficacy influent performance independently (Stajkovic et al., 2018), and capability self-beliefs impact satisfaction at work (Granziera & Perera, 2019). Self-efficacy influent academic outcomes (Jansen et al., 2015). Self-efficacy influent career success (Kaushal & Vashisht, 2021). The relationship between self-efficacy and evaluated teacher performance is substantial, meaningful, and worthy of further investigation for self-efficacy interventions and training (Klassen & Tze, 2014). Self-efficacy impacts outcome expectations but is not optimal (Lent et al., 2017). Classism, modern sexism, and locus of control as factors contributing uniquely to college students' career decision self-efficacy (Shin & Lee, 2018).

H3: Self-efficacy impact on career success

Method

Procedure and participants

We conducted a study involving data collection from 150 employees who worked in manufacturing and service companies in the city of Batam who came from various universities in Indonesia. Data collection uses a Google form that is distributed via social media. The selection of respondents was done randomly to anyone willing to fill it. The planned number of respondents was 150, but 107 were filled and 100 could be processed.

The characteristics of the respondents were 78% male and 22% female with an average working time of 10% for 2 years, 60% for more than 2-5 years, and 30,% for more than 5 years. 55% of workers are in the manufacturing sector and 45% work in the service sector with 72% salary according to the minimum wage and 28% below the minimum wage.

Table 1: Measure

No	Variable	Indicator
1	Career success is the ability of workers to achieve the expected career	1. Job 2. Financial 3. Promotional 4. Career satisfaction
2	Mentoring is a mentoring activity by employees or seniors who have better knowledge, expertise, and experience	1. Sharing expertise 2. Sharing idea 3. Sharing tips 4. Sharing experience

No	Variable	Indicator
3	Soft skills are non-technical skills that can support technical work	1. English language 2. Information technology 3. Communication 4. Leadership
4	Self-efficacy is an individual's belief in the ability to do work according to goals	1. Strong commitment 2. Strong motivation 3. Strong participation 4. Challenging

The research combines several studies mainly by (Kyllonen, 2013), (Ellis et al., 2014), (Shin & Lee, 2018), and (Choi, 2019). Hence, the research model can be described as follows:
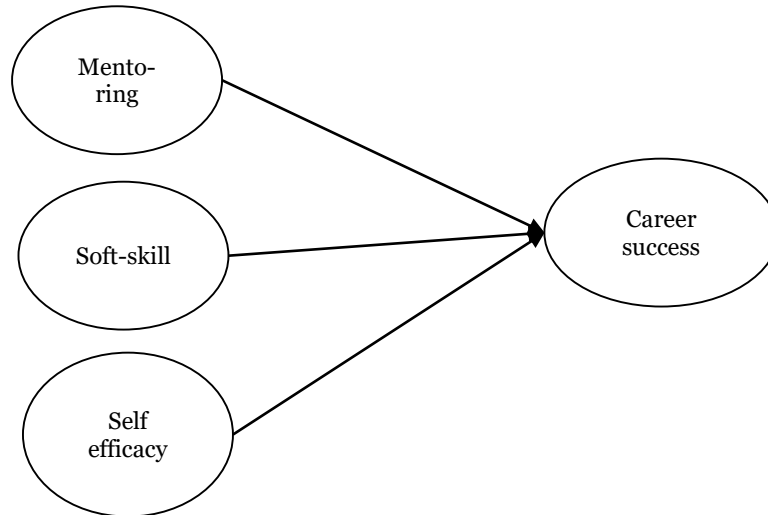

Figure 1 Research model

Result and Discussion
Validity test
The validity test is used to measure the validity of the research questionnaire or the validity of the research data which can indicate the degree of consistency between the research object data and the results of the records.

Table 2. Validity Test

Variable	Item	R-Value	R table	Evidence
Mentoring (X1)	X1.1	.436	0.166	Valid
	X1.2	.465	0.166	Valid
	X1.3	.481	0.166	Valid
	X1.4	.506	0.166	Valid
Skill (X2)	X2.1	.441	0.166	Valid
	X2.2	.457	0.166	Valid
	X2.3	.584	0.166	Valid
	X2.4	.611	0.166	Valid
Self-efficacy (X3)	X3.1	.580	0.166	Valid
	X3.2	.594	0.166	Valid
	X3.3	.566	0.166	Valid
	X3.4	.548	0.166	Valid

Career success (Y)	Y.1	.725	0.166	Valid
	Y.2	.621	0.166	Valid
	Y.3	.515	0.166	Valid
	Y.4	.604	0.166	Valid

The results of the validity test in Table 2 show that the calculated R-value for all questions is greater than the r table (0.166), so it can be concluded that all questionnaires are declared valid.

Reliability Test

The reliability test is used to test the consistency of indicators on research variables. The accuracy of the indicators can be seen from the measured score, which has a high correlation with the actual. The reliability test is also a test to obtain information relating to the level of reliability, and the efficacy of the questionnaire in retrieving data and can be indicated by the value of the alpha coefficient it has.

Table 3. Reliability Test

Variable	Cronbach Alpha	Evidence
Mentoring	0,886	Reliable
Softskill	0,884	Reliable
Self-Efficacy	0,882	Reliable
Career success	0,880	Reliable

The results of the reliability test as listed in Table 3 regarding the reliability test above shows that the Cronbach alpha value of all research variables is greater than 0.6, therefore it is concluded that all research variables are reliable.

Multiple Regression linier

The multiple linear regression model represents the effect of the independent variables on the dependent variable with the following equation:

Table 4. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.242	1.727		2.456	.016
	Mentor	.024	.101	.021	.236	.814
	Softskill	.702	.095	.645	7.391	.000
	Self-efficacy	-.001	.020	-.004	-.048	.961

a. Dependent Variable: Success

Based on the results of the analysis in Table 4 there are constants, regression coefficients, and calculated t-values. From the coefficients and regression coefficients, it can be written that the regression equation is:

$$Career\ success = 4.242 + 0,024\,M + 0,702\,Ss - 0,01 SE$$

From this equation, it shows that the Mentoring and Soft skills variables affect career success, meaning that the better the implementation of mentoring and soft skills in workers, the better career success will also be. Meanwhile, self-efficacy shows a negative relationship, which means that self-efficacy does not affect career success.

The calculated t value is used to determine the partial effect of each independent variable on the dependent variable by comparing the calculated t value with the t table. The results of the t-test are used to test the hypothesis of this study. the mentoring variable has a t-count (0.236) greater than the t table (0.814) meaning that mentoring has no significant effect on career success, thus hypothesis 1 Mentoring affects career success is rejected. Soft skills have a t-count (7,391) greater than the t-table (0,000) meaning that soft skills have a significant effect on career success, thus hypothesis 2, namely soft skills have an effect on career success, is accepted. Employer branding has a t-count (-0.048) smaller than t table (0.941) meaning that self-efficacy has no significant effect on career success intention, thus hypothesis 3, namely self-efficacy affects career success, is rejected.

Simultaneous Test (F test)

The F test is used to jointly test the effect of the independent variables on the dependent variable by comparing the calculated F values with F tables.

Table 5. Simultant Test (F test) ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	300.952	3	100.317	23.959	.000ᵇ
	Residual	401.958	96	4.187		
	Total	702.910	99			

a. Dependent Variable: Success

b. Predictors: (Constant), Self-efficacy, Mentor, Soft skill

Table 5 explains the significance value (sig) of 0.000 less than α (0.05) which can be concluded that the variables Mentoring, Soft skills, and Self-efficacy together have a significant/significant effect on career success.

Coefficient of determination

The coefficient of determination (R^2) is used to measure the model's ability to use a variation of the dependent variable. The value of the coefficient of determination is between zero and 1 with the provision that if the value is close to 1 it means that the independent variables in explaining the dependent variable are very limited. Conversely, if the value is close to 1, it means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

Table 6. Coefficient of Determination - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654ᵃ	.428	.410	2.046

a. Predictors: (Constant), EmpBrand, Mentor, Softskill

From Table 6 it can be explained that the R-square value is 0.654 meaning that job seeker intentions are influenced by independent variables (Mentoring, Soft skills, and Employer branding) of 0.654 or 65.4%. The remaining 34.6% is influenced by other variables that are not in this study. Thus the determination of independent variables consisting of Mentoring, Soft skills, and Self-efficacy in research is good.

Based on the results of the data analysis, the effect of each independent variable on the dependent variable can be described as follows:

The Effect of Mentoring on career success

The results of the study show that mentoring has no effect on career success, which can be interpreted that the concept of providing a mentor or companion whose function is to accelerate adaptation and facilitate the transfer of knowledge, skills, and experience is considered to not affect career success. The results contradict the results of previous research which states that mentoring will increase career success (Ng & Feldman, 2014) and social network hurdles (mentor and mentoring) influence career success. Women were more likely to be temporarily promoted than men when they have a supportive supervisor and/or mentor (Choi, 2019).

This is because most of the research respondents do not have a mentor in doing their work, all work is done independently based on their experience and knowledge so far. Thus, they could not provide optimal answers to the questionnaires distributed.

The Effect of soft skills on career success

Based on the results of data analysis, it shows that the better soft skills possessed by employees will support career success, this is to the following research results: It implores not only building hard skills but also mind soft skills. It concludes that soft skills are essential for everyone from janitors to chief executives to achieve the desired outcomes (Rao, 2018). Soft skills development is intended to enable and enhance personal development, learning participation, and employment success (Ellis et al., 2014). Soft skills have essential effects on online business students' learning outcomes (Tseng et al., 2019). Soft skills complement hard skills and significantly impact teachers' ability to do their jobs and employability (Ngang, Hashim, et al., 2015).

Soft skills play a role that is as important or even more important in determining success in school and the workplace (Kyllonen, 2013). The competencies of soft skills that are most essential for managers to be successful in hospitality are developing positive customer relations and working effectively with peers (Sisson & Adams, 2013). Soft skills increase awareness, guide responsibility and develop individuals to continuously adapt to the changing labor market and improve their employability (Succi & Canovi, 2020). (Klibi & Oussii, 2013) employers are seeking graduates who possess a diverse range of non-technical skills that determine their abilities to pursue a career in the accounting profession. A positive relationship between workers' commitment to developing their soft skills and their career success (Cillo et al., 2019). the competencies social skills and continuous learning ability on career success (Hennekam, 2015). Soft skills enhance employability, help to build relationships with others, minimize conflict, promote networking, and contribute to career success (M. s. Rao, 2013).

The Effect of Self-efficacy on career success

The results of the data analysis explain that self-efficacy does not affect career success, meaning that the abilities possessed by workers will not affect career success. This result contradicts the results of previous studies because the work of the respondents is monotonous and does not require support capabilities. Self-esteem, generalized self-efficacy, locus of control, and emotional stability or low neuroticism have been shown to positively predict job satisfaction (career success) (Zacher, 2014). High-score self-efficacy showed significant effects on career decision-making outcomes (Sovet & Metz, 2014). Personality supports (self-efficacy) a full relationship with objective and subjective career success (Binti Ali, Siti Meriam: Shaharudin, Mohd Rizaimy B.: Annuar, 2013). practices' efficacy in affecting OCS (Bagdadli & Gianecchini, 2019). Meanwhile, Self-efficacy and to a lesser extent social norms mediate the effect of values on entrepreneurial career intentions and career success (Gorgievski et al., 2018). career confidence is only moderately related to the existing Career Assessment measure of career self-efficacy (Gorgievski et al., 2018). It means self-efficacy has an indirect relation to career success.

Conclusion

Based on the discussion, it can be concluded that the results of this study are as follows: 1. Mentoring does not affect career success, meaning that mentoring will not affect career success, 2. Soft skills affect career success, meaning that the better the soft skills employees have, the more career success will increase 3 Self-efficacy does not affect career success, meaning that employees' self-efficacy does not affect their career success.

Limitations and future research potential

As a recommendation from the research results, mentoring is rarely carried out by companies, so employees do not feel the role of mentoring at work. While the results of previous research show that mentoring is very important for employees in accelerating adaptation and transfer of knowledge, experience, and initiative, therefore companies should start holding mentoring programs by making senior employees with good performance to provide direction to junior employees. Soft skills are very good but still need to be improved and added other soft skills. Self-efficacy has no effect on career success because this concept is still not commonly used as a measure of career success in Indonesia and we can use it to be indirect variable. However, this concept has been widely applied to start-up companies and foreign companies, therefore companies and employees need to improve by giving attention and appreciation to their employees. For further research, the results of this study can be refined by conducting research on start-up companies and adding Y and Z-generation respondents who tend to be more familiar with these concepts.

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