

**CAREER COMPETENCIES AND CAREER SUCCESS AMONG SERVICE  
SECTOR EMPLOYEES**

By

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## **RECOMMENDATION**

## CERTIFICATION

## **DECLARATION OF AUTHENTICITY**

I, Pratima Giri, thus declare that the GRP is totally original work of mine, and I have not plagiarized. Every source I used has been properly cited and referenced throughout the thesis. Additionally, I am aware of the rules and policies of SOMTU, which give it the right to revoke any credits granted to me based on evidence of misrepresentation and misconduct in connection with any aspect of my work.

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## ABBREVIATIONS

AVE	Average Variance Extracted
CC	Career Control
CR	Composite Reliability
CS	Career Success
HTMT	Heterotrait - Monotrait Ratio
N	Networking
PLS	Partial Least Squares
RM	Reflection on Motivation
RQ	Reflection on Qualities
SD	Standard Deviation
SEM	Structure Equation Modelling
SP	Self-Profiling
SPSS	Statistical Package for Social Sciences
SRMR	Standardized Root Mean Square Residual
VIF	Variance Inflation Factor
WE	Work Exploration

## **EXECUTIVE SUMMARY**

Career competencies pertain to the individual's career as a whole and may therefore be clearly distinguished from job skills and work competencies, which are aimed at successfully performing a job. Career competency refers to an employee's adaptability in relation to their career, which enables them to fulfil career developmental tasks or to satisfy their career development needs. This study aims to investigate how career competencies makes an impact on career success among employees of service sector.

A self-administered questionnaire survey was employed in the study, and it used a five point Likert scale. 263 employees in the service sector responded the questionnaire. The sample was drawn from a variety of areas within the hospitality, bank, insurance, health, IT, education and other sectors. A measuring model, a demographic profile, descriptive statistics, and structural equation modeling were all used to examine the data. IBM SPSS 26 was used for the descriptive analysis. Using SmartPLS 4, the data were validated, and correlation analysis was done.

The findings suggest that among six dimensions of career competencies only networking and career control were found to have a significant impact on career success whereas other dimensions like reflection on motivation, reflection on qualities, self-profiling, work exploration did not have any significant impact on career success. From this analysis, it can be noted that employee having good network with different persons tend to have some benefits on reaching their career goals and achievement as they can be able to contact with right person at right time. Also, employee having a clear career goal regarding what they want to achieve on a certain period of time, ability to create their career layout and important things regarding their career tend to be more successful than other individuals.

Career competency is an important element of career success. To be successful and satisfied with the career, one need to have clear idea about their career, update themselves with latest knowledge and skills, know about their strengths and weaknesses and work on their low point which will help them to be more skillfull and help to be satisfied with their career. Along with these qualities, one also need to have contact with large number of people so that they can get help when it is required to be at better position.

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Career competencies are learned abilities that result in effective performance in individual career development, and have been defined as behavioural qualities and knowledge, consisting goal setting and career planning, self- knowledge, job- related performance, career- related abilities, knowledge of organizational politics, career counselling and networking, and response and self- presentation that are important in facilitating specific career- related outcomes (Wang, 2013). It is believed that career capabilities are vital for preserving an employee's worth to the company. It is believed that career capabilities are vital for preserving an employee's worth to the company. (Arthur & Sullivan, 2006).

Career competency also refers to workplace skills that are related with (choosing an appropriate career, having employment, switching jobs), that highlights that all employees must have the ability to alter their careers and have what are known as core skills (Ahmad et al., 2019). Career competencies makes the perception of competencies more difficult. Employability training should be approached from a career development perspective, according to several academics and educational institutions, to foster good attitudes in workers toward work, learning, and occupations as well as to help them find and keep jobs (Barker, 2000).

Many employees aspire to advance in their field and have a successful career. The probability that this will actually happen is what drives the prospect of career achievement. Being promoted and having a successful career are likely two factors that contribute to motivated work behavior (Weer, 2006). Employees are thought to be more likely to accept work changes and make an effort to stay current on their work activities when they perceive their chances for professional achievement to be favourable (Okurame, 2012). Professional advancement inside or across organizations is referred to as career success. Researchers have made substantial progress in comprehending why some people have greater career success than others (Seibert et al., 2001).

For employers, managing employee careers is a critical concern. Using people, training and skill development will be just as important as they have been in the past. (HR). On the basis of the demands of the employees, departments are frequently needed to set up training programs for the staff (Seibert et al., 2001). According to Schein (1984), companies differ in how explicitly they see career paths, the steps necessary for individual path, the types of

motivations regarded acceptable for pursuing them, and the fame and power attached to them (the equivalence to extrinsic career). As a result, there are differences in how career occupants in those organizations consider and feel about those careers (the equivalence of intrinsic careers).

Several metrics can be used to determine career success. Career success has recently undergone a meta-analysis that distinguished between objective and subjective career success using markers like pay and promotion against career satisfaction (Ng et al., 2005). A person's feeling of contentment, success in relation to accomplishments, future possibilities, and recognition are all examples of subjective career success (Nabi, 1999) and can be considered as intrinsic career success whereas objective career success is related with external appreciation (salary and position) and can be considered as extrinsic career success.

## **1.2 Statement of the Problem**

Career competence is the ability of an employee to adapt to their career in a way that allows them to complete tasks that advance their career or to meet their own career development needs (Fugate & Kinicki, 2008). Career competencies can be clearly differentiated between job related skills and work competencies, which are focused on completing a job successfully, as they relate to the individual's career as a whole. Career success is characterized as the sum of one's successful career and psychological achievements (Seibert et al., 2001). Career success is frequently operationalized in one of two ways by researchers. The first has elements that gauge measurable or extrinsic career success (Gutteridge, 1973). Variables that gauge subjective or intrinsic professional success are used as the second operationalization of career success (Judge et al., 1995). Such variables capture people's subjective assessments of their professional accomplishments, including work and career happiness (Judge et al., 1999).

The four characteristics having the greatest potential to predict career success for managers are person-environment fit, individual-related factors, organizational-related factors, managerial competency-related factors, and person-related factors. It is important to operationalize career success using both objective and subjective success in a career (Mohd Rasdi et al., 2009). It comes to the conclusion that the most significant result of the course for the graduates was the development of knowing-why career competences (related to career values, meanings, and motivations). Career competencies that relate to knowledge and abilities for a particular job were also highly regarded. Even while the causes and effects

of greater self-confidence seem to differ considerably for men and women, it was an important kind of professional capital for the graduates (Sturges et al., 2003).

Further research was needed to be conducted in Nepalese context to understand the factors influencing career competencies among service sector employees. Hence, the present project aims to study how several factors can give impacts on knowledge sharing behaviour among employees of hospitality sector, which includes personality traits and organizational learning culture. This study has focused on assessing the factors affecting knowledge sharing behaviour and leads to following study questions.

- What is the status of career competencies among employees of service sector in Nepal?
- What is the situation of career success in Nepalese service sector?
- Is there any impact of career competencies on career success among employees of service sector in Nepal?

### **1.2 Research Objectives**

General purpose of this study is to assess the association of career competencies, and career success among service sector employees. Following are the specific objectives of the study:

- To assess the dimensions of career competencies among service sector employees of Nepal.
- To evaluate the career success of employees in Nepalese service sector.
- To examine the impact of career competencies on career success.

### **1.3 Hypothesis**

Akkermans et al. (2012) uncovered the three-dimensional integrative framework: reflective career competencies, communicative career competencies, and behavioral career competencies in which two of the competencies: communicative and behavioral career competencies are used in this study for detail analysis. Each of the dimension has two competencies where networking and self- profiling are included in communicative career competencies whereas work exploration and career-control are included in behavioral career competencies.

**H1:** There is a significant association between reflection on motivation and career success.

It was found that the reflection on motivation has a significant impact on career success however, the effect was negative (Kuijpers, Schyns, & Scheerens, 2006).

**H2:** There is a significant association between reflection on qualities and career success.

Akkermans et al.(2012) found that reflection on qualities contributed positively to the career success.

**H3:** There is a significant association between networking and career success.

Kuijpers et al. (2006) found that networking contributed positively to the career success that respondents.

**H4:** There is a significant association between self-profiling and career success.

It was found that self-profiling competency has the highest importance for career development or career success (Kuijpers et al., 2006).

**H5:** There is a significant association between workplace exploration and career success.

Ng et al. (2005) demonstrated the positive relationship between workplace exploration and objective career success. It received full support.

**H6:** There is a significant association between career control and career success.

Godshalk and Sosik (2003) considers that learning-goal orientation, or people's propensity to pursue growth and learning, is positively associated to career satisfaction. Therefore, it is inferred that career control and career success are connected. The current state of the labor market has made lifelong learning more crucial. Hence, it is anticipated that those who are eager to learn about and prepare for their desired careers will enhance their career success.

### **1.5 Scope and Significance of the Study**

Hall (2002) stated that managing one's own career growth by acquiring and maintaining career competences is a crucial issue in a society that is changing quickly. Although the value of career competences has been stressed in numerous studies, their content has remained unreliable and lacking. For instance, three organization-based professional competences (knowing-why, knowing-how, and knowing-whom) were presented by DeFillippi and Arthur (1994) as a strategy for following a preferred career path and enhancing interactions and relationships with co-workers. As a competency model to help businesses and their people stay competitive. Chung-Herrera et al. (2003) offered four behavior-based elements (ethics and integrity, time management, self-development, and

flexibility and adaptation). Career competencies were defined by Kuijpers and Scheerens (2006) as a individual's ability to self-manage their operationalizing and useful experiences in order to accomplish specified career development goals. These studies demonstrate the inconsistency of the professional competency factors created and assessed in earlier studies.

It is anticipated that the study's conclusions will significantly improve management and employee prospects for career success. It is frequently no longer viable for a person to continue a career within one single organization during his or her lifetime with prescheduled linear upward rises over time in times of constantly shifting work environments and diminished job security. Employees are increasingly expected to take charge of their own careers, and this study tries to identify the factors that influence an employee's career success.

This study related with career competencies can also help policymakers, educational institutions, and talent acquisition managers in organizations as well as career consultants. It describes a study on the functionality of career competencies and the relation of with the other dimension of career success. As, in context of Nepal we can see employees being frustrated about their salary and promotions than other subjective dimension so, keeping this thing in mind this study has been selected to actually know how the employees feel and to know about to what extent they get affected by this factor.

### **1.6 Limitations of the Study**

Each study has a distinct set of restrictions. The data that has been used in this study is derived from a primary source from only service sector. The limitations of the study are as follows:

- This research is conducted on Nepalese Service sector only. Thus, the result received from this study would be difficult to generalize on other industries.
- Since the questionnaire was self-administered, it would arise the problems like people misinterpreting the question or giving answers that were unintentionally inaccurate.

### **1.7 Structure of the Report**

The three primary sections of this GRP report are the preparation part, the report body, and the supplemental part. The title page, certification and statement of authenticity, table of contents, list of tables and figures, list of abbreviations, and executive summary are all parts of the report's preparation part whereas appendices and references are related to the supplemental part. The major part of the report is report body which in itself is divided into



five chapters. Introduction, literature review, research methods, analysis of data and results, conclusions, and implications are the five chapters that is included in the report's body.

The body's first chapter is the introduction. This chapter includes the study's background, problem statements, study objectives, research hypothesis, scope and importance, its limitations, and an outline of the GRP report. The body section's second chapter contains an overview of existing literature, a theoretical review, an analysis of prior research, the identification of any research gaps, and the development of a theoretical framework are all included. The third chapter discusses research methodologies in a manner similar to this. It includes the study's population and sample, data sources and type, instrumentation, validity and reliability analyses, and data analysis methods. The fourth chapter has a section on analysis and outcomes. Tables and figures are used to present the survey results in this chapter. It includes the key findings and the outcomes of the data analysis. The final chapter contains the discussion, conclusion, and implications. The conclusion of the studies are differentiated with those of other literatures in relevant domains during the discussion. The conclusion part highlights the inference from the comparison whereas the implications section of the paper discusses how the study can be used in practice in upcoming time.

## CHAPTER II

### RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter provides a thorough assessment of the literature on the influences of career competencies on career success of employees. Also, a review of theories and earlier research on career competencies and career success is included. The theoretical foundation and the research gap are also presented.

#### 2.1 Theoretical Review

##### 2.1.1 Career Competencies Theories

###### Social Career Cognitive Theory

The central idea of Albert Bandura's social cognitive theory is the notion of self-efficacy. The self-system gives people control over their thoughts, emotions, and behaviours. The perception that one has control over one's behaviours and environment, known as self-efficacy, is the most effective predictor of human behaviour. The degree and quality of self-efficacy will influence whether coping behaviours are used, how much effort is put forth, and how long the effort is maintained in the face of challenges (Bandura, 1999). According to social cognitive theory, socio structural elements influence behaviour by way of psychological processes within the self-system.

As, the results of this study also shows that those individual who have strong career control tend to have a career success and the main gist of this theory also advocates about similar thing which is people having control over their thoughts, emotions, and behaviours are successful in their career. In addition to this, the effort also matters about how much effort they put, and for how long the effort is maintained matter the most.

###### Career Self-Efficacy Theory

The definition of self-efficacy is the confidence in one's capacity to carry out an activity. Beliefs about the likely result of acts are known as outcome expectations. Interest in executing the behaviour is related to how important or valuable the behaviour is regarded to be, as well as what outcomes are expected (Lent et al., 1994). The Social Career Cognitive Theory (SCCT) emphasizes the role of self-efficacy beliefs and outcome expectations in shaping interests, actions, and performance. The SCCT claims that interests influence career-related behaviours and performance. Because a counsellor's perceptions about their capacity to execute an activity and the significance of the activity to their job counselling will affect their interest in that activity, it is beneficial to learn about self-efficacy and the perceived

value of career counselling competencies. Interest then influences the relevant activities and performance (Lent et al., 1994).

### **Holland Theory of Vocational Types**

This method specifically highlights behavioural style or personality types as the main determinants of employment choice. It's called structurally interactive in this case. It features a few recurring themes: The choice of a career is a reflection of one's personality and is not random. Members of an occupational group have alike personalities, people in each group will respond to situations and problems in a similar manner and occupational achievement, stability and satisfaction depends on balance between one's personality and work environment (Sheldon et al., 2019). It also has six personality types named realistic, investigative, artistic, social, enterprising and conventional.

### **Parson's Theory**

Frank Parsons proposed this theory where the matching as a concept of careers to talents, abilities and personality was developed. Parsons is also regarded as the founder of the vocational guidance movement. His talent-matching strategy served as the foundation for the Trait and Factor Theory of Occupational Choice, which was later refined. The idea of matching sits at the heart of Parsons' theory. According to Parsons, people make career decisions after they have attained the following: a thorough awareness of each person's unique characteristics (aptitudes, interests, personal abilities a working grasp of the job market and rational, unbiased judgment about the connection between their personal characteristics and the employment market (Briddick, 2009).

## **2.1.2 Career Success Theories**

### **Krumboltz's Theory**

This theory was proposed by John Krumboltz who is an established career theorist. This new theory focuses primarily on how individuals must manage change in the continually evolving labor market. Life transition management is regarded as a crucial career management skill. The Krumboltz theory provides guidance on how to handle the degree of limited control we have over some professional events. This theory's fundamental tenet is that clients' lives are significantly influenced by unpredictable social circumstances, random occurrences, and environmental elements. As a result, the counsellor's job is to encourage clients to view unforeseen circumstances and events optimistically (Krumboltz, 2008).

## **Super's Developmental Self-Concept Theory**

This theory was proposed by Donald Super. Self-concept formation and implementation is the process of vocational development. Career choice and conduct improve when the self-concept becomes more realistic and steadier. Individuals choose careers that allow them to exhibit their personal ideologies. The extent to which they have been able to put their self-concepts into practice is correlated with work satisfaction. similarity between one's real behaviour in the workplace and what is anticipated at that developmental stage. the capacity to handle developmental challenges at a particular stage. It has cognitive and emotive components (Savickas, 1995). Super's concepts have an impact on the majority of career education programs. The curriculum they use progressively introduces students to self-concepts and workplace concepts in line with Super's views on career management and vocational development.

## **Career Development Theory**

A "continuous lifelong process of developmental experiences that focuses on seeking, obtaining, and processing knowledge about oneself, occupational and educational alternatives, life styles, and role options" is what is meant by career development (Hansen, 1976). In other words, career development is the process by which individuals get to understand who they are in relation to their employment and where they fit in. An individual creates their professional identity during the course of their career development.

## **2.2 Concept of Career Competencies and Career Success**

### **2.2.1 Career Competencies**

Career competence is the ability of an employee to adapt to their career in a way that allows them to complete tasks that advance their career or to meet their own career development needs (Fugate & Kinicki, 2008). Career competencies can be clearly distinguished from job skills and work competencies, which are focused on completing a job successfully, as they relate to the individual's career as a whole. In addition, it's important to distinguish between job competencies and ideas like a work-life balance and stress management. These ideas might be connected to professional competencies (Rothwell & Arnold, 2007). Various research results have also shown that career competencies is connected to one's motivation level at job (Fugate et al., 2004), general well-being (De Cuyper et al., 2008), dealing with change and progress (Fugate & Kinicki, 2008). Six dimensions has been studied in this study: Reflection on motivation, reflection on qualities, networking, self-profiling, work exploration and career control.

Examining individual's goals and principles will also help in choosing realistic opinions and assists on making sensible decisions on one's work, notably when competency exploration and motivation introspection are combined required for and values embodied in certain employment possibilities (Kuijpers et al., 2006). External consequences are also possible with both forms of behaviour. Reflection on qualities is the manifestation of a person's characteristics in accordance with their feelings, attitudes, and actions. It entails comprehending personality features in people, such as withdrawal and willpower, as well as how different aspects of a person interact to build personality.

Networking helps to achieve both internal and external career success. Thus, it is expected that networking enhances both subjective and objective career success. Engaging and having network, attempting to develop new networks and developing existing networks with distinguished personalities helps to build or increases the probability to provide work or assist to develop the career of an individual and is considered to be an important management strategy (Forret & Dougherty, 2004). Wang (2013) explained that the ability to build social networks (i.e., the capacity to interact favourably with co-workers, clients, and directors) and effective communication skills (i.e., the capacity to understand jargon and negotiate to reach consensus) are both included in the term "networking" competency dimension. Self-profiling is related with sharpening the abilities to increase the avenue of skills and knowledge. Although it is technically possible to self-profile qualities that one does not possess, it is more useful and credible to highlight skills that can be proven. Presenting and conveying one's knowledge, skills, and abilities to the internal and external labour market is known as self-profiling (Akkermans et al., 2012).

Workplace exploration is one of the competencies that involves examining the labour market and a particular workplace to find suitable job (activities) and mobility opportunities (Ball, 1997). Herriot (2002) advocated that if a person is willing to actively consider how to best use his or her competencies to match the requirements of the business, the external appreciation of that person's employment, in terms of pay and occupational position, is likely to be improved. Research on person-organization fit reflects the significance of a fit between a person's values and an organization's values. Career control is the capacity to organize and carry out one's own learning and employment procedures (Nabi, 1999). There is evidence to support the significance of career control in shaping career outcomes, as higher views of career control are linked to greater job and career satisfaction..

### **2.2.2 Career Success**

Achieving a respectable level of financial security while working at a job you enjoy and then realizing that your choices in life and profession also make you happy and content are all necessary components of career success. A prosperous career can offer the security and stability needed for a comfortable life. Also, it can present chances for development and promotion, which might result in bigger pay and superior perks. Ng et al. (2005) evaluated meta-analyses to identify the factors of two types of career success: extrinsic career success; and intrinsic career success.

Income and the number of promotions since entering the company were used to evaluate objective career success. A career change that incorporates more than one of the following was referred to as a promotion. considerable rise in the amount of work you do, your annual compensation, your position within the organization you work for, or your ability to get bonuses or incentives (Gattiker & Larwood, 1989). Hackman and Suttle (1977) stated that society or one's peers use to characterize the normal steps leading to achievement in a particular field are categories of objective career success. Increasing work security and vacation time are two examples of rewards that are frequently the goal of this development, which can also be hierarchical (promotion, different job title).

According to Tu et al. (2006), job satisfaction is the same as one's own subjective definition of success in the workplace. Researchers have acknowledged in relatively recent literature that evaluating simply objective professional success is insufficient because people value subjective outcomes like learning different skills, professional life balance, difficulties, and a sense of accomplishment as well (Bridgstock,2009). Thus, this study looked at the connection between professional success and career abilities.

### **2.3 Empirical Review**

Historically, compensation, rank, or the number of promotions have been the primary ways in which career success has been conceptualized and quantified. But the evolving nature of work has also forced a shift in how many people define success, adding a more arbitrary element (Shockley et al., 2016). But, in context of Nepalese organization, employees are more concerned about their salary range and promotion than other subjective dimension. Thus, finding this thing more relevant in this study objective component will be used for detailed analysis.

Kuijpers et al. (2006) stated that professional success depends on having the right career competencies. Career competencies are a group of information, abilities, and attitudes

necessary to effectively manage one's career. People should look for chances to pick up new skills and strategically apply them to their professional aspiration. Those with good social skills, for the development of career competencies is influenced by various factors, including personal characteristics, environmental factors, and life experiences. For example, individuals with strong social support networks and positive role models may have an advantage in developing career competencies. Career success is not solely dependent on technical skills and expertise. Career competencies are critical for achieving long-term success and job satisfaction. Individuals who possess these competencies are better able to adapt to changing work.

Akkermans et al. (2012) conducted a study and developed a Career Competencies Questionnaire (CCQ) which included a 21 competencies related to the contemporary career and was determined that the CCQ was a valid and reliable way to assess career competencies. The study classified job abilities into four categories: relational, communicative, reflective, and learning and adapting. Those with higher levels of career competences reported greater levels of career success and job happiness, according to the researchers. The study also discovered that males outperformed women in relational abilities while women outperformed men in reflective competencies.

Wang (2013) specifically had studied in hospitality sector where he most likely created a competency model exclusively for the hospitality sector that can aid staff members in achieving career success. The model may help employees working in diverse areas within the business to improve their careers by identifying the fundamental abilities, know-how, and experience required. It might also shed light on the options for professional growth, education, and training that are available to help workers build these skills.

Colakoglu (2011) investigated that career competences are essential for both employee success and organizational performance. According to the survey, people who are skilled in problem-solving, communication, and time management are more likely to succeed in their positions and advance in their careers. The survey also pointed out that companies that invest in helping people build their career competencies should expect to see an improvement in output, job satisfaction, and overall business outcomes. Finally, the study came to the conclusion that career competences had to be incorporated into strategic planning and human resource development initiatives inside a business.

Lertwannawit et al. (2011) conducted a study to know the influence of modern competences on employees' career success where it was found that modern skills including critical

thinking, effective communication, leadership, adaptability, and problem-solving abilities are crucial to an employee's career success. Workers with modern capabilities have a higher chance of succeeding in their careers than those without them. The study also discovered that although an employee's level of education and job experience also have an impact on their career success, current capabilities are more important. Companies can increase employee career success and retention rates by giving workers the chance to gain modern competencies through training and development programs.

De Vos et al. (2011) pointed the importance of competency development in predicting career success. According to their research, people who invest in their competences tend to be more employable, which in turn promotes more job success. The findings also indicated that the association between competency development and career success is mediated by employability, suggesting that people who develop their competencies are more likely to view themselves as employable, which leads to higher career success. The survey also showed that career success is a complex concept that includes a number of elements, including job performance, career happiness, and job mobility. The authors came to the conclusion that businesses should invest in competency development programs to increase the employability of their employees.

Heslin (2005) explored how career success can be measured and conceptualized and has found out that it is a multifaceted concept, career achievement. It encompasses a number of factors, including work-life balance, income, prestige, and advancement. Career success is influenced by both individual and organizational variables. Career success is influenced by both individual characteristics, such as abilities, education, and drive, as well as organizational elements, such as resources, culture, and opportunity. The term "professional success" can mean different things to different people. Someone else may not have the same definition of career success as you do. Assessing career success necessitates a thorough and adaptable strategy. A more full picture can be obtained by using different measurements, such as surveys, objective statistics, and career narratives.

Kuijpers and Scheerens (2006) conducted factor analyses on a large sample of workers, and among 1,579 individuals in 16 Dutch firms, they discovered six distinct career competences: Career development ability is the degree to which employees are capable of achieving personal goals; reflection on capacities and motivations are concerned with reviewing one's own competencies, desires, and values with regard to one's career; networking entails establishing contacts that are relevant to one's career; and work exploration is a focus on



aligning one's own personality and skills with the principles and qualifications outlined in a job description. A slightly different set of six career skills were offered by (Kujipers, Schyns, & Scheerens, 2006) : work exploration, career control, career reflection, motivation reflection, career-actualization capacity, and networking.

In a five-year longitudinal study, Abele and Spurk (2009) looked at how self-efficacy and career aims affected career success. 527 German university students who were randomly selected for the study and followed up with three times during their transition from school to the workforce were used as the study's sample. The key findings of the study were self-efficacy, career goals and interaction effects. Overall, the study emphasizes the significance of both self-efficacy and career goals in predicting career success and contends that people with high levels of self-efficacy who create concrete career objectives are more likely to experience both objective and subjective career success over time.

Ran and Cinamon (2022) sought to determine how career self-efficacy and career anchors affected how the quarter-life crisis affected job satisfaction. The study's conclusions are as follows: According to the study, career self-efficacy can lessen the detrimental effects of quarter-life crisis on job satisfaction. It has been discovered that those with high career self-efficacy are better able to handle the difficulties of the quarter-life crisis, leading to higher levels of work satisfaction. Career success is increased through career anchors: According to the study, people who have solid career anchors report higher levels of work satisfaction. This implies the significance of knowing one's professional anchors and ensuring alignment with them.

**Table 1**

*Summary of Reviewed Literature*

Name of Article	Theory	Methodology	Variables	Findings
Career Competencies for Career Success (Kuijpers et al., 2006)	Human Capital Theory	Self-assessment questionnaire among 3086 employees in 16 Dutch companies where	Career-actualization ability, reflection, exploration, control, networking	Networking and career control both contributed positively to the objective

		analyses were carried out		career success.
Competencies for the Contemporary Career: Development and Preliminary Validation of the Career Competencies Questionnaire (Akkermans et al., 2012)	Career Capital Theory	Standardized loadings of the first and second order confirmatory factor analysis, Means, S.D., Squared Multiple Correlations (N=212)	Reflection on motivation, Networking, profiling, exploration, control	Presented an integrative framework of career competencies
Career Competencies for the Modern Career (Kuijpers et al., 2006)	Operationalization of career competencies	Multiple Regression Analyses, Confirmatory analysis LISREL, AIC, modification of AIC and AGFI, Written self-assessment questionnaire including content aspects and modalities	Career-ability, reflection on capacities, reflection on motives, Work exploration, Career control, networking	Employees who are more competent on career control and networking manages more objective career success.
Constructing career competency model of hospitality industry	Career Competency Model	Adopted questionnaire survey, used AMOS for Structural Equation Modeling (N=277)	Career development, career adjustment and control, workplace attitude, communication and networking	Career adjustment and control are the most influential competencies

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employees for career success (Wang,2013)					for career success.
Development and Validation of the Career Competencies Indicator (CCI) (Francis-Smythe et al., 2013)	Threefold structure	Correlation analysis (N=293)		Goal setting and career planning, self-knowledge, job-related performance effectiveness, career related skills, knowledge of (office) politics, networking and mentoring, feedback seeking and self-presentation	Career guidance and networking and feedback seeking and self-presentation contributed significantly to career success.
Repatriate career exploration: a path to career growth and success (Zikic et al., 2006)	Hope theory	Multiple Regression Analyses		Career exploration, personal/social career support, organizational career support	Career exploration drive towards more valued outcomes of career success.
Individual Factors Influencing Career Growth Prospects in Contexts of Radical Organizational Changes ( Okurame, 2012)	Career Growth Prospects	Simple regression, Multiple Analysis of covariance (N=199)		Demographic variables, efficacy personal initiative	Self-efficacy beliefs and personal initiative interacted significantly for career success.

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Role of Career Competencies in Organizations (Baheshiftar, 2011)	Theory in career capital	Correlation analyses (N=140)	Goal setting and career planning, self-knowledge, job-related performance effectiveness, career related skills, knowledge of (workplace) politics, networking and mentoring, feedback seeking and self presentation	Self-knowledge has a significant influence on career success.
Predictors of objective and subjective career success: A Meta Analysis (Ng et al., 2005)	Contest and sponsored mobility perspectives	Correlation analyses (N=140)	Career attitudes, Career achievement, career motivation, upward mobility, career strategies	Career achievement has a significant impact on career success.
Impact of contemporary competencies on employees career success (Kumar, 2019)	Contemporary competencies	Factor analysis, Regression analysis, varimax rotation, screen test and plots (N=1151)	Technical expertise, Qualification, work flexibility, professional networking, web-socio networking, extra-curricular activities	Work flexibility and professional networking are attractive for the career success.
Career Competencies And Career Success Of Thai Employees In Tourism And	Career Anchor Theory	Pearson correlation and regression analyses (N=800)	Work spirits and ethics, team working and networking, knowledge and skills, computer and language skills	Team work and networking, computer and language skills and knowledge

Hospitality Sector (Lertwannawit et al., 2011)					and skills have impact on career success.
Competency development and career success: The mediating role of employability (De Vos et al., 2011)	Competency development and employability	Correlation analyses (N=561)	Perceived self-perceived employability, perceived marketability	support, Self-perceived employability appeared to be positively related with career satisfaction.	
Quarter Crisis Career efficacy Anchors on career satisfaction (Pande & Sharon, 2011)	Life Career Anchor Theory and on	Exploratory Research Design, 5 point likert scale	Quarter life crisis, self-efficacy, career anchors	Career self-efficacy and career anchors plays a vital role in mitigating the negative effects of quarter-life crisis on career satisfaction.	
The Predictors of Success in the boundaryless career (Eby et al., 2003)	Career Management	Correlation and Regression analyses	Career values, career commitment, perceived organizational support	All the variables has significant influence on career success.	
Assessing Key Predictors of Career (N=1564)	Key Career Resource theory	Convergent and Criterion validity ((N=1564)	Human capital, motivation,	Career management has high	

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Success: Development and Validation of the Career Resources Questionnaire (Hirschi et al., 2017)			environment, management	career	impact career success.	on
Organizational career management practices and objective career success: A systematic review and framework (Bagdadli & Gianecchini, 2019)	Career managem ent practices and career success.	Systematic review of 73 empirical articles.	Informational, Developmental Relational	mechanism and mechanism	Development al mechanism has direct impact on objective career success.	
Conceptualizin g and evaluating career success ( Heslin, 2005)	Social comparis on theory	Correlation analysis	Self- other referent	referent and	Subjective and self- referent criteria are more salient than objective and other-referent criteria of career success,	
Career success in a boundaryless	Contemp orary	Empirical research	Subjective objective perspective	and career	Objective career perspective	

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career world Career (Arthur et al., Theory 2005)						cannot be neglected for career success.
The longitudinal impact of self- efficacy and career goals on objective and subjective career success (Abele & Spurk, 2009)	Socio- cognitive theory	Longitudinal research design(N=734)	Self- career goals	efficacy and advancement	Self-efficacy has positive impact on objective career success.	

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**2.4 Research Gap**

By systematically reviewing related literature, it was found that majority of the study has not used all these six career competencies. As, these six career competencies are included in three main dimensions: Reflective career competencies, Communicative career competencies and Behavioural career competencies and as the related literatures were reviewed, it was found that among these three dimensions in majority case any of two dimensions were used for further study either communicative and reflective or reflective and behavioural or communicative and behavioural. For example, Wang, (2013) has only studied communicative career competencies (Networking and self-profiling) and Behavioral career competencies ( Work exploration and career control) has been studied and also the study has been conducted among hospitality employees only. The result and findings from this study cannot be generalized in other sectors as well Thus, this study has been conducted to fill this gap where all these three dimensions are used.

Beside this, in case of career success either the objective career success or subjective career success has been used in the study previously in majority of the study. Kumar (2019) had only defined career success in terms of objective or extrinsic career success which is defined by promotion and salary mainly. Thus, it lacks the other aspects of career success related with satisfaction and development. Also, this kind of study has not been conducted in service

sector so, the findings and result through this study can be used in future other research projects.

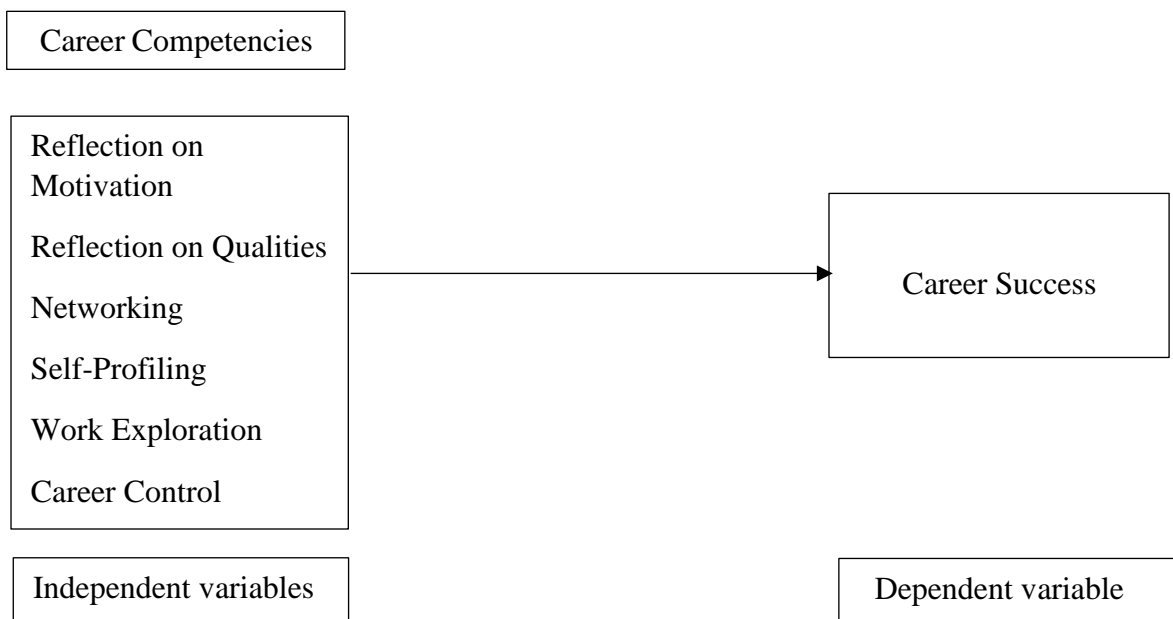
## 2.5 Conceptual Framework

This study model offers a framework for comprehending the processes involved in career competencies and career success. The model builds on social career cognitive theory and incorporates ideas from self-efficacy theory, holland theory, and other pertinent theories to look at the variables that influence career success. The role of career competencies among employees of Nepali service sector is investigated in this experiment. The organizational learning culture interferes with the relationship between career competencies and career success.

The framework of this research is adapted from (Akkermans et al., 2012). The six dimensions used in this study includes: Reflection on motivation, reflection on qualities, networking, self-profiling, work exploration and career control.

**Figure 1**

*Conceptual Framework*



Adapted from Akkermans et al. (2012) and Greenhaus et al. (1990)

## 2.6 Operational Definition of Variables

Reflection on Motivation: Examining individual's goals and principles will benefit in making practical choices and assists on making sensible decisions on one's work, notably when competency exploration and motivation introspection are combined required for and



values embodied in certain employment possibilities (Kuijpers & Scheerens, 2006). For measuring it constructs like I know what I like in my work, I know what is important to me in my career and I can clearly see what my passions are in my work are used.

Reflection on Qualities: Reflection on Qualities is the expression of a person's traits in line with their thoughts, feelings, and behaviour. Understanding people's personality traits like withdrawal and willpower as well as how various parts of a person interact to create personality is required. The measuring constructs that has been used for reflection on qualities are I am familiar with my shortcomings in my work, I am aware of my talents in my work and I know which skills I possess.

Networking: Wang (2013) states that the ability to build social networks (i.e., the capacity to interact favourably with co-workers, clients, and directors) and effective communication skills (i.e., the capacity to comprehend jargon and negotiate to reach consensus) are two interpersonal interaction abilities included in the "networking" competency dimension. the knowledge of one's own network, its significance in the professional world, and the capacity to grow it for career-related goals (Akkermans et al., 2012). Measuring constructs of networking are I know a lot of people within my work who can help me with my career, I know a lot of people outside of my work who can help me with my career, I know how to ask for advice from people in my network and I am able to approach the right persons to help me with my career.

Self-Profiling: Presenting and conveying one's knowledge, skills, and abilities to the internal and external labour market is known as "self-profiling." (Akkermans et al., 2012). Each employee should make an effort to develop as many skills and competencies that will enable them to communicate these competencies to others. For the measurement of self-profiling constructs like I am able to show others what I want to achieve in my career and I can show the people around me what is important to me in my work have been used.

Work Exploration: Work Exploration is also the act of actively exploring the market for job-related and career-related chances i.e., on both internal and external labour market. Herriot (2002) advocates that if a person is prepared to actively consider how to best use his or her competencies to match the organization's requirements, the external evaluation of that person's employment, in terms of pay and occupational status, is likely to be improved. Measuring constructs like I know how to search for developments in my area of work and I am able to explore my possibilities on the labour market are used for measuring it.

Career Control: Setting objectives and making plans to achieve them is the definition of career control, which is described as "actively influencing learning processes and job processes that are relevant to one's personal career (Akkermans et al., 2012). Higher views of career control have been found to be linked to greater work and career satisfaction, offering some evidence for the significance of career control in shaping career outcomes. For this study, measuring constructs like I can make clear career plans, I know what I want to have achieved in my career a year from now, I can create a layout for what I want to achieve in my career and I am able to set goals for myself that I want to achieve in my career are used.

Career Success: Ng et al. (2005) determined the predictors of the two dimensions of job success—objective and subjective looking at meta-analyses. Achieving a respectable level of financial security while working at a job you enjoy and then realizing that your choices in life and profession also make you happy and content are all necessary components of career success. A prosperous career can offer the security and stability needed for a comfortable life. Also, it can present chances for development and promotion, which might result in bigger pay and superior perks. Measuring constructs like I am satisfied with the success I have achieved in my career, I am satisfied with the progress I have made toward meeting my overall career goals, I am satisfied with the progress I have made toward meeting my goals for income, I am satisfied with the progress I have made toward meeting my goals for advancement and I am satisfied with the progress I have made toward meeting my goals for the development of new skills are used.

## CHAPTER III

### RESEARCH METHODS

#### 3.1 Research Design

This study aims to analyze the impact of career competencies on career success among service sector employees through a quantitative research methodology. The study is conducted following the deductive method to test the theory. To know the status of career competencies and career success among service sector employees, descriptive research design is adapted. An explanatory research strategy is considered to find the role of career competencies on career success. Quantitative research methodology has been used in this study.

#### 3.2 Population and Sample

Population means the totality of the individuals from which some sample is drawn. The population of the study covers each and every employee in Nepal's service sector. Since the number of service sector employees is unknown, the researcher employed 263 sample size recommended by Hair et al. (2011). As recommended by Stuart and Cochran (1963), the sample size is calculated by the number of individuals required to estimate a proportion with a 95% confidence level. This is because the population is unknown.

$$n_0 = Z^2 pq/e^2$$

Where,  $n_0$  = Sample Size

$Z^2$  = a portion of the normal curve's abscissa that is cut off at the tails

P = estimated population proportion

e = Error margin

The suggested value of p and q for the unidentified population is 50% for each. At a 95% level of confidence, the z value is 1.96 and the sampling error e = 5%.

$$n_0 = Z^2 pq/e^2 = 1.96^2 * 0.5 * 0.5 / 0.05^2 = 384$$

Thus, sample size was estimated to be 384. However, only 263 replies were examined in the study due to the low response rate. The "10-times rule" method of Hair et al. (2011) is a popular minimum sample size estimation technique in PLS-SEM. This principle is based on the concept that the sample size should be at least ten times greater the number of linkages,

either inner or outer, pointing to any latent variable. Since this study has 26 likert scale statements, 260 is the minimum required sample size. For this reason, sample of 263 respondents is considered to be perfectly adequate.

### **3.3 Sources of Data**

This study is based on the information gathered from a primary source, specifically a self-administered survey that the employees filled out. The survey is based on original information gathered from service industry workers. Each question in the survey was graded on a Likert scale of 1 to 5, with 1 denoting strongly disagreement and 5 denoting strong agreement with the comments made. For 263 employees working in the service sector were sent questionnaires via email.

### **3.4 Instruments**

Six different dimensions are included in the questionnaire related with career competencies whereas on the basis of different existing literature and empirical studies, items of the variables has been constructed. The conceptual framework has been adapted from Akkermans et al. (2012). 5 point likert scale has been adopted with 21 items for career competencies (Akkermans et al.,2012) and 5 items for career success has been adapted from (Greenhaus et al., 1990).

### **3.5 Validity and Reliability Analysis**

#### **3.5.1 Composite Reliability and Validity**

For the measurement of the internal consistency of items, Cronbach alpha is calculated. Cronbach alpha generally examines how closely a list of items are as a group. Value above 0.7 represents that the items in a group are closely related which means there is the internal consistency among the items (Fornell & Larcker, 1981). In case of AVE, values that are greater than 0.5 determines the good convergent validity (Fornell & Larcker, 1981).

**Table 2***Composite Reliability and Validity*

Construct and items	Factor Loading	Cronbach Alpha	CR (rho_a)	CR (rho_c)	AVE
Reflection on Motivation		0.718	0.741	0.84	0.636
RM1	0.761				
RM2	0.784				
RM3	0.845				
Reflection on Qualities		0.738	0.76	0.849	0.652
RQ2	0.803				
RQ3	0.782				
RQ4	0.837				
Networking		0.774	0.775	0.855	0.596
N1	0.753				
N2	0.797				
N3	0.746				
N4	0.791				
Self-Profiling		0.699	0.705	0.869	0.768
SP2	0.861				
SP3	0.891				
Work Exploration		0.695	0.696	0.868	0.767
WE2	0.88				
WE3	0.871				
Career Control		0.782	0.782	0.859	0.604

CC1	0.761				
CC2	0.765				
CC3	0.797				
CC4	0.784				
Career Success		0.897	0.902	0.924	0.709
CS1	0.779				
CS2	0.881				
CS3	0.87				
CS4	0.855				
CS5	0.821				

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Factor loading and composite reliability and validity of constructs have been demonstrated in table 2. All the items have the factor loading value above 0.7 whereas the AVEs of all the constructs are above 0.5. through this value, it can be said that the table indicates a good convergent validity as it matches both the criteria which is having factor loading above 0.7 and AVEs above 0.5. Thus, all the criteria to be internally consistent and to have convergent validity are fulfilled.

### **3.5.2 Discriminate Validity**

A method of study validation known as discriminant validity entails proving that one scale is unrelated to other measures. It helps researchers to discriminate between two scales (Raykov, 2011). Hair et al. (2020) has stated that discriminate validity measures in measurement model whether a construct has a stronger relationship with its indicator or not than other constructs. Through this, it can be analyzed whether one construct is different than other constructs or not. There are different measures and techniques that can be used for discriminate validity and among them Fornell-Larcker test is the most common but Henseler et al. (2014) has stated that it is incomplete to measure the discriminant validity. Thus, Heterotrait-Monotrait (HTMT) ration scale has been prescribed.

**Table 3***Fornell-Larcker Test*

Variables	CC	CS	N	RM	RQ	SP	WE
CC	0.777						
CS	0.695	0.842					
N	0.627	0.696	0.772				
RM	0.601	0.543	0.592	0.797			
RQ	0.567	0.515	0.625	0.565	0.807		
SP	0.68	0.602	0.627	0.619	0.56	0.876	
WE	0.653	0.558	0.534	0.538	0.558	0.567	0.876

The value of square root of AVE is shown in the diagonal section of table 3. As, the Fornell-Larcker test analyse the correlations of other constructs to the square root of AVE, it is seen that all the values of AVE is higher than the corresponding inter-construct correlation, denoting good discriminant validity (Hair et al., 2011).

**Table 4***Cross Loading*

Variables	CC	CS	N	RM	RQ	SP	WE
CC1	<b>0.761</b>	0.59	0.488	0.459	0.363	0.516	0.488
CC2	<b>0.765</b>	0.546	0.505	0.442	0.457	0.536	0.511
CC3	<b>0.797</b>	0.53	0.481	0.47	0.456	0.523	0.488
CC4	<b>0.784</b>	0.48	0.471	0.499	0.499	0.539	0.546
CS1	0.56	<b>0.779</b>	0.518	0.336	0.311	0.414	0.402
CS2	0.608	<b>0.881</b>	0.591	0.479	0.435	0.53	0.496
CS3	0.602	<b>0.87</b>	0.63	0.459	0.488	0.47	0.523
CS4	0.608	<b>0.855</b>	0.624	0.515	0.463	0.595	0.461

CS5	0.547	<b>0.821</b>	0.557	0.481	0.453	0.51	0.459
N1	0.47	0.548	<b>0.753</b>	0.419	0.49	0.503	0.376
N2	0.446	0.574	<b>0.797</b>	0.396	0.456	0.507	0.363
N3	0.524	0.511	<b>0.746</b>	0.501	0.49	0.452	0.477
N4	0.503	0.51	<b>0.791</b>	0.521	0.498	0.468	0.443
RM1	0.444	0.359	0.436	<b>0.761</b>	0.453	0.396	0.348
RM2	0.484	0.403	0.444	<b>0.784</b>	0.517	0.548	0.506
RM3	0.507	0.516	0.526	<b>0.845</b>	0.403	0.525	0.433
RQ2	0.465	0.408	0.544	0.436	<b>0.803</b>	0.52	0.471
RQ3	0.418	0.319	0.459	0.509	<b>0.782</b>	0.418	0.449
RQ4	0.483	0.49	0.508	0.444	<b>0.837</b>	0.423	0.438
SP2	0.559	0.496	0.517	0.539	0.493	<b>0.861</b>	0.472
SP3	0.631	0.556	0.579	0.546	0.489	<b>0.891</b>	0.52
WE2	0.612	0.496	0.501	0.54	0.489	0.546	<b>0.88</b>
WE3	0.531	0.48	0.433	0.401	0.487	0.446	<b>0.871</b>

Table 4 represents the cross-loading values of the items. It is observed that all the cross-loading values are greater than 0.7 which means there is no any problem (Hair et al., 2011). By thorough analysis, it is seen that there is at least difference of 0.1 in all the primary cross-loadings and secondary cross-loadings which also indicates that the values are good and fall under the category of acceptance and does not imply any issue in discriminant validity in the variable that has been used.



**Table 5***HTMT*

	Original sample (O)	Sample mean (M)	2.50%	97.50%
CS -> CC	0.824	0.826	0.723	0.921
N -> CC	0.807	0.81	0.668	0.944
N -> CS	0.831	0.831	0.716	0.936
RM -> CC	0.8	0.805	0.624	0.974
RM -> CS	0.659	0.663	0.517	0.808
RM -> N	0.791	0.797	0.646	0.941
RQ -> CC	0.745	0.747	0.595	0.885
RQ -> CS	0.61	0.612	0.451	0.763
RQ -> N	0.823	0.827	0.721	0.929
RQ -> RM	0.795	0.799	0.612	0.964
SP -> CC	0.917	0.922	0.789	1.044
SP -> CS	0.754	0.757	0.63	0.874
SP -> N	0.848	0.851	0.717	0.98
SP -> RM	0.865	0.872	0.74	1.005
SP -> RQ	0.78	0.785	0.609	0.951
WE -> CC	0.886	0.887	0.758	1.011
WE -> CS	0.704	0.705	0.571	0.837
WE -> N	0.731	0.735	0.593	0.875
WE -> RM	0.757	0.761	0.591	0.916
WE -> RQ	0.78	0.782	0.601	0.955
WE -> SP	0.81	0.815	0.647	0.972

Table 5 demonstrates the HTMT ratio of the variable and the discriminant validity is checked with the values. To not have any issue on the validity all the values must be less than 0.9. But, in this study there are some values which are greater than 0.9 in case of Reflection on Qualities -> Reflection on Motives, Self-Profiling -> Career Control, Self-Profiling-> Networking, Self-Profiling-> Reflection on Motives, Work Exploration-> Career Control and Work Exploration-> Self-Profiling. And, to solve this problem the cross-loading values of the concerned constructs were analysed and the difference between each cross-loading values are analysed. As, a result each first item of Reflection on Qualities, Work Exploration and Self-Profiling has been segregated from the model itself. After, this process is done the values are found to be decreased in number of issue however, there are still 3 values that are slightly greater than the value of 0.9. In case of bias corrected interval, it does not include 0 in between. Thus, discriminant validity at constructs must not be a concern.

### **3.6 Data Analysis Technique**

The analysis part can be divided into three parts: data screening, measurement model and structured equation modelling. As the data collection was completed, normality test was done using Shapiro-Wilk test. As, the data were not distributed normally, it was further analysed in SmartPLS 4.0. By using SmartPLS 4.0, internal consistency of data, reliability, Cronbach's alpha and Average Variance Extracted (AVE) are calculated.

The data were analysed further and were tested for discriminant validity for which the data were used in the metrics like Fornell Larcker Criterion, Cross loading and Heterotrait-Monotrait Ratio were used. To meet the criteria of Fornell Larcker Criterion, the square root of each construct's AVE must be greater than its correlation with other constructs. Similarly, to meet the criteria of cross loading the values must be less than 0.7 (Henseler et al., 2014). Likewise, to meet the criteria in case of Heterotrait- Monotrait, the value must have been less than 0.9.

In addition to these analysis, for descriptive statistics of demographic section IBM SPSS 26 was used. During this analysis, frequency, percentage, mean and standard deviation were calculated as it provides the overall profile of respondents. After this, SmartPLS 4.0 was used for structural equation model which included the testing of hypotheses to see the impact of independent variables on dependent variable and also to assess their relationship.

### **3.7 Ethical Consideration**

There are certain norms and ethics that need to be followed to carry out any kind of works. Similarly, there are also some ethics that need to be followed and implemented during the

research time. An objective system of right and wrong that specifies what people should do is the basis of ethics. These requirements are sometimes stated in terms of rights, duties, advantages to society, fairness, or certain qualities (Valesquez, 2021). As, there is the participation of human, there are certain ethical concerns that need to be followed and implemented while carrying out research. As, this dissertation is related with an academic there are certain university standards, guidelines, ethical standards and regulations were followed while conducting this research.

For the analysis, data are needed through the related people, there was the participants' consent and all the information provided by them are kept confidential. This complied with right to privacy principle (Alibeigi et al., 2019). As, there are certain aims and objectives to carry out the research and to receive the related information and data the objectives and researcher's background were provided for them along with the questionnaire. Thus, the consent of participants were given top priority. It indicates the implementation of informed consent principle (Rupp, 1994).

The researcher made an effort to establish and maintain an adaptable, and cooperative setting throughout the research. Respondents were also made assured that their information will only be used for academic purpose. As a result, the respondents' privacy was safeguarded while still maintaining the confidentiality of the data and the participants' identities (Lo et al., 2020). The researcher has done the proper citations and references to avoid plagiarism. The sources have been properly referenced in order to show respect for the individuals who came up with the concepts and ideas that were a part of this study.

## CHAPTER IV

### ANALYSIS AND RESULTS

This section of the study provides information and findings of career competencies, career success and relationship between career competencies and career success. For the analysis purpose of respondent's demographic and descriptive profile IBM SPSS 26 is used whereas for the hypotheses and overall model SmartPLS is used.

#### 4.1 Demographic Profile of Respondents

**Table 6**

*Demographic Profile of Respondents*

Variables	Frequency	Percent
Gender		
Male	124	47.3
Female	137	52.3
Prefer not to say	1	0.4
Age		
Below 20 years	20	7.6
20-29 years	138	52.5
30-39 years	70	26.6
Above 40 years	35	13.3
Education		
Intermediate or below	21	8
Bachelor	110	41.8
Master or Above	132	50.2
Overall Experience		
Less than a year	30	11.4
1-2 years	50	19

	2-4 years	68	25.9
	More than 5 years	115	43.7
Sector			
	Bank	60	22.8
	Insurance	34	12.9
	IT	43	16.3
	Education	38	14.4
	Health	33	12.5
	Hospitality	33	12.5
	Others	22	8.4
Current Experience			
	Less than a year	60	22.8
	1-2 years	69	26.2
	2-4 years	74	28.1
	More than 5 years	60	22.8
Position			
	Entry Level	57	21.7
	Mid Level	108	41.1
	Senior Level	75	28.5
	Top or Executive Level	23	8.7
Income			
	Less than Rs. 20,000	35	13.3
	Rs. 20,000-Rs. 50,000	111	42.2
	Rs. 50,000- Rs. 80,000	71	27
	Above Rs. 80,000	46	17.5

Table 6 provides the general information about the demographic part of the respondents. All the questionnaire are self-administered. Among 263 respondents, majority of the respondents are female representing 52.3% whereas one of the respondents did not prefer to say the gender. In case of age, majority of the respondents fall into the category of 20-29 years and cover 52.5% whereas 50.2% of the respondents have completed their master's level or above. Similarly, information about overall experience of respondents about being employed can also be received where it is found that about 43.7% of the respondents have above 5 years job experience and among which 28.1% of them have been involved in current organizations for about 2-4 years. Analysing above table, information regarding which sector is more preferred by the respondents can also be seen and it is seen that majority of the respondents prefer to be working on banking industry covering 22.8%. among the respondents, it is seen that maximum number of them have been working as a mid-level employee representing 41.1%. Lastly, the information regarding the monthly income has also been observed through the table which shows that about 42.2% of the respondents have a monthly income of range Rs.20,000- Rs.50,000.

#### 4.2 Descriptive Statistics of Independent Variables and Dependent Variable

**Table 7**

*Descriptive Statistics of Reflection on Motivation*

Opinion Statements	Items	Mean	S.D.
I know what I like in my work.	RM1	3.99	0.645
I know what is important to me in my career.	RM2	3.95	0.752
I can clearly see what my passions are in my work.	RM3	3.76	0.838
Reflection on Motivation		3.9	0.745

Table 7 illustrates the descriptive statistics of reflection on motivation where it has a mean score of 3.9 and standard deviation of 0.745. as, the mean score is greater than 3, it indicates that employees tend to have a clear idea about their career and their likeness on their work. It can be taken to mean that a person has a somewhat high level of self-reflection and self-awareness about their driving forces, objectives, and behaviours.

**Table 8***Descriptive Statistics of Reflection on Qualities*

Opinion Statements	Items	Mean	S.D.
I am familiar with my shortcomings in my work.	RQ2	3.85	0.791
I am aware of my talents in my work.	RQ3	3.85	0.708
I know which skills I possess.	RQ4	3.95	0.755
Reflection on Qualities		3.88	0.75

Descriptive statistics of reflection on qualities is shown in table 8 where the mean value is 3.88 and standard deviation is found to be 0.7. Thus, it can be concluded that majority of the employees know their strengths, shortcomings and talents they have that are required for the job they perform. A mean score of 3.88 on the reflection on qualities scale suggest a high level of contemplation on individual features like skills, abilities, traits, and attitudes. A rating of 3.88 indicates that an individual is very self-reflective and has a solid grasp of their own advantages and disadvantages. They might also use this contemplation to pinpoint their weaknesses and initiate growth-oriented actions.

**Table 9***Descriptive Statistics of Networking*

Opinion Statements	Items	Mean	S.D.
I know a lot of people within my work who can help me with my career.	N1	3.79	0.812
I know a lot of people outside of my work who can help me with my career.	N2	3.7	0.876
I know how to ask for advice from people in my network.	N3	3.8	0.725
I am able to approach the right persons to help me with my career	N4	3.75	0.805
Networking		3.76	0.803

Table 9 shows the networking level of the employees and their belief on how a person gets benefitted when they have wide range of connection at right time and place. The average value is 3.76 which indicates that they have a good number of people around themselves who can help to build their career. It implies that the networking capability or performance is average to good of an employee which helps them to have better and easy access to the other position and will ultimately achieve success on their career.

**Table 10**

*Descriptive Statistics of Self-Profiling*

Opinion Statements	Item	Mean	S.D
I am able to show others what I want to achieve in my career.	SP2	3.78	0.75
I can show the people around me what is important to me in my work.	SP3	3.79	0.81
Self-Profiling		3.785	0.78

Table 10 conveys the status of self-profiling among employees of service sector where the mean score is 3.785 and standard deviation is 0.781 which indicates that employees have the ability to showcase their skills and aim that they want to achieve in future. It implies an above average level of competency or skill. This value indicate that the individual has some competence in their chosen field and has attained some amount of accomplishment, but they still gain benefit from more learning and development.

**Table 11**

*Descriptive Statistics of Work Exploration*

Opinion Statements	Items	Mean	S.D.
I know how to search for developments in my area of work.	WE2	3.79	0.831
I am able to explore my possibilities on the labour market.	WE3	3.69	0.811
Work Exploration		3.74	0.821

Table 11 illustrates the statistics regarding the ability of employees to explore their work where it has a mean value of 3.74 and standard deviation of 0.821. As, the value is greater than 3 it means that the employees are skill to explore their labour market and get the best



job among the availability. This value demonstrates an effort and level of engagement in the exploration of one's interests, abilities, and job alternatives. This may imply that the person is actively seeking out and seizing possibilities for career development and progress, which could eventually have a good impact on their career competencies and success.

**Table 12**

*Descriptive Statistics of Career Control*

Opinion Statements	Items	Mean	S.D.
I can make clear career plans.	CC1	3.86	0.748
I know what I want to have achieved in my career a year from now.	CC2	3.78	0.836
I can create a layout for what I want to achieve in my career.	CC3	3.76	0.726
I am able to set goals for myself that I want to achieve in my career.	CC4	3.84	0.755
Career Control		3.81	0.76

Descriptive statistics of career control is tabulated in table 12 where the mean score is 3.81 which indicates that the employees working in service sector have their own clear career plans and also know about how they can be able to reach the pre-set benchmarks within a certain period of time. They may believe they have some control over or autonomy over their job path, but there may be opportunity for development or greater control in some areas.

**Table 13***Descriptive Statistics of Career Success*

Opinion Statements	Items	Mean	S.D.
I am satisfied with the success I have achieved in my career.	CS1	3.6	0.999
I am satisfied with the progress I have made toward meeting my overall career goals.	CS2	3.63	0.998
I am satisfied with the progress I have made toward meeting my goals for income.	CS3	3.35	0.747
I am satisfied with the progress I have made toward meeting my goals for advancement.	CS4	3.69	0.929
I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	CS5	3.74	0.861
Career Success		3.60	0.91

Table 13 illustrates the status of career success among employees of service sector. The table shows that the mean of career success is 4 which indicates that the employees of service sector tend to have a high rate of career success as they tend to have a clear idea of what they want to achieve, about the skills that they require to progress in their field. This suggests that, on average, the respondents may believe they have had some amount of career success. A mean value of 3.74 would suggest that, on average, the respondents perceive themselves to have achieved a moderate level of career success in relation to their perceived career competency.

### 4.3 Normality Test

**Table 14**

*Shapiro-Wilk Test*

Variables	Statistic	df	Sig.
Reflection on Motivation	0.935	263	0.000
Reflection on Qualities	0.951	263	0.000
Networking	0.969	263	0.000
Self-Profiling	0.930	263	0.000
Work Exploration	0.931	263	0.000
Career Control	0.953	263	0.000
Career Success	0.933	263	0.000

Table 14 provides the results of the Shapiro-Wilk test for normality. With a p-value under 0.05, the results show that the test is significant. This indicates that the data is not be dispersed normally.

### 4.4 Collinearity Test

**Table 15**

*VIF*

Variables	Career Success
Reflection on Motivation	2.016
Reflection on Qualities	1.989
Networking	2.223
Self-Profiling	2.34
Work Exploration	1.991
Career Control	2.562
Career Success	

Table shows the calculation of variance inflation factors (VIF) to reflect the test for collinearity. As, all the variance inflation factors value are below 5, there is no any issue with multicollinearity which make sure that all the construct are used in this research.

#### 4.5 Correlation Matrix

**Table 16**

*Correlation Matrix*

	CC	CS	N	RM	RQ	SP	WE
CC	<b>1</b>						
CS	0.695	<b>1</b>					
N	0.627	0.696	<b>1</b>				
RM	0.601	0.543	0.592	<b>1</b>			
RQ	0.567	0.515	0.625	0.565	<b>1</b>		
SP	0.68	0.602	0.627	0.619	0.56	<b>1</b>	
WE	0.653	0.558	0.534	0.538	0.558	0.567	<b>1</b>

##### 4.5.1 Correlation between Career Competencies and Career Success

Table 16 indicate the correlation between all the independent variables with dependent variable where it shows that Career control and networking has the highest value of  $r = 0.695$  and  $r = 0.696$  respectively depicting strong correlation. Also, rest of the independent variables' correlation values are greater than 0.5 where  $r = 0.515$  is the least value among all, it reflects that all of them are strongly correlated with career success which is the correlation value of reflection on qualities. Summing up, all of them are highly correlated with each other indicating each of them to be related with high level of career success as all the correlation values of independent variables with dependent variable (career success) is greater than 0.5.

## 4.6 Structural Equation Model Analysis

**Figure 2**

*Graphical Output of SEM*

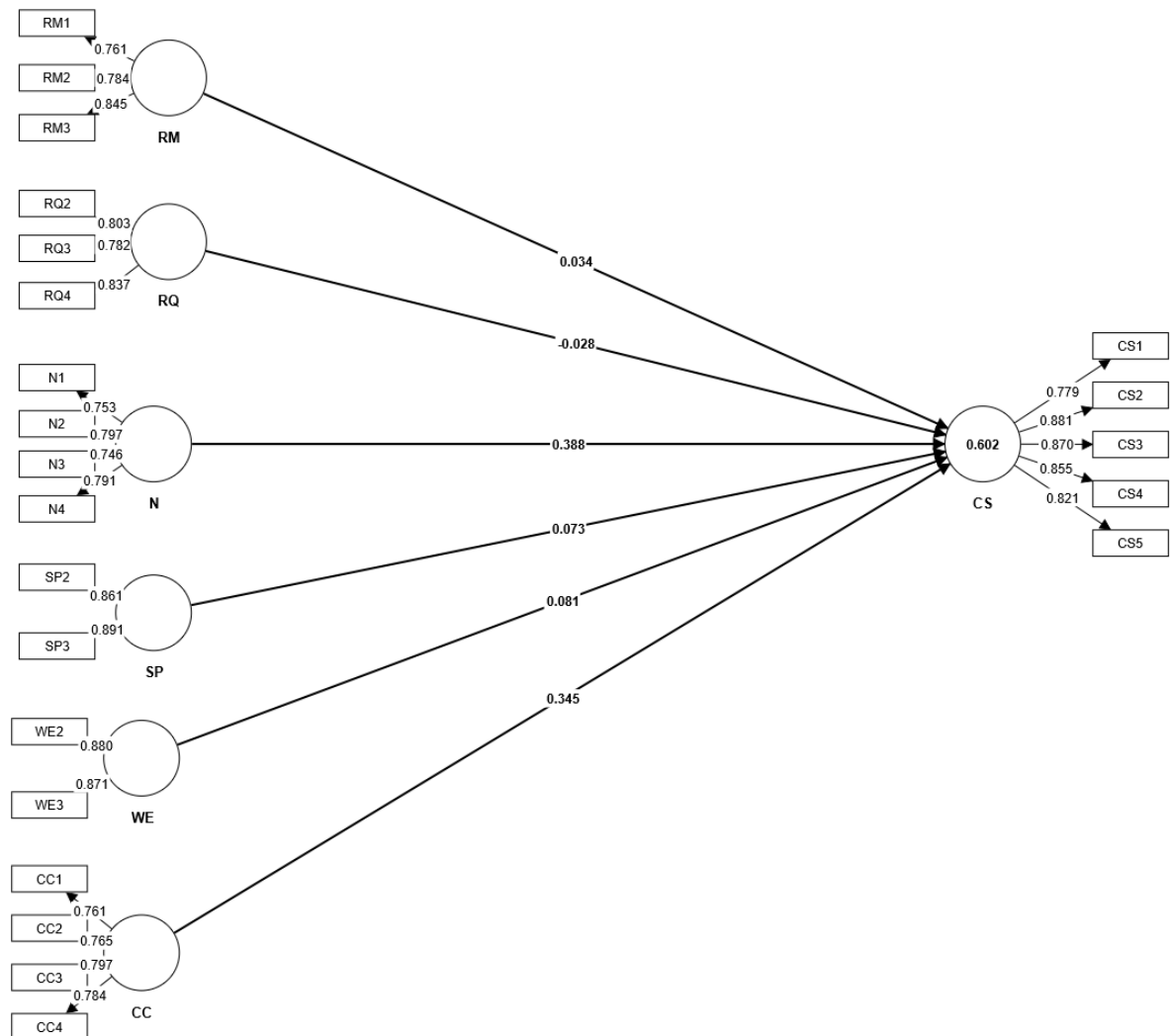


Figure 2 represents structural model's findings and the strength of the connections between the model's variables are represented visually in the figure. The factor loading of each item is shown in the outer figures, whilst the path coefficient is shown in the inner model. The values inside the circle represent the dependent variable's R<sup>2</sup> values. The model's predictive power is demonstrated by the R<sup>2</sup> value, which quantifies the extent to which endogenous variable variance can be explained by the model (Hair et al., 2020). The R<sup>2</sup> score of 0.602 in the figure indicates the modest predictive power of career competencies indicating that the model accounts 60.2% of variance in career success.

**Table 17***Path Coefficient*

Variables	Original sample	Sample mean	S.D.	t value	p value	Bias	2.50%	97.50%
CC -> CS	0.345	0.35	0.096	3.602	0	0.005	0.153	0.527
N -> CS	0.388	0.384	0.098	3.948	0	-0.004	0.196	0.574
RM -> CS	0.034	0.031	0.088	0.387	0.699	-0.003	-0.127	0.221
RQ -> CS	-0.028	-0.023	0.084	0.335	0.737	0.005	-0.19	0.134
SP -> CS	0.073	0.07	0.091	0.798	0.425	-0.002	-0.096	0.263
WE -> CS	0.081	0.082	0.08	1.02	0.308	0.000	-0.08	0.234

Table 17 illustrates that only career control and networking has a significant impact on career success (p-value=0.05). In contrast, other independent variables like reflection on motivation, reflection on qualities, work exploration, and self-profiling has no significant effect on career success.

**Table 18***R Square*

	Original sample	Sample mean	S.D.	t value	p values	Bias	2.50%	97.50%
CS	0.602	0.625	0.043	14.081	0	0.023	0.495	0.663

$R^2$  measures the impact of exogeneous variables on endogenous variable and as shown in the table, about 60.2% of change is done by the career competencies on career success. (Hair et al., 2020) states that in area of social science and human behaviour, 0.20  $R^2$  is considered to be significant. Hence, it can be said that there is a strong impact of exogeneous variables on endogenous variable.

**Table 19***F Square*

Variables	Original Sample	Sample Mean	S.D.	t value	p values	Bias	2.50%	97.50 %
CC -> CS	0.117	0.133	0.073	1.592	0.111	0.233	-0.015	0.067
N -> CS	0.17	0.186	0.101	1.69	0.091	0.214	-0.022	0.147
RM -> CS	0.001	0.011	0.015	0.093	0.926	0.03	-0.204	0.146
RQ -> CS	0.001	0.01	0.014	0.074	0.941	-0.024	-0.139	0.19
SP -> CS	0.006	0.014	0.019	0.305	0.761	0.064	-0.231	0.12
WE -> CS	0.008	0.017	0.021	0.398	0.691	0.073	-0.196	0.09

There is a set of criteria of the value of  $F^2$  which indicates small, partial and strong impacts.  $F^2$  value of 0.02, 0.15, and 0.35 indicates small, partial and strong impacts respectively (Cohen & Levinthal, 1990).  $F^2$  value less than 0.02 suggest there is no any effect. From the table, it can be seen that reflection on motivation and reflection on qualities does not have any effect whereas self-profiling, networking, career control and work exploration have partial effect falls under the criteria of partial effect.

**Table 20***SRMR Statistics*

	Original sample (O)	Sample mean (M)	95%	99%
Saturated model	0.065	0.046	0.052	0.055
Estimated model	0.065	0.046	0.052	0.055

SRMR is introduced as a PLS-SEM good fit measure that is applied to resist model misspecification (Henseler et al., 2014). According to a more conservative explanation the criteria for SRMR is that the value must be less than 0.10 or 0.08 to be a proof of good model

fit (Hu & Bentler, 1999). As, the SRMR value is 0.06, it can be concluded that the research study's model is good.

#### 4. Hypothesis Testing Summary

**Table 21**

*Hypothesis Testing Summary*

Hypothesis	Path Coefficient	p Value	Hypothesis Support
H1: RM->CS	0.034	0.699	Rejected
H2: RQ->CS	-0.028	0.737	Rejected
H3: N->CS	0.388	0.000	Accepted
H4: SP->CS	0.073	0.425	Rejected
H5: WE->CS	0.081	0.308	Rejected
H6:CC->CS	0.345	0.000	Accepted

Table 21 illustrates the results of hypothesis testing. It indicates that reflection on motivation has no significant impact on career success ( $\beta=0.034$ ,  $p=0.699$ ), rejecting hypothesis 1. Similarly, reflection on qualities also does not have any significant impact on career success ( $\beta=-0.028$ ,  $p=0.737$ ), rejecting hypothesis 2. Networking has a significant impact on career success ( $\beta=0.388$ ,  $p=0.000$ ), accepting hypothesis 3 whereas self-profiling ( $\beta=-0.073$ ,  $p=0.425$ ), does not have any impact on career success, rejecting hypothesis 4. Work exploration ( $\beta=0.081$ ,  $p=0.308$ ) does not have any significant impact on career success, rejecting hypothesis 5 whereas career control is found to have significant positive impact on career success ( $\beta=0.345$ ,  $p=0.000$ ), accepting hypothesis 6.



#### 4. Major Findings

The major findings are enlisted below:

- Total response of 263 respondents were recorded in which 137 were female making them the majority, 124 were male whereas 1 of the respondents did not prefer to say.
- 138 respondents belonged to the age category of 20-29 years which covered about 52.5% whereas 7.6%, 26.6% and 13.3% belong to the age group of below 20 years, 30-39 years and above 40 years respectively.
- In case of education, majority of the respondents had completed the master's level whereas 8% of the respondents had completed their intermediate level or below and 41.8% had completed their bachelor level.
- 43.7% of the respondents had the overall experience of more than 5 years of being employed. On the other side, about 12% of them had overall experience of being employed was less than a year, 19% of them had the experience of 1-2 years and about 26% of them had 2-4 years of experience.
- In terms of working sector, majority of the respondents were involved in banking sector and then in IT sector covering 22.8% and 16.3% respectively. There were equal number of respondents working in health and hospitality sector covering 12.5% each.
- Talking about the current experience (time that the employee has been engaged in current company) about 28% of them had been working in the present company for 2-4 years whereas it was in equal percentage that they have been engaged in same company for less than 1 year and more than 5 years with the percentage of 22.8.
- Majority of the respondents were found to be working in mid-level position representing 41.1% of total respondents whereas only 8.7% were found to be working as a top level or executive level employee.
- As, majority of them were working as a mid level employee they had a income range of Rs. 20,000- Rs. 50,000 covering 42.2% of the respondents.
- The descriptive statistics of reflection on motivation, reflection on qualities and networking indicates that their mean value is greater than 3 which convey that employees of service sector tend to have ideas about passion , skills that are required to succeed. Also, they have the ability to approach right person at right time who will help them to progress in their career.
- Self-profiling, work exploration and career control's descriptive table also illustrated that they have the mean score greater than 3 which makes that employees of today's

time working in service sector have ideas about how they can be more skillfull, search more possibilities in the market and also the ability to show their skills and abilities to others.

- Career success mean score was found to be 4 which indicates that employees of service sector have a clear idea of what they want to achieve, about the skills that they require to progress in their field.
- For the normality of data, Shapiro-Wilk test was run from which the value was observed which was less than 0.05 which indicates that the data is not dispersed normally.
- Six career competencies dimensions were used to conduct this research which are reflection on motivation, reflection on qualities, networking, self-profiling, work exploration and career control. Each of these dimensions had their own statements which were developed previously and was also validated in which 21 items were for six career competencies and 5 were for career success.
- Six career competencies account for 60.2 % of the change in career success.
- Among six independent variables, only networking and career control have a significant impact on career success whereas other variables like reflection on motivation, reflection on motives, self-profiling and work exploration did not drive towards any valued outcome of career success.

## CHAPTER V

### DISCUSSION, CONCLUSION, AND IMPLICATION

#### 5.1 Discussion

The initial section of research questionnaire is directed towards the status of career competencies and career success. The later section of questionnaire deals about the statements of different career competencies factors. And, as a result of these six hypotheses were developed that are related with reflection on motivation, reflection on qualities, networking, self-profiling, work exploration and career control.

Reflection on motivation was not found to have any significant impact on career success which is similar to the result of many past studies like of (Hirschi et al., 2017; Akkermans et al., 2012; Kuijpers & Scheerens, 2006) who did not find any significant impact of reflection on motivation on career success. Similarly, reflection on qualities also did not have any significant on career success which is similar to the result of (Ran & Cinamon, 2022; Kuijpers & Scheerens, 2006; Akkermans et al., 2012). On the contrary, reflection on qualities did have a significant impact on career success in the study of (Stumpf, 2010).

Furthermore, the analysis revealed that networking has a significant impact on career success which is found to be parallel with the study and analysis that have been conducted by (Akkermans et al., 2012; Francis-Smythe et al., 2013). Forret and Dougherty (2004) found that networking helps in achieving career success. With the analysis, it is also observed that self-profiling does not have any significant impact on career success which is also the result of research conducted by (Kuijpers & Scheerens, 2006; Akkermans et al., 2012) and is opposite to the result and findings of research that has been conducted by (Okurame, 2014; Baheshiftar, 2011) which states that self-profiling has interacted significantly on career success. This can also be due to less samples and the study's use of a non-dimensional measurement scale may be to result for the insignificance.

The result of (Zikic et al., 2006) is in contrary to the result of this study as in this study, it is found that there is no any impact of work exploration on career success but in the very study it was found that work exploration drive towards more valued outcomes of career success. however, the result of this study is in same direction as that of the result provided by (Akkermans et al., 2012; Kuijpers & Scheerens, 2006) which illustrates that work exploration doesnot interact significantly for career success. Career control is the most influential competencies for the career success has been one of the findings of this research which indicates that this result is in same page with the result and findings done by (Ran &

Cinamon, 2022; Sheldon et al., 2020; Wang, 2013; Ng et al., 2005; Hirschi et al., 2017) in their respective research which stated that how career self-efficacy influences future perceptions, and how these perceptions may shape an individual's career development processes. whereas on the other side this result does not match with the result of (Zikic et al., 2006) which mentions that career control does not have any significant contribution towards career success.

Summing up, this research provides the information about which of the career competencies have significant impact on career success and which factors does not have any impact on career success in context of Nepalese service sector employees. The points that can be noted from this research is that employees that are more competent on career control and networking manages more career success. Career control is the most influential competencies for career success. Also, career control and networking contributed significantly to career success and interact significantly for career success.

## **5.2 Conclusion**

An organization is successful which could adapt itself to changing environment in a long-run, make a solid management structure, and create key competencies. The goal was to clarify the relationship between competencies and career success. In contrast to prior generation, employees today are in charge of their own careers and can no longer count on lifelong employment in a single company. Also, even after working for a company for a longer time, employees now experience more changes in their job duties and working environment than they did in the past. Our findings demonstrate the importance of taking into account an employee's goals and aspirations while assisting them in achieving career success. Employers may want to encourage their workforce in their professional development even though employees now have more control over their careers. Our findings offer recommendations on how businesses can assist employees in their quest for career achievement. A dynamic workplace environment and career assistance from the work environment are associated to both internal and external career success, along with other traits like motivation, reflection and networking.

It has been observed that people who are eager to learn new things and advance their skills for their intended careers will have greater extrinsic job success (status and compensation) as well as intrinsic career success. However, career capabilities extend far beyond the managerial and technical skills that are typically the focus of organization development programs. They reflect how individuals view their professional situation and are always

evolving in response to shifting circumstances (Haase,2007). It is necessary to match job difficulties and personal competency in order to create a career. We cannot see normal behaviours when the job demands exceed an individual's skills and competencies, or when an individual's capabilities and competencies exceed the job problems (Baheshiftar, 2011). Career skills could close this disparity. The career competencies of an individual assist in recognising frustrations that arise in a career situation and in making the proper actions to resolve that situation. The development of career competencies is done by potential individuals or teams. It reflects how each person interprets her or his job path. Companies can help themselves succeed by promoting competencies that put a strong emphasis on the output of their workforce.

Various findings have mentioned that it is reasonable to say that career competencies are not static and must be updated in light of an individual's career goals and the strategies they will require to be implemented. This is defined by the ongoing professional development process, whose effectiveness is influenced by each person's unique traits, values, and skills as well as by the organizations that participate in or have an impact on the process at various stages. It is proposed that when career capabilities become the employing organization's competences and are integrated into their operations, they can benefit both individuals and companies in a reciprocal manner. In this situation, it is crucial for organizations to determine which career competencies and skills are essential for a successful career.

Overall, this study helps service sector to understand the career competencies and how does this impact on career success. Likewise, the factor like networking and career control do really matter for the employee in service sector. However, independent factors such as reflection on motivation, reflection on qualities, self-profiling and work exploration did not make any major impact on career success of employees. This also highlights the point that the future researchers can consider other factors which are not included in this study.

### **5.3 Implication**

The findings of the study have a variety of implications for management, investors, employees, and researchers working in and also to those who are interested in career competencies and career success in service sector. It will be beneficial for those who are working on similar field and also to those who are planning to work in this field. Current issues regarding career competencies and career success in the service sector can be addressed with the help of this research.

### **5.3.1 Managerial Implication**

It is anticipated that the study's conclusions will significantly improve management and employee prospects for career success. It is frequently no longer viable for a person to continue a career within one single organization during his or her lifetime with prescheduled linear upward rises over time in times of constantly shifting work environments and diminished job security. More and more often, workers are expected to manage their own careers and this study aims to find out the dimensions that affect career success of an employee. This study results and findings will help the manager to prepare some kind of rules and regulation and might also help to prepare the strategies that will help them to channelize their employees and get their best on their job which will help to reach their corporate and business goals.

This study related with career competencies can also help policymakers, educational institutions, and talent acquisition managers in organizations as well as career consultants. It describes a study on the functionalization of career competencies and the association of these competencies with the other dimension of career success. As, in context of Nepal we can see employees being frustrated about their salary and promotions than other subjective dimension so, keeping this thing in mind this study has been selected to actually know how the employees feel and to know about to what extent they get affected by this factor.

### **5.3.2 Implication for Future Research**

This study will inspire additional debate, investigation, and the creation of solutions about job competences and career self-management, particularly for young workers. With the changes to contemporary labour markets, it is thought that the notion of career competences will become vital for understanding career growth and employability (Hu & Bentler, 1999). This study is also constrained by the variables used to represent the concepts. Researchers who will use same dimensions in other sectors will be benefitted along with the researchers who will perform their research using different dimensions in same field will also be benefitted.

Different set of career competencies can also be used like goal-setting and career planning, self-knowledge, job-related performance effectiveness, career-related skills, familiarity with (office) politics, networking and mentoring, and feedback seeking and self-presentation are the seven areas of career competence that the career competencies indicator measures. (Haase et al., 2013). This set of dimensions can be used in service sector analysis whereas the used set of dimensions can be used in other sectors as the result that has been obtained

in this study cannot be generalised in other sector's analysis. As, this study was done, there were not any easy availability of the related resources. Thus, this research can be helpful for the future researchers as a reference.

Another study has also shown that there is another pattern of dividing the competencies: meta competencies and organizational competencies. Meta-competencies are the capacities to assess the accessibility, applicability, and capacity to learn of personal competencies. The capacity for self-directed learning and for introspection are prerequisites for developing meta-competencies (Haase et al., 2013). The core of an organization's ability to innovate and adapt to change, making it competitive in its setting (Hamel & Prahalad, 1999). Thus, for future other analysis can be done by using the above competencies as well. The use of other pattern of competencies can also show the dimension that has less impact on this study to have high impact and vice-versa.

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## QUESTIONNAIRE

Dear Respondents,

I am Pratima Giri, Research Scholar, conducting a Graduate Research Project entitled "Career Competencies and Career Success Among Service Sector Employees" as a partial fulfillment of the requirements for Master of Business Administration (MBA) at School of Management, Tribhuvan University.

The main objective of this research is to identify the relationship between career competencies and career success among service sector employees. For the same, I would like to request you to spare few minutes to fill up the questionnaire honestly.

I would also like to assure you that your data will be kept confidential and will only be used for research purpose.

Thank you.

Regards,

Pratima Giri

MBA Research Scholar

### **General Information**

#### **Gender**

- Male
- Female
- Others

#### **Age**

- Below 20 years
- 20-29 years
- 30-39 years
- Above 40 years

#### **Education**

- Intermediate or Below
- Bachelors
- Masters or Above

#### **Monthly income range**

- Less than Rs.10,000

- Rs.10,000- Rs.50,000
- Above Rs.50,000 – Rs. 80,000
- Above Rs. 80,000

**In which service sector, are you involved in?**

- Bank
- Insurance
- IT
- Education
- Health
- Others

**How many years have you been employed?**

- Less than a year
- 1-2 years
- 2-4 years
- More than 5 years

**How long have you been in current organization?**

- Less than a year
- 1-2 years
- 2-4 years
- More than 5 years

**Specific Information**

Please complete the following questionnaire on Five Point Likert Scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree  
Please put a mark on only one answer for the following questions.



<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Reflection on motivation</b>					
I know what I like in my work.					
I know what is important to me in my career.					
I can clearly see what my passions are in my work.					
<b>Reflection on qualities</b>					
I know my strengths in my work.					
I am familiar with my shortcomings in my work.					
I am aware of my talents in my work.					
I know which skills I possess.					
<b>Networking</b>					
I know a lot of people within my work who can help me with my career.					
I know a lot of people outside of my work who can help me with my career.					
I know how to ask for advice from people in my network.					
I am able to approach the right persons to help me with my career.					
<b>Self-profiling</b>					
I can clearly show others what my strengths are in my work.					
I am able to show others what I want to achieve in my career.					
I can show the people around me what is important to me in my work.					
<b>Work Exploration</b>					
I know how to find out what my options are for becoming further educated.					
I know how to search for developments in my area of work.					
I am able to explore my possibilities on the labour market.					
<b>Career Control</b>					
I can make clear career plans.					
I know what I want to have achieved in my career a year from now.					
I can create a layout for what I want to achieve in my career.					
I am able to set goals for myself that I want to achieve in my career.					
<b>Career Success</b>					
I am satisfied with the success I have achieved in my career.					
I am satisfied with the progress I have made toward meeting my overall career goals.					
I am satisfied with the progress I have made toward meeting my goals for income.					
I am satisfied with the progress I have made toward meeting my goals for advancement.					
I am satisfied with the progress I have made toward meeting my goals for the development of new skills.					