

The objective and subjective aspects of career success

Omar Jaber Aburumman ^{1*}

¹ Faculty of Business, Economics and Social Development, Universiti Malaysia Terengganu, Malaysia;

*

Belal Yousuf Barhem ²

² Faculty of Business, Amman Arab University, Amman, Jordan

Abstract: *This study aimed to obtain a deeper understanding of objective and subjective aspects of career success, by examining the impact of HRM practices (compensation, performance appraisal, training, and development) and career motivation on objective and subjective aspects of career success with a sample of 289 employees in the Jordanian banking sector. The results showed that objective and subjective aspects are important factors to form career success. Results also indicated that HRM practices (compensation and performance appraisal) and career motivation have a significant positive impact on the objective and subjective aspects of career success, and that career motivation partially mediated the relationship between HRM practices (compensation and performance appraisal) and career success. Academic researchers should pay attention to both the objective and subjective aspects of career success, since each aspect reflects an important and different part of career success. Future studies should explore other factors of organizational behaviour that may explain the objective and subjective aspects of career success.*

Keywords: *HRM Practices; Career Motivation; Career Success*

1. Introduction

Term “Career” returns to the Latin word “Carraria”, which means a way or a carriageway. Operationally, a career is a series of related jobs by which individuals move in an organized sequence (Garavan, 1996). Hall (1986) defined a career as a series of activities and experiences related to job, which directed towards organizational and personal goals through which individuals pass throughout their lifetime, some of which are under individuals control and some under others control. Career Success (CS) can be defined as “the positive psychological or work-related outcomes or achievements one entertains because of work experiences’ (Seibert & Kramer, 2001, p2). Boudreau, Boswell, and Judge (2001) defined CS as a cumulative contact among a variety of societal standards, organizational behaviours, and individual work practices. Likewise, Hennequin (2007) indicated that CS is individuals evaluating to achievements made through their job experiences.

In the last decades, career academic researchers have examined CS for employees’ broadly, based on the contradiction proposed by Hughes (1937) to objective and subjective career success. By reviewed the literature of CS, the previous studies focused on subjective aspects of CS and its associated parts more than objective aspects (Arthur, 2005; Heslin, 2005; Judge, Higgins, Thoresen & Barrick, 1999). Moreover, Objective Career Success (OCS) has seen less attention from career researchers (Heslin, 2005; Park, Kang, Lee & Kim, 2017; Shockley et al., 2016; Spurk, Hirschi & Dries, 2019; Xie, Xia, Xin & Zhou, 2016). The results of objective and subjective are both important sides of CS (Ng, Eby, Sorensen & Feldman, 2005). Moreover, CS is directly connected to what drives and motivates you and to your core beliefs and values (Ghayur & Churchill, 2017). We can define CS as “Career is success is producing Effective and Tangible results through the Skills and Competencies in the area of one’s professional identity”.

OCS is an individual’s progress up in a hierarchy of career based on a long-range linkage with an organization (Hennequin, 2007). OCS is evaluated using objective, external, and perceptible measures. These measures may verifiable by the community, family, and friends as success criteria (Bagdadli & Gianecchini, 2019; Judge et al., 1999). Objective indicators of CS are openly attainable to others and are

defined by the organization and wider societies rather than the individual (Hennequin, 2007). Individuals who obtain good salaries and realize promotions more fast are generally viewed as they largely succeeded in their careers (Stumpf & Tymon, 2012). Moreover, factors such as career experience and number of hours worked are considered as indicators of OCS (Ng et al., 2005). Consequently, it is easy to measure indicators of OCS, by observe and record these indicators throughout an individual's career.

Subjective career success (SCS) is an individual's sensation of satisfaction, self-fulfillment, and achievements related to their career (Judge et al., 1999). Judge, Klinger, and Simon (2010) clarified that individuals who have a high level of satisfaction about aspects of careers, they are more likely to be successful in careers life. Consequently, measures of SCS may differentiation important career results that are not possible and evaluable in privet records of individuals or by evaluation experts (Ng & Feldman, 2014). Heslin (2005) indicated that issues of a modern lifestyle such as work-life stabilization and provide help to others are popular criteria for SCS. Moreover, factors such as career achievement, career satisfaction, and career enjoyment may be as important measure indicators for SCS (McDonald & Hite, 2008). Spurk, Hirschi, and Dries (2019) have claimed that SCS has special importance through periods when careers are slowing or stagnating in the objective measures of organizations or communities. In contrast, Hall, Lee, Kossek, and Heras (2012) indicated that if organizations are unable to provide enough resources for SCS, they can still increase their efforts to strengthen the criteria of OCS in order to maintain the talented employees. Thus, CS must be treated as objective and subjective aspects (Gunz & Heslin, 2005).

Previous studies focused on comparisons among OCS and SCS (e.g. Heslin, 2005; Judge & Hurst, 2007; Ng et al., 2005), while there are limited studies that purpose to examine the likely relationship among OCS and SCS. The importance of examining both OCS and SCS must not be undervalued, because they are abstractly distinguished and often not equivalent to each other (Nabi, 1999). For example, as new promotions and wage improvements can be considered as achievements, criteria for OCS are thus predictable; however, these new promotions and wage improvements obtained do not, in turn, generate career satisfaction. Correspondingly, a study of Stumpf and Tymon (2012) indicated an important interaction among objective and subjective aspects of CS over time, which provides upholding for the relationship among objective and subjective aspects of CS.

Success in career is normal anticipation for individuals, where the quality of this success relies on what an individual foresee from it. Most writings on CS disregard the key matter of career employers' capability to build successful careers (Gunz & Heslin, 2005), but employers have capability to apply some programs that may contribute to development of a broad definition of success by promoting the individuals to realize the real meaning of CS (Dries, 2011). By getting to know the influences that lead to CS, it will be possible for employees and management to extract better CS plans (Seema & Sujatha, 2015). For example, the use of HRM practices including training & development programs, incentives, compensation, performance management system, rewards, and extensive involvement could contribute to achieving CS for these employees by increasing their motivation to work (Aburumman, Salleh, Omar & Abadi, 2020; Nabi, 2001; Veth et al., 2019).

The practices taken by human resources management reflect the responsibilities and decisions related to attracting, training, inspiring, and motivating the working individuals, while organizing the functional relations associated with the efficiency of the work and achieving the objectives of the organization (Armstrong & Taylor, 2014; Zamanan et al. 2020). Organizations use such practices to form behaviours, values, and the organizations use these practices to form behaviors and culture related to their work in order to retain employees and achieve desired organizational values (Al-Sarayrah et al., 2016; Shannak et al., 2012). Therefore, HRM practices considered efficacious and rather acceptable by organizations and individuals, if these practices purpose to improve capacities, skills, motivations of individuals, and make a balance among personal and practical aspects of individuals' life (Blom et al., 2018).

This study contributes to addressing three main theoretical gaps. First, it contributes to examine the objective and subjective aspects of CS together, while previous studies focused on SCS without paying attention to aspects of OCS (Heslin, 2005; Park et al., 2017; Shockley et al., 2016; Spurk et al., 2019; Xie et al., 2016). Second, this study developed a survey instrument to measure OCS, while most of previous studies adopted on the suggestion of Ng et al. (2005) to measure OCS, by self-report for participants about the number of promotions and increases in annual salary they had received. Finally, this study contributes to discovering factors that may impact CS including HRM practices and Career Motivation (CM) by relying on Social Cognitive Career Theory (SCCT).

2. Literature Review

2.1 HRM Practices and Career Success

HRM practices are an important factor especially regarding individuals' careers, because they may directly or indirectly affect the CS of employees (Chapman et al., 2005; Khan, Shamsudin & Ismail, 2015; Stumpf, Doh & Tymon, 2010). Some researchers indicated that when applying formal HRM practices, a gap may arise between reality and the formal standards that result from these practices, thus a strong feeling of unfair can happen, which may have negative results on objective and subjective aspects of CS (Greenberg, Ashton & Ashkanasyet, 2007; Klendauer & Deller, 2009). Therefore, HRM practices should be designed to facilitate and accommodate the individuals in the work environment, in addition to creating motive, success, and satisfaction about careers (Nayyab, Ahmed, Naseer & Iqbal, 2011; Salleh et al., 2020).

HRM practices that meet the desires and expectations of individuals contribute to strengthening their level of CS (Akkermans & Tims, 2017; Yean & Yahya, 2013), whereas HRM practices that improve or reduce of developing their skills and knowledge will still affect their CS positively or negatively (Kats, Emmerik, Blenkinsopp & Khapova, 2010). Using compensation, benefit, and performance appraisal systems based on objective and fair criteria might lead to decrease prejudice in the work environment, increase productivity and loyalty of employees, and strengthen the level of CS for individuals (Hee et al., 2016; Mehta, Anderson & Dubinsky, 2000). Furthermore, high salaries, appropriate training and development programs that contribute to increased progression and career development have a positive result on both objective and subjective aspects of CS (Abutayeh, 2017; Tremblay, Dahan & Gianecchini, 2014). Thus, the following hypotheses have been established based on above argumentations:

Hypothesis 1: Compensation has a significant impact on career success for employees in the Jordanian banking sector.

Hypothesis 2: Performance appraisal has a significant impact on career success for employees in the Jordanian banking sector.

Hypothesis 3: Training and development has a significant impact on career success for employees in the Jordanian banking sector.

2.2 HRM Practices and Career Motivation

The investments in the HRM practices are contributing to formation of human capital is closely related to the organization and contributing to reducing the chances of them leaving the organization and increasing their motivation for work (Diaz, Bornay & Lopez, 2017). Oosthuizen (2001) indicated that the major priority of HRM is to maintain the employees' motivations for work. Organizations use compensation, rewards, and incentive systems to increase the motivation of employees towards their careers (Zaman, Hafiza, Shah & Jamsheed, 2011). Dar, Bashir,

Ghazanfar, and Abrar (2014) argued that if organizations desire to increase the motivation of employees toward their careers, they should pay more attention to the fair performance appraisal system, training and development programs based on needs, material and immaterial compensation based on objective and fair criteria. Moreover, HRM practices, including selection procedures, training programs, performance appraisal, reward, recognition, compensation, employees' participation extensively contribute to strengthen the capacities and knowledge of new and present employees and strengthen their motivations to work (Kakar, Saufi & Mansor, 2019; Masud & Daud, 2019). Thus, the following hypotheses have been established based on above argumentations:

Hypothesis 4: Compensation has a significant impact on career motivation for employees in the Jordanian banking sector.

Hypothesis 5: Performance appraisal has a significant impact on career motivation for employees in the Jordanian banking sector.

Hypothesis 6: Training and development has a significant impact on career motivation for employees in the Jordanian banking sector.

2.3 Career Motivation and Career Success

CM is a group of forces that pushes individuals to specific behaviours and choices in order to achieve individuals and organizational goals (Cheng, Cheng, Tian & Fan, 2015). The expectancy-value theory suggests a comprehensive structure to examining CM establishes on expectancies, capacities, and task values (Eccles & Wigfield, 1995). The expectancy-value theory also suggests also that individuals depend on their desire to succeed to finish the tasks assigned to them (Fang et al., 2018). Career values and career expectancies are important predictors of career outcomes such as CS (Lechner, Sortheix, Göllner & Salmela, 2017). According to London (1983), CM includes three main dimensions, namely career insight, career identity, and career resilience. Firstly, career insight is the energizing and enhancement of motivations by clarification of the career aspirations and goals of individuals. Secondly, career identity is the degree to which individuals determine the direction of the motivation in line with the nature of their careers and their organizations. Third, career resilience is the capacities to remain motivated in light of changes and challenges that may occur. Moreover, Day and Allen (2004) indicated the three dimensions of CM (career insight, career identity, and career resilience) are related positively to objective and subjective aspects of CS and lead to career achievement. Thus, the following hypothesis has been established based on above argumentations:

Hypothesis 7: Career motivation has a significant impact on career success for employees in the Jordanian banking sector.

2.4 HRM Practices, Career Motivation and Career Success

This study suggests that CM mediates the relationship between HRM practices (compensation, performance appraisal, training, and development) and CS, from a perspective of employees in the Jordanian Banking Sector (JBS). This suggests can be considered to be one of the assumptions of SCCT (Lent, Brown, & Hackett, 1994). SCCT provides many implications for efforts to promote CS (Lent, 2005). This framework highlights social cognitive variables (e.g. HRM practices) that empower individuals to practice own control in their career development, where individuals set goals for themselves and direct their behaviour accordingly, with set a group of motivations to accomplish these goals. Thus, the following hypotheses have been established based on above argumentations:

Hypothesis 8: Career motivation mediates the relationship between compensation and career success for employees in the Jordanian banking sector.

Hypothesis 9: Career motivation mediates the relationship between performance appraisal and career success for employees in the Jordanian banking sector.

Hypothesis 10: Career motivation mediates the relationship between training and development and career success for employees in the Jordanian banking sector.

Therefore, the current study endeavour to investigate the impact of HRM practices (compensation, performance appraisal, training, and development) and CM on CM, and to explore the mediating role of CM for employees in JBS. The hypothesized model is shown in Figure 1.

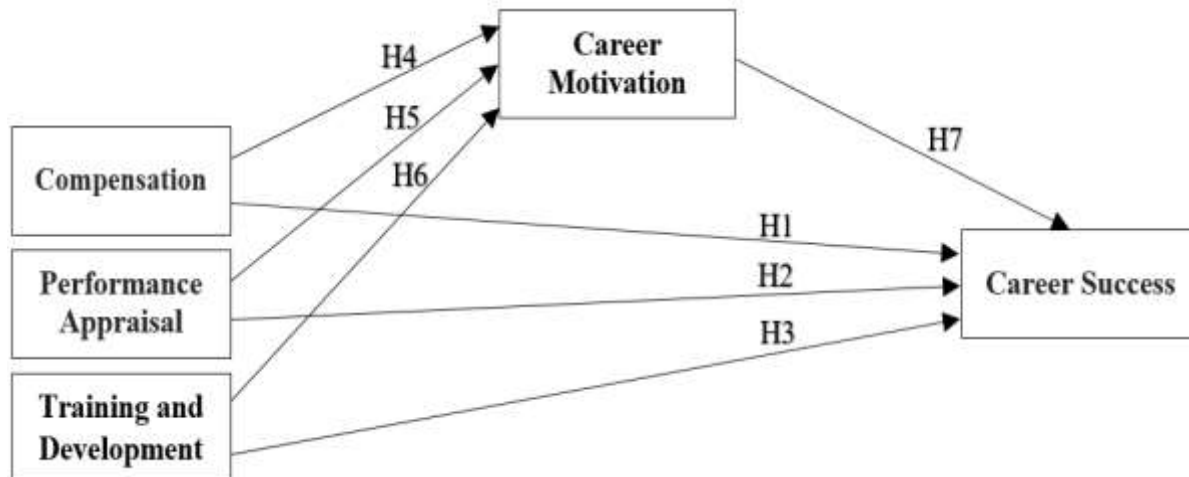


Figure 1. Research model

3. Research Methodology

3.1 Instrument and Measurement

This study adopted a survey questionnaire as main technique for data collection using a cross-sectional study. The questionnaire consists of four sections. The first section included demographic information. The second section included items to measure HRM practices, namely compensation, performance appraisal, training, and development. The third section included items to measure CM, namely career insight, career identity, and career resilience. The fourth section included items to measure CS, namely OCS and SCS. All items of these variables were measured using a 5-point Likert-type scale where "1: Strongly Disagree", "2: Disagree", "3: Neutral", "4: Agree" and "5: Strongly Agree"

Regarding the measurement of variables, HRM practices were measured using a scale of Lee, Lee, and Wu (2010), where compensation was measured in four items, performance appraisal in five items, training and development in four items. CM was measure using a scale of Day and Allen (2004), which consists of three dimensions namely career insight, career identity, and career resilience, where each dimension was measured in seven items. Regarding CS measure, SCS was measured using a scale of Greenhaus, Parasuraman, and Wormley (1990) in five items, while most of previous studies adopted on the suggestion of Ng et al. (2005) to OCS measure, by self-report for participants about a number of promotions and increases in annual salary they had received. In order to facilitate the task for future studies, this study developed a survey instrument to OCS

measure based on the definition of Ng et al. (2005) for OCS. This instrument includes four items, which aims to measure a number of promotions and increases in annual salary (Appendix A).

3.2 Population and Sample

The number of employees in JBS totalled 21090 (Association of Banks in Jordan, 2018). Thus, the sample size of this study amounted to 379 respondents (Krejcie & Morgan, 1970). The individual-level was selected as the unit of analysis in the current study. All employees (employees of top level, middle level, lower level, and level of non-managerial employees) in JBS have been selected as the respondents to this study. A convenience sampling technique was selected as the main technique for data collection from respondents, because it is an easy way to contact and reach respondents. 289 responses were returned valid for more analysis, which represents 76% of the number of distributed questionnaires.

3.3 Pilot Study

The pilot study aims to examine the language and items of the instrument, as well as identify and eliminate possible problems that might interfere with the reliability of the instrument using test of Cronbach's Alpha coefficient. The questionnaires were distributed to 40 employees in four banks. Pilot testing obtained 82.5% response rate (33 questionnaires). As indicated in Table 1, Cronbach's alpha coefficient achieved worth more than the suggested threshold worth of 0.60 and above for all constructs without deleting any item (Hair, Hult, Ringle & Sarstedt, 2016). Moreover, the new items of OCS achieved a high value for Cronbach's Alpha coefficient 0.909. Therefore, these new items have high reliability.

Table 1. Cronbach's alpha coefficient of pilot study

Construct	No. of Items	Item Deleted	Cronbach's Alpha Coefficient
Compensation	4	Nil	0.923
Performance Appraisal	5	Nil	0.773
Training and Development	4	Nil	0.838
Career Insight	7	Nil	0.903
Career Identity	7	Nil	0.782
Career Resilience	7	Nil	0.879
Objective Career Success	4	Nil	0.909
Subjective Career Success	5	Nil	0.876

4. Data Analysis

The findings of demographic information analysis clarified that of 289 respondents, 62.9% were male, while 37.1% were female. Regarding the age of respondents, the largest group of respondents was between 26-30 years of age (24.3%), which might be a result of depending on new graduates to strength the market share in the financial industry in Jordan. The next category is the age between 31-35 years with a ratio of 20.9%, 19.2% between 36-40 years, 17.7% between 21-25 years, 10.7% between 41-45 years, 5.1% between 46-50 years, 1.2% were more than 51 years, and 1% were less than 21 years. Regarding the job position of respondents, 3.2% of respondents were in the top level of management, 21.4% were in the middle level, 30.8% were in the lower level, and 44.7% were in the level of non-managerial, which is almost comply with the normal distribution for any organizational structure. Regarding the academic qualifications, most of the respondents have a bachelor degree (65.5%), 18.2% had a master degree, 12.9% had a diploma degree, 2.2% had a higher diploma degree, 1% had a high secondary school degree, and only 0.2% of respondents had a Ph.D. degree.

PLS-SEM was used for data analysis and to test the hypothesis statement formulated from the theoretical framework of this study. In a comprehensive manner, both simple and advanced statistical tools and methods were used and appropriate to test the study model. The process of data analysis for the current study began following two major steps, namely outer model assessment and inner model assessment, which were performed using the statistical software SmartPLS (version 3.3.2). The outer model assessment aims to ensure that the survey instrument is valid and reliable by assessment of internal consistency reliability, convergent validity, and discriminant validity. Table 2 shows the results of an analysis of internal consistency reliability and convergent validity. Regarding the assessment of internal consistency reliability, Hair et al. (2016) indicate that Cronbach's alpha and composite reliability values of 0.60 and above are acceptable in exploratory research. However, all variables have achieved values between 0.826 and 0.914 for Cronbach's alpha. Meanwhile, all variables have achieved values between 0.892 and 0.936 for composite reliability. Regarding the assessment of convergent validity, items that have loading less than 0.4 have been deleted (T&D4: 0.185 and CID4: 0.364), while other items have been retained which ranged from 0.718 to 0.923 as suggested by Hair et al. (2016). Meanwhile, the results in Table 2 indicate that the average variance extracted (AVE) achieved values more than the suggested threshold values of 0.50 and above for all constructs (Hair et al., 2016).

Table 2. Assessment of internal consistency reliability and convergent validity

Construct	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability	AVE	
Compensation	CO1	0.816	0.838	0.892	0.674	
	CO2	0.781				
	CO3	0.879				
	CO4	0.805				
Performance Appraisal	PA1	0.840	0.886	0.916	0.686	
	PA2	0.831				
	PA3	0.718				
	PA4	0.875				
	PA5	0.869				
Training and Development	T&D1	0.868	0.826	0.895	0.740	
	T&D2	0.784				
	T&D3	0.923				
Career Motivation	Career Insight	CIN1	0.852	0.909	0.928	0.650
		CIN2	0.758			
		CIN3	0.869			
		CIN4	0.726			
		CIN5	0.841			
		CIN6	0.734			
		CIN7	0.849			
	Career Identity	CID1	0.858	0.892	0.917	0.648
		CID2	0.762			
		CID3	0.758			
		CID5	0.823			
		CID6	0.785			
		CID7	0.840			
	Career Resilience	CR1	0.792	0.905	0.925	0.639
		CR2	0.865			
		CR3	0.841			
		CR4	0.813			
		CR5	0.836			
		CR6	0.725			
		CR7	0.708			

Career Success	Objective Career Success	OCS1	0.889	0.902	0.931	0.773
		OCS2	0.913			
		OCS3	0.850			
		OCS4	0.863			
	Subjective Career Success	SCS1	0.841	0.914	0.936	0.744
		SCS2	0.891			
		SCS3	0.873			
		SCS4	0.852			
		SCS5	0.856			

This study used criterion of Heterotrait-monotrait ratio (HTMT) to assess discriminant validity. Henseler, Ringle, and Sarstedt (2015) suggested that criterion of HTMT be between 0 and 1, and no issues result from negative correlations. As indicated in Table 3, the HTMT values were all between 0 and 1 for each construct and were within the range of 0.037 to 0.460. According to the previous results, the outer model of this study is valid and reliable.

Table 3. Assessment of discriminant validity based on Heterotrait-Monotrait Ratio (HTMT)

Construct	Compensation	Performance Appraisal	Training & Development	Career Motivation	Career Success
Compensation					
Performance Appraisal	0.057				
Training & Development	0.140	0.037			
Career Motivation	0.286	0.235	0.110		
Career Success	0.274	0.460	0.142	0.458	

Once the outer model has been proven to be valid and reliable, the next step was the assessment of the inner model to examine the standardized path coefficients to the hypothesized relationships. The PLS algorithm in SmartPLS (version 3.3.2) was used in order to test the hypothesized model. Preacher and Hayes (2008) suggested that bootstrapping is increasingly being used to examine the path coefficients. Thus, this study used the bootstrapping method in SmartPLS (version 3.3.2) in order to examine the path coefficients. As shown in Table 4, t-values and p-values with each path coefficient have been generated by the bootstrapping technique for 5000 resamples.

Table 4. P-Values for each path coefficient

No.	Hypotheses	Path Coefficient	T-Value	P-Value	Confidence Interval		Decision
					95% LL	95% UL	
H1	CO→CS	0.166	2.761	0.006	0.039	0.278	Supported**
H2	PA→CS	0.369	7.167	0.000	0.263	0.466	Supported***
H3	T&D→CS	0.087	1.645	0.100	-0.028	0.181	Not Supported
H4	CO→CM	0.225	3.849	0.000	0.106	0.335	Supported***
H5	PA→CM	0.183	2.997	0.003	0.054	0.293	Supported**
H6	T&D→CM	0.025	0.364	0.716	-0.139	0.139	Not Supported
H7	CM→CS	0.314	5.567	0.000	0.199	0.421	Supported***

Note: ***: $p < 0.000$, **: $p < 0.01$; 5,000 bootstrap samples

As shown in Table 4, compensation has a positive direct impact on career success (Path Coefficient = 0.166; Standard Deviation = 0.060; T-Value = 2.761; P-Value = 0.006; 95% LL = 0.039; 95% UL = 0.278), thus H1 was supported. Moreover, performance appraisal has a positive direct impact on career success (Path Coefficient = 0.369; Standard Deviation = 0.051; T-Value = 7.167; P-Value = 0.000; 95% LL = 0.263; 95% UL = 0.466), thus H2 was supported. In contrast,

training and development has no direct impact on career success (Path Coefficient = 0.087; Standard Deviation = 0.053; T-Value = 1.645; P-Value = 0.100; 95% LL= -0.028; 95% UL= 0.181), thus H3 was not supported.

As shown in Table 4, compensation has a positive direct impact on career motivation (Path Coefficient = 0.225; Standard Deviation = 0.059; T-Value = 3.849; P-Value = 0.000; 95% LL= 0.106; 95% UL= 0.335), thus H4 was supported. Moreover, performance appraisal has a positive direct impact on career motivation (Path Coefficient = 0.183; Standard Deviation = 0.061; T-Value = 2.997; P-Value = 0.003; 95% LL= 0.054; 95% UL= 0.293), thus H5 was supported. In contrast, training and development has no direct impact on career motivation (Path Coefficient = 0.025; Standard Deviation = 0.068; T-Value = 0.364; P-Value = 0.716; 95% LL= -0.139; 95% UL= 0.421), thus H6 was not supported. In addition, career motivation has a positive direct impact on career success (Path Coefficient = 0.314; Standard Deviation = 0.056; T-Value = 5.567; P-Value = 0.000; 95% LL= 0.199; 95% UL= 0.421), thus H7 was supported.

Regarding the mediating effect of career motivation, this study using the bootstrap method to conclude the mediating effect (Preacher & Hayes, 2008). As shown in Table 5, career motivation partially mediated the relationship between compensation and career success (Indirect Effect = 0.071; Standard Deviation = 0.070; P-Value = 0.000; 95% LL= 0.036; 95% UL= 0.115), thus H8 was supported. Moreover, career motivation partially mediated the relationship between performance appraisal and career success (Indirect Effect = 0.057; Standard Deviation = 0.058; P-Value = 0.008; 95% LL= 0.018; 95% UL= 0.102), thus H9 was supported. In contrast, career motivation partially mediated the relationship between training & development and career success (Indirect Effect = 0.008; Standard Deviation = 0.010; P-Value = 0.724; 95% LL= -0.045; 95% UL= 0.046), thus H10 was not supported.

Table 5. Testing the mediating effect of career motivation

No.	Hypothesis	Indirect Effect	P-value	Confidence Interval		Decision
				95% LL	95% UL	
H8	CO→CM→CS	0.071	0.000	0.036	0.115	Partial Mediation
H9	PA→CM→CS	0.057	0.008	0.018	0.102	Partial Mediation
H10	T&D→CM→CS	0.008	0.724	-0.045	0.046	No Mediation

5. Discussion

This study pursued to obtain a deeper understanding and to minimize the literature gaps related to objective and subjective aspects of CS. Using the approach of PLS-SEM, the results of the outer and inner model test of the current study indicated that objective and subjective aspects are important factors to form CS. The number of promotions and increases in annual salary are factors that reflect the objective aspect of CS, while the level of satisfaction and achievement are factors that reflect the subjective aspect of CS. Thus, attention should be paid to both OCS and SCS, because each aspect reflects an important and different part of CS. Moreover, this study developed a survey instrument to OCS measure, while most of the previous studies used self-reports for participants to measure it. According to the results of analysis using PLS-SEM, these new items are valid and reliable. Thus, future studies can use this instrument to OCS measure with a consistent reliability outcome 0.931.

This study also pursued to examine the impact of HRM practices (compensation, performance appraisal, training, and development) and CM on CS. Results indicated that compensation and performance appraisal have a significant positive impact on the objective and subjective aspects of CS for employees in JBS. Compensation systems are a vital element to inspire

the employees to achieve better efficiency for the organization. Compensation has important encouraging power to achieve employee's goals and guarantee respect and feeling of satisfaction and success about career. Therefore, employees will feel satisfaction and success about their career if what they receive is equivalent to the performance and effort they make compared to what other employees receive, but if they feel what receive is not equivalent to the performance and effort they make, they will behave negatively. These findings correspond with study of Aburumman et al. (2020) and Khan et al. (2015).

Widely, performance appraisal aims to support managerial decisions such as promotion and pay or take decisions related to training opportunities and areas for development for low-performing employees. Therefore, the results of performance appraisal affect many aspects that may be given to employees related to OCS such as new promotions, incentives, and salaries, as well as aspects related to SCS such as level of satisfaction and achievements. These findings correspond with study of Aburumman et al. (2020) and Stumpf et al. (2010). Results indicated that training and development have no direct and indirect impact on CS, in contrast to results reported by Rowley, Kang, and Lim (2016), which indicated that training and development are related to CS. A possible explanation for this null result is that the programs of training and development related to how to perform the tasks, and were not related to the level of satisfaction and achievement which employees were feeling or the number of promotions and increases in annual salary, which they had received.

The results indicated also that HRM practices including compensation and performance appraisal have a significant positive impact on CM for employees in JBS. Compensation is an important factor that affects employees' behaviour. These compensation systems include all forms of output that employees get as a side of a working relationship such as pay, rewards, bonuses, commissions, recognition programs, flexible work hours, and medical insurance. These compensations have capacity to influence the employees' attitudes at work, and contribute to an increase in CM for employees. Furthermore, having adequate pay levels and other rewards in the work environment is critical in motivating employees to distinguished performance, providing high quality services, and dealing with the needs of customers effectively. Thus, organizations should have to recognize compensation as a main motivation of employees. These findings correspond with study of Dar et al. (2014) and Van Herpen et al. (2005).

Performance appraisal is one of the main factors affecting employees' behaviours related to careers. Harrington and Lee (2015) indicated that efficient and fair appraisal of performance is a critical instrument for organizations to identify employees' achievements in order to distribute rewards, pay, and incentives. The appraisal of fair performance also contributes to the development of many HRM activities such as strengthening the employees' motivations towards career, enhancing performance, build and develop their capacity. Moreover, it assistance the organizations to recognize outstanding employees to provide a new promotion for them. Consequently, employees who foresee efficient and fair appraisal of performance system will have a high level of motivation toward their career. These findings correspond with study of Jabeen (2011) and Idowu (2017). Results indicated that training and development have no direct impact on CM, which is in contrast to results reported by Azmar, Romle, and Ismail (2015), which indicated that training and development are related to CM. A possible explanation is that the programs of training and development related to how to perform the tasks and not related to the level of motivation towards a career.

The current study also predicted that CM would relate to the objective and subjective aspects of CS. London (1983) indicated that behaviours such as the intention of mobility to up, taking a

risk, and flexibility to career partition should lead to achievement and career satisfaction. In this study, CM (career insight, career identity, and career resilience) positively related to aspects of CS such as promotion, salary, achievement, and satisfaction. This finding corresponds to the results of a study by Day and Allen (2004). Furthermore, findings indicated that CM partially mediated the relationship between HRM practices (compensation and performance appraisal) and CS. This result indicates that a portion of the impact of HRM practices (compensation and performance appraisal) on CS is mediated through CM, whereas HRM practices (compensation and performance appraisal) still explain a portion of CS. Therefore, the results of the study highlight the significance of CM as an outcome of HRM practices (compensation and performance appraisal) and as a determinant of CS in the context of JBS.

5.1 Limitations and Future Directions

Regarding the limitations of this study, the sample was from the private sector, in particular JBS, thus we cannot generalize the results to other sectors. Future studies with samples from other sectors were needed to support the current results. To address the research gap, the mediation hypotheses of this study suggested a presumed causal structure, where HRM practices lead to CM, which in turn leads to objective and subjective aspects of CS, but it is possible that these relationships are mutual. Thus, future research may use a longitudinal approach to preferable appraisal the right causal structure of these relationships. Furthermore, using the interview approach can help discover the reasons that link relationships between current study variables, because the interview would assist the researcher in interacting with the participants being interviewed (Creswell, 2012).

6. Conclusion

This is first study that aims to examine the impact of HRM practices and CM on CS for employees in JBS. The results indicated that objective and subjective aspects are important factors to form CS. The numbers of promotions and increases in annual salary are factors that reflect the objective aspect of CS, while the level of satisfaction and achievement are factors that reflect the subjective aspect of CS. Thus, attention should be paid to both objective and subjective aspects of CS, because each aspect reflects an important and different part of CS. Moreover, HRM practices (compensation and performance appraisal) and CM have a significant positive impact on the objective and subjective aspects of CS, and that CM partially mediated the relationship between HRM practices (compensation and performance appraisal) and CS. Future studies should explore other factors of organizational behaviour that may explain the objective and subjective aspects of CS.

Conflict of Interest

The authors confirm that there is no conflict of interest to declare for this publication.

References

- Aburumman, O., Salleh, A., Omar, K., & Abadi, M. (2020). The impact of human resource management practices and career satisfaction on employee's turnover intention. *Management Science Letters*, 10(3), 641-652.
- Abutayeh, B. K. (2017). The Role of High-Performance Work System on Career Success: Evidence from Jordan. *International Journal of Business and Management*, 12(10), 203.
- Akkermans, J., & Tims, M. (2017). Crafting your career: How career competencies relate to career success via job crafting. *Applied Psychology*, 66(1), 168-195.

- Al-Sarayrah, S., Tarhini, A., Obeidat, B. Y., Al-Salti, Z., & Kattoua, T. (2016). The effect of culture on strategic human resource management practices: A theoretical perspective. *International Journal of Business Management and Economic Research*, 7(4), 704-716.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers.
- Arthur, M., Khapove, S., & Wildrom, C. (2005). Career success in a boundaryless career world. *Journal of Organizational Behaviour*, 26, 177-202.
- Association of Banks in Jordan. (2018). Annual Report. Retrieved on October, 14, 2019, from http://abj.org.jo/ar-jo/Annual_Reports-ar-JO.
- Azmar, N. A., Romle, A. R., & Ismail, S. (2015). Framing a new movement for training program and work motivation in the public service context. *International Journal of Administration and Governance*, 1(4), 20-25.
- Bagdadli, S., & Gianecchini, M. (2019). Organizational career management practices and objective career success: A systematic review and framework. *Human Resource Management Review*, 29(3), 353-370.
- Blom, R., Kruijen, P. M., Van der Heijden, B. I., & Van Thiel, S. (2018). One HRM fits all? A meta-analysis of the effects of HRM practices in the public, semipublic, and private sector. *Review of Public Personnel Administration*, 4, 1-33.
- Boudreau, J. W., Boswell, W. R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of vocational behavior*, 58(1), 53-81.
- Chapman, D. S., Uggerslev, K. L., Carroll, S. A., Piasentin, K. A., & Jones, D. A. (2005). Applicant attraction to organizations and job choice: a meta-analytic review of the correlates of recruiting outcomes. *Journal of applied psychology*, 90(5), 928.
- Cheng, M., Cheng, C., Tian, Y., & Fan, X. (2015). Student nurses' motivation to choose gerontological nursing as a career in China: A survey study. *Nurse Education Today*, 35(7), 843-848.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.
- Dar, A. T., Bashir, M., Ghazanfar, F., & Abrar, M. (2014). Mediating role of employee motivation in relationship to post-selection HRM practices and organizational performance. *International Review of Management and Marketing*, 4(3), 224-238.
- Day, R., & Allen, T. D. (2004). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational behavior*, 64(1), 72-91.
- Diaz-Fernandez, M., Bornay-Barrachina, M., & Lopez-Cabrales, A. (2017). HRM practices and innovation performance: A panel-data approach. *International Journal of Manpower*, 38(3), 354-372.
- Dries, N. (2011). The meaning of career success. *Career Development International*, 16 (4), 364-384.
- Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and social psychology bulletin*, 21(3), 215-225.
- Fang, W., Zhang, Y., Mei, J., Chai, X., & Fan, X. (2018). Relationships between optimism, educational environment, career adaptability and career motivation in nursing undergraduates: A cross-sectional study. *Nurse education today*, 68, 33-39.
- Ghayur, K., & Churchill, D. D. (2017). Career success: Navigating the new work environment. *Career Resources*, 2017(3).

- Greenberg, J., Ashton-James, C. E., & Ashkanasy, N. M. (2007). Social comparison processes in organizations. *Organizational behavior and Human decision processes*, 102(1), 22-41.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations and career outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Gunz, H. P., & Heslin, P. A. (2005). Reconceptualizing career success. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 26(2), 105-111.
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (PLS-SEM)*: Sage Publications.
- Hall, D. T. (1986). *Career development in organizations*. Jossey-Bass Inc Pub.
- Hall, D. T., Lee, M. D., Kossek, E. E., & Heras, M. L. (2012). Pursuing career success while sustaining personal and family well-being: A study of reduced-load professionals over time. *Journal of Social Issues*, 68(4), 742-766.
- Harrington, J. R., & Lee, J. H. (2015). What drives perceived fairness of performance appraisal? Exploring the effects of psychological contract fulfillment on employees' perceived fairness of performance appraisal in US federal agencies. *Public Personnel Management*, 44(2), 214-238.
- Hee, O. C., Cheng, T. Y., Yaw, C. C., Gee, W. V., Kamaludin, S. M., & Prabhakaran, J. R. (2016). The Influence of Human Resource Management Practices on Career Satisfaction: Evidence from Malaysia. *International Review of Management and Marketing*, 6(3), 517-521.
- Hennequin, E. (2007). What "career success" means to blue-collar workers. *Career Development International*, 12 (6), 565-581.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Heslin, P. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behaviour*, 2, 113-136.
- Hughes, E. C. (1937). Institutional office and the person. *American journal of sociology*, 43(3), 404-413.
- Idowu, A. (2017). Effectiveness of performance appraisal system and its effect on employee motivation. *Nile Journal of Business and Economics*, 3(5), 15-39.
- Jabeen, M. (2011). Impact of performance appraisal on employees motivation. *European journal of Business and Management*, 3(4), 197-204.
- Judge, T. A., Higgins, C. A., Thoresen, C. J., & Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across the life span. *Personnel psychology*, 52(3), 621-652.
- Judge, T. A., & Hurst, C. (2007). Capitalizing on one's advantages: Role of core self-evaluations. *Journal of applied Psychology*, 92(5), 1212.
- Judge, T. A., Klinger, R. L., & Simon, L. S. (2010). Time is on my side: time, general mental ability, human capital, and extrinsic career success. *Journal of Applied Psychology*, 95(1), 92.
- Kakar, A. S., Saufi, R. A., & Mansor, N. N. A. (2019). Person-organization fit and job opportunities matter in HRM practices-turnover intention relationship: a moderated mediation model. *Amazonia Investiga*, 8(20), 155-165.

- Kats, M. M., Van Emmerik, I. H., Blenkinsopp, J., & Khapova, S. N. (2010). Exploring the associations of culture with careers and the mediating role of HR practices. *Career Development International*, 15 (4), 401-418.
- Khan, Q. I., Shamsudin, A. S., & Ismail, M. S. (2015). The Influence of Career Planning and HRM Practices on Career Success of Faculty Members in Public Sector Universities of Pakistan. *Human resource management (HRM)*, 9, 174-188.
- Klendauer, R., & Deller, J. (2009). Organizational justice and managerial commitment in corporate mergers. *Journal of Managerial Psychology*, 24 (1), 29-45.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Lechner, C. M., Sortheix, F. M., Göllner, R., & Salmela-Aro, K. (2017). The development of work values during the transition to adulthood: A two-country study. *Journal of Vocational Behavior*, 99, 52-65.
- Lee, F. H., Lee, T. Z., & Wu, W. Y. (2010). The relationship between human resource management practices, business strategy and firm performance: evidence from steel industry in Taiwan. *The International journal of human resource management*, 21(9), 1351-1372.
- Lent, R. W. (2005). *A Social Cognitive View of Career Development and Counseling*. John Wiley & Sons, Inc.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behavior*, 45(1), 79-122.
- London, M. (1983). Toward a theory of career motivation. *Academy of management review*, 8(4), 620-630.
- Masud, H., & Daud, W. N. W. (2019). Human Resource Management Practices and Organizational Commitment: Research Methods, Issues, and Future Directions. *Review of Integrative Business and Economics Research*, 8, 217-226.
- McDonald, K. S., & Hite, L. M. (2008). The next generation of career success: Implications for HRD. *Advances in developing human resources*, 10(1), 86-103.
- Mehta, R., Anderson, R., & Dubinsky, A. (2000). The perceived importance of sales managers' rewards: a career stage perspective. *Journal of Business & Industrial Marketing*, 15(7), 507-524.
- Nabi, G. R. (1999). An investigation into the differential profile of predictors of objective and subjective career success. *Career development international*, 4 (4), 212-225.
- Nabi, G. R. (2001). The relationship between HRM, social support and subjective career success among men and women. *International journal of manpower*, 22 (5), 457-474.
- Nayyab, H., Hamid, M., Naseer, F., & Iqbal, M. (2011). The impact of HRM practices on the organizational performance. The study of banking sector in Okara, Punjab (Pakistan). *Interdisciplinary Journal of Contemporary Research in Business*, 3(3), 661-672.
- Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel psychology*, 58(2), 367-408.
- Ng, T. W., & Feldman, D. C. (2014). Subjective career success: A meta-analytic review. *Journal of Vocational Behavior*, 85(2), 169-179.
- Oosthuizen, T. F. J. (2001). Motivation influencing worker performance in a technical division of Telkom SA. *Acta Commercii*, 1(1), 19-30.

- Park, S. G., Kang, H. J., Lee, H. R., & Kim, S. J. (2017). The effects of LMX on gender discrimination and subjective career success. *Asia Pacific Journal of Human Resources*, 55(1), 127-148.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior research methods*, 40(3), 879-891.
- Rowley, C., Kang, H. R., & Lim, H. J. (2016). Female manager career success: the importance of individual and organizational factors in South Korea. *Asia Pacific Journal of Human Resources*, 54(1), 98-122.
- Salleh, A. M. M., Omar, K., Aburumman, O. J., Mat, N. H. N., & Almhairat, M. A. (2020). The impact of career planning and career satisfaction on employee's turnover intention. *Entrepreneurship and Sustainability Issues*, 8(1), 218-232.
- Seema, A., & Sujatha, S. (2015). Impact of mentoring on career success—an empirical study in an indian context. *International Journal of Engineering Technology Science and Research*, 2(2), 29-48.
- Seibert, S. E., & Kraimer, M. L. (2001). The five-factor model of personality and career success. *Journal of vocational behavior*, 58(1), 1-21.
- Shannak, R., Masa'deh, R., Al-Zu'bi, Z., Obeidat, B., Alshurideh, M., & Altamony, H. (2012). A theoretical perspective on the relationship between knowledge management systems, customer knowledge management, and firm competitive advantage. *European Journal of Social Sciences*, 32(4), 520-532.
- Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2016). Development of a new scale to measure subjective career success: A mixed-methods study. *Journal of Organizational Behavior*, 37(1), 128-153.
- Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and outcomes of objective versus subjective career success: Competing perspectives and future directions. *Journal of Management*, 45(1), 35-69.
- Stumpf, S. A., Doh, J. P., & Tymon, W. G. (2010). The strength of HR practices in India and their effects on employee career success, performance, and potential. *Human Resource Management*, 49(3), 353-375.
- Stumpf, S. A., & Tymon Jr, W. G. (2012). The effects of objective career success on subsequent subjective career success. *Journal of Vocational Behavior*, 81(3), 345-353.
- Tremblay, M., Dahan, J., & Gianecchini, M. (2014). The mediating influence of career success in relationship between career mobility criteria, career anchors and satisfaction with organization. *Personnel Review*, 43(6), 818-844.
- Van Herpen, M., Van Praag, M., & Cools, K. (2005). The effects of performance measurement and compensation on motivation: An empirical study. *De Economist*, 153(3), 303-329.
- Veth, K. N., Korzilius, H. P., Van der Heijden, B. I., Emans, B. J., & De Lange, A. H. (2019). Which HRM practices enhance employee outcomes at work across the life-span?. *The international journal of human resource management*, 30(19), 2777-2808.
- Xie, B., Xia, M., Xin, X., & Zhou, W. (2016). Linking calling to work engagement and subjective career success: The perspective of career construction theory. *Journal of Vocational Behavior*, 94, 70-78.
- Yean, T. F., & Yahya, K. K. (2013). The influence of human resource management practices and career strategy on career satisfaction of insurance agents. *International Journal of Business and Society*, 14(2), 193.

- Zamanan, M., Alkhaldi, M., Almajroub, A., Alajmi, A., Alshammari, J., & Aburumman, O. (2020). The influence of HRM practices and employees' satisfaction on intention to leave. *Management Science Letters*, 10(8), 1887-1894.
- Zaman, K., Hafiza, N.S., Shah, S.S., Jamsheed, H. (2011). 'Relationship between Rewards and Employee's Motivation in the Non-Profit Organizations of Pakistan'. *Business Intelligence Journal*, 4(2), 327-334.

Appendix A. Survey Instrument of Objective Career Success

No.	Item
1	I have fast and appropriate opportunities to be promoted in my career.
2	My company uses fair and transparent standards for career promotion.
3	I have a good and appropriate increase in annual salary.
4	My company uses fair and transparent standards for increases in annual salary.