

A Study on Factors Affecting Career Advancement in Organization at Klang Valley

¹Wong Mei Ting, ²Eugene Poon Wai Chuen, ³Noraini Binti Ahmad

Abstract-- Career advancement is seen as a tool for organisation to match employees' career aspiration to the organisations' goal and objective in order to maintain satisfaction and commitment. The aim of this study is to determine factors influencing career advancement in organization at Klang Valley. Questionnaire examining the relationship between the dependent such as career advancement and independent variable such as relationship between immediate supervisor, colleague, professionalism, career management skills, proactive career management. A total of 160 responses were obtain from employees in Klang Valley. The results revealed that the variables had a significant impact on career advancement.

Keywords-- Immediate supervisor, colleague, professionalism, career management skills, proactive career management and career advancement.

I. INTRODUCTION

In the current era of a knowledge economy, the performance of human resource managements is closely associated with the organisational success (Masum, Azad, & Beh, 2015). Where volatility and complexity are the norm, the effectiveness and efficiency of the organisation relies upon its human capital. Kahirol (2015) stated that economic growth and sustainable development are affected by highly knowledgeable and skilled human capital. While organisation devote significant part of its resources in training and development, Kraimer et al., (2011) found that employees who've been highly trained in the organisation tend to resign if they do not see any chances for career advancement. Lack of such advancement creates morale problems when employees realised that they are stuck in a dead-end position (Shaban, et al., 2017). This would lead to a poor morale manifests itself in a variety of ways, such as abuse of leave policies, underperformance in job positions and a reluctance to embrace changes in the workplace. Career advancement will not only affect the employees meanwhile it can affect the organisation's performance as well.

Tremblay, Dahan and Gianecchini (2014) argued that perspective of career can divided into subjective (intrinsic) career and objective (extrinsic) career. Subjective career refers to the psychology and attitude attributes, such as job satisfaction, career satisfaction and self-awareness. Meanwhile, objective career refers to tangible and visible attributes, such as income, promotion and job level. It is generally understood that employees devote considerable amount of effort and time into building their careers, in return hoping for an increase in income, promotion or job level based upon their effort and outcome. Some employees jump on the opportunity to learn and

¹Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

²Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur, Email: eugene@apu.edu.my

³Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur, Email: noraini@staffmail.apu.edu.my

take on new task and new role to grow in view of career advancement (Posholi, 2012). Khaled (2017) claimed that a growing number of organisation views that career advancement as a feasible option to attract and retain labour.

However, majority of the career advancement programs place a higher emphasis on senior and top key positions in the organisations. These programmes aim to retain and develop talents at the top level and often neglect the aspect of career develop on lower level employees. Thus, resulting in a high turnover rate among lower level employees. The issue of the increased job mobility among millennials employees is not only problematic to the organisational effectiveness, in terms of the incurred financial and non-financial costs associated with a high turnover rate; but more importantly, posing a threat to the economic growth of the country in several different ways.

Given the issue of increasing turnover intention among employees, with its detrimental consequences on organisational effectiveness and the overall economy, human resource practitioners have attempted to address this issue based on subjective opinions that stem from their own expertise. Although anecdotal information describing employees' attitudes and their reasons to quit are countless, one such reason is the lack of career advancement in Malaysia (Kim et al., 2009; Queiri et al., 2015).

The paper extends existing research in several ways. First, the paper extends the existing model of career advancement to include individual proactive career behaviour. Second, the paper analyses the multi-dimensional factors that are affecting career advancement. Finally, the paper provides new insights into factors influencing career advancement among Malaysian employees.

II. LITERATURE REVIEW

Career Advancement

Career is the constant progress, experience and skill acquisition of a person in a specific work field. Career is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition (Kaya & Ceylan, 2014). While career advancement is defined as promotions to jobs at higher levels in the management hierarchy or to jobs that have a larger scope of responsibilities (Lyness and Judiesch, 2008). Knuppel (2015) describes career advancement as a short-lived stage and simply one part of a greater career development, which ensure that a company has capable employees who are more engaged, and this leads to higher retention rates and may as well attract and retain top talent.

The world is changing so fast, many people discovered that their professional roles can only remain for years or even months. Osibanjo, Oyewunmi & Ojo (2014) argued that career advancement is one of the most critical factors in maintaining employees' passionate. Klupakova (2013) showed that career advancement is one of the bases for determining the impact of personal factors on career management. To maximise career output, the management of career is more and more being acknowledged at the personal level (Chin & Rasdi, 2014). Employees' participation in their own career development decisions, bringing transparency and fairness in the implementation of career advancement system that can help organisations and employees to establish a win-win situation (Sami, James & Ahmed, 2015). Although objective measures of career advancement are important, they may not be the only measures an individual wants to achieve.

External factors affecting career advancement such as salary, promotion and job level (Tremblay, Dahan & Gianecchini, 2014) meanwhile, intrinsic factors affecting career advancement consists of several invisible outcomes such as career satisfaction, self-awareness and sense of value (Saraih, Ail & Khalid, 2015). Choi (2015) claimed that personal influences on extrinsic factors career advancement is stronger than that of environmental factors, while the influence of environmental factors on intrinsic factors career advancement is greater than personal factors. However, Saraih et al, (2015) argued that self-rating of task performance is the only factor that related to employees' intrinsic career advancement. This creates a situation where employees are influenced by personal, environmental, extrinsic and intrinsic factors in career advancement.

III. RELATIONSHIP WITH SUPERVISOR AND COLLEAGUES

Supervisor is a representation of the organisation (Dorothea, 2015). Supervisors are involved in the assessment in the employee performance (Ariani, 2015). When there are in a good relationship between the employee and the supervisor, the employees will feel attached to the organization and want to be involved in the organisation. When an organisation hires a new employee, supervisors are task with not only bring new staff on board, is also building a new lasting relationship (Kantabutra & Rungruang, 2013) encouraging organisational commitments. Supervisors would develop close working relationships due to the close working environment in the organisation (Auer, Antoncic & Antoncic, 2011). Managing these relationships is essential to the success of any organisation, as these relationships can lead to greater employee happiness and increase productivity.

Suriyankietkaew and Avery (2014) argued that supervisor often defines the employee's work parameters, provides employee performance evaluations, and increases the professional work ability. Chen, Tsui and Farh (2015) stressed that supervisor relations hold the key to the allocation of the task, the distribution of rewards, and employee training. All the employees want their immediate supervisor who is fair. Immediate supervisors are therefore important person in the workplace, employees would rely on them more than anyone else. On top of that, immediate supervisors are in positions to address employee complaints and help employees locate necessary resources (Yang et al., 2016) in completion of a certain task. Thus, a good relationship between the employees and the supervisor can establish a good relationship between the company and the employees, so that the employees want to be involved in the organisation.

According to previous studies, dissatisfaction with the immediate supervisor is a predictor that attempt employees will resign. A positive relationship between employee and the immediate supervisor was found a necessary condition for effective labour management relations and career advancement. A supervisor is usually considered as an agent of an organisation that is capable and appropriate because the supervisor is the personification of organization for its employees (Dorothea, 2015). Employees tend to interact with their superiors as positive or negative to assess how they rank at their company. Employees are more productive when they feel valued and welcome their contributions and comments made by management. Therefore, building a good relationship between supervisor and employee is the best way for the employee to produce better performance and increases opportunity for career advancement.

Staff interacts with immediate supervisors based on the position in the hierarchy of authority, while colleague relations are flat without any formal authority elements (Basford & Offermann, 2012). This study defined the relationship with colleagues as a kind of relationship that has hidden interests. Building a healthy relationship with your colleague has an important role in a successful career (Wok & Hashim, 2013). Li and Su (2014) stated that the relationship between colleagues has a positive influence on employee job performance. Madlock & Booth-Butterfield (2012) stressed that colleague relations are a significant source in providing support to colleagues and positive impact on employee satisfaction.

The view is that employee relations with colleague concerns employee greatly in their ability to be professional and in their emotional well-being. Maden, Ozcelik & Karacay (2016) stated that a good colleague relationship improves employees collaborate ability, and influences employee satisfied with work. Rothmann and Welsh (2013) argued that individuals who are appreciated by colleagues connected with them will have psychological meaningfulness in the workplace. Lin (2011) found that the work group interactions and colleagues' support are positively related to job satisfaction and career advancement.

IV. PROFESSIONALISM

Mulder (2014) stressed that people are usually allocated to work based on educational achievement, abilities and other personal characteristics, in the current meritocratic environment. These individuals must have sufficient competencies and professionalism in order to effectively function in a professional situation. Professionalism reflects to the aspect in the implementation of work derived upon techniques and programs based on the intellectual fundamentals (Mustafa, 2013). Professionalism refers to work with a certain quality and requirements based upon qualifications in educational level. Abdesabour and Ravand (2013) claimed that professionalism is a complete view of a work or working situation that it encompasses an overall mastery in affairs and it originates from work matters, a lot of experience and necessary and adequate knowledge acquiring about that problem to meet 'clients' needs.

Xu & Ye (2014) argued that employees are clearly classified according to the job role and the profession. The role of employees continually to develop from tedious administrative activities to strategic partners who are expected to contribute to organizational business (Long, Ismail & Amin, 2013). These professionals can stand out in the ever-changing global market with the necessary professional skills (Ulrich, Brockbank & Ulrich, 2010). Queen's University (2014) defined the concept of the professionalism of human resources as the process by which professionals collectively strive to achieve the recognition and status that is accorded to the accepted professions by simulating or using the clear feature of the established professions. Braille (2006) argued that one of the best ways to develop a career is to carry out a specialized course or training, which is related to a career, in order to increase the professionalism of the employees.

V. CAREER MANAGEMENT SKILLS

Career management skills will be a range of competences that provide structured ways for individuals or groups to gather, analyses, synthesize and organize self, educational and occupational information. Moreover, the skills to make and implement decisions and transitions (Smith, Ferns & Russell, 2014). The world of work is

complex. No matter what the knowledge of a first career choice, individuals cannot depend on a job for life. Actually, they cannot even be sure that the area that they have chosen to work in at the start of their career will still exist when they retire. To enable individuals to function in this changing environment they need to develop skills, behaviours and attributes which will support them to become effective and confident career managers (Robert, Tomas & Robert, 2013).

Career management is based on the understanding of career dynamics, as well as the organizational needs are integrated with employees' needs. It is related to how careers progress the ways when they are promoted, such as by expanding or enriching their roles to take on greater responsibilities. Career management was explained as planning and forming the movement of employees within an organization by matching employee preferences, capacity and potential with organizational resourcing needs both now and in the future. Careers are constructed rather than chosen. Career management is a process of learning and development which goes on throughout life (Tymon, 2013).

Career management skills are competencies that help individuals to identify their existing skills, develop career learning goals and take action to promote their career (Neary, Dodd & Hooley, 2015). Career management skills are defined as a whole range of capabilities that supply structured ways for individuals and organizations to collect, analyse, synthesize and organize self, education and career information (Dubcova, 2015). The term career management skills is not only used to describe skills, but also qualification, abilities and attitudes. The concept of career management skills is an attempt to define a set of learning outcomes that will support individuals to develop their careers throughout life. In a learning paradigm, the development of career management skills becomes one of the key objectives of lifelong guidance (Finch, et al., 2013).

VI. PROACTIVE CAREER BEHAVIOUR

In today's career environment, there is a need for employees to have proactive behaviour in their career. Employees will change their work value and behaviours when they can adapt to the changes of the labour markets and organisational structures so that they know responsibilities for planning and managing their own careers. As a result, when employees having proactive career behaviour which lead them to achieve their personal value goals (Rahim & Siti-Rohaida, 2016). Employees that have a positive personality and a right attitude can achieve the career success, rather than only having good relationship with supervisor, colleague or adequate skills. According to Bateman and Crant (1993) stated that the concept of proactive behaviour is described as a person that showed a stabilising tendency towards taking their own initiative to change their working environment. Proactive career behaviour leads to employees having a positive perspective towards career success. Employees who proactively manage their careers are more satisfied with their careers (Volmer & Spurk, 2011) rather than passively accepting and adapting to change (Ling, et al., 2017).

There are two core component of proactive career behaviour which is individual career management and networking behaviours. Career management emphasize on the individual's perception of career aspirations and the goals they set. The model of individual career management is consisting career planning and career strategy choices. Career planning is mainly focus on identifying individual's strengths, weaknesses, career goals and career

decisions. Career strategy focus on using strategies to implement career planning (Rahim & Siti-Rohaida, 2016). While, second core component is the networking behaviours. Networking behaviours can be defined as build relationship and maintain informal partnership with individuals such as mentally support, career advice, promotion and information seeking that the networking behaviour will assist individual's career and job performance rather than relationship with colleague. These two components help employees to manage their career in a systematic manner (Rahim & Siti-Rohaida, 2016).

VII. METHODOLOGY

The study is quantitative, involving employees working in Klang Valley, Malaysia. The survey distributed via online with a total of 160 responses collected. Kline (2005) recommended in estimating the minimum samples size which is power analysis by using G*Power 3.1 program (Faul, Erdfelder, Buchner and Lang, 2009). This program is designed to analyse the statistical power commonly used in social behavioural. This program provides power analysis options for a variety of frequently used analysis, for instance, correlation and regression analyses. The estimate sample size would be 138 respondents with the power at 95 percent, the alpha at 0.05 with the medium effect size of 0.15. The present study would collect a minimum sample of 138 respondents. To account for missing data during the data collection process, a 50 percent increase to 207 surveys would be distributed. Appendix 1 summarises a sample of the questionnaire. Respondent responses were captured using 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All responses were then keyed into SPSS v.23.

VIII. DATA ANALYSES

Data analysis involved description of the respondents and checking for normality and reliability of data. Inferential statistics were generated to test the hypothesis. The descriptive statics described the respondents profile. Multivariate analysis tested the relationship that were hypothesized for this study.

IX. RESULTS

Demographic profiles of the respondents

There were 160 participants and based on frequency distribution, there are 39.4% male respondents and 60.6% female respondents in this sample. Therefore, based on gender, majority of respondents who participated in this study were females. There were 3.8% in the age range of 20 and below years old, 35% were in the range of 21-25 years old, 21.9% were in the range of 26-30 years old, 16.9% were in the range of 31-40 years old, 11.9% were in the range of 41-50 years old, and 10.6% were in the age range of 50 and above years old. Therefore, the majority of respondents who participated in this study the age range of 23 to 28 years old. Based on years of service, there were 27.5% have less than 1 years working experience, 30.6% have 1-3 years working experience, 18.8% have 3-6 years working experience, 6.9% have 6-10 years working experience, 5.6% have 10-15 years working experience and 10.6% have more than 15 years experience. In addition, there were 46.9% have never been promoted in current company, 35% were promoted 1-2 times in the current company, 15.6% were promoted 3-5 times in the current company, and 2.5% were promoted more than 5 times in the current company.

Reliability

For reliability of data which looked at the consistency of the responses, the Cronbach's alpha was calculated for each construct using the SPSS statistical tool. This study used Likert questions and to determine whether the scale is reliable, Cronbach's alpha is the most common measure of internal consistency. As shown in Table 1, the Cronbach alpha values for the dependent variable and the five independent variables was 0.908, 0.859, 0.906, 0.801, 0.837 and 0.934 respectively. Nunnally and Bernstein (1994) stated that the Cronbach alpha value should be above 0.6. Therefore, the data for this study met the criteria of consistency and reliability of data was not violated.

Table 1: Reliability Cronbach alpha scores

No.	Variables	No. of Items	Cronbach's Alpha
1	Career Advancement	7	.908
2	Relationship with Immediate Supervisor	8	.859
3	Relationship with Colleague	7	.906
4	Professionalism	5	.801
5	Career Management Skills	4	.837
6	Proactive Career Behaviour	9	.934

Table 2: Normality Test

Variables	Mean	Std. Deviation	Skewness	Kurtosis
Career Advancement	3.64	.863	-1.776	-0.538
Relationship with Immediate Supervisor	3.74	.717	0.994	-0.467
Relationship with Colleague	3.74	.777	-4.015	-2.506
Professionalism	3.77	.671	-2.5	0.761
Career Management Skills	3.69	.753	-1.833	0.17
Proactive Career Behaviour	3.78	.756	-3.08	2.771

Using the SPSS tool, the values for skewness and kurtosis were generated. Skewness refers to measure of the data set symmetry (Pallant, 2010) The skewness shown in Table 2 is positive and this means that the right-hand tail

of data distribution will be longer than the left-hand tail. Kurtosis refers to the degree of peakedness of data distribution (Pallant, 2010). In this study, negative kurtosis indicates light tails and flatness of distribution.

Correlation Analysis

Table 3 and 4 showed the results of correlation between the dependent variable and independent variables. Employee career advancement shows a very high correlation with relationship with immediate supervisor and career management skills. However, career advancement reveals a very low correlation with relationship with colleagues, professionalism and proactive career behaviour in Pearson Correlation.

Employee career advancement shows a very high correlation with relationship with colleagues, professionalism and proactive career behaviour when using non-parametric correlation which is Kendall's tau b and Spearman's rho.

Table 3: Pearson Correlation **. Correlation is significant at the 0.01 level (2-tailed).

		Career Advancement	Immediate Supervisor	Career Management Skills
Career Advancement	Pearson Correlation	1	.779**	.712**
	Sig. (2-tailed)		.000	.000
	N	160	160	160
Immediate Supervisor	Pearson Correlation	.779**	1	.564**
	Sig. (2-tailed)	.000		.000
	N	160	160	160
Career Management Skills	Pearson Correlation	.712**	.564**	1
	Sig. (2-tailed)	.000	.000	
	N	160	160	160

Table 1: Kendall's tau b and Spearman's rho Correlations**. Correlation is significant at the 0.01 level (2-tailed).

			Career Advancement	Colleague	Professionalism	Proactive Career Behaviour
Kendall's tau_b	Career Advancement	Correlation Coefficient	1.000	.400**	.281**	.408**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	160	160	160	160
	Colleague	Correlation Coefficient	.400**	1.000	.351**	.366**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	160	160	160	160
	Professionalism	Correlation Coefficient	.281**	.351**	1.000	.392**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	160	160	160	160
	Proactive Career Behaviour	Correlation Coefficient	.408**	.366**	.392**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000
		N	160	160	160	160
Spearman's rho	Career Advancement	Correlation Coefficient	1.000	.534**	.378**	.531**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	160	160	160	160

Colleague	Correlation Coefficient	.534**	1.000	.462**	.475**
	Sig. (2-tailed)	.000	.	.000	.000
	N	160	160	160	160
Professionalism	Correlation Coefficient	.378**	.462**	1.000	.505**
	Sig. (2-tailed)	.000	.000	.	.000
	N	160	160	160	160
Proactive Career Behaviour	Correlation Coefficient	.531**	.475**	.505**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	160	160	160	160

X. DISCUSSION AND CONCLUSION

The results of this research showed that immediate supervisor, colleagues, professionalism, career management skills and proactive career behaviour had a positive and significant relationship with career advancement. The results are consistent with past studies. Suriyankietkaew and Avery (2014) explained that supervisors define the employee's work parameters, provides employee performance evaluations, as well as increases the professional work ability, who are the important role for employee career advancement. Xu & Ye (2014) indicated that there exists a significant positive correlation between the professionalism of teachers and their job performance, which can lead career advancement of employees. As stated by Wesarat, Shsrif & Majid (2014), career management not only fosters individual career advancement but also sustains organizational competitive advantages. Bandar, et al., (2017) argued there is a positive relationship between proactive career behaviour and career advancement which highly proactive individuals will more actively participate in their career and develop their career enable them to achieve greater success.

Several practical implications were identified in this study. The study will benefits to the fresh employees to discover the factors affecting career advancement. Besidethat, it can benefits to the employees by enables employees to reflect on their performance and develop improved and appropriate strategies to develop and advance their career. Lastly, it will benefits the organization by providing a reference for the organization to promote the quality of internal management.

This study also made several theoretical contributions. From the theoretical perspective, this study revealed some new insights such as the significant role of immediate supervisor and colleagues towards career advancement. This study contributed to the existing literature on career advancement by providing a deeper understanding of relationship between the dimensions of career management skills, proactive career behavior and professionalism. The findings of this study further added new knowledge and contributed to the existing knowledge on factors that affecting career advancement.

Several limitations were noted in this study. The limitations of this study paved the way for future recommendations. Firstly, this study was confined to employees in Klang Valley. Employees from other sectors and districts may be affected differently and each sector or district may have a distinct culture that may differ from the other sectors or districts. Therefore, it is recommended that the respondents be taken from other sectors or districts in future studies. Secondly, the independent variables was limited to intention five factors. It is recommended that future studies include additional independent variables such as environment. In addition, moderators and mediators can be included to give a better understanding. In this quantitative study, closed ended questions were used. There was no face to face contact with the respondents and no probing or open ended questions were asked. In future, it is recommended that a qualitative study based on phenomenology approach be carried out. A phenomenology study refers to the lived experience of the respondents. An in-depth study of respondents who were actually engaged in organizational silence will provide richer and more in-depth information relating to organizational silence. The lived experience of respondents through a phenomenological study will set aside biases and preconceived assumptions about human experiences

REFERENCES

1. Abdesabour, F. & Ravand, M. (2013) Investigating and prioritizing factors affecting on Human Resource Management Professionalism in Tehran Regional Electric Co. *International Journal of Management Academy*. 1(2). pp. 78-90.
2. Ariani, D. (2015) Relationship with Supervisor and Co-Workers, Psychological Condition and Employee Engagement in the Workplace. *Journal of Business and Management*, 4(3). pp. 34-47.
3. Auer Antonicic, J. & Antonicic, B. (2011) Employee satisfaction, intrapreneurship and firm growth: a model. *IndustriMngmnt& Data Systems*. 11(4), pp. 589-607. <http://dx.doi.org/10.1108/02635571111133560>
4. Bahare, G., Negar, M., Nouredin, B., Aliyu, I.C., Ahmed, U. A. & Roya, A. (2015) The Role of HR Managers: A Conceptual Framework. *Asian Social Science*. 11(9). pp. 118-124.
5. Bandar, N. F. A., Nyuk-Ping Ling, Farida Abdul Halim @ Alil & Agatha Lamentan Muda, 2017. Proactive Behaviour as a Mediator in the Relationship between Quality of Work Life and Career Success. *International Journal of Business and Society*, 18(4), pp. 701-709.
6. Basford, T. E. & Offermann, L. R. (2012) Beyond leadership: The impact of coworker relationships on employee motivation and intent to stay. *Journal of Management and Organization*. 18(6). pp. 807-817.
7. Chin, W.S. & Rasdi, R.M. (2014) Protean Career Development: Exploring the Individuals, Organizational and Job-related Factors. *Asian Social Science*. 10(21). pp. 203-215
8. Choi, Y. (2015) Career Success Factors of Women in the Public Sector: An Empirical Analysis of the Korean Central Government. *Asian Social Science*. 11(9). pp. 300-311.
9. Dorothea, W. (2015) Relationship with Supervisor and Co-Workers, Psychological Condition and Employee Engagement in the Workplace. *Journal of Business and Management*. 4(3). pp. 34-47.
10. Fathi, M.A.A.L.D, Kamal, A.H. & Khairi, M.O. (2015) Human Resource Management Practices on Human Resource Outcomes in Libyan Firms: Empirical Evidence. *Asian Social Science*. 11(23). pp. 51-5
11. Finch, D.F., Hamilton, L.K., Riley, B. & Zehner, M. (2013) An exploratory study of factors affecting undergraduate employability. *Education + Training*. 55(7). pp. 681-70.

12. Kahirol, M.S. & Nor, L.S. (2015) Technical Skills Evaluation Based on Competency Model for Human Resources Development in Technical and Vocational Education. *Asian Social Science*. 11(6). pp. 74-79.
13. Kantabutra, S. &Rungruang, P. (2013) Perceived visionbased leadership effects on staff satisfaction and commitment at a Thai energy provider. *Asia-Pacific Journal Of Business Administration*. 5(2). pp. 157-178. <http://dx.doi.org/10.1108/17574321311321621>
14. Khaled, M.A-S. (2017) Career Path Development and its Impact on Organizational Citizenship Behavior in Greater Amman Municipality. *International Journal of Business and Management*. 12(3). pp. 79-93.
15. Li, M. & Su. Y. (2014) Coworker's relation influence on individual job performance: A contextuanzing research. *Journal of Chemical and Pharmaceutical Research*. 6(5), pp. 1986-1993.
16. Ling, N. P., Nur Fatimah Abdullah Bandar, Alil, F. A. H. & Agatha Lamentan Muda, 2017. Proactive behaviour as a mediator in the relationship between quality of work life and career success. *International Journal of Business and Society*, 18(S4), pp. 701-709.
17. Long, C.S, Ismail, W.K.W. & Amin, S.M. (2013) The role of change agent as mediator in the relationship between HR competencies and organizational performance. *International Journal of Human Resource Management*, 24(10). pp. 2019-2033.
18. Maden, C., Ozcelik, H. &Karacay, G. (2016). Exploring employees' responses to unmet job expectations. *Personnel Review*. 45(1). pp. 4-28. <http://dx.doi.org/10.1108/pr-07-2014-0156>
19. Madlock, P. E. & Booth-Butterfield, M. (2012). The influence of relational maintenance strategies among coworkers. *International Journal of Business Communication*. 49(1). pp. 21-47.
20. Meijerink, J. (2014) Practicing Social Innovation: Enactment of the Employee– Organization Relationship by Employees. *Human Resource Management, Social Innovation And Technology*. pp. 135-153. <http://dx.doi.org/10.1108/s1877-636120140000014014>
21. Mustafa, M., 2013. High School Teacher Professionalism in Enhancing the Quality of Teaching and Learning. *Asian Social Science*, 9(12), pp. 168-175.
22. Neary, S., Dodd, V. & Hooley, T. (2015) Understanding Career Management Skills: Findings From the First Phase of the CMS Leader Project. Derby: International Centre for Guidance Studies, University of Derby.
23. Nunally, J.C. (1981). *Psycholometric Theory*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
24. Osibanjo, A.O., Oyewunmi, A.E. &Ojo, S.I. (2014) Career Development as a Determinant of Organizational Growth: Modelling the Relationship between these Constructs in the Nigerian Banking Industry. *American International Journal of Social Science*. 3(7). pp. 67-76.
25. Posholi, M. (2012) An Examination Of Factors Affecting Career Advancement Of Women Into Senior Positions In Selected Parastatals In Lesotho. Cape Peninsula University Of Technology.
26. Rahim, N. B. & Siti-Rohaida M.Z., 2016. The Influence of Proactive Career Behaviours on Psychological Well-being among Malaysian Engineers. *Global Business Review*, 17(3_suppl), pp. 30S-44S.
27. Robert, H., Tomas, C-P. & Robert, B.K. (2013) Employability and career success: Bridging the gap between theory and reality. *Industrial and Organizational Psychology*. 6. pp. 3-16. <http://dx.doi.org/10.1111/iops.12001>
28. Rothmann, S. & Welsh, C. (2013) Employee engagement: The role of psychological conditions. *Management Dynamics*. 22(1). pp. 14-25.
29. Sami, A.K, James, R. & Ahmed, A.A, (2015) Organizational Career Development Practices: Learning from an Omani Company. *International Journal of Business and Management*. 10(9). pp. 88-98.
30. Saraih, U. N., Hassan Ali & Shaiful Annuar Khalid, 2015. The Development of Teachers' Career in Relationship to OCB and Justice: A Study in Malaysia. *Asian Social Science*, 11(24).
31. Saraih, U.N., Nordin, K., Abashah, A., Radzi, W.N.W.M. & Razali, R. (2015) Modeling Employees' Career in Relation to Self and Superior Ratings of Job Performance. *Asian Social Science*. 11(28). pp. 303-311
32. Smith, C., Ferns, S. & Russell, L. (2014). Conceptualising and measuring 'employability' – lessons from a National OLT Project. Gold Coast, Australian Collaborative Education Network Limited. pp. 1-10.
33. Suriyankietkaew, S. & C. Avery, G. (2014) Employee satisfaction and sustainable leadership practices in Thai SMEs. *Journal Of Global Responsibility*. 5(1). pp. 160-173. <http://dx.doi.org/10.1108/jgr-02-2014-0003>
34. Tianan Yang, Yu-Ming Shen, Mingjing Zhu, Yuanling Liu, Jianwei Deng, Qian Chen, Lai Chu (2016) Effects of Co-Worker and Supervisor Support on Job Stress and Presenteeism in an Aging Workforce: A Structural Equation Modelling Approach. *International Journal of Environmental Research and Public Health*. 13(72). pp. 1-15.
35. 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). pp. 818-844. <http://dx.doi.org/10.1108/PR-08-2012-0138>.

36. Ulrich, D., Brockbank, W. & Ulrich, M. (2010) Capturing the Credible Activist to Improve the Performance of HR Professionals. *People and Strategy*. 33(2). pp. 22-30.
37. Wesarat, P-O., Sharif, M.Y. & Majid, A.H. (2014) A Review of Organizational and Individual Career Management: A Dual Perspective. *International Journal of Human Resource Studies*. 4(1). pp. 2162-3058.
38. Widhiarso, Wahyu. 2010. *Catatan Pada Uji Linearitas Hubungan*. Yogyakarta: Fakultas Psikologi UGM.
39. Wok, S. & Hashim, J. (2013) Communicating and sharing working relationships with older employees. *JCOM*. 17(2). pp. 100-121. <http://dx.doi.org/10.1108/13632541311318729>
40. Xu, A. & Ye, L. (2014) Impacts of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator. *Journal of Industrial Engineering and Management*. 7(5). pp. 1283-1292.
41. Knuppel, B. (2015, March 16). Career development versus career advancement: Leaders need to understand both. Retrieved from Smartbrief: <http://www.smartbrief.com/original/2015/03/career-development-vs-career-advancement-leaders-need-understand-both>