

## **Career effectiveness and its determinants**

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**Abstract:**

Study of careers has become an important aspect in the fast changing organizational context. It has come to be increasingly recognized at present, that career management is the responsibility of both the individual as well as the organization. This empirical study tries to understand the important elements of individual and organizational career practices that affect an employee's career effectiveness. Most of the previous studies have used the objective terms of career success such as remuneration and position as the criterion variable. But since career outcome expectations vary across individuals and also since the concept of career itself has evolved over time, it was decided to use a more comprehensive concept of career outcome namely career effectiveness as the outcome variable. Career effectiveness as defined by Hall (2002) has both long-term orientation such as identity and adaptability as well as short-term orientation such as career attitudes and performance. Further both behavioral aspects such as performance and adaptability and individual subjective aspects such as identity and attitudes make it a more comprehensive way of assessing career outcome. The results of this research study indicate that individual determinants such as career planning and knowledge of organizational politics and organizational level determinants such as training and development support, quality of performance feedback and supervisory support explain significant variances in the determination of employee career effectiveness.

**Introduction:** In recent years, there has been renewed interest in studies (Hall, 2002: 235) relating to career management owing to fast changing business environment, scarcity of talent in certain fields of specialization, overstaffing in some other functional areas of the organizations, and increasing unemployment across the globe. The environment has become exceptionally dynamic with the spree of mergers, acquisitions, exponential growth, downsizing, restructuring and many other fundamental changes. There seems to be certain shift from preference for long-term employment to short-term need-based employment. Consequently, the traditional psychological contracts between the organizations and the employees seem to be undergoing significant change.

The psychological contracts in the relatively stable environment and in the existing dynamic context seem to differ on many counts (Sparrow, 1996; Sullivan, Carden and David, 1998; Sparrow and Copper, 1998; Hall, 2002: 4). Table 1 indicates the expectations of employees and organizations in different business environments. These expectations form the psychological contracts between employees and the organizations.

**Table 1: Expectations in the emerging psychological contracts**

<b>Expectations</b>	<b>Stable Business and Technological Environment</b>	<b>Dynamic Business and Technological Environment</b>
Employees	Secured employment, assured rewards, upward mobility, few lateral entries, formal training and retraining, career management by the organization, fair and equitable human resource management practices	Employability, continued professional education, balancing work/life requirements, individual driven career management, career managed by the individual and not the organization, organization provides opportunities and resources to develop identity and adaptability of employees
Organizations	Loyalty and commitment to the organization, hard work	Flexibility to employ, deploy, and retrench people according to the changing needs of skill and knowledge

Owing to the increasing dynamism in the environment, along with the changing expectations, substantial changes are being experienced in person's lives. Hence, issues of work/life balance have become prominent in contemporary research. Extents to which single, married and parenting employees are able to maintain personal flexibility and at the same time have rewarding and fulfilling careers are key concerns at present. This study extends this stream of research by examining career management practices and their implications for individual career effectiveness and psychological contract. The study is likely to help the Human Resource Managers to effectively manage the career of employees and the academia to advance this research in the context of developing nations.

**Career - the Concept:** Career as a concept has been studied with psychological, social, anthropological, economic and political perspectives (Arthur, Hall and Lawrence, 1989). Psychologically, career is seen as a concept reflecting more internal and subjective matter (Hall, 2002). Socially, it links with the social upward mobility of people with career progression. The notion that careers are upward, linear progression in organizations or in the profession includes horizontal movements and realization of subjective individual needs. The reasons for such inclusion have been advances in technology, increased workforce diversity, evolving organizational structures and increased global competition (Sullivan, Carden & David, 1998).

Sociological, political and economic notions of vertical mobility incorporating the theme of directionality and the notion of occupation as career, with regular status passages fails to incorporate horizontal movement that enrich the competencies and employability of employees. Integrating them all, the behavioural sciences literature looks at career as a life-long sequence of jobs and hence no value judgment is made about the type of occupation or the direction of movement. This paper would follow the realm of the behavioural science literature and look at factors surrounding an individual's work experience during his/her lifetime. Consistent with this concept of career, we adopted Hall's (2002: 12) definition of career as "the individually perceived sequence of attitudes and behaviours associated with work-related experiences and activities over the span of the person's life". Here, the notion of work related experiences over a person's life indicates a long-term time frame rather than immediate performance and satisfaction.

**Need for the Study:** Recent research efforts are being made to look at careers not being bound to an organisation like those of the boundary less career (Arthur and Rousseau, 1996). The concept of boundary less career suggests that people take responsibility for their own career futures. In a simple sense it is a direct opposite of the organisational career, in which the career is conceived to unfold in a single organisational setting. However career support provided by the organizations can have several intended benefits to the organization as well. Career support provided by organizations results in increased organizational commitment of employees (Sturges, et al, 2001). Organizations can retain good employees with the application of these dimensions in their career planning decisions. Several intended benefits of career management systems are propounded, the foremost organizational benefits relates to reducing turnover of valued employees (Stumpf, 1988) and increased organisational commitment (Sturges et al, 2001). Further, firms that believe in developing employees, can

facilitate process efficiencies (Peck, 1994). Employees who have grown within the firm are more likely to be familiar with the process, hence attributing efficiency increases to insiders. Hence this study intends to look at a more comprehensive individual as well as organizational level factors that influence positive career outcomes for the employees through employee career effectiveness.

**Career Effectiveness:** The career effectiveness could be measured through performance, attitude, identity and adaptability. Performance could be measured along extrinsic and intrinsic dimensions. For the present study we would be considering the perceptual measure of intrinsic career success as an indicator of performance as reflected in the rating of performance by self and by the supervisor. This has support from the finding of Orpen (1994), who found that career management was significantly more correlated with the experiential aspects (perceived career success) of the career effectiveness than those for the external indicators of salary growth and promotions, which were used as the objective measures of career success in many previous studies.

Attitude refers to the way the career is perceived and evaluated by the individual. This is captured by the two variables, career satisfaction and career commitment. Career satisfaction besides general satisfaction with career progress, measures the extent to which an employee has made satisfactory progress toward goals for income level, advancement and development of skills (Greenhaus, Parasuram and Wormley, 1990). Career commitment indicates a sense of involvement in one's career.

Identity reflects the person's awareness of her values, interests, abilities and plans and it gives a sense of direction to the employees. Finally, the adaptability provides the ability to adapt to change by learning new skills so as to remain marketable at all times. Adaptability alone without identity can be just a reaction to the environment without self-direction while with adaptability and identity together, the person has learned how to learn. Hall (2002) has described identity and adaptability as key learning meta-competencies.

**Determinants of employee career effectiveness:** Career effectiveness is influenced by three factors: individual factors and organizational factors and supervisory support.

*Individual level determinants:* Even though the big five personality factors have been used in previous studies. Some scholars have embraced the idea that under today's conditions, being proactive is the key to career progression and career satisfaction (McCarthy, 2002; Seibert, Crant and Kraimer, 2001). "Proactive personality has been considered a stable disposition to take personal initiatives in a broad range of activities and situations" (Seibert, Crant and Kraimer, 2001: 847). Studies (McCarthy, 2002; Seibert et. al. 2001) suggest that people with proactive personality are more likely to experience career success over time. Seibert et. al. (2001) found that having proactive personality was not directly related to career progress or career satisfaction, but is indirectly related to them through specific proactive behaviour and cognitive processes namely innovativeness, political skills and career initiatives. The basis is that people who take the initiative and make constructive change to their circumstances are more likely to experience career success over time. Burt (1992) suggested that people with larger network of relationship that provide advantage of structural holes in organizations seek better career growth. This career growth is more likely to be extrinsic. Consequently, people with extraversion and proactiveness are likely to achieve better extrinsic career growth. Sturges et al (2001) found that both formal and informal Organizational career management activities were correlated with individual career management activities aimed at furthering the career within the organization, the most prominent being the networking activities.

*Organizational level determinants:* Organizations can rely dominantly either on internal labour market or external market to meet manpower requirements. Depending on these modes, the employment relationship as well as the HR configuration would vary (Lepak & Snell, 1999). The long-term employment with its focus on internal promotion enhances emotional bond of employees with organizations, strengthens the organizational culture and provides greater stability and predictability of firm's stock of skills and capabilities. Externalization enables firms to decrease overhead and administrative costs, balance workforce requirements, enhance organizational flexibility (Lepak & Snell, 1999; Pfeffer & Baron, 1988), but threaten prevailing organizational values, norms and practices. In this situation the relationship between employees and organization tends to be primarily driven by economic concerns. The choice between the two alternatives is also influenced by the flow of skilled manpower.

Despite the strategic choices that organizations have, to either develop human capital from within or to buy from the market as and when required, this study takes the position that provision of career support services leads to improved organizational performance through the process of increased career effectiveness of employees. Roehling et al's (2000), suggests that assistance provided by the employer in career management, as an important characteristic of the new employment relationship. Here the assistance in career management refers to those services beyond providing training, education and skill development (which constitute the most important category) and includes actions such as mentoring, coaching and career management workshops or materials.

Given the importance of commitment of the individual to the organization, studies have found career management practices to be significantly related to commitment of the individuals to the organization (Kid and Smewig, 2001; Sturges, Guest, Conway, Davey 2001; Meyer & Smith, 2000; Gaertner & Nollen, 1989). Meyer & Smith (2000) found that career development practices were the best predictors of affective and normative commitment. They stated "*Organizations that take an active role in helping employees to prepare themselves for*

*advancement in the organization, and do so in a way that creates a perception of support, might foster a stronger bond to the organization among employees than those that do not* (Meyer & Smith, 2000: 328).

Integrating organizational and individual level determinants, Pazy (1988) found that the career management practices of the organization were significantly related to all the four career effectiveness dimensions namely performance, attitude, identity and adaptability. More importantly, the study also found a strong relationship between career management practices and attitude and identity. This indicates that career management plan by the organization is more related to the individual's perception of career effectiveness than extrinsic determinants of salary and promotion. Further, the effect of actual Organizational Career Management (OCM) practices on individual career outcomes is mediated by the perception of these practices (Pazy, 1988; Orpen, 1994). Hence the data on OCM practices for the present study would be collected through self-report questionnaire format where employees would rate the different career management related organizational practices.

Studies (Pazy, 1988; Orpen, 1994) have used the concept of 'Individual career management' in the context of the organization in determining career effectiveness. The Individual career management refers to the personal efforts made by individuals to advance their own career goals. These goals may or may not coincide with those their organizations have for them (Orpen, 1994).

The two components of this are individual career planning and individual career tactics. "Individual career planning refers to the process of identifying what one wants from one's career, assessing one's strengths and weaknesses in relation to these goals, and deciding what steps need to be taken to realize these goals in the light of one's own strengths and weaknesses" (Orpen, 1994: 29). The assumption that career planning leads to career success has been widely used. This is based on the goal-setting logic, which notes that when the goals are specific and personally derived, it results in improved performance. If we consider the above two variables namely career planning and career tactics it closely relates to career planning, skill development and consultation part of 'career initiative', previously cited. The two sets - career planning/tactics and planning/skill development/consultation basically reflects the idea of the individual exhibiting those tasks that helps him in getting ahead in his career. Hence, for our paper the variables of career planning and career tactics would be used, along with the previous dimensions of knowledge of organizational politics (Seibert, Crant and Kraimer, 2001), since these in combination would reflect the proactiveness behaviour of individuals. Though researchers have examined a number of socialization and career management activities associated to a proactive orientation towards one's career, there has so far been no effort that directly links these career management behaviours to an underlying pro-activity construct or even to a full set of career success outcomes. (Seibert, Crant and Kraimer, 2001: 848), hence the behavioural variables are used in predicting career success.

In spite of the importance of career management to the organizations, the theoretical base for OCM does not show much convergence (Baruch and Peiperl, 2000, p. 348). One of the problems is that there are several, often divergent, specifications based on empirical studies (e.g., Baruch & Peiperl, 2000, Orpen, 1994; Pazy, 1988; Sturges et al., 2002). Pazy (1988) considered OCM as, "policies and practices deliberately designed by the organizations in order to enhance the career effectiveness of their employees" (P: 313). As per Orpen (1994), "the term OCM is usually employed to cover the various policies and practices, deliberately established by organizations to improve the career effectiveness of their employees" (p.28). Venkiteswaran, (1996) views OCM as "assessment of employee abilities and potential, determination of logical paths of progression, efforts directing individual career interests compatible with organization's future/current human resource needs" (: 32). As per Baruch and Peiperl (2000), "OCM is concerned with the organization carrying out activities relevant to the career development of its employees" (P: 349).

A careful consideration of these definitions suggests that deliberately carried out policies and practices of organizations for career development of the employees vary in scope and focus. They are embedded in different contexts. Baruch and Peiperl (2000) suggested five dimensions of OCM - Basic, Active Planning, Active Management, Formal and Multi-Directional. Basic activities refer to widely spread and frequent activities like job postings, pre-retirement programs and lateral moves for cross-functional exposure. Active planning refers to performance appraisal, career counseling and succession planning practices as a basis of career planning. Active management referred to formal mentoring, assessment centres, and career workshops.

Orpen (1994) and Pazy (1988) revealed a three-dimensional structure for OCM. The first "career management policies" refers to the degree to which the organization was perceived to have formal, institutionalized plans and procedures for the recruitment, selection, evaluation and rewarding of employees. The second dimension "employee career development" referred to the degree to which employees felt that the organization provided the sort of support, actions, and climate that facilitates the realization of employee potential in the organization. They called third factor "career information" and it captured the degree to which the organization was perceived to provide accurate and comprehensive data about present opportunities and future plans of the organization are freely to all relevant employees. A typical example of 'career information' is the job-posting system at 3M (Gutteridge & Leibowitz, 1993b). The job-information system helps managers identify internal candidates and helps employees identify skills they need in order to prepare for different jobs. An internal electronic data system provides information on job vacancies and a telephone hotline provides answers to questions about specific positions. The outlines of OCM practices mentioned in Pazy (1988) & Orpen (1994) and previous studies linking career practices to commitment by Gaertner & Nollen (1989) and Meyer & Smith (2000) have been used to come out with a list of variables for measurement of the OCM set.

*Supervisory support:* Since the supervisory support is an important determinant to the career outcomes of the individual (eg: Kidd and Smewig, 2001), it has been considered as a separate variable for measurement in our study. Also as it comes out from the definition that OCM has to be perceived as deliberate and since non-mandated (voluntary) supervisory support such as providing feedback for improving performance, introducing to people who'll help his/ her career etc, can be construed as those coming from the supervisor and not the organization, only those career support practices of the organization that are formally executed by the organizations either through the supervisor or otherwise, are included in the generation of variables for OCM measurement.

The supportive relationship of supervisors enriches managers' careers (Baird & Kram, 1983 as in Greenhaus, Parasuraman and Wormley, 1990). The support may take the form of career guidance and information, performance feedback, and challenging work assignments that promote development. Career counseling that addresses both individual and organizational concerns has also been cited as one of the major organizational development activities (Baruch et al, 2000).

The individual concerns relate to such issues as advancements to positions of greater responsibility or pay, lateral positions to more desirable positions or solving problems associated with the present job. In Indian organizations, formal career counseling and workshops may not be in vogue and most of the counseling is expected to be provided through the supervisor. Hence the supervisory support is a critical variable associated with the employee career advancement, considered in the present study.

Kidd and Smewig (2001) found that employees who saw their supervisors as giving them trust and the authority to do the job were more committed to their organization, as were those who perceived their supervisors to engage in feedback and goal-setting. Gutteridge & Leibowitz's (1993a) findings suggests that there is a need for more and better training of supervisors in order to accomplish their multiple roles as coaches, developers and creators of links to business strategy to their subordinates.

**Propositions:** Based on the above understanding of the influence of various intrinsic and extrinsic factors affecting career effectiveness, the following propositions are put forth.

**P1** Organizational factors such as presence of career support policies and practices are expected to have a positive influence on career effectiveness.

**P2** Supervisory support would have a positive influence on employee career effectiveness

**P3** The different dimensions of career effectiveness such as performance, identity, attitude and adaptability are expected to positively influence organizational commitment of employee.

**Equations:** We used the following equations to predict employee career effectiveness. The independent variables of the equation were chosen from the literature.

$$ECE (PER + CS + CC + CI + ADAP) = (\alpha1 POL + \alpha2 CP + \alpha3 CT) + (\alpha4 OCM + \alpha5 SS)$$

$$OC = \alpha1 PER + \alpha2 ADAP + \alpha3 CI + \alpha4 CS + \alpha5 CC$$

Where,

ECE = Employee Career Effectiveness which includes

OC = Organizational Commitment

PER = Performance

CS = Career Satisfaction

CC = Career commitment

CI = Career Identity

ADAP = Adaptability

POL = Knowledge of organizational politics

CP = Career Planning

CT = Career Tactics

OCM = Organizational Career Management Practices (This included the following variables. i) Extent of evaluative usage of performance appraisal; ii) Quality of performance feedback for employee development; iii) Usefulness of performance feedback for employee development; iv) Internal recruitment; v) Formal development experience on job; vi) Training and development support for present job; vii) Training and development support for future jobs and viii) Career related information sharing.)

SS = Supervisory Support

**Research Design:** The basic purpose of the study is to come out with content validated and reliable measures for the determinants of employee career effectiveness. The process adopted in each of these stages is explained below.

**Item Generation:** We followed a deductive approach to ensure that measures adequately capture the specific domain of interest yet contain no extraneous content by going through existing literature for the way the concepts were defined and the way the items were generated. Overall, the study covered eight concepts, which contained twenty-one variables for which the psychometric measures were developed. Some of the items especially relating to organizational career management practices had to be either reworded or entirely modified, since the previous research work was predominantly done in the western context.

**Content Validation:** The list of items pooled together under the different concepts along with the definitions of each of the concepts was provided to eight judges (seven faculty members and one PhD student). Responses from six judges were obtained. The judges were given the option of either accepting or rejecting an item as belonging to a measure. The judgment whether a particular item is representative of the construct is provided by ticking against the corresponding row. Items were reworded as per the recommendations of the judges and a final list of 131 items belonging to 21 variables, which represented eight constructs, were obtained.

**Sample profile:** The sample of 61 respondents had a diverse industry profile with respondents from a software services firm, a media firm, two manufacturing firms (Steel and Food processing industry). The respondent profile was diverse ranging in age from 23 to 55 years of age, both male and female and across functional areas in each of the firms and a work experience ranging from 6 months to 34 years.

## Results and Discussions

The purpose of the study as previously stated is to come out with a model for the determination of employee career effectiveness and its consequence to the organization in the form of organizational commitment. The list of variables included were obtained through a literature review of the determinants of career success and the results obtained by factor analysis and reliability estimation is as described below. The measures adopted for the variables is described in the Annexure – I.

**Table 2: Reliability Coefficients of Different Variables**

Variable name	Code used for statistical analysis	Alpha Coefficient
Adaptability	ADAP	0.60
Career Identity	CI	0.62
Career Satisfaction	CS	0.85
Career Commitment	CC	0.70
Supervisory Support	SS	0.89
Politics	POL	0.63
Career Planning	CP	0.69
Usage of performance appraisal	UPA	0.71
Quality of Performance feedback	QPF	0.81
Usefulness for improving capabilities	UIC	0.84
Usefulness for improving performance	UIP	0.75
Recruitment	REC	0.78
Formal developmental experience	FDE	0.82
Training and development support for present job	TDSP	0.93
Training and development support for future	TDSF	0.69
Career related information sharing	CRIS	0.83
Fairness perception	FP	0.80
Organizational commitment	OC	0.67
Performance	PER	
Performance - Self	PERself	Single item measure
Performance – supervisor	PERothers	Single item measure

In addition to Chronbach alpha, we also examined the factors of items of individual variables for internal consistence. We got one factor solution for all the variables except “Performance”. Two factor solutions of Performance were identified as “performance as perceived by the supervisors” and “performance as perceived by the employee”.

We adopted a minimum cut-off of 0.6 for the reliability coefficient alpha to decide the inclusion of variables. This value was used as the scales were new and the field of study is largely unexplored. Based on factor analysis and

the reliability tests, all variables except career tactics (CT) and utilizing feedback for identifying training needs (UTN) were used for the model estimation.

We expected problems of multi-co-linearity, as many of the independent variables were seemingly inter-related. To overcome this problem, we used stepwise forward regression. By this method only those variables that contribute significantly to the variance of the criterion variable over and above those contributed by those already in the model are included.

**Determinants of Career Effectiveness:** We examined separately for different dimensions of effectiveness.

**a) Dependent variable: Performance**

*i) Performance: Self evaluation*

As discussed above, the career performance had two dimensions: as perceived by the self and as perceived by the superiors. Hence two different models were tested for them.

R Square = 0.116, Adjusted R Square = 0.101

Independent variables	Un standardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	2.537		4.676	.000
Career Planning	.374	.341	2.788	.007

A significant contributor to one's own perception of career performance is career planning. Those employees who identify what one wants from one's career, assess one's strengths and weaknesses in relation to these goals, and decide what steps need to be taken to realize these goals are expected to have a greater perception of performance than those who do not plan their career. Typical measures of performance outcomes namely money and position is expected to accrue to those who can plan for their own future and proactively manage their careers.

*ii) Performance – Supervisory perception*

R Square = 0.38, Adjusted R Square: 0.36

Independent Variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	1.278		2.473	.016
Supervisory Support	1.040	.767	5.837	.000
Quality of performance feedback	-.455	-.335	-2.549	.013

The results of the determinants of supervisory evaluation of employee performance reveal that informal support provided by the supervisor for subordinate career progress which may include career guidance, performance feedback, challenging work assignments and work opportunities that promote employee development and visibility play a significant role in how the supervisor views the subordinate performance. It can also mean that only those subordinates who are perceived to be good performers would be provided the non-mandated supervisory support. Since only those support activities that are expected to be viewed as deliberate and not mandated by the job requirement of the supervisor are included in this, results seem to indicate that supervisors who are genuinely concerned about the career progress of the subordinates would also tend to rate the subordinate performance as high. The boss controls to a great extent the amount of autonomy, feedback and support that his subordinate will receive. The supervisor can also act as a sponsor, facilitating crucial contacts for career progress. However quality of performance feedback is found to have a negative influence on supervisory evaluation of performance. This could indicate that in case an employee is perceived to be a low performer, useful and more precise feedback would be given so that he/she can improve on the performance. Future research should look at exploring this further.



**b) Dependent Variable: Adaptability**

R Square = 0.32; Adjusted R Square = 0.285

Independent Variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	2.506		5.774	.000
Career Planning	0.354	0.458	4.012	.000
Training and development support for future	0.246	0.545	3.144	0.003
Fairness Perception	-0.164	-0.357	-2.014	0.049

Adaptability is characterized by the ability to adapt to change by learning new skills exhibited through flexibility, exploration, openness to new ideas and people. This is reflected in behaviours to adapt to changes in job through ability as well as willingness to acquire new skills, knowledge and competencies.

The influence of career planning on adaptability is intuitive because only those people who identify what one wants from one's career and can assess one's strengths and weaknesses in relation to these goals, and decide what steps need to be taken to realize these goals are expected to be adaptable to the exigencies of the job. Those having a keenness to explore new work and ideas, and adapt to changing requirements at the workplace would be less threatened by obsolescence due to job mobility, technological and social changes. Since career adaptability involves a long-term time span, those who can plan for the future and get help from the organization in terms of training and development support for future jobs can be expected to adapt to career change requirements. A key issue in adaptability is whether or not a person has integrated the new behaviours to his daily routines. If the change is viewed as compliance to external demands rather than the employee really valuing or accepting the new behavior, that change may not last long. Hence, the conditions in the organization that brings about an internalization of change has to have a long-term effect and organizational practices and systems that seek to obtain immediate results from the employee would have limited support in improving adaptability of the employee. Fairness perception of employment practices is also found to influence adaptability but negatively. As job mobility and technological changes continue to increase, obsolescence is a grave possibility. For a person to compete on a long-term basis he has to learn the skills of adaptability and individual efforts in terms of planning for one's career and also organizational support through training and development for future has significant influence.

**c) Dependent Variable: Career Satisfaction**

R Square = 0.54; Adjusted R Square = 0.52

Independent Variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	9.290E-02		.169	.867
Training and development support for present job	.593	.722	8.063	.000
Knowledge of organizational politics	.380	.261	2.909	.005

Besides general satisfaction with career progress, career satisfaction assesses the extent to which an employee has made satisfactory progress toward goals for income level, advancement and development of skills. Since employability is a key concern at present times (Sullivan et al, 1998), training and development support by the organization would be much more valued and lead to positive attitudinal outcomes for the individual. Further income advancement and various other reward decisions in the organization are influenced by politics (Longnecker, 1986), which indicates that how a person rises up the corporate ladder is a function of his capabilities as well as knowledge of what works in the organization. As per Hall (2002: 190), the general strength of attitudes and values is related to personality characteristics, whereas changes in attitudes can be caused by events in the career process. Since proactive persons would be more concerned with leveraging the circumstances to their advantage, they are expected to be more knowledgeable of the politics in the organizations so as to use it to benefit their career progress. This related to the general strength of the attitude measure. Further the changes in attitudes would be influenced by the support provided by the organization for one's own career progress. Training and development are important support activities that help the employee improve his/her marketability as per the changed psychological contract expectations. Here the training and development support provided for the present job (rather than developmental support for future) would be more significantly related to career satisfaction because of the short-term characteristics of attitudes. Further, since career planning has a medium to long-range time focus, these may not immediately reflect in change in career attitudes of the employees.

**d) Dependent Variable: Career Commitment**

R Square = 0.349; Adjusted R Square = 0.327

Independent Variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	1.468		3.245	.002
Training and development support for present job	.298	.527	4.931	.000
Knowledge of organizational politics	.345	.343	3.211	.002

Career commitment examines the individual's commitment toward their occupations, profession and careers. Similar to the other attitudinal measures, career commitment is influenced by training and development and knowledge of organizational politics. Both the attitudinal measures of career satisfaction and career commitment are short-term phenomena, and is a feeling about a person's career at present. Hence these would be influenced by the support from the organization to improve one's marketability through training and development opportunities and also one's own progress in the organization, which is partly a function of knowledge of politics. As explained before for career satisfaction, other organizational support practices which have a long-term employee development focus may not reflect in improved attitudes of the individual towards his/her career.

**e) Dependent Variable: Career Identity**

R Square = 0.395; Adjusted R Square = 0.374

Independent variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	2.537		6.964	.000
Career Planning	.524	.632	6.063	.000
Supervisory Support	-0.132	-0.232	-2.228	.030

Career Identity is the sense of being aware and clear about one's inclinations, interests and capabilities through self-assessment, seeking and acting on feedback from others, exploring and communicating on personal values. This is the other meta-competency along with adaptability and is crucial for long-term success, while adaptability gives the capacity to adapt, identity provides a sense of direction to the changes. Like adaptability, career identity has a long-term time focus and since career planning helps a person identify his career priorities and plan accordingly, this is as expected a major contributor to career identity. Supervisory support protection items however are found to negatively influence career identity. This is possibly because of the fact that a paternalistic relation between the boss and the subordinate would diminish the feedback that would otherwise have been possible to obtain from other colleagues, and superiors in the organization that help in assessment of one's own career. The other organizational practices do not have a significant influence on career identity, since it is essentially a individual reflection on the sense of direction that he/she grapples with.

**Influence of the dimensions of career effectiveness on organizational commitment:**

R Square = 0.326; Adjusted R Square = 0.315

Independent variables	Unstandardized Coefficients B	Standardized Coefficients $\beta$	T	Sig.
Constant	2.388		9.975	.000
Career Satisfaction	.375	.571	5.347	.000

The second model hypothesized that the various dimensions of career effectiveness would be significantly and positively related to organizational commitment. A person who believes that he is doing well in his career and is satisfied with the support provided by the organization for his own career advancement would have a higher commitment to contribute to the organization's well being. The results of the stepwise regression analysis show that the attitudinal measure of career satisfaction is significantly and positively correlated to the commitment measure. Those who are satisfied with the progress they have made in their career and also satisfied with the career support provided by the organization would have a greater incentive to continue with their present firm. The reason for the higher explanatory power of satisfaction vis-à-vis the other dimensions of performance, adaptability and identity may be because both satisfaction and commitment are short-term attitudinal measures whereas the others are either long-term indicators of career effectiveness (adaptability and identity) or short-term non-attitudinal measures (such as performance).

From the above results it is evident that both the models are well supported at 5% significance levels. All the dimensions of career effectiveness namely performance, attitude, identity and adaptability are significantly explained. It is found that career planning, knowledge of organizational politics, training and development support for present job, training and development support for future, quality of performance feedback and supervisory support explain significant variances in the determination of career effectiveness. Future research can focus on developing the measures of these variables further and do the model testing using a larger sample and a different sample profile for greater generalisability.

**Bivariate correlation:**

The results of the bi-variate correlation from the table shows that among the criteria variables, it is found that career identity is significantly positively correlated with the dimensions of effectiveness namely self evaluation of performance, adaptability and career commitment with a moderate correlation with career satisfaction. It has however a weak negative correlation with supervisory evaluation of performance. This may be attributed to the fact that since these are perceptual measures a person who is clear about his inclinations would have a clearer sense of direction for his work motivations and hence perceives a higher effort on the job. Also career identity looks to be a precursor to career attitudes and hence the positive correlation with these.

Amongst the independent variables supervisory support is correlated with supervisory evaluation of performance and the relationship is explained previously. Further supervisory support is significantly related to the attitudinal measures of career satisfaction and career commitment. Individual attribute related variables such as Knowledge of organizational politics and individual career planning are the only two variables without significant correlation with others. However, the organizational career management related variables such as internal recruitment, quality and usefulness of performance feedback, training and development support, career related information

sharing are highly related amongst themselves indicating an internal consistency in the career support provided by organizations.

**Limitations of the study:**

The dimensions of identity and adaptability with respect to career effectiveness have not been well operationalised in previous studies. In most of the previous research pertaining to career outcomes, career success in terms of promotions and salary has been used. The various dimensions of career effectiveness namely performance, career attitudes, adaptability and identity are newly developed, hence future research can look at taking up the further development of these measures. Literature in the west have indicated race as a factor in affecting career outcomes of individuals. Since the effect is very contextual and would depend on the type of ownership, culture, diversity at workplace etc, these factors have not been considered here. Many of the other factors such as gender, level in the hierarchy of the organization, family status in terms of married/unmarried, number of children etc which might have a significant influence are not used in the present analysis since it was focused on the organizational determinants of career effectiveness and can be an aspect of future research.

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## Annexure - I

### Measures

#### Career Effectiveness:

This is measured by four dimensions – performance, attitude, adaptability and identity.

1. **Performance**

Data on two aspects of performance, perception of self-evaluation of performance as well as supervisory evaluation of performance were included for this study. These were rated on a 5-point likert scale. Totally 3 statements, 2 covering perception of self-evaluation and 1 referring to the supervisory evaluation were included. Only the first and the last statements measuring the self and supervisory perception of performance were used in the final model estimation as two different variables.

2. **Attitude**

Measured by 'Career satisfaction' and 'Career commitment' –

*i) Career Satisfaction:*

The Career satisfaction scale reflects satisfaction with the rate of progress one is making toward personal career goals and aspirations (Seibert, Crant & Kraimer, 2001). It is measured with Greenhaus, Parasuraman and Wormley's (1990) 5-item scale. Respondents would be asked to rate on five aspects of their careers on a scale ranging from 1 to 5. A sample item is "I am satisfied with the success I have achieved in my career".

*ii) Career commitment:*

This measure developed by Blau(1989 as in Fields, 2002), has been used to examine individual's commitment towards their occupations, profession and careers. It is measured on a scale ranging from 1 to 5. A couple of sample items are "I like this career too well to give it up" ; "This is the ideal profession for a life's work".

3. **Identity**

Identity would be measured by a six-item scale. A couple of sample items are "I am well aware of my occupational interests" and "I clearly understand my capabilities".

4. **Adaptability**

Adaptability is to be measured by a five-item scale. An example of an item is "I am capable of adapting easily to changes in my job".

#### Organization commitment:

Apart from the influence of the various intrinsic and extrinsic factors another aspect that would be useful in our understanding of the underlying phenomena would be to look at the organization commitment of the employee since organizations are interested in retention of employees through increased commitment. Commitment in turn is effected through increased perception of career effectiveness. Previous studies (Sturges et al, 2001), on the relationship between career management practices and organization commitment have used the scale by Cook and Wall (1980), and hence this is used in the present study.

#### Determinants

##### Individual level determinants:

1. Knowledge of Organizational Politics:

This is measured by the scale developed by Chao et al's (1994) validated scale. It has 6 items. A couple of sample items are "I have learned how things 'really work' on the inside of this organization"; "I have a good understanding of the motives behind other people's actions".

2. Career Planning:

The scale used by Orpen (1994) for career planning is to be used. The scale contains 4 items. Sample items of this scale are "I have definite goals for my career over my life time"; "I give a lot of thought to plans and schemes for achieving my career goals". The items to be rated in a 1-5 scale range.

3. Career tactics:

The scale used by Orpen (1994) for career tactics is to be used. The scale contains 6 items. Sample items of this scale are "I am always very careful to avoid dead end career paths"; "I actively seek opportunities rather than wait to be chosen".

### **Organizational determinants:**

i) Supervisory support:

Measured by the validated scale by Greenhaus et al (1990). It is a 9 item scale on a rating 1 to 5. A sample item is "My supervisor gives me helpful feedback about my performance".

ii) Organizational career management practices:

Only formal organizational career support excluding all those support by the supervisor would be included in this scale. There has been no validated scale developed for this and studies have developed it contextually through discussions with company personnel (Ex: Sturges et al, 2002). Hence, a list of practices is prepared based on the work by Sturges et al (2001), Baruch et al, (2000) and Orpen (1994) and also discussions with academicians. The variables are i) Extent of evaluative usage of performance appraisal; ii) Quality of performance feedback for employee development; iii) Usefulness of performance feedback for employee development; iv) Internal recruitment; v) Formal development experience on job; vi) Training and development support for present job; vii) Training and development support for future jobs and viii) Career related information sharing