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AN EMPIRICAL INVESTIGATION
OF CAREER SELF-MANAGEMENT BEHAVIOURS:
TEST OF A THEORETHICAL MODEL

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ABSTRACT

This Master thesis explores the idea of proactive career attitudes and employee's engagement in Career Self-Management Behaviours (CSMB). The main purpose of the study is to investigate if employees' accumulated experiences with Human Resource Development Practices (HRDP) are predictive of their engagement in CSMB, and if those proactive activities, in turn, impact workers' Perceived Employability (PE) and Organizational Commitment (OC).

Data used in this study was obtained from a sample of 351 Portuguese employees. Data was collected in 2015 using a web-based questionnaire as part of a broader international research project: "Cross-Cultural Collaboration on Contemporary Careers" (Briscoe, Hall & Mayrhofer, 2012). A series of linked hypotheses are tested using the SPSS macro PROCESS (Hayes, 2016), with an examination of the mediation model.

Before reporting the details of the empirical study, the first part of this paper – Literature Review, provides a thorough discussion of key theories and empirical studies related to the concepts and associations investigated in this study.

The results show that HRDP positive impact both employees' OC and PE - and that this enhancing effect is mediated by CSMB. As for the study limitations, since the results are based on cross-sectional self-report data, the causality of the findings cannot be confirmed.

The study contributes to knowledge on modern careers, in that it sheds light on the process in which organizational career management initiatives can enhance desirable career outcomes (through fostering self-directed career attitudes).

Implications for theory and practice are discussed.

RESUMO

Esta tese de mestrado explora o conceito de atitudes de carreira proativas e de compromisso do colaborador com Comportamentos de Autogestão da Carreira (CAC). O principal objetivo do estudo é investigar se a experiência acumulada do colaborador com Práticas de Desenvolvimento de Recursos Humanos (PDRH) é preditiva do seu compromisso com CAC e se essas atividades proativas, por outro lado, impactam a Empregabilidade Percebida (EP) do colaborador e o seu Compromisso Organizacional (CO).

Os dados utilizados neste estudo foram obtidos através de uma amostra de 351 trabalhadores portugueses. Em 2015 esta informação foi recolhida utilizando um questionário *online* que fazia parte de um projeto de investigação internacional mais amplo: Cross-Cultural Collaboration on Contemporary Careers" (Briscoe, Hall & Mayrhofer, 2012). São testadas uma série de hipóteses associadas entre si, utilizando o macro PROCESS do SPSS (Hayes, 2016), com uma análise da mediana.

Antes de relatar os detalhes do estudo empírico, a primeira parte deste artigo – Revisão da Literatura, proporciona uma discussão transversal de teorias chave e estudos empíricos relacionados com os conceitos e associações investigadas neste estudo.

Os resultados mostram que as PDRH impactam ambos de forma positiva - CO dos colaboradores e a sua EP - e que este efeito de aumento é mediado pelos CAC.

Relativamente às limitações do estudo, considerando que os resultados são baseados em informação transversal auto reportada, a causalidade dos resultados não pode ser confirmada.

Este estudo contribui para o conhecimento sobre carreiras modernas, na medida em que ilumina o processo através do qual as iniciativas de Gestão de Carreira levam a resultados desejáveis (através da promoção de atitudes de carreira auto dirigidas).

São ainda discutidas implicações para a teoria e para a prática.

Palavras chave: Comportamentos de Autogestão de carreira; Práticas de Desenvolvimento de Recursos Humanos; Empregabilidade Percebida; Compromisso Organizacional

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LIST OF ABBREVIATIONS

CSM – Career Self-Management

CSMB – Career Self-Management Behaviours

HR – Human Resource

HRDP – Human Resource Development Practices

OC – Organizational Commitment

PE – Perceived Employability

INTRODUCTION

The main subject of this master's thesis are Career Self-Management Behaviours (CSMB) and the primary objective is to explore how they can be promoted among the employees and what are their outcomes. For that purpose, I developed a conceptual model of relationship patterns involving CSMB, which represents their association with Human Resource Development Practices (HRDP), Perceived Employability (PE) and Organisational Commitment (OC), and which specifies their role in mediating the effects of organizational support on relevant career outcomes. Career self-management (CSM) is of special importance in the contemporary career. Because of the turbulent economy of recent years, organizations have limited their employee development budgets and withdrew much of their career management initiatives. As a result, modern employees had to take over much of the responsibility for directing, developing and managing their careers. CSM is thus a necessity now, and effectiveness at practicing it can be decisive for the overall career success.

Regarding antecedents, present study investigates a bundle of HRDP and their role in fostering employees' proactive career behaviours. The rationale underlying this assumption is that organizational career management supports employees with assistance in setting clear career goals, encourages by providing positive experiences - sources of self-efficacy, and equips the employees with skills and knowledge necessary for successful enactment of CSMB. Although it requires investment, promotion of self-directed career attitudes lies in organizational interest, because proactive behaviours such as updating own competencies and seeking developmental experiences ascertain employees' flexibility and adaptability, which are essential for meeting the demands of constantly changing job-requirements, which in turn is vital for organizational success.

Regarding the outcomes, the study examines how OC and PE are being affected with both organizational and individual career management efforts. Assessed career outcomes make the study relevant for both organizations and employees. Employability is nowadays of special importance for workers, given that the instability of global businesses dictates insecurity of jobs and unpredictability of the future. Perceived employability is therefore highly associated with the feelings of security, confidence and general well-being. Organisational commitment,

on the other hand, is of special importance for the employers. Not only it is a well-researched predictor of voluntary turnover, job performance and organisational success, but it is also especially hard to sustain now, in the era of global employment, low employee investment and organisation-independent careers. The value of enhancing organizational commitment is constantly increasing, given that in the present economy of knowledge it is especially important to retain the talent within the company, and not to loose the trained and experienced workers to the competition. The reality of modern employment world is therefore making investigation of how the proactive career behaviours can be promoted, and what enhances organizational commitment and perceived employability, especially meaningful.

In terms of uniqueness of the present study, great majority of previous research on the relationship between the organizational and individual career management assesses organizational support with subjective measures, such as satisfaction with organizational development practices (Zaleska & de Menezes, 2007), perception of organisational learning climate (Park, 2009b) or alternatively, HRDP are measured according to managers' reports (De Vos, Dewettinck, & Buyens, 2009). Present study, on the other hand, assesses whether employees have ever experienced particular HRDP, which ensures the greater objectivity of the measure and benefits the validity of the findings.

Recently, career scholars have pointed out on the need for more research on the constantly evolving bundle of HRDP (Park & Rothwell, 2009), how organizations can foster individual career development and why it lies in organizational interest (Lips-Wiersma & Hall, 2007), and what can employers do to promote employability and balance organizational needs (Yehuda Baruch, 2006). Present study contributes to filling the research gap by addressing all the above identified research needs.

Further contribution to knowledge on careers lies in the choice of investigated work outcomes. By investigating perceived employability and organizational commitment together, the study addresses the time-relevant organizational concern, if their investments in employee development could sabotage organizational commitment by enhancing employees' position on the external employment market.

This Master's thesis is organised as follows. There are two distinct parts of this paper: Literature Review and Empirical Study. Firstly, in the literature review, key theories concerning the main concepts of this investigation are presented and up-to-date empirical

research related to this study's research questions is discussed. Literature review consists of 4 chapters in the following order: Career Self-Management Behaviours, Human Resource Development Practices, and Organizational Commitment. Chapters are corresponding to the main variables assessed in the subsequently presented Empirical Study. This part begins with the presentation of hypotheses and follows with a presentation of research methods applied in this study. Next, the results of statistical analyses are presented and the findings are discussed. Then, with regards to the findings, recommendations for organizations and HR practitioners are outlined. Finally, the limitations of present study are acknowledged and directions for future research are suggested. The paper is closed with a short conclusion.

Literature Review

1 CAREER SELF-MANAGEMENT BEHAVIOURS

1.1 RECENTLY EMERGED MODELS OF CAREER

In the light of unexpected and mostly unfavourable changes in the employment- and thus organizational worlds, which were briefly introduced above, strongly affected were also career- courses, attitudes and behaviours (Lent & Brown, 2013). As a result, the concept of traditionally organizational careers was challenged (Sullivan & Baruch, 2009), with the consequence that new career concepts and models have emerged: Protean (Briscoe & Hall, 2006) and Boundaryless (Sullivan & Arthur, 2006) - among others but of greatest importance, - next to post-corporate (Lips-Wiersma & Hall, 2007), hybrid and kaleidoscope careers (Mainiero & Sullivan, 2005; Sullivan & Baruch, 2009). These significant developments became the subject of profound research widely presented in the organizational literature (Briscoe, Hall, & Frautschy DeMuth, 2006), the highlights and key findings of which will be presented in this chapter.

1.1.1 TRADITIONAL

As popularly described, traditional careers were predominantly designed and determined by organizations, while the emphasis was put on well-defined structure, hierarchy and formality (Hofstetter & Rosenblatt, 2016). Because of that, individuals with a traditional career attitude could be and were more passive in directing and managing their own careers, leaving these matters for organizations to take care of (De Vos & Soens, 2008).

A popular view is that traditional careers can be characterised as based on the assumptions of the 'old Psychological Contract', with respect to which organizations were offering the stability of employment, and structured career paths providing opportunities for upwards advancement, in exchange for employees' loyalty and long term commitment (Barnett & Bradley, 2007; Yehuda Baruch, 2006; Zaleska & de Menezes, 2007).

1.1.2 BOUNDARYLESS

The first career model specified as new and alternative to the traditional career was the one of boundaryless careers. Its early conceptualizations were presented by Arthur and Rousseau in

1996 in their book: "The Boundaryless Career", where they defined it as a career that is independent from organisational and traditional arrangements, and involves taking opportunities offered by different employers. They also particularised six underlying meanings of boundaryless careers, which referred to both physical and psychological mobility. These were summarised and build up on by Sullivan & Arthur (2006), who noticed that many academic authors emphasize the physical mobility as the focal component of boundaryless careers, disregarding that it is both physical and psychological changes that occur in employees engaged in new career models. They therefore called for a more holistic view on the boundaryless careers and attempted to contribute to its better understanding by proposing a theoretical model that illustrates physical and psychological dimensions of boundaryless careers. As explained, the physical mobility refers to crossing physical boundaries - the indicators of which are actual job, employer or occupation transitions, while psychological mobility is one's perception of own capacity to successfully go through these employment-related changes. According to the authors, boundaryless careers can be characterised and should be measured with regards to the intensity of the two respective types of mobility reflected in one's career. Supplementing characteristics of the two boundaryless career dimensions were provided by Hofstetter & Rosenblatt (2016), who indicated that psychological mobility refers also to one's eagerness to maintain networking connections outside of the organization, while physical mobility involves a desire for movement between diverse employers because it is seen as a strategy for the achievement of positive career outcomes.

1.1.3 PROTEAN

Protean Career, relatively young and most innovative career concept (Baruch, 2006), has also emerged as an alternative to the decreasingly popular organisational careers.

Most recent and precise conceptualization was presented by Briscoe and Hall (2006), who defined the protean career attitude as based on two dimensions: 1) internal values (as the driving force of one's career approach and thus career behaviours and goals) and 2) self-direction in career management. Other associated characteristics of this self-directed career approach include clear sense of personal identity (De Vos & Soens, 2008), belief in continuous learning and preference for intrinsic rewards (Sullivan & Baruch, 2009), establishment of personal career standards (Briscoe, Henagan, Burton, & Murphy, 2012), greater emphasis upon work-life balance, self-awareness and setting value-driven priorities

(Briscoe & Hall, 2006). Protean careerists are driven by desire of achieving psychological success – self-actualization, fulfilment and work satisfaction, rather than objective success – salary increase and hierarchical advancement (Baruch, 2006). Such career attitude is considered to be predictive of proactive career behaviours such as career exploration and planning, consequently leading to the achievement of career success (De Vos & Soens, 2008).

1.1.4 NEW VERSUS OLD

Differences between traditional and alternative careers are considered to be reflective of the shift concerning career paths and systems - from traditionally stable and linear, to transitional, multidirectional and dynamic (Baruch, 2004). As outlined above, while characteristic for traditional careers was employees' reliance on organisation regarding career planning, development and management, and focus on organizational upward advancement, new forms of careers are adaptive to changes that occure in the contemporary world of careers, by being employer-independent, self-directed and more flexible.

In line with that shift, evolving was also career-related research. Intending to explore how the academic field of career was developing in the context of fast-paced political and social changes, Baruch, Szűcs, & Gunz (2015) conducted an empirical study offering a historical review of career literature for the period 1990–2012. They first created a list of 50 most important career-related terms, and then calculated how many times each of those terms was mentioned in academic publications every year. They have observed a dramatic increase in the number of investigated career terms over the study period, implying significant broadening of the career discipline, whereby it was boundaryless and protean career that dominated the new terminology, reflecting the scale of alternative careers emergence. The most important findings, however, was that the terms of greatest academic emphasis in 1990 were employability (867 publications) and career success (316 publication), which remained the most-widely investigated concepts in 2012 (1120 and 4230 publication respectively). This result implies that traditional careers exist aside of, rather than being replaced by the new ones, which can be considered a confirmation to what was already much earlier suggested by Baruch (2006), who argued that many scholars wrongly assume the totality of the shift from traditional to alternative careers, and suggested that the old career model remained and will remain significant.

1.1.5 BOUNDARYLESS VERSUS PROTEAN

Different in focus points – mobility versus personal values, but similar in taking individual responsibility for own career management and development, both career approaches are proactive, characterised by self-reliance and increasing employer independence. Thus, regarding their differences and similarities, the majority of researchers treats protean and boundaryless careers as separate, yet interrelated concepts. For example, Briscoe and Hall (2006) suggested that protean and boundaryless careers are overlapping, yet distinct concepts, arguing that people can exhibit, to various extents, attitudes and behaviours characteristic of either or both concept. Intending to specify different career profiles with regards to different types of combinations of elements characteristic for boundaryless and protean careers, they have first identified two components of protean careers: 1) value driven career approach and 2) self-directedness in personal career management, while as the two boundaryless components they adopted those specified by Sullivan and Arthur (2006): 1) physical- and 2) psychological mobility. They then identified 16 possible combinations, 8 of which they have assessed as likely to occur in today's career world. Based on those 8 they have specified 8 different career profiles suggesting that weaknesses characteristic for boundaryless (e.g. limited self-awareness) and protean (e.g. limited flexibility) career attitudes, will be accordingly translated into strengths and weaknesses of the career profiles. For that reason, people of different career profiles will face different personal and developmental challenges, understanding of what can help them achieve the desired career outcomes.

Moreover, empirical support of Briscoe and Hall's (2006) opinion on the character of the relationship between protean and boundaryless careers was presented by Briscoe, Hall, & Frautschy DeMuth (2006) - the authors of the first scales measuring these two concepts. With the purpose of validating the scales, authors have conducted a series of 3 studies and the results of the correlation analyses (run in order to confirm the distinctiveness of the constructs) demonstrated that the two career attitudes' scales measure independent yet related constructs.

Similar conclusions can be drawn from the findings obtained by Briscoe et al. (2012), who investigated which coping mechanisms (in the context of recent Great Recession) were predicted by the protean and boundaryless career attitudes, and to which career outcomes such coping strategies consequently led. The study results revealed that both self-directed and boundaryless mindsets contribute significantly to achieving positive individual work outcomes in the difficult times such as downsizing and transition, however, in a different

manner. Due to conceptual differences between them, they showed to trigger different coping mechanisms (application of different skills and strategies), which in turn resulted in different work outcomes. While individuals with a boundaryless mind tended to seek external support, which led to their active engagement in job search activities, those with protean attitude showed to deal with career-related problems by means of their identity awareness, which, in turn, resulted in their Psychological Well-Being. This finding confirmed the distinctiveness of the two alternative career attitudes, while supportive of their mutual association was that they both showed to predict active coping with change, leading to positive consequences regarding individual performance, career success and Psychological Well-Being. In sum and most importantly, Briscoe et al.'s (2012) findings demonstrated that self-directed career attitudes are predictive of career development skills that can help people adapt to and cope with unforeseen change and associated problems. Finally, most recent finding of Hofstetter and Rosenblatt (2016), who refer to protean and boundaryless attitudes collectively as "Self-Managed Career Attitudes", also confirmed the interrelation and independence of the constructs. The results of their study investigating job cognitions as predictors of alternative career showed, that while perceived work alternatives were predictive of both career types, perceived work meaning was only the protean attitude driver, most likely because of the protean emphasis on personal values.

1.1.6 ASSOCIATIONS WITH CSM

There is a clearly visible association between the boundaryless career concept and engagement in CSM. As a self-directed career attitude, characterised by employees' independence from the organisation, boundaryless career is definitely linked with taking individual responsibility over career development.

The association between protean careers and CSM, however, seems to be much stronger. One could even say that the two concepts seem to be overlapping. Both theirs characteristics offered in the literature imply consistently self-direction in career development and management, ability to adapt in terms of learning demands, being-driven by the person rather than organisation, goal-orientation, feelings of responsibility for own career choices and moves (Briscoe & Hall, 2006; Briscoe et al., 2012; De Vos & Soens, 2008; King, 2004; R. W. Lent & Brown, 2013). Most consistent with the nature of the present study, which emphasizes the behavioural rather than cognitive component of CSM (i.e. actual engagement in proactive career behaviours rather than proactive attitude towards career development), seem to be the

view presented by De Vos and Soens (2008: 449), according to whom "…the conceptualization of the protean career … suggests that this attitude will engage individuals in managing their own career", which implies that CSM is an integral element of protean career. However, some researchers emphasize the protean career's component of engagement in CSM, to the extent where they conduct empirical research on predictors of protean career attitude (e.g. Park 2009a; Park & Rothwell 2009; Park 2009b) using just one of the protean career subscales developed by Briscoe et al. (2006), which measures only the self-directedness in career management. As a consequence, many researchers use both terms (CSM and protean career) interchangeably, which will find its reflection in further part of this chapter focused on CSM and CSMB.

1.2 THEORETHICAL MODELS OF CSM

There have been multiple attempts to define CSM. While some explain it as on-going process involving execution of an array of co-occurring proactive career behaviours (King 2004), others see it more as a reactive mechanism, triggered in response to contemporary challenges of career development, encountered problems and necessity for adaptation to contextual changes (Lent and Brown, 2013).

1.2.1 FOUNDATIONAL MODEL OF VOCATIONAL ADJUSTMENT (Crite, 1969)

According to King (2004), the model of vocational adjustment presented almost half century ago by Crites (1969) can be considered an early model of CSM. Attempting to explain the process of achieving satisfactory performance at work, Crite's model assumes that in the course of career, most of the people encounter a barrier or a threat, hindering their variously motivated work behaviours and thus, goals accomplishments. The effectiveness of their response in adjusting to the experienced situation and overcoming the problem will determine their further job success and satisfaction, and thus lead either to vocational adjustment (success) or maladjustment (failure).

1.2.2 MODEL OF CSM CAUSES AND CONSEQUENCES (King, 2004)

Arguing that Crite's model explains in fact adaptive career behavioural responses to career development, King (2004) has attempted to update his model to the realities of the present world of work, based on which she proposed a model of causes and consequences of CSM.

Her conceptualization has retained centrally positioned thwarting conditions - serving as a stimuli for enactment of adaptive behaviours, and suggested self-efficacy, desire for control over career outcomes and career anchors (higher order career goals) as predictors of engagement in career-adaptive behaviors. Proposed long-term consequences, which are said to depend on the extent to which the desired career outcomes have been achieved, include life satisfaction, career satisfaction or, if the enacted behaviours fail to bring the desired effects, leading in turn to frustration, its negative consequence might be learned helplessness.

1.2.3   STAGE MODEL OF CSM PROCESS (King, 2001)

Focusing on CSM itself, its complete process - from the preparation to the execution has been presented by King (2001), who proposed a 4-stage model of CSM in organizations. The identified stages include: 1) Charting the landscape - involving acknowledgement with organisational politics, culture and strategy; 2) Identifying gatekeepers - involving recognizing relevant individuals for one's career development and objective decision-makers; 3) Implementing strategies - involving taking actions aimed to influence the gatekeepers in own favour; 4) Evaluating strategies- involving reflection over effectiveness of adopted strategies and consideration of alternative or supplementary strategies.

The model is cyclical, which goes in line with the author's argument about the recursive nature of CSM process. More specifically, King believes that the perceived effectiveness of once deployed strategy established in the 4th stage, determines its future usage or search for new strategies, which will find its implications when re-entering the 1st stage, occurring in accordance with the cyclical nature of the CSM process.

1.2.4   SOCIAL COGNITIVE MODEL OF CSM (Lent & Brown, 2013)

Another of the most important CSM conceptualizations has been offered by Lent and Brown (2013) and is based on the framework of social cognitive career theory (SCCT). Since it was originally presented in 1994, SCCT has been multiply enriched with perspectives provided by new research and, most recently, expanded with a social-cognitive model of CSM.

Given that earlier SCCT models were explaining careers mostly in terms of antecedents and final outcomes, omitting the developmental processes occurring in between, the final model of CSM attempted to address this gap by placing the focus on strategies employed in the run of careers, in response to both routine career tasks and unusual career challenges – namely, adaptive career behaviours and the factors that influence them.

According to the model assumptions, predictive of engagement in Career Self Management Behaviours (CSMB) can be self-efficacy beliefs (one's beliefs concerning possession of relevant abilities), outcome expectations (expected consequences of own acts), career goals as well as personality & contextual influences proximal to adaptive behaviours (e.g. relevant Big 5 factors or social and financial support). Proposed were also some distal antecedents and indirectly influencing factors such as abilities, learning experiences, personal inputs and contextual affordances.

Since its presentation in 2013, specified by the model predictions have been empirically tested by its application to career exploration and decision making (R. Lent, Ezeofor, Morrison, Penn, & Ireland, 2016) and job search (Lim, Lent, & Penn, 2016), resulting in obtainment of findings generally consistent with the model assumptions, and thus preliminarily confirming its viability.

1.2.5 HUMAN AGENCY'S ROLE

By embedding the model of CSM in the framework of SCCT, Lent and Brown emphasised also the role of Personal Agency, indicating that it enables CSMB by assuring human capacity to make choices and take corresponding actions (Bandura, 2001) and thus, allowing people to engage in goal-oriented activities. That, in turn, enables people to direct their own career development, which makes personal agency one of the CSM antecedents. CSM on the other side, through its control-enhancing effects serves as means of asserting Personal Agency (King, 2004), making agency also an outcome of CSM and suggesting a reciprocal relationship between the two.

Except for personal agency, at play seem to be also other types of agency. As argued by Bandura (2001), when people don't have direct influence over some relevant for them domains, direct personal agency is no longer of use, leaving it to another mode of human agency – Proxy Agency. People deploy this socially mediated form of agency to get the appropriate influential others to act favourably for their goal achievement. Thus, if CSM is the process of influencing relevant for one's career goals power holders (King, 2004), CSMB can be considered a means of exerting proxy agency, further tightening the connection between CSM and Human Agency.

Human Agency is also known to be exerted through the self-efficacy mechanisms (Bandura, 1994). Although all people have the capacity to act and to some extent control the results of their behaviour, those who are assured and convinced about this capability are much more

likely to attempt the goal-oriented behaviours. Human agency, being the enabler of CSMB, is therefore accelerated by self-efficacy, which clarifies the connection between self-efficacy and CSM and justifies why the inclusion of self-efficacy as the key predictor in all theoretical models of CSM.

1.3   CAREER SELF-MANAGEMENT BEHAVIOURS

When speaking of CSM, it is important to remember that it encompasses both cognitive and behavioural dimensions. While cognitive elements include the feelings of responsibility for own career and possession of proactive attitude towards its development, behavioural component refers to actual active engagement and enactment of CSMB

Given that behavioural component is easier to measure in terms of precision and accuracy, rather than the cognitive component (it is easier to investigate whether one undertakes the self-directed career development activities or not, than to assess people's willingness to be involved in these activities), it is CSMB that will be the subject of the present study, considered to be representative of engagement in CSM.

Out of many definitions enclosed in the literature, the two that I found most comprehensive and mutually complementary in providing a general understanding are the one offered by (Klehe et al. 2011: 217), who define CSMB as „career behaviors aimed at coping with external and internal career demands that help individuals become independent career actors who self-manage their careers"; and the one offered by Lent and Brown (2013), who explain them as a set of adaptive strategies and actions, facilitating efficient functioning in the contemporary context of change, undertaken with the aim of achieving own career objectives.

In the view of a large number of studies investigating CSMB from different perspectives and with different focus points, there has been established quite a considerable array of its synonymous terms. The most outspoken ones, in terms of emphasizing some key characteristics and thus offering a better understanding include: adaptive career behaviours (Lent & Brown, 2013), career process skills, agentic competencies, proactive career behaviours (Hirschi, 2012), instrumental behaviours (King, 2004), coping skills, and self-regulatory behaviors (Raabe, Frese, & Beehr, 2007). In terms of character, CSMB can be strategic or improvised (King, 2004), used in normal circumstances or in response to stressful conditions (Lent & Brown, 2013). They can also be classified as internally- or externally-

oriented, depending if the proactive activities are aimed at furthering one's career inside or outside the organisation, respectively (Sturges, Guest, Conway, & Davey, 2002).

1.3.1 CSM STRATEGIES & BEHAVIORS

One of the earliest, yet still valid taxonomy of proactive career behaviours dates back to 1998. In their study on antecedents of proactive career behaviours, (Claes & Ruiz-Quintanilla, 1998) make not only well-aimed predictions on expansion of alternative career models, but also specify four types of proactive career behaviours suggested to individuals involved in then emerging boundaryless career: 1) career planning; 2) skill development; 3) consultation behaviour and 4) networking behaviours.

Most comprehensive classification, however, was offered by King (2004), who proposed that there are 3 types of adaptive behaviours, that can be executed in terms of engagement in CSM: 1) Positioning behaviours – enacted with the objective of ensuring the possession of contacts skills and experiences needed for achievement of desired career outcomes. Exemplary activities include taking strategic choices of mobility opportunity (initiating job moves or accepting new offers), strategic investment in human capital (updating own skills or pursuing higher education), active network development (development of social capital) or job content innovation (development of performance-enhancing strategies); 2) Influence behaviours – enacted to dominate gatekeepers' decisions favourably for own career goals. Exemplary activities include self promotion (presenting self and own performance in a favourable way), ingratiation (making efforts to be likeable), upward influence (voicing own goals and expectations with the intention of increasing goalkeepers' understanding and sense of obligation); 3) Boundary Maintenance – engaged in with the aim of balancing the demands of work & non-work domains. Exemplary activities include boundary maintenance (asking relevant work- of family members for understanding and support of one's effective performance in work and home roles) and role transition (making effort to separate work and non-work domains, e.g. distinguishing work clothes or refusing to talk about work at home).

Another classification offering an extensive list of CSMB was provided by Lent & Brown (2013), who organized the self-directed activities by career life period (from growth to retirement), and by life role (from child to retiree). Additionally, they distinguished 2 types of adaptive behaviours: developmental tasks (engaging in normative and proactive behaviours), and coping skills (behaviours enacted in response to challenging, unforeseen or stressful

work-related situations). Some of the examples of CSMB in the most crucial period for career development– "Establishment", enacted by individuals whose career-related life role is being a worker included: searching for and obtaining employment, developing new interests and skills and, career exploration and planning, and becoming socialized within one's work environment.

Regardless of the conceptualisation approach or resultant classification, CSM strategies are closely related and linked by their long-term future-orientation, non-obligatory character and a common objective of achieving personal career goals (Lent & Brown, 2013). They are also mutually reinforcing (King, 2001), in a way that engagement in one career adaptive activity might facilitate or encourage engagement in another one. For example, contacts gained through engagement in networking can enable engagement in consulting behaviour and feedback seeking - by providing adequate partners, or facilitate job seeking – by providing posting information from associated professionals. Seeking feedback, on the other hand, can be triggering for updating own skills, if received feedback reveals one's earlier unrealized weaknesses. Alternatively, discussing own career aspirations and prospects with a senior co-worker can in turn prompt engagement in career planning, if the discussion brings new knowledge about available progression paths and, as a result, determines new career goals that call for planning.

1.3.2   THE AMBIGUITY OF "SELF" IN CSM

The very term – 'Career Self-Management', might be misleadingly suggesting that engaging in it employees are alone in determining their career progression. This is, however, not the case. Organisational support (Sturges et al., 2010) or family support (Lent & Brown, 2013) remain relevant for the career outcomes achieved by career self-directing individuals, which implies their participation, yet not overtaking control. Moreover, researchers underline that engagement in CSMB does not ensure achievement of desired career outcomes, further indicating on the variety of external factors playing role in the CSM process. Contributive rather than controlling character of self-directed career development is probably also the reason why speaking of CSM, Lent & Brown (2013: 558) have used the word „help" („processes by which people help to direct their own career"). In addition, to my knowledge in all studies on CSM, researchers consistently write of "taking responsibility" instead of "overtaking full responsibility" over own careers, implying that the individual role is

increasing, but not sole. Reflective of that are all the CSM conceptualizations, which specify exerting influence on other individuals who are in power of taking decisions affecting one's progression as the core objective of CSMB (King, 2004), implying shared control and responsibility over one's career development.

Organizational input is needed also to provide information on available career opportunities and requirements for taking advantage of those opportunities. Without that knowledge, employees would be struggling with directing their career actions and setting feasible goals, which further confirms insufficiency of individual agency and role for CSM. Consistent with that is the view presented by Lent and Brown (2013), who claim that engagement in CSM is being affected by a range of social influences (as detailed earlier in this chapter), which is also the reason of its inclusion in the "Social" Cognitive Career theory.

Explanatory to the potentially misleading terminological inconsistency embedded in Career "Self"-Management can be the clarification offered by Baruch (2006), who in his study devoted to balancing the contrasting views on traditional and new career theories argues, that although contemporary employees have more control over own careers than they used to, much remains for organizations to manage. He argues, that "people navigate their careers rather than let the organisation decide for them" (Baruch, 2006: 128), implying that organisational role in career management is not decisive and directive, yet still important. Well summarising the issue seem to be Sullivan and Baruch's (2009) postulate that employees are being increasingly driven by own desires, rather than organisational practices, implying that the "Self" in CSM refers less to self-responsibility over own career, and more to self-focus and freedom of choice on its type and progression.

1.4 PREDICTORS OF CSM

Discussed in the preceding paragraphs theoretical models of CSM have specified a range of its potential antecedents: self-efficacy, desire for control over career and higher order career goals (King, 2004), as well as self-efficacy expectations, outcome expectations or personality and contextual influences proximal to adaptive behaviours (Lent and Brown, 2013). Additionally, proposed in the more recent model were also some distal antecedents and indirectly influencing factors such as abilities - considered to be decisive for self-efficacy expectations; learning experiences – considered to be sources of efficacy information; personal inputs (e.g. gender or culture) and contextual affordances (e.g. socioeconomic resources).

In addition to the insight provided by the theoretical models, wide range of empirical studies investigated specific CSM predictors, simultaneously testing the models' assumptions and confirming their empirical validity.

1.4.1   CSM-PREDICTIVE PERSONALITY VARIABLES

Regarding personality variables, most commonly examined were the Big Five personality traits, revealing conscientiousness and openness to experience as particularly facilitating of self-directed career management behaviours (Brown & Hirschi, 2013; Lent et al., 2016).

Also proactive personality was repeatedly investigated and found to be positively related to CSM (Chiaburu, Baker, & Pitariu, 2006). As argued by Chiaburu et al. (2006), proactive people enjoy the belief about own capacity for constructive change, also personal change, which drives them to always look for innovative ways for improving their work performance. Such attitude implies their high desire for control, and explains the positive relationship between proactivity and CSM, given that desire for control is considered a CSM predictor (King, 2004).

1.4.2   OTHER CSM-PREDICTIVE INDIVIDUAL VARIABLES

With regards to the view presented by King (2004), that employees are more likely to take individual responsibility over their career if they feel that they poses the necessary abilities to do so, self-efficacy has been multiply tested as a CSM predictor. Empirical findings turned out to be supportive of its predictive role.

As a supportive example one might take the very recent results of the study conducted by (Lim et al., 2016), who intended to examine the validity of the social cognitive model of CSM (Lent & Brown, 2013), tested for the process of self-directed job search. According to their findings, self-efficacy for job search was a good predictor not only for job search intentions (the relationship becoming even stronger when the study participants were convinced they had control over the job search outcomes), but also of job search behaviours. In the latter relationship, however, self-efficacy effects were indirect, mediated by the presence of job search goals. This study not only confirms the general importance of self-efficacy for CSM in predicting the process engagement, but also implies that individuals will attempt particular CSM activities more likely if they feel that they have specific abilities necessary to succeed in them, suggesting that different proactive behaviours may be separately developed and targeted for facilitation.

Other individual-related CSM predictors supported by research are job cognitions, namely – perceived work importance and perceived work alternatives. Such findings were presented by Hofstetter and Rosenblatt (2016), who conducted a study on alternative career attitudes' predictors. Results indicated that protean career attitude was significantly correlated with both of the tested job cognition types, implying that people are more likely to be self-directed in their career development is they see their work as meaningful and if they feel secure and confident in having more career options and opportunities.

Finally, the investigation of the impacts of an organisational career self-management intervention conducted in a large, cross-industrial company in Germany showed, that self-knowledge and career goal commitment are the other individual variables predictive or career self-management behaviours (Raabe et al., 2007).

1.4.3 CONTEXTUAL PREDICTORS OF CSM

There has also been a large number of studies investigating the impact of different contextual influences on employees' engagement in CSM. Most interesting and commonly identified antecedents included: perceived investment in employee development (Solberg & Dysvik, 2016), organisational support in career management and development (Lips-Wiersma & Hall, 2007), organisational learning climate (Park, 2009a, 2009b), career enhancing strategy (Park & Rothwell, 2009), organisational support (Sturges et al., 2010) and career plan quality (Raabe et al., 2007). These numerous employer- and organization-related CSM predictors can be considered particularly interesting, given that CSM is claimed to have arisen as an important concept and a present-day necessity in response to the withdrawal of organizational support and thus its decreasing role in employee career management. Therefore, an in-depth exploration of the actual relationship between CSM and facilitating it organizational practices will be the subject of the next chapter. The above listed studies of contextual predictors of CSM will serve as a base of that exploration; their key findings will be presented and discussed.

1.5 CSM OUTCOMES

Despite the fact that contemporary employees with protean career attitudes are considered to emphasise and assign greater importance to psychological rather than subjective success, contemporarily relevant CSM seems to be predictive of both subjective and objective career outcomes. Nevertheless, as reported by Lin (2015), academic research examining protean

career attitudes suggests that the direct impact of career adaptive behaviours predominantly concerns psychological work outcomes.

1.5.1 POSITIVE OUTCOMES

Empirical studies investigating CSM outcomes report of a range of work-related positive consequences and favourable for career development effects. Most commonly identified outcomes are higher career satisfaction (De Vos et al., 2009; Zhang, Hirschi, Herrmann, Wei, & Zhang, 2015), organizational commitment (De Vos et al., 2009), work-life balance resultant from directly affected greater employability (Direnzo, Greenhaus, & Weer, 2015), perceived internal and external employability (Lin, 2015). Especially interesting seem to be the findings indicating perceived employability and organizational commitment as CSM outcomes. For many people they might seem contradictory or mutually exclusive, given that, as some authors observed, the increase in perceived employability can be seen as unconditionally linked to job search and employer change, which in turn can be easily associated with low level or lack of organizational commitment (Baruch, 2006; Cao & Hamori, 2015; Van den Broeck et al., 2014; Zaleska & de Menezes, 2007). Such an ambiguous issue is definitely worth of deeper analysis, which is why the 3rd chapter of this paper will be devoted to Employability and organizational commitment, including a discussion of the above-mentioned studies that identified them as CSM outcomes.

1.5.2 NEGATIVE OUTCOMES

Even though the majority of empirical studies reports on a variety of favourable and highly desired career-related consequences of engagement in CSMB, some researchers do not omit to mention the possibility of achieving some negative results. For example, as already mentioned before, one of the potential CSM consequences specified in King's (2004) model is learned helplessness. Her rationale behind this proposition can be illustrated as follows: If one chooses CSM strategies that are inadequate for the achievement of his career objectives, his proactive behaviours will turn out to be ineffective, thus the much needed perception of control will not be gained, which in turn might lead to psychological disengagement, alienation and learned helplessness. For instance, if one misinterprets organizational politics and, in turn, identifies the wrong gatekeepers (irrelevant for the achievement of his career objective), he will assume wrongly directed CSM strategies, which will naturally turn out ineffective for the achievement of desired results. Except for individually relevant learned

helplessness, it might also bring some negative implications for the employing organization. For example, an individual who failed at exerting control over own career development might become desperate to restore it and, seeing that his efforts do not bring positive results, he might start to place the blame on contextual circumstances. Such conclusions might lead him to decide to change the environment, which is disadvantageous for organizations in terms of voluntary turnover. Such scenario is corresponding to what was referred to by Crite (1969) as vocational maladjustment, considered to occur due to ineffective response to encountered career problems, leading to chronic stress and persistent frustration.

In sum, in some cases, CSM can turn out ineffective or even lead to negative organisational and individual consequences, shall the self-directed careerist assume the wrong career management strategies.

2   HUMAN RESOURCE DEVELOPMENT PRACTICES (HRDP)

2.1   STRATEGIC HUMAN RESOURCE MANAGEMENT – III KEY THEORIES

There are three main theories in the Human Resource Management literature, leading empirical research on the impact of HR practices – Universalistic perspective, Configurational and Contingency approaches.

2.1.1   UNIVERSALISTIC PERSPECTIVE

Characteristic of the universalistic approach is that it assumes a linear relationship between HR practices and organisational performance. Studies employing this approach tend to investigate the effects of individual HR practices on organizational performance, which is usually assessed with tangible, finance-related criteria (Gooderham, Parry, & Ringdal, 2008). Well-known for his universalistic perspective is Pffefer (1995; 2005), who argues that organizational success depends mainly on effective management of people, relatively disregarding other resources and contextual factors. Based on the analysis of HR systems of five different, top performing organizations from across industries, he presented a list of 13 universally applicable 'Best Practices', that are to assure competitive advantage for any organisation adopting them. Moreover, as referred by Gooderham et al (2008), typical for empirical studies that assuming this approach, is that they assess the human resource management impact by adding up isolated effects of individual HR practices.

2.1.2   CONFIGURATIONAL PERSPECTIVE

In contrast to the Universalistic perspective, one of the key assumptions of Configurational approach is that the effects of HR practices are not additive, but complementary, due to potential synergies between the practices. Widely considered to be a pioneer of Configurational approach is Macduffie (1995), who criticized the studies that isolate the effects of individual practices, arguing, that single practices cannot capture the effects of the whole HR system, partly because, as he suggested, individual practices interact and reinforce each other, thus affect each other's impact. To give a practical example, the effects of organizational career planning, for instance, are likely to be enhanced by the assessment of individual career plans in terms of performance appraisal or career counselling. Based on such reasoning, Macduffie (1995) implied that the impact of human resource management should be assessed through investigation of the whole human resource management systems, which he referred to as "bundles of HR practices". His definition of HR bundle, as a "combination … of interrelated, internally consistent, and even overlapping practices" (Macduffie, 1995: 200) lays grounds for empirical studies up to date (e.g. Guest et al. 2004; Gooderham et al. 2008; Toh et al. 2008; Kooij et al. 2010; Kooij et al. 2014).

2.1.3   CONTINGENCY PERSPECTIVE

As mentioned before, also Contingency perspective is contrasting with the universalistic approach. As such, it negates the existence of universally applicable and generally effective practices, emphasising that the effectiveness of HR system depends on internal and external organisational context, therefore, human resource management bundles need to be aligned with key organizational characteristics, consistent with organizational strategy, and respective of organizational context (Gooderham et al., 2008; Toh et al., 2008).

Summarising and getting to the final point, noticeable in the literature is the shift from the universalistic approach emphasizing generally applicable "Best Practices" and their individually measured effects, to a combination of Contingency and Configurational perspectives. This trend can be insightful for both organizations and researchers. Its company-relevant indication is that adopting internally consistent bundles of strategic HR practices is more effective in enhancing organisational performance and HR outcomes, than inconsistently selected, individually implemented practices. Relevantly for empirical research, such change of emphasis might imply, that when investigating the human resource

management impact, one should measure the synergic effects of bundled practices, while simultaneously controlling for the impact of the organizational context.

2.2   BUNDLES OF HUMAN RESOURCE MANAGEMENT PRACTICES

The most prominent categorisation of HR practices was derived from early human resource management theories dating back to early eighties, namely commitment and control approaches (Hauff, Alewell, & Hansen, 2014). According to these theories, one can distinguish human resource management systems between those that aim to enhance employee commitment through collaboration and linking individual and organisational goals (commitment-based systems), and those that ensure employees' efficient performance and compliance with organisational objectives through close monitoring and assessment. These original, diametrically opposite categories (Hauff et al., 2014; Toh et al., 2008) have been revised and are now often referred to as calculative (rather than control) and collaborative (rather than commitment) bundles of HR practices (Gooderham et al. 2008), within which further, more specific bundles can be identified.

As for the binding criteria, while some researchers emphasize the theory-driven bundles (Gooderham et al., 2008), some argue that the bundles can be distinguished by HR strategic goals: (1) organisational commitment, (2) skill-enhancement, (3) motivation and (4) cost control; or by the 4 key HR functions: selection, development, rewards, evaluation (Toh et al., 2008), while others conduct individual perspective-based divisions, e.g. by workers' lifespan goals (Kooij et al., 2014).

On the other hand, when it comes to the choice of the HR bundle, Toh et al. (2008) suggested that apart from organizational strategy and HR goals, influential are also contextual factor, such as organizational values and structure, the confirmation of which come from their empirical findings. In the first study phase, the authors classified a sample of 599 organizations in one of five categories based on the HR bundles these organizations adopted; the categories identified were: (1) contingent motivators, (2) competitive motivators, (3) resource makers, (4) commitment maximizers, and (5) cost minimisers – depending on the main goal of the practices. In the second study phase, the same organizations were evaluated in terms of their structure and values, which then allowed to investigate the association between these two organizational factors and the adopted HR bundles. According to the results, the organizations adopted HR bundles that were significantly related to their values

and structure, which implies that also contextual factors are decisive for the choice of the human resource management bundle.

Developing on MacDuffie's (1995) assumption about the interaction between HR practices, Toh et al. (2008) also noticed, that their effects can not only be mutually reinforcing, but also undermining, indicating the importance of strategically thought-through bundling. To understand the dependency between the effects of HR policies, one can take an example of the pay for performance practice, which can undermine team-work and team effectiveness, unless a team-bonus scheme is complementarily implemented.

2.3   BUNDLE OF HUMAN RESOURCE DEVELOPMENT PRACTICES

Together with the development of research investigating the above discussed, interactive effect of interrelated HR practices, more and more HR bundles have been identified. There are, however, many inconsistences as to the naming or allocation of particular practices in a particular bundle, which results both from the early development stage of this research approach, and from different theories and criteria being taken as foundations for the divisions. One bundle that has drawn a lot of researchers' attention, especially within the last 10 years, is the bundle of HRDP, which was comprehensively defined by Kooij et al. (2010: 1115) as a bundle consisting of policies "related to advancement, growth, and accomplishment that help individual workers to achieve higher levels of functioning (e.g., training and internal promotion)." Like many other newly emergent bundles, it has already been varyingly conceptualized and investigated from different perspectives.

Gooderham et al. (2011), for example, investigated the impact of strategic HR bundles on organizational performance, for what they used 80 initially unbundled human resource management practices. When categorising the practices into calculative and collaborative, they found that 15 practices did not fit into any of the two generic categories, which led them to include them in a separate group labelled as intermediary. Successive factor analysis, run with the aim of identifying bundles of practices contained in the 3 general categories, have let the authors distinguish 15 human resource management bundles: 6 calculative, 6 collaborative and 3 intermediary. The 3 bundles included in the unspecified intermediary category were: Career Development, Wider Jobs and Downsizing Methods. Final study results indicated, that 5 calculative and 2 intermediary bundles have had a significant impact on organizational performance, whereas none of the collaborative bundles showed to be of any importance. The most relevant bundle of the newly defined Intermediary category was Career Development,

which included 5 practices: formal Career Planning, Succession Planning, Job Rotation, High Flier Schemes and International Assignments Scheme. In general, their new bundle of Career Development practices turned out to be the 4th out of 16 in terms of contribution to organizational success, right after 3 calculative bundles: share options, profit sharing and group bonus.

It seems, however, very interesting, that although organisational commitment is a theoretically- and empirically-supported strong predictor of individual and organisational performance (De Cuyper & De Witte, 2011; Meyer & Allen, 1991; Sturges et al., 2005), none of the 6 bundles belonging to the traditional commitment-based category of HR practices showed to be predictive of organisational performance in Gooderham et al.'s (2008) study. Instead the relatively new bundle of development practices showed to have a significant effect on firms' performance. Perhaps, given that the study was conducted at the recent time of global economic downturns, such findings imply that in the context of modern career, it is HRDP that foster the performance-enhancing organisational commitment.

Supportive of this line of reasoning can be considered the later study conducted by Kooij et al. (2010), who subcategorised the HR practices belonging to the generic High Commitment category into development and maintenance bundles, and suggested, that it is through employee attitudes that HR practices stimulate organisational performance. Despite the focus on age as the investigated moderator of the relationship between high commitment-practices and individual work-related attitudes, Kooij's et al. (2010) more general findings indicated that both development and maintenance bundles of practices are positively related to the investigated work-outcomes: job satisfaction and organizational commitment. Interestingly, practices that were combined into the HRDP bundle (training, internal promotion and job enrichment), although being underrepresented in comparison with the maintenance bundle (3 versus 9), showed to have a generally stronger relationship with both work attitudes. More specifically, training and internal promotion were more strongly related to job satisfaction, while job enrichment to affective commitment, conjointly implying that implementation of HRDP can enhance positive work-related attitudes.

2.4   HRDP IN THE MODERN CONTEXT – NEW PSYCHOLOGICAL CONTRACT

Constantly increasing research interest on the bundle of HRDP speaks for its time relevance and might imply that its emergence and development is responsive of the contemporary work

context. As discussed in detail in the first chapter, there has been a major shift in the employment world, from the traditionally stable organisational careers to more flexible, individual-oriented protean careers. In line with that shift, the traditional employer-employee relationship defined by the assumptions of the "Old Psychological Contract" has also been changed and is now considered to be reflective of the unwritten agreement, referred to as "New Psychological Contract" or "New Deal" (De Vos & Soens, 2008; Zaleska & de Menezes, 2007). While the old psychological contract involved the employer to provide the stability of employment to its employees in return for their loyalty and commitment, the New Contract is considered to be less trust-based, of a more transactional nature (Park, 2009a; Sullivan & Baruch, 2009). Accordingly, as emphasized in the literature, what organizations are now expected to be offering (in terms of the "New Psychological Contract") is the support in career development and management (Zaleska & de Menezes 2007; Baruch 2006), especially through provision of continuous development and learning opportunities (Lips-Wiersma & Hall, 2007), the means for which is adaptation of the human resource development bundle. In return, employees are expected to be adaptive to the changing work-requirements (Baruch, 2006), and to take more responsibility for own career development and employability advancement (Sullivan & Baruch, 2009), by assuming proactive career attitude (Fuller, Marler, & Hester, 2006), seeking learning opportunities (Lips-Wiersma & Hall 2007), and engaging in other career self-management behaviours (De Vos & Soens, 2008).

It is the contextual changes discussed earlier, such as unpredictability of business, redundancies and technological development, that have shaped the assumptions of the New Psychological Contract (Yehuda Baruch, 2006; Marsick & Watkins, 2003). Organizations realized that due to the unpredictability of business they can no longer offer stability of employment, thus they cannot expect organizational commitment to the same extent as they used to, which led them to start putting more emphasis on proactive career behaviours instead. Employees, on the other hand, realized that fast paced technological advancement requires constant learning and skills development (if they are to preserve and stay competitive in the employment market), which is why instead of steady upward advancement they now prioritise and expect support in development.

Nevertheless, relevant seem to remain also some assumptions of the Old Psychological contract, especially concerning the organizational support in career management (instead of directive career management and long-term career paths) provided by means of HRDP, and their often investigated positive impact on organizational commitment (De Vos et al., 2009; Jeffrey Pfeffer, 2005; Jane Sturges et al., 2005).

This modern context-related view on increasing importance of the bundle of HRDP can also be noticed in argumentation presented by Zaleska and de Menezes (2007). According to the authors, together with the emergence of the new career models, new trends have also been observed in Human Resource Development Practices (HRDP). These developments can be well illustrated with the distinction between traditional and lateral career development practices. As suggested by the authors, traditional development practices are aligned with the organisational career model and emphasize company-led skills development by, for instance, internal and external training, coaching, mentoring and challenging job. Lateral development, on the other hand, reflects the new career theories and therefore is more concerned with the facilitation of flexibility, mobility and multi-skills development. It involves more general and transferable development facilitated by practices such as international assignments, organisational networking or job rotation.

2.5 ORGANIZATIONAL & INDIVIDUAL RESPONSIBILITY FOR CAREER MANAGEMENT

As mentioned in the first chapter, organizational support and developmental practices are considered to foster proactive attitudes and CSMB, which is what the next subparagraph will be devoted to. The value of HRDP, however, does not only restrict to that. Empirical study indicating on the importance of the organisationally provided development support for achieving positive work outcomes, relevant for both organizations and individuals, was conducted by Lips-Wiersma and Hall (2007) and devoted to the exploration of organisational and individual responsibility over careers in the context of new careers and organisational change. Their case study organisation was selected as a good example of successful adaptation to change and their findings were based on 2 sets of data: the results of a company's climate survey and in-depth interviews with the employees and HR Director, conducted by the researchers. As established, thanks to company's strategic approach to the change management and controlling for employees work outcomes and attitudes, their HR Department realized in time that the characteristic for new careers individual responsibility for career management requires organisational support to prevent employees from lacking structure and guidance in career development and to align their competency development with organisational needs. They therefore decided to foster CSM among their employees by emphasizing individual responsibility over careers via adopting practices that reward individual performance with development opportunities and incentives, presenting this

change as an opportunity to be recognized and to pursue own career goals and aspirations. Based on the analysis of the change-adaptive new management system, employee surveys and interviews, Lips-Wiersma & Hall (2007) found that organizational role in employees' career development remains significant even in the modern career context. What has changed, however, is that the organisational career management responsibilities are now shared and need to interact with the newly crucial individual responsibilities, if they are to interactively lead to successful achievement of organizational and individual goals. More specifically, the researchers found that the modern HRDP are integrated within five general management practices, which were identified as: (1) developing capacity and employability – involving provision of training and other opportunities to learn new skills (e.g. secondments) as a HRDP element; (2) strategic and structural integration – involving provision of education on personal career plans and their alignment with organisational strategy; (3) cultural integration – involving job rotation and thus multi-skills development; (4) diversity management-involving provision of flexible career structures and paths; and (5) communication – involving internal job postings as an example of in it embedded HR development practice. Apart from the characterisation of the organisational career management responsibility in the new career era through the specification of the above-listed HR practices for employee development, the study results have also indicated employees' positive attitudes towards taking responsibility over own career as well as their loyalty towards the organisation. Such results could imply that development practices can foster both proactive attitudes towards career development and nurture organizational commitment among the personnel, preliminarily introducing the subject matter of the next paragraph – namely, association between HRDP and CSM.

2.6   HUMAN RESCOURCE DEVELOPMENT PRACTICE AND ITS RELATION WITH CSM

Developing on the above presented Lips-Wiersma & Hall's (2007) findings about the organisational responsibility for career management, which turned out to remain crucial even in the context of modern self-directed careers, Park has conducted a number of independent empirical studies, investigating systematically the facilitating role of organisational learning climate for CSM (Park, 2009a; 2009b; Park & Rothwell, 2009). Although all studies were conducted in different Korean organizations of different industries, their findings indicated consistently significant positive relationships between learning organizations and self-directed career attitude. In each of the studies, the organizational learning climate was assessed with a scale measuring 7 learning organization dimensions identified by Marsick and Watkins

(2003), concerning: (1) provision of continuous learning opportunities, (2) encouragement of inquiry and dialogue among employees, (3) support of team cooperation and learning, (4) establishment of an embedded system that captures and shares knowledge , (5) employee empowerment for common creation of vision, (6) clearly presented connection between the organisation and environment, (7) learning-oriented, strategy-aligned leadership.

As emphasized by the researchers, learning organizations have a career developing system (and thus HRDP) in place (Park & Rothwell, 2009), which enables them to fulfil their new role of sharing responsibility for career management with their employees (Lips-Wiersma & Hall (2007), most importantly by supporting their capacity and employability development (Park, 2009b).

The first study, whose participants belonged to two different manufacturing companies, hypothesized a direct effect of organisational learning climate on self-directed career management. According to the results, there was significant positive relationship between the learning culture and CSM, which was especially strong in case of two out of seven learning organisation dimensions: embedded learning and system connection (Park, 2009b). Given that the embedded learning dimension concerns creating and sustaining systems of capturing and sharing learning (Marsick & Watkins, 2003), potentially involved HRDP could include job rotation and internal training as they enable the employees to learn from one another, or provision of organisation-wide access to a organisational e-learning platform. As for the other indicated learning organization dimension - system connection, which concerns being open to knowledge from outside of the organisation, potentially assuring it HRDP may include external training. Summarising, Park's (2009b) findings showed that organizations can empower employees to engage in CSM by creation of organisational learning climate through implementation of HRDP aligned with the learning organisation dimensions, especially those relevant for embedded system and system connection.

The second study conducted by Park (2009a) used a sample from a financial service company. Apart from the anew investigation of the relationship between learning organisation and protean career, the independent variable assessed in this study was subjective career success. The most relevant hypotheses suggested both organisational learning culture and subjective career success as CSM predictors, and also subjective career success as the mediator of the relationship between learning organisation and CSM. The obtained results confirmed that organisational learning culture has a direct effect on CSM, as well as an

indirect one – mediated by the subjective work success, which implies that developmental opportunities enhance individual career management also by raising employees satisfaction with their work, achievements and personal growth.

Finally, Park and Rothwell's (2009) study's participants were employed by a financial organisation that was recognised as an exemplary learning organisation due to its well-established career developing system. In this investigation, the newly introduced independent variable was Career Enhancing Strategy which was defined as "concrete behaviour manifested by individuals to attain career goals in the workplace" (Park & Rothwell 2009: 391), which happens to be consistent with Brown & Lent's (2013: 59) definition of career self-management behaviours: "behaviors that people use to try to achieve their own career objectives." Specifically, 'Opportunity Seeking Strategy' was the selected and investigated Career-Enhancing Strategy, which authors explained as "developing skills and seeking experiences critical to a person's career success" (Park & Rothwell 2009: 400), which in turn is consistent with one specific behaviour identified by Brown and Lent (2013: 560) as typical for Exploration and Establishment Career-Life periods, namely - "Acquiring career-relevant experiences and skills". According to Park and Rothwell's (2009) study findings, most strongly related to the self-directed career management was the investigated Career-Enhancing Strategy, which generally means that deployment of CSM strategies is predictive of voluntary engagement in CSM. More importantly, they found a significant indirect relationship between the learning climate and self-directed career management mediated by the Opportunity Seeking strategy, which implies that learning organizations with well-established HR development systems enhance employees proactive career attitude through prior empowering them to engagement in career self-management behaviours, in this case – skills and competency development.

Furthermore, it seems interesting that all three above presented studies established significant direct and indirect effects of organisational learning culture on self-directed career management (Park, 2009a, 2009b; Park & Rothwell, 2009), with the use of the learning organisation scale (Marsick & Watkins, 2003), the authors of which formerly conducted a number of studies in the process of scale validation, consistently revealing strong associations between the learning culture and organisational performance, which might imply that employee-developing organizations increase their performance through facilitation of self-directed career management among their personnel.

2.6.1 SUB-BUNDLES OF THE HRDP BUNDLE

Having presented above the more general mechanisms linking organizational and individual career management initiatives, I will now schematize the relationship between the specific HRDP and CSMB and give some practical examples. For that purpose, I will now both: refer to the theories discussed in the "Career Self-Management Behaviours" chapter and review some recent empirical studies. In order to simplifying the overview and to avoid repeated analyses, I have divided the HRDP into 5 sub-bundles, based on common qualities (process, goals, outcomes), indicating on their similar patterns of influence on CSM and arguing for a mutually reinforcing quality of those influences. Their presentation will be structured as follows: Each subgroups will be presented in order from the most typical and traditional ones to the most innovative and responsive to the new career contexts, providing lists of practices and a short description of their commonalities. That will be followed with the discussions of studies relevant for each subgroup and finalized with a research-derived rationale, relating particular developmental practices with specific career self-management behaviours.

2.6.1.1 CLASSICAL CAREER MANAGEMENT

- Career Counselling

- Written Personal Development

- Career Planning

- Formal Mentoring

- Professional Networking

Classical Career Management Practices offer support in planning and directing employees' careers, characterised by personal approach, allowing addressing individual needs and problems. All the five practices have an informative element, giving an opportunity to explore and discuss available career options, which can both inform about existing possibilities or clarify the viability of current plans and aspirations. By doing so, the organisation facilitates setting clear, verified and perceived-as attainable development goals, the attainment of which will be facilitated by their formal statement and the supervision of progress. Above that, by means of these practices, employees are made familiar with career management tools, strategies and techniques, which will later enable and facilitate their CSM.

Drawing on the assumptions of the earlier discussed theoretical models of CSM (King, 2004; Lent & Brown, 2013), according to which people are more likely to attempt and sustain

CSMB in the presence of positive self-efficacy expectations, one can expect that HRDP directly involving typical career management activities will foster engagement in CSMB by strengthening self-efficacy. For example, written Personal Development or Career Planning utilizes and further-develops employees' ability to explore and analyse the career options, make a decision based on the results of their analysis, set specific goals and plan the process of reaching these goals. Having successfully used this set of abilities in the organizationally supervised context will boost employees' self-efficacy for these career planning skills, and consequently, increase the likelihood of their independent engagement in Career Planning behaviours.

Additionally, through later application of Lent and Brown's (2013) model to self-directed career exploration and decision-making (Lent et al. 2016), it was confirmed, that strongest predictors of these two adaptive behaviours are both self-efficacy and outcome expectations for career exploration and decision-making. Drawing on these findings, one can presume that proactive behaviours such as Discussing Career Prospects with a more experienced person from one's organization (which can be considered a form of Career Exploration) and Career Planning (which involves decision-making) are more likely among individuals, who earlier experienced any of the 5 "Classical Career Management" practices. To specify, these policies involve consulting, exploring and planning one's career, giving employees needed practical skills (thus boosting their self-efficacy expectations) and needed experience (thus boosting their outcome expectations) for self-directed exploratory and decisive career behaviours.

Similarly, having participated in organizational Mentoring or Networking Programmes leads unquestionably to discovering beneficial effects of discussion, consultation and idea exchange, such as inspiration, sourcing from other people's knowledge, benefiting from their guidelines or learning from their mistakes. Having experienced some of these advantageous effects facilitates the formulation of positive outcome expectations for these activities, which in turn raises the likelihood of engagement in self-initiated career management behaviours of discussing career aspirations and career prospects with a senior member of one's organisation. Changing the line of reasoning, as discussed earlier, one's career outcomes are partly dependant on decisions of individuals, usually referred to as gatekeepers, who are in hold of controlling- and decision-making powers (King, 2001; 2004). In accordance with human nature, the judgement of gatekeepers can be influenced by a set of different factors, whether it is their personal agenda, heuristics or external pressures. Relating to decision makers' subjectivity, the 2nd step of King's (2001) 4-stage model of CSM involves identification of the gatekeepers, who are relevant for one's career goals and outcomes (see 1.2.3.). This lays

another ground for the link between Mentoring Programmes and Networking, and proactive career behaviours. To specify, a mentor can either be a gatekeeper himself or herself (if from within one's department) or he/she can help in identifying the relevant gatekeepers (given higher seniority and associated familiarity with organisational structures and politics). Networking, in turn, raises the likelihood of locating the right gatekeepers, given that it essentially involves making new contacts and reaching out to a wider group of associated professionals. Based on such line of reasoning, it can be assumed that Mentoring Programmes or Professional Networking have a favourable impact on the effectiveness of employees' engagement in the 2nd step of CSM process (i.e. identifying right gatekeepers), which is considered to be decisive for the overall effectiveness of employed CSM strategies and to determine future engagement in CSM (King, 2001).

Furthermore, focusing only on organizational Networking for a moment, its importance for proactive career behaviours can be also inferred from King's (2004) classification of CSM (see 1.3.1.), given that one of the specified Positioning Behaviours is Active Network Development. Regardless if organisationally supported or self-initiated, the benefits of networking include career information, career guidance and most importantly, exposure to "gatekeepers", whom self-developing employees aim to influence. Thus, organisationally provided networking does not only prepare and give self-efficacy for self-initiated networking, but also creates favourable conditions for CSMB. If influencing decision-makers is the underlying objective of CSMB (King, 2004), then exposure and visibility granted by networking means more opportunities for exerting the influence, which in turn means greater likelihood of taking a possibility and engaging in CSMB.

Let's now turn to organisational Career Counselling. Already 15 years ago King (2001) has argued for a raising importance of preparing employees for self-managing their careers, and indicated on the potential of organizational career counselling for training, encouraging and maximizing the effectiveness of CSMB. Her predictions about gradual withdrawal of organizational career management programmes have proven to be right, therefore, given the long term accuracy of her insights on career management, one can expect that her arguments concerning the growing role of Career Counselling in educating on and fostering CSM are also correct, implying an especially enhancing effect of this "Classical Career Management" practice on proactive career behaviours.

Finally, referring again to the theoretical models of career self-management behaviours (King, 2004; Lent & Brown, 2013), another of the commonly indicated predictors are the personal career goals. Given that all the "Classical Career-Management" practices involve setting

career goals, one can specify another path of their triggering effect on CSMB. Valuable for its good understanding is Lent & Brown's (2013) specification that the predictive quality of career goals is higher when they are specific, seen as feasible, and publicly stated, which is in line with the highly popular theory of S.M.A.R.T. goals (Doran, 1981), considered to derive from Ducker's (1954) Management by Objective concept. Relevant are also the view presented by Lin (2015), according to whom foregoing goal setting creates a more realistic view of one's learning and development, as well as Lim et al.'s (2016) indication, that goals are more likely to translate into actions, when people see themselves as having the support and resources needed to facilitate their goal-achievement strategies. Drawing on all that, it seems reasonable to infer, that organisational support of career development provided through 'Classical Career Management" practices can be favourable for employees' engagement in CSMB, given that these practices complementarily fulfil all the above conditions: They involve setting personal career goals and specifying time of their achievement (e.g. formal Career Planning), making these goals official (e.g. Written Personal Development), and public (e.g. in front of a mentor) and verifying their feasibility (e.g. by a professional career counsellor).

2.6.1.2 *TARGETED DEVELOPMENT OF COMPETENCIES*

-Formal Training

-Assessment or Development Centers

Common denominator of practices included in this group is their educational element, targeted specifically at improvement of job- or organizationally-relevant skills, with the objective of preparing employees' for effective fulfilment of their work responsibilities. Obligatorily involving needs assessment, the practices outline organizational expectations, specify individual development gaps and facilitate precise goal setting.

Theoretical specification of self-efficacy as the predictor of CSM (King, 2004; Lent & Brown, 2013) can also help to rationalize the relationship between practices belonging to this sub-bundle and CSMB. For example, successful learning experiences gained through organizational Training or attendance in Development Centres, will have a positive effect on employees' perceptions about their capability to learn and acquire new skills, boosting their

self-efficacy for learning and thus increasing the likelihood of their engagement in self-directed competency development or skills-updating.

Most recent study, relevant for specifying the relationship between "Targeted Development of Competencies" and employees' CSM efforts, was conducted by Solberg and Dysvik (2016). Their findings indicated, that the perceived investment in employee development (PIED) is a valid predictor of, among others, openness to self-development and career self-development. Although the main focus of their study was to investigate the relationship between PIED and internal employability (IE) orientation, authors introduced the IE efforts as Career Self-Development activities, and presented empirical evidence that perceived Investment in Training and employee development relates positively to an array of CSMB. Interestingly, no evidence confirming a positive relationship between the PIED and internal employability outcomes was found. This could imply, organizational support to employee development fosters employees' self-development activities, which in turn facilitate rather perceived than actual employability outcomes (perfectly aligning with the findings of Van den Broeck et al. (2014); see 2.4.).

2.6.1.3   PRACTICES FOR SELF-AWARENESS

-        Performance Appraisal
-        Peer or Subordinate Appraisal

The two practices composing this group involve an employee to become the subject of appraisal conducted by his co-workers. The most important product of these types of assessment is feedback, which, by being shared with the assesse, enhances their self-awareness by indicating how others perceive them, triggers self-reflection and teaches handling constructive critique.

Just like in case of the two above discussed sub-bundles also in case of "Practices for Self-awareness", relevant for explaining their relationship with proactive career behaviours can be self-efficacy – the theoretically established CSM predictor (King 2004; Lent & Brown 2013). Specifically, having undergone the organizational practices of PA, peer or subordinate appraisal, one has already tested his ability of turning constructive critique into targeted improvement plans, which, in turn, has boosted one's self-efficacy for beneficial utilization of feedback, rising the likelihood of engagement in self-directed feedback seeking.

Another practical example could be aligned with Lent & Brown's (2013) model assumption, that positive outcome expectations (one's beliefs about consequences of their actions) predict active engagement in CSMB (see 1.2.4.). In practice it means, for instance, that employees who have been obtaining feedback when undergoing organizational "Practices for Self-Awareness" are already quite familiar with feedback's advantageous outcomes, such as attaining greater self-awareness, gaining new perspective or receiving practical guidelines on performance- and self-improvement. First-hand experience of beneficial effects of appraisal-provided feedback constitutes for a solid base to build up positive outcome expectations for self-directed feedback seeking, which in turn raises the likelihood of engagement in this proactive career behaviour.

Summarising, employees are more likely to attempt proactive career activities with which they are in some way familiar, because they already know they possess the abilities needed for succeeding in tasks, and what advantages they can expect in terms of effects. That minimises their fears of loosing time or experiencing failure and makes them feel that career proactivity is worth their efforts. In other words, HRDP enhance employees' self-efficacy for CSM, by supplying them with a base of experiences involving utilization of abilities needed for CSM activities, which in turn reassures them about possessing those abilities and profitability of their application.

2.6.1.4 PRACTICES OF FAVOURABLE TREATMENT

- Internal Job Postings
- Flexible Work Arrangements

Both practices included in this group are the privileges that organizations can grant as a form of recognition to their own employees, exhibiting organizational flexibility and value assigned to employees' loyalty and commitment. Both policies are also retention-oriented and draw employees' attention to the benefits and conveniences of their current employment.

 As more closely discussed in the 1st chapter, Hofstetter and Rosenblatt (2016) found empirical evidence, that individual engagement in CSM can be predicted by employees' perception of work alternatives (see 1.4.2.). The perception of having new job possibilities is believed to minimise the sense of risk and uncertainty, which, in turn, prompts taking active control over own career. The association of this finding with the present sub-bundle concerns mostly the practice of Internal Job Postings. More specifically, internal recruitment stimulates

employees perception of work alternatives by both providing information about the existing job opportunities and making them feel favoured over external applicants, which, as it was found by Hofstetter & Rosenblatt (2016) – encourages them to Career Self-Development.

When it comes to policies providing Flexible Working Arrangement, on the other hand, their close relation with CSM can be presented as a cyclical relationship. More specifically, flexibility at work is both the enabler and predictor as well as the motivating, desired outcome of proactive career behaviours. To clarify, flexible accommodation of employees' needs by, for instance, allowing remote or part-time employment can be seen as removing barriers for exercise of personal agency, which according to Lent & Brown (2013) is crucial for enabling self-direction and self–development of one's career. Having removed the obstacles, the process advances to the stage where flexible working arrangements allow employees freedom in taking decisions and committing to personal choices, increasing their sense of control and therefore stimulating their personal agency. Given that adaptive behaviours are considered mechanisms of personal agency (Lent et al. 2016), through enhancement of personal agency flexibility-providing policies enhance also career proactive behaviours among the employees. As earlier discussed, one of the 3 main reasons why employees engage in these behaviours is to manage the boundaries between the work and non-work lives (King, 2004; see 1.2.2). That means that one of the objectives of CSMB is to have flexible working conditions, closing the cyclical relationship.

2.6.1.5 CHALLENGE-PROVIDING PRACTICES

- Job Rotation

- International Assignments

The similarity of the two practices included in this group lies in provision of novel, challenging assignment, offering opportunities for experience-based learning, enlargement of competency areas and multiple skills development. By offering such possibilities the organization is showing trust in their employees, which in turn boosts their self-esteem and enhances their felt responsibility. In this way motivated to show they deserved the trust and are indeed capable of handling greater responsibility, the employees will put extra effort into their development and performance.

Another finding of the already mentioned study conducted by Hofstetter & Rosenblatt (2016) was that predictive of CSM are also individual perceptions of work importance. That perception is being shaped by assigning value to own work, while some of the most important work features under assessment are challenge, responsibility and job content variety, which happen to be characteristic for both: International Assignments and Job Rotation. Drawing on this, it seems reasonable to assume that these two practices have a very favourable influence on employees' perceptions of work importance and, in turn, on self-directed protean career development.

Furthermore, taking under consideration another empirical study concerning HRDP, which established a positive linkage between motivation for career progression and received opportunities for challenging work assignments, training and development (Hoobler et al. 2014), one can infer that "Challenge-providing practices" can also serve as a motivator for engagement in CSMB, given that these are currently the most effective way of facilitating progress in one's career.

Moreover, drawing on King's (2004) suggestion that engagement in CSMB is in big part determined by human desire for control, it might also be the base to infer that challenge-providing HRDP have a great potential for triggering CSM. By involvement in international assignments or job rotation, employees are not only exposed to a variety of vocational options they could pursue, but they are also shown that the range of skills and competencies they possess determines the likelihood of being eligible for and successful in participation in these development-fostering programmes. Having realized that, driven by the idea of having multiple occupational options and thus higher control over own future and career, employees are more likely to proactively engage in raising their competence and up-dating their skills.

Lastly, in the earlier presented empirical studies investigating Learning Organizations and their employee developmental systems as the enhancers of CSM, another independent variable under investigation was work-calling (Park, 2009a, 2009b; Park & Rothwell, 2009). Defined as a transcendent summons to a particular life role, involving the experience of purpose or meaningfulness, while holding other-oriented values and goals as primary sources of motivation (Dik & Duffy, 2009: 427), the concept of career calling fits well in the context of self-directed and value-driven protean career (Zhang et al., 2015). Accordingly, in each of Park's studies, work-calling showed to be the strongest predictor of the self-directed career management. In terms of HRDP, that could imply that practices allowing employees to explore other occupational fields (e.g. job rotation or international assignments), rise the likelihood of finding an activity they will feel passionate about, which should in turn has a

positive influence on CSM through triggering the work-calling. Supportive of that are also the findings of a discussion with a sample of unemployed people, reported of by Hall & Chandler (2005). It was established that in some cases, having resources (e.g. stable job) can hinder identification one's calling as it takes away some motivation to explore different career options, while when being unemployed people are often somewhat forced to exploring and trying out various jobs, which, in turn, facilitates discovering one's calling. Relating this to human resource development, "Challenge-providing practices" can be seen as a push to self-exploration and exploration of different kinds of work, by creating opportunities, however, instead of depriving of the resources.

3   SUBJECTIVE CAREER OUTCOMES

Contemporary career literature seems to be increasingly concerned with psychological and subjective aspects of work life. Resent research is increasingly devoted to subjective career outcomes, individual career meaning, personal goals and values, psychological career success, omnipresent perceptions of job insecurity or feelings of uncertainty. It seems like the crucial factor leading the investigations of contemporary careers is its subjective experience.

Regarding career outcomes and career success, the shift of emphasis seems to be again conditional upon the transition from old to new career models. While traditional indicators of career success evolved around external and tangible indicators (e.g. salary, position, promotions, job security), in dominated by transitions and mobility such criteria became partly invalid and deemphasized in favour of psychological career success (Eby, Butts, & Lockwood, 2003). Therefore, modern careers are focused on achieving subjective success and CSM is regarded to be the key means for its achievement, because it involves pursuing individually meaningful goals and setting own career success standards in accordance with one's personal values (Direnzo et al., 2015). As for the operationalization of psychological career success, career satisfaction and perceived employability are most common (De Vos & Soens, 2008). Out of the two, career satisfaction is a more generic concept, important not only for individuals as the subjects of felt satisfaction, but also for organizations due to its strong association with another subjective career outcome - organisational commitment. As for perceived employability, its relevance as an indicator of subjective career success has been constantly rising within the last couple of decades, mostly due to the insecure and instable situation in the employment context (Smith, 2010). Hence, given their time-relevance,

perceived employability and organizational commitment will be the two subjective career outcomes discussed in this final chapter of literature review, accompanied by a review of empirical research associating the two outcomes with the subjects of earlier chapters – CSMB and HRDP.

Accordingly, apart from the earlier discussed (see 2.6.) positive impact of HRDP on employees' engagement in CSM, research has shown that organizational support in development is also positively related to a broad range of other work-related outcomes, including organisational commitment and employability. More specifically, while traditional development practices focused on organisation–specific competencies are in part aimed at boosting organizational commitment, for instance, by making employees feel supported and competent in their current jobs, newer HRDP – by emphasizing development of networks and wide range of transferable skills - make employees more marketable and generally employable. Aware of that organizations might question profitability of offering human resource development programmes (Baruch, 2006), fearing that increasing in this way employability can affect employees loyalty and result in their transfer to another employer (Cao & Hamori, 2015). Above that, knowing that HRDP are predictive of CSM, and considering that CSM has also been established to be a predictor of organizational commitment and employability (see 1.5. CSM Outcomes), one might suspect that the effects that HRDP have on the two outcomes are associated with the effects it has on CSM. Therefore, to explore the complex relationships between these 4 variables, I will now review the most insightful studies related to employability, organizational commitment, how these two work outcomes are being affected by organizational and individual career management initiatives and how these effects relate to one another.

3.1 PERCEIVED EMPLOYABILITY

3.1.1 VARIOUS CONCEPTUALIZATIONS

Academic literature provides us with many definitions and conceptualizations of employability. Most commonly, employability is explained as capability to maintain one's current job or gain another one (Van den Broeck et al., 2014) or as ability to control one's employment options (Direnzo & Greenhaus, 2011), through continuous enhancement of one's attractiveness in the employment market (Eby et al., 2003) and through creation, identification and realization of career opportunities (Fugate, Kinicki, & Ashforth, 2004). More contextual and practical view on Employability was presented by Wittekind et al.

(2010), who sees it as a way of dealing with the fear of job loss and means for feeling secure in terms of employment in the modern, unpredictable world of work. Similar, modern context-related notion of employability was expressed by Hofstetter & Rosenblatt (2016), to whom the construct stands for a shift toward self-managed career patterns in today's turbulent economy.

One of the theoretical approaches, most widely referred to in the employability literature, was authored by Fugate et al. (2004). Researchers have proposed a multidimensional model of employability, suggesting that its three component dimensions are collectively influencing the construct. The first dimension - Career Identity – is the motivational component of employability. It involves making sense of one's past and present (with consideration of one's goals, fears and values and beliefs), leading to self-definition and, in turn, directing one's career. The second dimension, Personal Adaptability, relates to one's willingness to change, aimed at meeting the changing work demands. The third dimension encompassed both Social and Human Capital, referring respectively to one's contacts providing career-progression influence, and personal career advancement factors such as education, experience and skills.

The three employability dimensions are considered three individual attributes that complementarily aid employees' adaptation to the omnipresent economical changes. As such, Fugate's et al. (2004) conceptualization emphasizes the modern meaning of employability, schematizing it as a construct shaped by the turbulent career environment in which one needs to be adaptive in order to be successful. According to these researchers, the notion of employability integrates proactivity and adaptability, assuming that the three components predispose employees to both adapt reactively and change proactively, for the sake of effective performance.

What Fugate's et al. (2004) introduced as component dimensions of employability, Direnzo et al. (2015) proposed as its predictors. For Direnzo and his colleagues, employability is not a composition of individual attributes such as human and social capital, but a "capacity to create, identify, and realize career opportunities" (Direnzo & Greenhaus 2011: 576) that is determined and predicted by such factors (Direnzo et al. 2015) (empirical evidence supporting their argumentation will be discussed later in this chapter).

For the sake of accuracy of empirical research, well established are also some classifications of employability. Most commonly researchers distinguish between objective and subjective employability, where the latter specifically refers to employees' self-evaluation of and

resultant beliefs about own employability. As such, Perceived Employability, recently also referred to as Self-rated Marketability or Psychological Mobility, can be defined as workers' perceptions about viable job opportunities (Van den Broeck et al., 2014) and their self-efficacy for transition to a new job position (Direnzo & Greenhaus, 2011). Perceived employability can be further classified as Internal or External, referring respectively to one's perceptions about available employment with the current or another employer (Lin, 2015).

Interesting conceptualization of perceived employability was presented by De Cuyper & De Witte (2011), who investigated the "Management Paradox" - assumption that employability is positively associated with performance, but negatively with organizational commitment. To verify this belief, they found it crucial to dichotomously distinguish along 2 dimensions of Self-Rated Employability: (1) Internal or External - depending if the perceived job opportunities were on the internal or external labour market, and (2) Quantitative or Qualitative - where quantitative PE refers to perception about any available jobs, while qualitative PE concerned only the better (preferred) job opportunities. Possible combinations of the dimensions' components have let to specify 4 types of perceived employability (internal quantitative, internal qualitative, external quantitative, external qualitative), which were then used for the investigation of their relationships with affective commitment and performance. Apart from this specific conceptualization of PE, their results can be considered insightful for the earlier mentioned discussion about the organizational concern if enhancing employees' employability will harm organizational commitment. According to De Cuyper & De Witte (2011) results, both quantitative and qualitative Internal PE were positively related to organizational commitment, while only External Qualitative PE was undermining for employees' affective bond with the employer. Moreover, no direct relationship was found between Self-rated Employability and Performance, however, organizational commitment did not only emerge as a strong predictor of performance, but also as a mediator of the relationship between PE and performance. Such findings suggest, that PE can actually foster organizational commitment, provided that it concerns job opportunities within organization - whether it's basic employment providing the feelings of security, or highly desired job postings. Interestingly, perceptions of external job opportunities did not seem to affect organizational commitment, suggesting that external PE in general is not decisive for employees' loyalty. It is only when individuals believe that other organizations could offer them more attractive employment, both affective commitment and performance is likely to be undermined.

3.1.2 THE IMPACT OF ORGANIZATIONAL AND INDIVIDUAL CAREER DEVELOPMENT INITIATIVES

Given the earlier explained relevance of discussing subjective career outcomes in the modern context, I will now narrow the focus down to subjective employability and review the empirical studies concerning the effects that organizational and individual career management might have on it.

Empirical Investigation of PE determinants in the turbulent employment context was conducted by Wittekind et al. (2010). Researchers argued for the special role of perceived employability in coping with the organizational change and dealing with job insecurity. Accordingly, participants of their study were the employees of 4 Swiss organizations, going through major changes and downsizing at the time of research. 8 hypothetical predictors of PE were assessed and the analysis gave some surprising results. Contrary to what was expected, willingness to develop new competencies and self-presentation skills did not emerge as predictors of PE, while organizational support for career and skills development did. This could suggest that in the insecure times of organizational change, organizational career management initiatives have a bigger potential to enhance PE than individual career management efforts, and that in the times of heightened uncertainty, employees find organizational (rather than self-directed) developmental initiatives especially valuable and reassuring.

Another study linking HRDP and PE has been conducted by Van den Broeck et al. (2014). Their investigation of the relationship between organizational support and employability throws also some new light on organizational commitment, which only further attests to the time-relevance of discussing these two work-outcomes together. More specifically, Van den Broeck et al. (2014) have assessed organizational support, distinguishing between support of external values (e.g. status, financial success) and internal values (e.g. personal growth, self-development), the latter being naturally provided through HRDP. They have also distinguished between internal and external PE, referring to employees' perceptions of job opportunities available on the internal and external job markets, within which they have further distinguished between perceptions about the availability of similar and better jobs, referred to as lateral and upward PE, respectively. In this way, the very specific variables were used to investigate the relationships, accounting for and preventing potential generalizations or imprecisions of the findings. These indicated, that organizational

promotion of internal values (manifested through support of self-development or personal growth) is positively related to internal PE and unrelated to external PE, which implies that human resource development facilitates employability in a way that does not harm organizational interest with stimulating voluntary turnover. Moreover, as argued by Van den Broeck et al. (2014), higher internal PE implies greater organizational commitment. More specifically - employees with higher internal PE are understandably more aware of the internal job opportunities, which rises the likelihood of them pursuing these available posts, logically determining their organisational commitment. In line with this reasoning, the strong relationship found between HRDP and Internal PE implies that HRDP (e.g. Succession Planning or Internal Job Postings) foster internal PE, which in turn fosters organisational commitment.

Let's now turn the focus away from organizational to individual career management and discuss how career self-directedness influences one's perceived employability.

Enhancing impact of protean career attitude and CSM on PE was investigated, among others, by De Vos & Soens (2008). Researchers selected a very specific sample of 297 Belgian employees from different industries and occupation, who earlier turned themselves to one of 12 participating counselling centres and participated in Career Counselling. Participants were assessed on their protean career attitude and two CSM components: (1) Reflective – referring to Career Insight that employees develop into their aspirations; and (2) Behavioural – referring to concrete actions undertaken to manage own career. Both investigated Career Success outcomes – PE and Career Satisfaction, showed to be predicted by the Reflective component of CSM (Career Insight), however, no significant relationship was found with the Behavioural component. As suggested by the authors, such result implies that CSMB alone (unaccompanied by the cognitive aspect of CSM), might not be sufficient for enhancing Career Success.

Another study that indicated a connection between CSMB and perceived employability was conducted by Direnzo et al. (2015), who investigated the relationship between protean career orientation and work-life balance. As found, three career development factors explain that complex, positive relationship: self-directed Career Planning behaviour, Career Capital resources and perceived employability. More specifically, according to the results, engagement in Career Planning facilitates accumulation of Career Capital: (1) Human Capital (e.g. knowledge, skills, judgement); (2) Social Capital (i.e. network of personal and professional contacts), and (3) Psychological Capital (i.e. level of hope, self-efficacy,

optimism and resilience contributing to positive, developmental psychological state). Social and Psychological Capital, in turn, showed to be predictive of perceived employability, which confirms earlier arguments presented by Direnzo & Greenhaus (2011), that Career Capital is an indicator of one's value on the labour market, and that employees shape the perception of own employability based on analysis of and interest they receive from that market. All in all, the Career Planning behaviour showed to have both direct and indirect positive impact on perceived employability, mediated by accumulated Career Capital resources.

As discussed in the introduction of this chapter, in the modern career context employability became a valid indicator of career success. Empirical examination of factors relevant for work success was conducted by Eby et al. (2003), who argued for the increasing importance of 3 subjective career success criteria: perceived career satisfaction, perceived internal employability and perceived external employability. Three classes of career competencies were examined as predictors: "knowing why", "knowing whom" and "knowing how". "Knowing why" relates to the identification of personal meaning in one's career. Investigated variables of this competency class included career insight, proactive personality and openness to experience. All of them showed to be significant predictors of both internal and external PE, which indicates on PE's association with the self-directed protean career attitude (personal meaning and proactivity). Further, the "knowing whom" related to sources of support derived from professional networks and contacts. Investigated variables included experience with Mentoring as well as networks within and outside of the organisation. While no relationship was found between Mentoring and any of the perceived success criteria, both internal and external networks showed to be predictive of the two types of PE, which could suggest that both organisationally-provided and self-initiated networking facilitates beliefs about one's employability. Lastly, the "knowing how" competency class referred to occupational skills and knowledge and showed to be strongly predictive of all career success factors, implying that whether organisation-led or proactive - competency development is enhancing for internal and external employability perceptions of employees.

Similar perspective on the relationship between proactive career behaviours and PE, can be observed in the theoretical model of job search and voluntary turnover proposed by Direnzo & Greenhaus (2011). One of the model assumptions is that engagement in CSMB (triggered by employee's identification of the discrepancy between his desired and current level of employment), is enhancing for his "knowing why"," knowing whom", and "knowing how"

career competencies. As a result, one's employability is being fostered, which, in turn enhances one's employability perceptions.

3.2 ORGANIZATIONAL COMMITMENT

3.2.1 III COMPONENT MODEL OF OC

The most important conceptualization of organizational commitment used as a theoretical framework for the majority of empirical studies, was presented Meyer & Allen (1991) by means of the 3-component OC model. Researchers reconceptualised and built up on the previously prevalent in the literature Attitudinal and Behavioural perspectives, arguing that OC is a Psychological State itself, which in fact has its implications for the on-the–job behaviours. They explained organizational commitment as a mind-set characterizing employees' relationship with the organization, which eventually determines whether they leave or remain in the firm. They distinguished, however, between 3 possible components of this psychological state: (1) Affective Commitment, (2) Continuance Commitment, and (3) Normative Commitment, which, as they stated, are not mutually exclusive and individuals can be the subjects of all 3 forms of OC, experiencing it simultaneously and to varying degrees. The reason for distinction were the differences in the nature of commitment forms and thus also their antecedents and consequences, which was schematised in the model.

3.2.1.1 AFFECTIVE COMMITMENT

Accordingly, Affective Commitment reflects a desire to remain in the organization and refers to employees' emotional attachment to their employer. Affectively committed employees identify themselves with the firm, they are actively involved in pursuing organizational goals, they are willing to exert effort and have an affective orientation toward the organization. The antecedents of this type of commitment include: (1) Personal Characteristics, (2) Organizational Characteristics, and (3) Work Experiences. Personal Characteristics stand for demographics – which Meyer & Allen (1991) believed to be of relatively low importance, and Personal Dispositions such as need for achievement or locus of control – with the inclusion of which authors suggested that individuals differ in propensity to be affectively committed. As for Organizational Characteristics (e.g. decentralization of decision-making), these are considered to be especially predictive of affective commitment, when consistent with Personal Characteristics, thus resulting in fulfilment of needs or utilization of abilities. Finally, an especially emphasized by Meyer & Allen (1991) predictor of affective attachment

were Work Experiences – referring to both subjective and objective job characteristics. Relevant Work Experiences were classified in 2 groups – those making employees feel comfortable in the organization and those making them feel competent in their job roles. Especially emphasized comfort-related affective commitment predictors were organizational support and organizational dependability, while the competence-related experiences included autonomy and job challenge.

3.2.1.2 CONTINUANCE AND NORMATIVE COMMITMENT

Continuance Commitment, on the other hand, reflects employees' need to maintain employment in the organization, which is conditional upon the perceived costs associated with employment termination. It involves accounting for potential loses if one's membership was discontinued and consideration of benefits of current employment. Accordingly, predictive of Continuance Commitment is anything that increases the perceived cost of leaving, namely - (1) Side bets or Investments (e.g. time and effort spent acquiring non-transferable skills) and (2) Alternatives (which refers to availability and attractiveness of other employment opportunities).

Finally, Normative Commitment reflects employees' felt obligation to remain in the organization, related to their internalized normative pressures. Normatively committed employees stay in the organization because they consider it morally right and believe that it is the right thing to do. Predictive of this form of commitment are: (1) Cultural, Familial or Organizational socialization (e.g. social norms or family-run values) and (2) Organizational Investment (e.g. tuition reimbursement or costly job training).

3.2.1.3 OUTCOMES OF ORGANIZATIONAL COMMITMENT

Meyer & Allen (1991) suggested, that on organizational commitment depends not only its well-established outcome – turnover, but also employees' engagement in their role-required and extra-role behaviours and thus, in turn, organizational effectiveness and organizational success. Therefore, next to turnover, other proposed outcomes included On-the-job Behaviours: performance, absenteeism and citizenship. Although all the outcomes were presented as consequences common to all 3 forms of OC and it was suggested that components interact to influence the behaviours, authors emphasized, that the strongest impact on these outcomes will in fact have the affective commitment. The reason for such assumption is that it is more likely, that the willingness to contribute to the organizational

success and exerting effort will be exhibited by the employees, who want to be part of the organization, rather than by those who simply need to or feel that they ought to remain members.

3.2.2 THE IMPACT OF ORGANIZATIONAL AND SELF-DIRECTED CARRER DEVELOPMENT INITIATIVES

It seems like the research on organizational commitment has changed its emphasis from the positive impacts of organizational commitment to investigating its predictors (De Vos et al., 2009; Şendoğdu, Kocabacak, & Güven, 2013; Sturges et al., 2005; Zaleska & de Menezes, 2007). The reason for this change lies again in the transformation that occurred in the employment context, given that in the context where life-long jobs and stability of employment are no longer typical, employees' commitment is also no longer a given.

One of the empirically verified predictors of organizational commitment is career adaptability – measured by Klehe et al. (2011) with the level of engagement in self-directed Career Planning and Career Exploration behaviours. Klehe and his colleagues conducted a study in a large Dutch organisation undergoing organizational downsizing, which targeted to reduce 17% of the workforce within 3 years. One full year ahead, the redundancy announcement was made, indicating which jobs are to be cutback, while also encouraging irredundant employees to voluntary terminate, which was to create the opportunity for some of the redundancy-affected employees to stay. Employees were surveyed 1 and 6 months after the announcement, allowing to establish causation of the investigated relationships. Based on the assumption that transitions trigger adaptation, its investigated predictors included: (1) redundancy – referring to the objective fact about being forewarned of a layoff; (2) job-insecurity – referring to the subjective perception of lack of control and prolonged uncertainty about the future (3) job (dis)satisfaction – assumed to be low in the times of such stressful organizational change. As found, these 3 negative factors showed to be inducing adaptive career responses in the form of engagement in two complementary CSMB: career exploration and planning. Job-insecurity, experienced rather by anticipating future redundancy employees showed to be paralyzing and have a negative impact on engagement in Career Planning. Redundancy, on the other hand, was facilitating to both adaptive behaviours, which implies that organizational transparency and clear (even if unfavourable) situations are facilitating career self-management behaviours. These findings are also in line with the earlier discussed assumption that perception of control stimulates personal agency and, in turn, enables

engagement in CSMB (Lent & Brown, 2013), which explains why redundancy was a strong positive predictor of career adaptive behaviours, while job-insecurity was not. Coming to the association between the CSMB and OC, while career planning showed to be enhancing employees' loyalty, career exploration was found to cause turnover. The reason for differences between the impacts of these two self-directed behaviours on organizational commitment might be related either with the study context or with the general nature of these two activities. Career Planning, being a long-term oriented strategy does not imply job or employer change and, according to the results, was enacted mainly by the employees feeling secure. Therefore, planning might imply perceptions about predictability and stability, which in turn allows the employees to focus on adaptation and successful coping with work demands, creating positive perspectives on one's future in the organization. Career Exploration, on the other hand, examined in the context of organizational downsizing showed to be predicted by individual redundancy, hence the consideration of alternative employers was actually organizationally implied, explaining the positive relationship with turnover. Overall, Klehe et al.'s (2011) findings imply, that CSM strategies are more likely to enhance employees' commitment when enacted proactively, rather than in response to membership-threatening organizational change.

Moreover, career planning was actually an initial, but not lasting response to the increased job insecurity – Strong positive impact of job insecurity on career planning was found in the first study (after 1 month) and a negative one after 6 month from redundancy announcements. This perfectly aligns with the earlier presented evidence, that CSM strategies are the mechanisms of coping with an insecure employment environment (Briscoe et al., 2012), however, if individuals fail to restore control with their strategic behaviours, they will experience persistent frustration leading to chronic stress (Crites, 1969), and in turn to learned helplessness and giving up on further engagement in self-directed career behaviours (King, 2004), which clarifies why prolonged job insecurity inhibited Career Planning behaviours (Klehe et al., 2011). And while results also showed that loyalty was an outcome of that initial wave of career planning, one might infer that employees who managed to establish own career plans and, in turn, diminished their feelings of insecurity, feel grateful to the organization for providing conditions in which they are capable of planning ahead and restoring feelings of control over own future, for which they repay with loyalty and commitment.

Conclusions that can be drawn from the above study may in fact serve as a perfect base to change the focus from commitment-enhancing career self-management behaviours, to HRDP

and their role in fostering organizational commitment. That is to say, Klehe et al.'s (2011) findings suggest, that in the modern times of business instability and employment insecurity, facilitating employees' Career Planning lies in organizational interest as it is likely to result in their long-term loyalty, whereas leaving the employees unsupported for exploration of alternative career options is likely to foster their exit.

Let us return to the discussion about organizational concern about boosting employees' employability through HRDP, due to its potentially undermining impact on organizational commitment. Zaleska and de Menezes (2007) addressed this controversy with their study of the relationship between HR development practices, employee's satisfaction with the offered developmental support, and organizational commitment. Data was collected at two different time points: in 1997 and in year 2000. Based on the assumptions of the new career theory, according to which employees are to become increasingly focused on and loyal to their own, organization-independent, career (Hall & Chandler, 2005)**,** Zaleska and de Menezes (2007) expected to find a drop in the level of commitment. Indeed, the results confirmed the general trend of decreasing organisational commitment, however, they also indicated a positive relationship between organisational development and OC, implying that the lowering OC is associated with increasingly mobile and flexible careers rather than with accelerated learning and development, which in turn implies that HRDP can be used as a strategy of restoring that diminished commitment. Moreover, Zaleska and de Menezes (2007) have tested 2 sets of competing hypotheses: one derived from the new career theories, generally suggesting that growing importance and perception of offered development will be linked with the decreasing OC, while the second group of hypotheses was based on the traditional career model and assumed that organizational support in career development will be rewarded with loyalty and commitment. While the pessimistic hypotheses were rejected, the results indicated that a positive influence of development practices on organisational commitment is mediated by satisfaction with HRDP, implying that not only the presence but also the quality of the practices matters for triggering OC.

Similar findings were presented by Şendoğdu et al. (2013), who investigated the relationship between HR practices and employees' commitment in a sample of employees from 10 Turkish organizations belonging to 4 different industry sectors. Out of 9 HR practices selected by the authors, 3 were typical HRDP: training on-job skills, training in multiple functions and feedback on performance. The 4th practice that could be included in the human resource development bundle was the "interaction facilitation", provided it stands for secondment practices, such as job rotation, special team projects or international assignments,

which according to Zaleska and de Menezes (2007) facilitate development of high quality networks. All in all, according to Şendoğdu's et al. (2013) results, apart from the on-job skills training, the other three HRDP had a very strong positive relationship with employees' commitment.

Finally, the interaction between organizational and individual career management and their effects on organizational commitment and some behavioural outcomes was investigated by Sturges et al. (2005), who used the framework of Psychological Contract to explain the studied relationships. In line with the earlier developed classification of CSM activities into internally- and externally-oriented (Jane Sturges et al., 2002), authors distinguished two types of CSMB aimed at furthering one's career inside the organisation: (1) Networking – referring to making contacts with people, who are in the position to influence one's career development (earlier referred to by King (2004) as gatekeepers); (2) Visibility – related to drawing attention to one's achievements; and activities aimed at furthering one's career outside the organisation: (3) Mobility-oriented behaviour. Organizational career management, on the other hand, was divided into Formal (e.g. training) and Informal (e.g. on-call career advice). Finally, Psychological Contract fulfilment referred to employees' perception about promises made and kept by the organisation. According to the results, internally-oriented Visibility behaviours were positively related to the Informal organizational career management help, while general career management support was found to be associated with the Psychological Contract fulfilment. These findings suggested, that new-era careerists still have expectations and consider career management support part of organizational responsibility (given that they associate it with Psychological Contract). Moreover, by engaging in visibility behaviours employees signal their willingness to develop their careers internally and disclose their expectations as to organizational support in career development, making the practice of CSM into theirs, and organizational career management into company's part of the employment deal (reflected by Psychological Contract). Further results showed that organizational career management was positively related to affective commitment and negatively related to externally oriented Mobility behaviours. This implies, that when employees receive career management support, they consider it as organizational fulfilment of the psychological contract, which, in turn, enhances their organizational commitment. However, if the Psychological Contract is perceived as broken, in that employees do not receive the expected career management support, employees' commitment is undermined and, in turn, they focus

their CSM initiatives on finding alternative employment through engagement in Mobility behaviours.
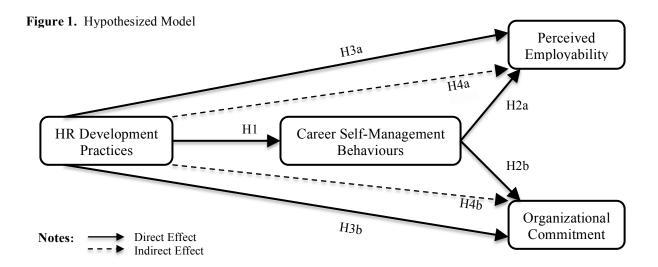
Similar approach to examining individual and organizational career development initiatives was undertaken by De Vos et al. (2009), who explored the interaction between the effects of organizational and individual career management on 3 career outcomes: affective commitment, perceived career success and career progression. Following the principal factor analysis, the bundle of organizational career management practices was divided into HR-provided (e.g. Development Centres or Personal Development Plan) and line manager-provided (e.g. Feedback on Performance or Formal Career Discussion) subgroups. Supportive to the argumentation presented by Sturges et al. (2005), the findings of the study showed that indeed employees' engagement in CSM is positively related to their expectation of organizational support in career development. Most importantly, however, affective commitment showed to be predicted by both – self-directed career management and HR-provided career management, implying the importance of shared responsibility for Career Management in enhancing organizational commitment.

To summarise this chapter, once again I would like to come back to the earlier mentioned, widespread dispute if HRDP can foster employability, without undermining organizational commitment and, therefore - without harming organizational interest. Although widely discussed, this issue remains controversial, especially given the ever-emerging empirical evidence, suggesting that HRDP can be facilitating for self-directed career attitude and organisation-independent career management. However, in the light of all the above discussed research, it seems likely that perceived employability and organizational commitment are not necessarily mutually exclusive, but even potentially reinforcing, which suggests that these two outcomes could be worth to be investigated together.

II) Empirical Study

4   HYPOTHESES DEVELOPMENT

Research discussed in the previous section has already incipiently portrayed the associations between the key concepts being the subject of this study: human resource development practices, career self-management behaviours, perceived employability and organizational commitment. As presented in the literature review, the association between organisational and individual career management initiatives as well as their facilitating impact for achieving positive career outcomes have already been theoretically and empirically discussed and supported. Nevertheless, to my knowledge, the empirical examination of the cumulative positive effect of human resource development bundle (accounting for lasting impacts of all past experiences with developmental practices in one's employment history) on employees' engagement in CSMB, and an investigation of whether these triggered career proactive behaviours enhance, in turn, employee's perceived employability and organizational commitment, has not yet been conducted. Although CSMB have been frequently investigated as a direct or indirect predictor of various career outcomes, they have never been examined in the role of a mediator for the effects of developmental practices, despite their obvious association. With regards to the above, I am proposing a model (see Figure 1) based on the relationships explained underneath with the respective hypotheses:

Figure 1. Hypothesized Model

HRDP and their triggering effect on CSMB

The very inclusion of the CSM Model in the Social Cognitive Career Theory indicates the importance of the social context for CSM. Social context within any organizations, in turn, is primarily defined by HR systems built of strategy-aligned bundles of HR practices (Toh et al., 2008)., Given that the choice of an HR bundle signals organizational expectations, it might be assumed that the adoption of HRDP bundle demonstrates organizational emphasis on development and encourages employees to engagement in CSMB. Moreover, not only does the organisation create the environment and the conditions for career development (De Vos et al., 2009), but also, given that environmental influences have the capacity to enable or limit personal agency (R. Lent et al., 2016), it can determine if employees choose to engage in CSMB or not. The role of HRDP in fostering CSMB is also instrumental. Organizational career management initiatives provide necessary resources for CSM, in that they familiarize employees with career management techniques, support in setting achievable goals by informing about the available career options, and supply with a base of developmental experiences - sources of self-efficacy for CSM. Lastly, if employees engage in CSM, it shows they are adapting to change, which means they have managed to overcome the typical for human nature resistance to change. Given that resistance to change is mainly caused by the fear of unknown (Lips-Wiersma & Hall, 2007), another way in which HRDP trigger CSMB is by clarifying the future. Thanks to some developmental practices (e.g. Career Counselling), employees find out about their options and career paths become clear. Employees are told how their proactive behaviours can impact their career development, thus their future becomes more certain. Change doesn't seem so scary and unknown, so the resistance becomes lower making way for adaptation though self-directed Career Development. Therefore, based on the above-presented arguments, I propose the following hypothesis:

H1. Accumulated experience of HRDP is positively related to engagement in CSMB.

CSMB and their positive influence on achievement of relevant work outcomes: CSMB and PE

Given the unpredictability of today's business and associated necessity for being proactive and adaptive, self-directedness in career management became a career competency (De Vos et al., 2009) highly demanded by the employers. Proactive in career management employees are therefore being recognized and valued on the labour market, which enhances their perceived employability.

Assumption about the positive relationship between CSMB and PE could also be based on the Human Capital Theory. Although it originally concerns predictive impact of Human Capital on one's earning and productivity, the theory has already been used for predicting determinants of PE before (Wittekind et al., 2010). Given that education and competence development can be considered profitable investments in human capital, it seems plausible to assume that work-related knowledge, experience and qualifications gained through engagement in CSMB will positively affect one's PE. This might be either because increasingly competent employees feel more self-confident, or simply because together with gaining new skills, they start to fulfil the requirements for more job positions, which stimulates their PE. Moreover, according to Fugate's (2004) conceptualisation of employability, constructs that were earlier discussed as associated with career self-management: proactive personality, proactive behaviours and personal initiative - are being subsumed under the notion of employability, further indicating on the their relationship. Moreover, based on the Conservation of Resources Theory, which assumes that acquirement of resources facilitates one's ability to gain further resources (Hobfoll, 2002), one can presume, that resources gained with CSMB (i.e. career insight, social capital, human capital) facilitate the acquisition of another resource – employability (Direnzo et al., 2015). Further, based on the control theory perspective, one can expect that due to contemporary essentiality of employability, individuals regularly assess the difference between their desired and current level of employability (Direnzo & Greenhaus, 2011). According with the theory, the Self-Regulation process triggers individuals to adjust to the new information (identified discrepancy), by taking adaptive actions (CSMB), that are likely to affect how one is perceived by the environment (employability) and himself (PE). Lastly, enhanced by CSM perception of control over own career (King, 2004) is likely to translate into favourable perception of own Employability. Hence, in the light of the above-presented argumentation, I propose the following hypothesis:

H2a. CSMB are positively related to PE.

CSMB and OC

Different CSMB can be expected to affect organizational commitment to a various extent. Especially enhancing nowadays should practices like Career Planning. More specifically, it can be assumed, that if an employee is able to plan the progression of his career within an organisation, it will give him the much appreciated clear vision of the future and make him feel secure, which in turn is likely to enhance the affective bond he has with the employer. The same could be presumed for many other CSMB. For instance, if one discusses his career

prospects or aspirations with senior members of organisation, he is more likely to feel supported and to have a good perception of the firm, which should deepen his commitment. Given that self-directed career attitude are positively related to higher career satisfaction (Zhang et al., 2015), and to a greater work-life balance (Direnzo et al., 2015), one can expect, that employees who due to their proactivity in career management are happy with their careers, and who experience a nowadays highly valued work life balance, will appreciate the employer with whom they experience such a positive career situation, and this appreciation is likely to translate into organization commitment. Lastly, considering that CSM facilitates discovery of one's work-calling (Zhang et al., 2015), it might be expected, that people who found passion in their jobs will be more committed to their workplace than others. Therefore, based on the above-presented argumentation, I propose the following hypothesis:

H2b. CSMB are positively related to OC.

HRPD and its predictive value for relevant career outcomes
HRDP and PE

Earlier mentioned Conservation of Resources theory (Hobfoll, 2002) and the associated notion, that resources generate resources can also be the base to expect, that resources provided by the organisation through HRDP (i.e. access to social networks, social support, new skills developed with training etc.) are likely to facilitate the obtainment of employability, which in turn should be stimulating for the employability perceptions. More specifically, organisationally-provided access to professional networks enrich one's social capital, which can then be utilized for career guidance and support in career advancement (King, 2004), being in principle favourable for one's PE. Alternatively, organizationally provided possibilities to develop skills (e.g. training or developmental assignments), lead to better employment opportunities (Van den Broeck et al., 2014), which stimulates PE. Another resource provided by HRDP can also be the documented experience and qualifications. Training certificates or experiences gained via international assignments or job rotation are a valuable input to CV, enhancing one's value on the employment market. Except for providing resources, HRDP can also be a source of employability information. Internal job posting, organisationally-provided career planning or career counselling can potentially inform the employees about job opportunities that he was not aware of, making him realize he has alternative career options and thus stimulating his perceived employability. In the light of the above-presented argumentation, I propose the following hypothesis:

H3a. Accumulated experience of HRDP is positively related to PE.

HRDP and OC

One can presume that HRDP will have a positive effect on OC, based on a number of academic theories. Firstly, according to the assumptions of theoretical model of organisational commitment, one of key predictors of affective commitment are work experiences, especially comfort-providing organizational support (Meyer & Allen, 1991). Based on that, one could expect that supportive HRDP such as flexible working arrangements will enhance for employee's affective bond with the employer, given that they give the comfort of, for instance, adjusting the working time to personal needs. Secondly, with regards to the theory of social exchange and the norm of reciprocity, employees should feel obliged to reciprocate the support they receive from their employers with loyalty and commitment (Sturges et al., 2005). The norm of reciprocity could be suggestive of an assumption, that organisational investments through HRDP is likely to result in employees' investment of time and effort towards organisational success, which is indicative of organisational commitment. Assuming another perspective, it should also be considered, that new career models and CSM are often experienced as stressful, given the implied changes and individual responsibility (Baruch 2006). Therefore, organisational support in career management might for many mean a relief in stress, which in turn is likely to be appreciated and repaid with loyalty. Lastly, according to the assumption of increasingly popular theoretical approach to human resource management regarding Commitment-based HR Systems, the more an organisation offers to its employees, the greater level of their organisational commitment (Hauff et al., 2014). Therefore, it might also be expected, that the more comprehensive bundle of HRDP is being adopted by an organisation, the greater is its employees' commitment. Based on the above-presented arguments, I propose the following hypothesis:

H3b. Accumulated experience of HRDP is positively related to OC.

The mediating role of Career Self-Management Behaviours

Predictions, that the effects of HRDP on relevant career outcomes are mediated through CSMB are in line with the idea, that organizational career management and CSM are not mutually exclusive, but complementary (De Vos et al., 2009; Sturges et al., 2005) and that even in the era of self-directed careers, the responsibility for career development needs to be shared between the employer and employee to bring the desired effects (Lips-Wiersma & Hall, 2007). Well established is also the idea, that it's through HR practices, that the organizations stimulate the HR outcomes (Kooij et al., 2010). Considering the above, one might presume that it is also through facilitation of proactive career attitudes, that HRDP enhance PE and OC.

HRDP, CSMB and PE

As already discussed, HRDP can be seen as a source of resources for employability advancement. However, in the era of volatile jobs and self-directed careers, one can't fully rely on organisation to sustain his employability. HRDP are laying a base for advancement, but this base needs to be built up on and followed with individual career development efforts to really enhance one's employability. By helping employees set their career goals, raising their self-efficacy for learning and career development or creating favourable conditions for career planning, organisation is triggering and facilitating proactive career behaviours, which in turn bring the gains (e.g. skills and experience) that advance employability, simultaneously stimulating PE. In other words, enactment of CSMB is critical to fully take advantage of organisational support and accelerates the achievement of desired career outcomes. Another reason why the relationship between HRDP and PE should be visible via CSMB, is that once the organisation managed to trigger proactivity towards career development, employees will become more involved in participation in human resource development initiatives, which will make them benefit more from them, further facilitating their employability advancement.

In the light of the above-presented argumentation, one might presume that organisational facilitation of CSMB is an underlying mechanism of a significant part of positive effects that HRDP have on PE, which is why I propose the following hypothesis:

H4a. CSMB partially mediate the effect of accumulated experience of HRDP on PE.

HRDP, CSMB and OC

There is empirical evidence, that organizational career management is positively related to CSMB directed at furthering one's career internally, while negatively related to activities aimed externally (Jane Sturges et al., 2005). It seems therefore plausible to assume, that internally-oriented CSMB triggered by organizational career management initiatives will cost employees their time and effort, which is an individual investment that is likely to be perceived as demanding a return, thus should enhance employee's bond with the company. Alternatively, considering theoretical assumption that unsuccessfully employed CSMB eventually lead to frustration and perception of helplessness (King, 2004), one might presume, that organizationally unsupported employees are more likely to experience perceived lack of control and helplessness, which in turn might cause, that they start considering if changing the environment could change that situation, with a negative impact on their OC. Conversely, if through HRDP organisation facilitates the effectiveness of

proactive career strategies, satisfaction with organizational support is likely to enhance OC. Based on the above presented argumentation, one might expect that CSMB are mechanism underlying the positive effects that HRDP have on OC, which is why I propose the following hypothesis:

H4b. CSMB partially mediate the effect of accumulated experience of HRDP on OC.

5   METHODOLOGY

5.1   SAMPLE AND PROCEDURE

Data used for this study was collected as part of a broader international research project called "Cross-Cultural Collaboration on Contemporary Careers", or simply "5C" (Briscoe, Hall & Mayrhofer, 2012). The project itself is devoted to the conceptualization of contemporary career and career success, through the investigation of cultural, individual and organizational factors that influence them, looking out to identify country-specific features and country-related differences – given that careers are influenced significantly by contextual factors, such as national economy, culture and politics (Sullivan & Baruch, 2009) - as the final product of this extensive study. The 5C project is operating as a network of researchers spread across 28 different countries, whereby my supervisor professor Dello Russo, being part of that network, has kindly let me use the data collected in Portugal, which constitutes for the working sample of this study. 523 responses were collected among individuals working in Portugal, either self-employed or working for organizations, having at least 2 years of post-education work experience. Grouped accordingly with the vocational activity type at the time of data collection, respondents belong to 5 different occupational groups: 1) Managers, 2) Professionals, 3) Clerical and Service Workers, 4) Skilled Labour, 5) Manual Labour.

The process of data collection took place between October 2014 and May 2015 and was conducted by means of increasingly popular approach of blended multisampling. At first, the responses were collected online, utilizing researchers' personal email contacts as well as social network platforms such as LinkedIn, Facebook that were used to achieve a snowball sampling procedure. In later stages, with respect to the previously mentioned sampling criteria of having homogenous representation of 4 occupational groups in the sample, data collection continued with the application of the stratified sampling method. More specifically, the existent sample was pre-analysed to determine the number and occupational category of respondents needed to evenly top up the underrepresented in the sample occupational groups. Considering that people of some occupations are less likely to be the users of social network

platforms than others, the rest of the data was collected by master students of ISCTE University in Lisbon, in accordance with the revealed sample needs of reaching more respondents belonging to the 3rd and the 4th occupational groups Encouraged by an assessment-related incentive, students were instructed to use the paper and pencil method while recruiting respondents from their closest environment, being a technique characteristic for snowball sampling.

Considering the specificity of my topic and therefore of the variables I selected for the assessment, I have beard in mind that the issue being the subject of my investigation does not necessarily concern all the participants of the study. Employees belonging to Skilled Labour or Manual Labour occupational groups are quiet unlikely to be the targets of many HRDP (job rotation, international assignments etc.), For that reason, I have decided to exclude the respondents belonging to the 4th and 5th occupational groups from further analyses. That reduced my sample size to 446, out of which 123 were Managers (27.6%), 212 were Professionals (47.5%) and 111 were Clerical or Service Workers (24.9%). Furthermore, in the "data cleaning" process, the accuracy of responses was checked for and cases have missing or invalid data in any of the studied variables were excluded from the data set, which determined the final study sample size as 351 (n=351). Accordingly, the final research data was collected from 221 females (61.4%) and 139 males (38.6%). The average age was 36.1 (SD = 10.94) and 70% of respondents were up to 40 years old.

5.2 MEASURES

Translated into Portuguese from its English original, the survey was anonymous, assuring the complete confidentiality of the provided responses. Addressing participants directly, the title page of the survey included a short introduction, informative of the aim and the topic of the study, ensuring participants' understanding and seeking to evoke their interest in the study. Expressed in the forefront were also the appreciation and the significance of participation, aiming to provide well-deserved recognition, while striving for their commitment.

As an encouragement for sincere engagement and provision of the accurate answers, participants were offered to receive an overview of the research, optionally sent to by them indicated email addresses, after the completion of the study. The questionnaire consisted mainly of questions regarding employment- and career-related issues, but also inquired some demographical information. Questions utilize various types of response scales and were thematically grouped into 4 sections, concerning successively: work background, perspectives

on career success, perspectives on work and organisation, and demography. For the purposes of this study, I have selected a subset of variables and scales described below:

Human Resource Development Practices

The measure used to assess respondents' experience of Human Resource Practices for Development consisted of 11 items, each item being representative of a different developmental practice. These practices were some of the most popular and globally-known HR tools and techniques, considered to convey career-developing qualities or elements. Included practices range from typical career management-oriented (e.g. "Career Counselling"), through most basic and multifunctional (e.g. "Performance Appraisal"), to most complex and multifaceted (e.g. "International Assignments"). Participants were asked to indicate if they have experienced each one of the listed practices at any point of their careers and to record their answers on a dichotomous Yes or No (experienced or not experienced) response scale.

The special advantage of the applied measure lies in its consideration of the whole career span instead of traditional focus on current employment. It adds up to the uniqueness of the study and attests the time-relevance of the measure, given how frequent contemporary workers change their employers and therefore how likely they have experienced organisational practices in different than present jobs. Assuming that developmental effects of experiences made with one employer do not evaporate or lose their meaning and validity together with the transition to another employer, the measure of HRDP used in this study takes account of all construct-relevant experiences, preventing potential bias of disregarding long-term effects of past experiences, and allowing to investigate possession of effect-accumulative property of HR practices.

The 11 items are enough to be covering a representative proportion of key HRDP, while not too many to be accounting for industry- or organisation-specific ones (which could bias the results, being very sensitive to the sample origin). This well-balanced approach speaks in favour of the validity of the scale used and its representativeness of underlying it construct. Total score, which was obtained through summing the "Yes" answers, could range between 0 and 11, with higher scores indicating higher number of experienced HRPD.

Career Self-Management Behaviours

The degree of enactment in CSMB was measured using the five-item Career Aspirations Scale (Tharenou & Terry, 1998). The scale items were examples of self-directed career

management activities, sample items being: "I have sought feedback on my performance" or "I have updated my skills in order to be more competitive for promotion". Participants were asked to indicate the frequency with which they engage in listed CSMB, on a seven-point Likert-type scale (1=Never, 7=Very frequently). Affirmative of the scale's reliability was its Cronbach's Alpha score, which amounted .847 in this study. Further controlling for scales' reliability, I have investigated what the scale's Cronbach's Alpha would be, if single items were deleted, checking for each item included in the measure. All the reported values were lower than the value specified for the original scale, varying from .541-.714 and confirming the significance and additive worth of each of the items.

Perceived Employability

To assess participants' perception of how employable they are, this study adopted the three-item scale of Self-perceived Employability from the output-based approach (Janssens, Sels, & Van den Brande, 2003). The scale items represented different statements, describing perceptions of one's position and value in the job market., sample item being "I am confident that I would find a job if I started searching"). Participants were asked to indicate their degree of agreement with the listed statements on a seven-point Likert-type scale (1=Strongly Disagree, 7=Strongly Agree). Prior to the assessment of the scale's reliability and, most importantly, before computing its final scores, I have reversed the response values for the 2nd item of this measure (1=Strongly Agree, 7=Strongly Disgree), given that it was of diametrically opposed meaning to the overall direction of the scale. Cronbach's Alpha indicated good reliability of the scale (α=.735), while additional analyses, controlling what would the reliability coefficients be if each consecutive item was separately deleted, implied that each item was of additive value for the overall reliability of the scale (Cronbach's Alphas varying between .541 and .714).

Organizational Commitment

To assess participants' level of affective commitment towards their current employer, this study has adapted an eight-item Affective Commitment Scale (Meyer & Allen, 1984)Each of the 8 items conveyed a different statement concerning identification with, psychological attachment to or emotions felt towards one's employer, sample item being:" This organisation has a great deal of personal meaning for me". Participants were asked to indicate the degree of agreement with each of 8 statements, using a seven-point Likert-type response scale (1=Strongly Disagree, 7=Strongly Agree). Moreover, for each of the measure items,

participants were also given an extra answer option – N/A, in case of choosing which, the response was considered invalid. Most probably, given that organizational commitment represents an emotionally-regulated attitude, and considering that emotions are subjective in meaning for each individual, some respondents could get confused about the meaning conveyed in this measure's items, while others could require a longer in-depth contemplation of their true feelings. Answering questions requiring deeper consideration or responding to inquiries of unclear for the respondent meaning, could incline participants to simplify the task by giving random responses, which could in turn bias the results. For this reasons, the option of choosing the "N/A" as an answer was provided for this measure. This solution was adopted uniquely for this one of all measures used in this study, given that organizational commitment is the most complex and individuality-dependant concept under assessment.

As explained in the above paragraph (presenting the employability measure), individual items of a measure may be intentionally constructed with a focus-demanding manner, namely, some items may convey statements of fully opposed meaning to the agreed principal meaning of the scale. In case of the measure of Organizational Commitment, there were 4 reversal items, an example of which was item 5: "I do not feel like 'part of the family' at my organisation." Thus, for all reversal items of this scale: 4th, 5th, 6th and 8th, I have reversed the response values accordingly, enabling again the obtainment of correct values for reliability coefficients and total scores. Having taken care of that, the Cronbach's Alpha obtained in this study equalled .864, implying good reliability of the scale. Similarly as in case of Employability and CSMB scales, additional analyses revealed that also in this case, every item contributes to improving the overall reliability of the scale (Cronbach's Alphas varying between .832 and .851 when controlling for each consecutive item).

Control variables:

With regards to a potential impact of demographic variables, I have included the variables of age and gender as control variables in my further analyses, in order to reduce the possibility of finding spurious relationships.

Age

In terms of age measurement, the questionnaire included an open question asking for respondents' year or birth and the reported values were saved form as an original age variable. I have then used the original age variable to generate my control age variable, computed by

substituting the original age variable's values (year of birth) from the year of data collection (2015). Thus the new age variable represented respondents' definite age expressed in years.

Age, in particular, could emerge as a confounding factor in the relationships investigated in this study. Zaleska & de Menezes (2007), for example, found that older workers are offered less developmental support by organizations. The reason for that might be the corporate perception that older people are less likely to learn new things and catch up with the demands posed by technological development, which is why organizations may restrain from investing in development of these workers. Moreover, in the earlier discussed study conducted in the significant negative relationship downsizing context, significant negative relationship was found between age and proactive behaviour of career exploration, while there was a positive correlation between age and identification with organization (Wittekind et al., 2010). Such findings could either imply that older workers are either less prepared or less eager to explore alternative career options, yet they tend to exhibit organizational commitment even in the times of turbulence and instability. This can be related with the findings presented by (van der Heijden, 2002), who found that perceived employability decreases dramatically with age (with significant PE drops observed across 3 investigated age groups), implying that older workforce sees it as less likely that they will transfer to another position or employer, which could be related either to their lower engagement in proactive career management or higher organizational commitment.

Therefore, considering that there is empirical evidence relating age with each key variable of this study, it seemed reasonable to include it as a control variable in the upcoming regression analyses.

Gender

As for the measurement of gender, respondents were asked to indicate their gender on a dichotomous scale, which was later coded as 1 (male) and 2 (female).

Regarding gender, empirical evidence seems to be inconsistent as for the gender differences in career attitudes. While Hofstetter & Rosenblatt's (2016) results implied that women are less likely to assume a self-directed career attitude, (Mainiero & Sullivan, 2005) found the opposite. Hofstetter & Rosenblatt (2016) explained that men appreciate more the objective career outcomes such as salary or status, which is why in the context of more instability and insecurity, they might engage more in the self-directed career activities than women, in order

to restore the stability and assure the achievement of these career success indicators. Mainiero & Sullivan (2005), on the other hand, argue that women's careers are relational and compare them to a kaleidoscope. They found that women take more notice of the context of their careers, they are more likely to acknowledge their family demands due to their caregiving needs, which in turn makes them appreciate the flexibility and work-life balance characteristic for self-directed careers. These differences in gender concerning CSM align with the findings presented by Sturges et al. (2005), who reported positive relationships between being female and visibility and networking CSMB, while negative with mobility behaviours. This could confirm that women engage in self-directed career activities pursuing flexibility, with simultaneous consideration of stability and relationships, while men chose to engage in outcome enhancing career activities, regardless of the impact it might have on their context.

6   RESULTS

6.1   PRELIMINARY ANALYSES

Confirmatory Factor Analysis (CFA)

Before testing the hypotheses, I performed a Confirmatory Factor Analysis in IBM SPSS Statistics Software. Regarding the extraction method, I used the Principal Axis Factoring because it ensures, that the first consecutive items account for as much common variance as possible. I included 3 scales in this analysis: CSMB (5 items), Perceived Employability (4 items) and Organizational Commitment (8 items). The objective of this step was to validate empirical distinctiveness of the assessed constructs and to confirm internal validity of the scales in my sample. As reported in Table 1, the proposed 3 factor model showed to explain 57% of variance and the 3 extracted factors had the satisfyingly high Eigenvalues greater than 1 (varying from 1.6 – 4.1). Reported in Table 1. Pattern Matrix illustrates, that the factor loadings related the items adequately with the 3 latent factors, specifying CSMB, Organizational Commitment and Perceived Employability as distinct latent variables, confirming that the present study measures represent separate constructs. Given that the factor loadings of +.50 and higher are considered significant and desirable to indicate a solid factor (Costello & Osborne, 2005) one can infer that all standardised factor loadings of the scale items (with 1 exception) were of satisfactory weights (see Table 1), providing evidence that the study measures are valid and the they measure the expected underlying concepts. Exceptional was the 4th item of the -item Organisational Commitment scale, which did not

load on its intended factor. The reason for this might be the "loss in translation" (when translating the original measure from English to Portuguese) or the ambiguousness of the question itself, namely: " I think that I could easily become as attached to another organisation as I am to this one." – It seems that the question is assuming respondents' attachment to their current organisation, which can lead to different interpretations of the question, depending on respondents' actual attachment level. With respect to that unsatisfying result for my sample, the 4th item of Organisational commitment measure was excluded from further analysis.

Summarising, having confirmed the validity of the psychometric scales measuring the key concepts of this investigation, I have created 4 final variables: CSMB, PE and OC - by computing the mean scores of respective scale items, and HRDP - by computing total scores of positive answers reported by each respondent, regarding their experiences of HR practices for development.

Table 1. Results of Exploratory Factor Analysis

		Factors		
		1	**2**	**3**
Explained Variance				
Initial Eigenvalues	Total	4.1	3.4	1.6
	Cummulative %	25.7	46.8	57
Pattern Matrix				
OC (item 7)		**.79**		
OC (item 6[R])		**.75**		
OC (item 8[R])		**.67**	.16	
OC (item 2)		**.66**		.11
OC (item 5[R])		**.66**		
OC (item 1)		**.65**		
OC (item 3)		**.64**		
CSMB (item 2)			**.82**	
CSMB (item 1)			**.80**	
CSMB (item 3)		.11	**.70**	
CSMB (item 4)			**.69**	
CSMB (item 5)			**.64**	
PE (item 1)				**.84.**
PE (item 3)				**.63**
PE (item 2[R])		.10		**.62**
~~CSMB (item 4[R])~~		.10		-.15

Method: Oblimin with Kaiser Normalization;
[R] reversal item (response values already reversed)

6.2 DESCRIPTIVE ANALYSIS

Descriptive statistics, results of bivariate correlations and reliability coefficients for the study variables are reported in Table 2. As discussed earlier, after the exclusion of 77 respondents from the 4th and 5th occupational groups, the remaining sample size of the respondents who provided valid answers to all questions used in this study was 351 (valid N list-wise = 351). This final size of the working sample is sufficient to invoke the Central Limit Theorem ($n \geq 30$) and assume the normality of the distribution. Furthermore, an attention-drawing result is the mean value reported for HRDP ($\bar{x} = 4.36$). The score implies that in the course of their whole up-to-date careers, Portuguese employees experienced, on average, only 4 HRPD, out of 11 inquired about. This, in turn, implies that Portuguese organizations tend to implement only about 30% of relatively basic HR practices for development. This observation could emphasize not only a great unexploited developmental potential of HR practices, but also - shall this study provide empirical support to my H1 – a great potential for expansion of CSM, in Portugal.

Small values of Standard deviation suggest the closeness of the responses to their respective means, implying similarity among participants in their self-assessments, which is interesting considering that the respondents were from different age, industries, organizations and occupational groups. This could imply an unified state of affairs concerning intensity of implementing HR Policies by organizations and employees' perception of own CSM, employability and organizational commitment in the Portuguese corporate employment world.

Table 2. Descriptive statistics, correlation coefficients and reliabilities for all study variables

Variables	Mean	SD	1.	2.	3.	4.	5.	6.
1.HRDP	4.36	2.73	-					
2.CSMB	4.29	1,45	.25**	(.85)				
3. PE	4.31	1.46	.17**	.29**	(.74)			
4. OC	4.63	1,42	.19**	.11*	.10	(.86)		
5. Age	36	10,94	.01	-.36**	-.28**	.18**		
6. Female	1.61	0.49	-.14**	-.04	-.11**	-.10	-.10	

Notes: n (listwise)=351; *$p<0.05$; ** $p<0.01$ (2-tailed). Numbers in parentheses are the Cronbach's α reliability coefficients.

6.3 BIVARIATE CORRELATIONS

All independent variables (HRDP, CSMB) and the control variables (Age and Gender) had statistically significant correlations with the outcome variables (PE and OC). More specifically, HRDP appeared to be positively related with hypothetical mediator - CSMB (r=.25, $p < 0.01$) as well as with hypothetically dependent PE (r=.17, $p < 0.01$) and OC (r=.19, $p < 0.01$), giving preliminary support to H1, H3a and H3b. Furthermore, CSMB also showed to be positively related with both PE (r=.29, $p < 0.01$) and OC (r=.11, $p < 0.05$), preliminarily supporting H2a and H2b.

In sum, lack of strong correlations with the co-occurring maintenance of statistical significance among all 4 key variables made up for desired conditions and served well as an empirical justification for the progression with further analyses, with the purpose of establishing causal relationships.

Regarding gender, a significant negative correlation was shown to exist with HRDP (r=-.14, $p < 0.01$) and with PE (r=-.11, $p < 0.05$) implying that women are both receiving less developmental support from their employing organizations and perceiving themselves as less employable on the labour market than men.

Interestingly, the strongest correlation of all was observed between the age and CSMB (r=-.36, $p < 0.01$), implying that older workers are less engaged in managing their own careers than their younger colleagues. Above that, age was also negatively related to PE (r=-.28, $p < 0.01$) and positively related to OC (r=.18, $p < 0.01$).

In sum, while both gender and age showed to have statistically significant relationships with some of the main variables, they were kept for further analyses as control variables.

6.4 HYPOTHESES TESTS

Tables 3 and 4 report the results of regression analyses related to the hypotheses. In order to test H1, which presumed a predictive effect of HRDP on CSMB, I have started my main analysis by proposing a linear regression model (see Table 3), specifying HRDP as a predictor and CSMB as the predicted variable, controlling for age and gender. The results indicated predictive validity of the proposed model (F=26.92, Sig.=.000) and its explanatory power as 18%. Moreover, HRDP were found to have a significant explanatory capacity (β=.24, Sig.=.000) for predicting variances in CSMB, fully confirming H1. To test further hypotheses, I have proposed and examined 2 mediation models: one looking to explain

variations in PE and the other one in OC (see Table 4). I have chosen the method of stepwise regression as it allows comparing model validity and standardised regression coefficients at different stages of model creation. Thanks to that, I will be able to easily observe how the quality of the model and the explanatory capacity of the predictor change together with the introduction of the mediator.

Table 3. Results of multiple regressions[1]: Mediator regressed on antecedents

Variables	CSMB
Gender	-.04
Age	-.36**
HRDP	.24**
R^2	.19**
R^2_{Adj}	.18**
F	26.92**

Notes: [1] Standardized β coefficients.
* p <0.05; ** p<0.01 (2-tailed).

Table 4. Results of hierarchical regression analyses[1]: PE and OC regressed on antecedents and mediator.

Variables	PE		OC	
	Model I_{PE}	Model II_{PE}	Model I_{OC}	Model II_{OC}
Gender	-.12*	-.12*	-.05	-.05
Age	-.28**	-.22**	.17**	.22*
HRDP	.16**	.11**	.18**	.15**
CSMB		.18**		.15*
R^2	.12**	.14**	.07**	.09**
R^2_{Adj}	.11**	.13**	.06**	.08**
ΔR^2		.03**		.17**
F	15.24**	14.51**	8.68**	8.23**

Notes: [1] Standardized β coefficients. * p<0.05; ** p<0.01 (2-tailed).
*ρ<0.05; **ρ<0.01 (2-tailed).

Mediation model testing the effects of HRDP on PE, mediated by CSMB:

The 1st mediation model (Table 4, Model I_{PE} and II_{PE}) addressed all the employability-related hypotheses, namely H2a, H3a and H4a.

The proposed model investigates the relationship between HRDP (as a predictor) and Employability (as an outcome), through the mediating effect of CSMB. As reported in the table, model has a statistically significant predictive validity, both before the introduction of CSMB as a mediator (Model I_{PE} F=15.24; p < 0.01) and after (Model II_{PE}, F=14.51; p < 0.01), however, favourably for my predictions about mediation, the predictive quality of the model increases after the inclusion of CSMB as the second explanatory variable ($\overline{R2}$=.11 for Model I_{PE} < $\overline{R2}$=.13 for Model II_{PE}). Moreover, HRDP were found to have a statistically significant explanatory capacity for explaining variations in Employability (β=.16 p < 0.01), which implies that HRDP have a positive effect on Employability, fully supporting my H3a.

Finally, moving on to the second explanatory variable, CSMB were also found to be predictive of PE (β =.18; p < 0.01), providing support to my H2a about the positive relationship between CSMB and PE.

Confirmed hypotheses H1, H2a and H3a and the results that indicate that the predictive capacity of HRDP has dropped after including CSMB in the mediation model (β=.16, $p <$ 0.01 in Model I$_{PE}$ > β=.11, $p <$ 0.05 in Model II$_{PE}$), provide preliminary support to the mediation hypothesis H4a. However, despite the drop in the regression coefficient value, the direct effect of HRDP on PE has remained significant, which suggests, that the mediation is partial. To estimate the size of the indirect effect and confirm its statistical significance I adopted the mediation SPSS macro PROCESS written by Hayes (2016), employing the Bootstrapped Confidence Intervals method. Bootstrapping is increasingly popular and considered a powerful and valid method for indirect effect estimations. It involves resampling the original sample and constructing multiple bootstrap samples, which in turn allows inferring multiple estimates of the indirect effect, based on which the bootstrap confidence interval (CI) is generated (Hayes, 2009). As reported in Table 5, the analysis of 5000 bootstrap samples indicated a significant indirect effect of HRDP on PE through CSMB (B=0.2; 95% CI: .01;05), supporting the H4a. Above that, reported ratio of indirect to total effect specified that CSMB accounts for 28% of the total effect that HRDP has on PE.

Table 5. Indirect, direct and total effects[1] of HRDP on PE and OC

| | Perceived Employability | | | | Organizational Commitment | | | |
| | | | Bootstrapping 95% CI | | | | Bootstrapping 95% CI | |
	B	SE	Low	High	B	SE	Low	High
Indirect	**.02***	0.01	.01	.05[a]	**.02***	0.01	.004	.04[a]
Direct	**.06***	0.03	.01	.12[a]	**.08****	0.03	.02	.13[a]
Total	**.08****	0.03	.03	.12[a]	**.10****	0.03	.04	.15[a]
Indirect Total	.28				.20			

Notes: [1]Unstandardized B coefficients; [a]95% CI that does not include 0; * $p<0.05$; ** $p<0.01$ (2-tailed).

Mediation model testing the effect of HRDP on OC, mediated by CSMB:

Following the same analysis pattern as for perceived employability, the second proposed mediation model (Table 4, Model I$_{OC}$ and II$_{OC}$) is testing for all the remaining hypotheses. More specifically, it relates to the hypotheses on relationships predictive of organizational commitment, namely H2b, H3b and H4b.

The second proposed mediation model investigates the relationship between HRDP (as a predictor) and OC (as an outcome), through the mediating effect of CSMB. Similarly as the

previous model explaining employability, it has a statistically significant predictive validity both before the introduction of CSMB as a mediator (Model I_{OC} F=8.68; $p < 0.01$) and after (Model II_{OC} F=8.23; $p < 0.01$). Moreover, just like in the previous case, the predictive quality of the model increases after the inclusion of CSMB as a mediating variable ($\overline{R2}$=.06 for Model I_{OC}; $\overline{R2}$=.08 for Model II_{OC}). Further, the reported regression coefficients imply that HRDP has a significant predictive capacity for explaining variations in Organizational Commitment (β=.18; $p < 0.01$). This implies, that HRDP have a significant positive effect on OC, giving support to my H3b.

Moving on to the second explanatory variable, CSMB were also found to be predictive of OC (β =.15; $p < 0.01$). This indicates a significant positive effect of CSMB on OC, supporting my H2b.

Analogical to the earlier mediation analysis, confirmed H1, H2b and H3b together with the result that shows, that the predictive capacity of HRDP has dropped but remained significant after including CSMB in the mediation model (β=.18, $p < 0.01$ in Model I_{OC} > β=.15, $p < 0.05$ in Model II_{OC}), preliminarily imply partial mediation. Furthermore, analysis run with the SPSS macro PROCESS (Hayes, 2016) implied that the indirect effect of HRDP on OC through CSMB is statistically significant (B=0.2; 95% CI: .004-.04), and that CSMB accounts for 20% of the total effect (see Table 5). These results, in turn, give support to the final H4b.

7 DISCUSSION

The main purpose of this study was to examine what promotes employees' engagement in career self-management behaviours and what consequences it leads to. Correspondingly, the key finding of this study is that proactive career attitudes can be developed, and employees' engagement in career self-management behaviours can be fostered among the by adopting a comprehensive bundle of human resource development practices, which in turn leads to co-occurring enhancement of both employees' perceived employability and organizational commitment. This conclusion could have been reached only based on a number of results, obtained while testing a series of consecutive hypotheses, successively discussed below.

Empirical support found to Hypothesis 1 implies that organizations can facilitate employees' engagement in CSMB by adopting a comprehensive bundle of HRDP. This result is broadly consistent with the findings obtained by(Jane Sturges et al., 2005)(Jane Sturges et al., 2005) Sturges et al., (2005), who also found a positive relationship between organizational and

individual career management initiatives. However, Sturges and her colleagues' rationale was based on Social Exchange theory (Blau, 1964), with regards to which they argued, that by engagement in CSMB employees make themselves visible and show initiative, for which they receive organizational help in return. My finding about predictive role of HRDP on CSMB is therefore different from those obtained by Sturges, difference lying in the direction of causality. Nevertheless, as noted by the authors, their study was based on cross-sectional data, which made it impossible to specify the cause and the effect. Regardless, present study findings about the triggering effect of HRDP on CSMB provide empirical support to the assumptions of 2 theoretical models of CSM: (1) Kings' (2004) Model of CSM, which specifies that the main predictor of engagement in CSMB is self-efficacy and which is aligned with my finding that organizations can trigger CSMB via HRDP that provide employees with sources of self-efficacy for CSM; and Lent & Brown's (2013) model of CSM embedded in Social Cognitive Career theory (Lent, Brown, & Hackett, 1994), which suggests that proactive career behaviours can be predicted with the presence of career goals; aligned with this model, my findings suggest that by supporting employees' goal setting with HRDP, organizations increase the likelihood of their engagement in CSMB. Finally, confirmation of Hypothesis 1 provides support to Lips-Wiersma & Hall's (2007) postulate, that in modern careers organizational and individual career management act jointly with each other and that the responsibility for career development is shared between the employer and the employee, given that for the practice of CSM employees need guidance and encouragement.

Secondly, results showed that CSMB are directly related to PE. Given that this study's measure for CSMB included proactive skills development, being one of the key self-directed career behaviours (Lent & Brown, 2013), this finding is consistent with the notion that job-related skills are predictive of PE (Eby et al., 2003) Moreover, this result can be seen as support to Wittekind's et al. (2010) innovative idea, that Human Capital theory (Becker, 1993) can be also used for explaining worker's employability perceptions. Although Wittekind and his colleagues did not find support to their hypothesis that willingness to develop new skills predicts PE, this was possibly due to the fact that their case study organizations were going through heavy downsizings at the time of the research, which might have negatively affected employees and made their proactive career attitude not a factor strong enough to rise employability perceptions. Therefore, my results – based on a sample from random organizations, imply that in a more general context, proactive competency development is enhancing PE.

The very same result of this study contrasts also with the findings of (De Vos & Soens, 2008) who didn't find evidence to support their hypothesis about positive relationship between CSMB (behavioural component of CSM) and career outcomes: neither PE nor career satisfaction. Perhaps the reason why the researchers could not confirm this hypothesis was that their study sample consisted of participants from a wide range of industries and occupations, who sought and participated in Career Counselling offered by different counselling centres. This might imply that their study participants were not receiving developmental support from their organizations, lacked information about career management and felt confused about the direction in which they should develop their careers, being the plausible reasons why they turned themselves to external counsellors, which, in turn, could be explain why the enacted by these participants CSMB did not positively relate to the perceived employability. Another possible explanation was offered by the authors themselves, who suggested that having separated the behavioural and reflective component of CSM, no relationship between CSMB and PE might imply that the behavioural component alone is insufficient to facilitate career success (De Vos & Soens, 2008). Alternatively, such result might be related to the fact that CSMB are mutually reinforcing and their effects are complementary for achieving positive carer outcomes (King, 2001), which could explain why employees involved only in behavioural aspect of CSM do not necessarily experience subjective career success.

As predicted, employees' engagement in CSMB showed to have a positive effect on their organizational commitment. This finding contributes to the knowledge on positive consequences of CSMB and extend theoretical assumptions (King, 2004) and empirical evidence (Zhang et al., 2015), that CSM leads to career satisfaction, by implying that in this way achieved career satisfaction is likely to lead to OC, possibly due to establishing a linkage in employees' minds associating current career satisfaction with the current employer. Moreover, contrarily to the commonly held view that in the era of modern careers OCi s being replaced with own-career commitment (e.g. Zaleska & de Menezes, 2007), my findings indicated that proactivity in managing own career does not necessarily cause a decrease in organizational commitment.

Further result obtained in this study indicated, that the more HRDP employees have experienced, the greater their employability perceptions. This finding could be explained with the notion that resources generate resources, embedded in the Conservation of Resources

Theory (Hobfoll, 2002). More specifically, resources provided with organizational career management, such as social networks gained through organizational networking or competencies acquired through training, enable employee to gain the resource of employability (Direnzo et al., 2015), which also perfectly aligns with previous finding that "knowing how" and "knowing whom" drive PE (Eby et al., 2003).

Another value of the present study lies in its contribution to the knowledge on New Psychological Contract, by supporting the idea that organizational new side of the deal is to provide career management support through a bundle of HRDP, for which the employees respond – in a way consistent with the old Psychological Contract assumptions – with organizational commitment. This positive relationship found between HRDP and employees' organizational commitment can be explained with the norm of reciprocity, embedded in the Social Exchange Theory (Blau, 1964). More specifically, it seems that employees perceive developmental HR practices as organizational investment, for which they feel obliged to reciprocate with own investment of commitment. This result is also supportive of the notion, that traditional careers still matter (Baruch et al., 2015), which is why the longing for support and stability employees appreciate organizational help, and this appreciation enhances their commitment.

Regarding the established mediation effects, present study's findings imply, that facilitation of self-directed career management with organizational career management initiatives is the mechanism underlying the positive influence that HRDP have on perceived employability. This is another finding that could be explained with the resources generate resources notion (Hobfoll, 2002). More specifically, resources provided with the organizational career management, such as social capital, career goals, knowledge of career management techniques etc., enable employees to effectively engage in CSMB, which equips them with further resources – even greater social and human capital, which in turn boosts their knowledge of and value on the labour market, eventually leading to the acquisition of the much wanted resource – employability.

Another of my confirmed hypotheses concerns mediation of the HRDP effects on OC via CSMB. It appears that proactive career behaviours triggered with organizational career management initiatives, lead in turn to an increase in organizational commitment. This finding relates to an earlier finding that HRDP are positively related to internally-oriented CSMB and negatively to externally-oriented ones (Jane Sturges et al., 2005), which implies

that by being supportive organizations affect the choice of CSMB favourably for organizational commitment; and that by providing guidance and resources needed for engagement in proactive career management activities (Lips-Wiersma & Hall, 2007), organizations increase the likelihood that employees' CSM strategies will be effective, which with regards to theory (King, 2004) and empirical studies (Zhang et al., 2015) should enhance career satisfaction theoretically should lead to career satisfaction, which most likely is a feeling employees want to sustain, explaining their increased organizational commitment.

Most importantly, this study contributes to knowledge on modern careers, in that it sheds light on the process in which organizational career management initiatives can enhance desirable career attitudes, behaviours and work career outcomes. Empirical support found to the earlier presented hypothetical model, which proposes that CSMB simultaneously mediate the positive effects of HRDP on both OC and PE, contradicts the earlier discussed "Management Paradox", according with which enhanced employability is associated with reduced OC. Accordingly, the present study's findings are consistent with those who found that only external PE concerning better job opportunities have a negative impact on affective commitment, while internal PE related to both basic and attractive job opportunities within the organization, does in fact facilitate employees' commitment (De Cuyper & De Witte, 2011).

Although unrelated to the subject of this investigation, the results allow to make some interesting observations regarding the control variables – gender and age. Regarding gender, the results implied that women experience less HRDP in their careers, and that they have significantly lower perceptions of own employability than men, which can be explained by a series of studies on discrimination of women in the workplace, suggesting that women get less organizational support than men (Hoobler, Lemmon, & Wayne, 2014) and that women are less likely to get promoted than their equally qualified male colleagues (Blau & Devaro, 2007). Interestingly, despite the obstacles posed to women in the employment world reflected in my results, there was no significant negative relationship found between gender and engagement in CSMB, contradicting the common stereotypical image of women as unambitious employees. Thus, this finding is consistent with a recent study on gender-related ambition, which indicated that the alleged lack of ambition among female employees results from, inter alia, organizational gender inequalities, habitual ascription of ambition to men or misrecognition of female ambition as masculinity (Benschop, van den Brink, Doorewaard, & Leenders, 2013).

Interestingly, the strongest relationship found in this study was the negative impact of age on engagement in CSMB. This negative relationship could be explained by the age-related changes in motivation and personal career goal. Previous studies showed, that older employees are less career development oriented and tend to have more present-oriented goals that will benefit them immediately, what differs them from their younger future-oriented colleagues who put more importance on career-planning and development of skills and social relationships that will pay off in the future. On the other hand, such a significant negative relationship between age and CSMB might be also due to the fact that CSM has gained on importance only recently, emerging together with the unstable work environment, due to global turbulent economic situation of the last decades. Therefore, older generation of the traditional career model, characterized by organizational responsibility for employees' career development might not be as accustomed to individual responsibility for developing own career, thus CSMB have not been rooted in their work-related habits, like it is among their younger colleagues.

Age also appeared to be positively related to OC and negatively to PE. These findings are consistent with the recent studies on Mid and Late Careers, which indicate that while older employees tend to demonstrate higher affective commitment to their organizations, younger workers place more emphasis on employability and advancement (Wang, Olson, & Shultz, 2013), which actually implies, that older employees should be seen as even safer investments in terms of development than their younger colleagues.

It is also particularly interesting, that age showed to be unrelated to the number of experienced Human Resource Development practices, posing a contradiction to a common sense assumption about the increasing age being closely associated with increasing number of experiences. This might, however, be a reflection of the fact that the strategic function of human resource management has emerged only recently in Portugal and is still in its early developmental stage (Santos Moreira, 2008), which could explain why older employees have not accumulated more experiences with strategic HR practices for development, than their younger colleagues. Another possible explanation of this phenomenon can be found in the recent study findings, suggesting discrimination of mature aged workers with regards to learning and development opportunities, compared to younger workers (Tones, Pillay, & Kelly, 2011).

8 PRACTICAL IMPLICATIONS

The above-discussed findings have some practical implication for managers and HR practitioners. Since self-directedness in career management turned out to be developable and engagement in self-directed career behaviours showed to be favourable for both perceived employability and organizational commitment, it lies in organizational interest to facilitate proactive behaviours with HRDP, to ensure that adaptability of their employees is of competitive advantage, while their satisfaction with own employability goes in pair with organizational commitment.

The first suggestion that could be made with regards to the findings is that organizations should lay the base for individual career management, by providing them with necessary knowledge. More specifically, organizations should consider that employees often want to engage in CSM, but don't know how (Mallon & Walton, 2005). Adopted HRDP bundles should therefore involve practices that educate on CSMB, such as training on CSM techniques or learning methods.

Second implication is related to management of outcome expectations. Considering the triggering feature of positive outcome expectations on engagement in CSM (Lent & Brown, 2013), setting the incentives that reward employees for their proactivity in CSMB will not only indicate what is valued in the organization, but also give the workers a clear outlook on what gains they can expect if they get involved in proactive career development. Moreover, introducing learning culture in the workplace will not only create perfect conditions for self-development, but also assure the employees about the positive social outcome of their proactive activities – management and peer approval.

Third implication concerns strategic facilitation of the right CSMB. The facilitating effect of HRDP on CSMB, which in turn simultaneously enhances both OC and PE, does not only imply that organizations can safely invest in employee development and facilitate their self-directedness in managing careers, but also implies that HRDP can enable strategic facilitation of the proactive career activities (given that not all the CSMB would enhance OC). Therefore, in order to direct employees' self-directed efforts of job search and exploration of career aspirations on the internal job market, HR department could introduce Internal Job Postings, targeting this way internal PE, with a positive effect on OC. Moreover, through organizational Career Planning and facilitation of career prospects discussions among the members, organizations could clarify the possibilities of career progression within the company and ensure internally-oriented goal setting, which will help their employees to visualise their

future in the company, which will also direct their self-directed developmental efforts at reaching the goals that are related with the company.

The fourth implication is that the managers should serve as CSM role models. Considering that CSMB are rooted in the social cognitive framework, further guidelines could build up on one of the key assumptions of social cognitive theory – namely, that individual behaviours tend to be influenced by the behaviours observed in others (Bandura, 1994). Therefore, managers should demonstrate their proactive involvement in career development, indicating clearly in this way achieved successes. This will give them credibility when they instruct their employees on the importance of proactivity, provide model examples of career activities to source the ideas from, and also stimulate positive outcome expectations.

The fifth suggestion concerns presenting the control-gain potential of CSMB. Considering that CSMB are control-seeking behaviours (King, 2004), organizations may choose to trigger career proactivity by demonstrating the control-gain potential of particular CSM strategies. For example, bigger organizations could conduct an in-organisation research on the relationship between CSMB and career goal achievement (measured for instance with promotions or reached goals that were earlier specified with Career Planning). Research results could be presented with simple statistics and a commentary on how CSM correlates with fulfilment of plans and thus puts individuals in control of own future.

The sixth advice would be to tailor developmental assistance to the needs of modern careerists. Considering the importance of retaining the proactive talent as well as the cost of investment in their development, assistance offered through HRDP should be also tailored at meeting individual needs, to ensure that the investment will be appreciated and bring in return the desired OC and organization interest-favourable PE. More specifically, it should be taken under consideration, that there are two different career models (boundaryless and protean), that dominate in the modern career context, and that depending on the followed model, employees differ in terms of what they value and emphasize in their career development. More specifically, given that dominating in the modern context are protean and boundaryless careers – differing in the focus points of the involved in them careerists, HR Managers should aim to identify this differences among their employees, to offer them developmental support meeting their specific needs. Namely, to eventually enhance the OC among the value-driven protean careerists, of use can be Job Rotation, which can help them find their work-calling and, in turn, make them perceive their work as personally fulfilling and meaningful. For these employees Flexible Work arrangements should also appear especially attractive, given that these can help them achieve their much needed work-life balance. Boundaryless careerists, on

the other hand, who prefer to focus their proactive behaviours on mobility as they see the diversity of gained experiences as the key strategy for advancing their careers, should especially be offered international or developmental assignments, which is likely to meet their variety of experiences expectations, and thus effectively enhance their PE.

The seventh implication concerns making sure that the adopted HRDP bundle is internally consistent. Considering that the effects of HR practices interact and reinforce each other (MacDuffie, 1995), organizations should pay attention that adopted bundles are formed of internally consistent HRDP (see 2.6.1. sub-bundles of the HRDP bundle), if they wish to truly accelerate reaching the HR objectives. That means, that if Career Counselling is provided to clarify possible career paths and help set long-term goals, formal Mentoring Programmes should be also considered, to support the employees in the process of reaching those goals. If Performance Appraisal is targeted at raising the self-awareness - needed to identify the self-development needs, - a complementary Peer and Subordinate Appraisal might be complementing to provide employees with a fuller picture of how they are perceived. If the assessment centres are included in the HRDP bundle to locate potential, the bundle would also benefit from Succession Planning or Growth Programmes, so that the identified potential can actually be developed.

Summarising, it seems plausible to assume that in the modern constantly changing business, omitting to invest in employees' development or to provide them with necessary CSM support, will eventually result in undeveloped human capital that will start becoming increasingly incompetent. As a consequence, incompetent employees, being the source of competitive advantage in the present economy of knowledge, will neither perform effectively, nor will they contribute to organizational success. This can make the organisation pay much bigger price than the price of employee investment. Moreover, a workforce that is not supported in its development is likely to feel unsatisfied and developmentally unfulfilled, which can be decisive for retention, especially now, when psychological success matters the most. This means, that it is more by not investing in employees' employability, than by making such investment, that organizations really take risk. Therefore, especially now, when HR development budgets are generally limited and in many firms the dilemma if to invest or not invest has not yet quite been resolved, adoption of a comprehensive HRDP bundle can be turned into firm's competitive advantage. More specifically, provision of developmental opportunities can ensure both attraction and retention of the competent workforce, reasonably assuming that employees will think twice before leaving such employer, being aware they might not have such opportunities for growth anywhere else.

9 LIMITATIONS AND FUTURE DIRECTIONS

There are some limitations to the present study, with reference to which I would like to suggest the directions for future research. Firstly, as the study was based on a sample of Portuguese employees, the generalizability of the findings might be limited. Studies conducted in other countries could be of use, to further attest general validity of the conceptual model empirically supported in the present study. Secondly, results are based on a cross-sectional questionnaire data, thus the causality direction cannot be confirmed. Even though data regarding experienced HRDP were collected with a retrospective time frame, future investigation of the same model with a longitudinal design could be valuable to confirm the conclusions drawn in this study. Thirdly, research was based solely on self-reports, which creates potential for a bias, in terms of subjectivity of responses. It would also be interesting to extend the comprehensiveness of consequences included in the present model, through future research investigating for instance tangible career outcomes, such as promotions or pay. Moreover, considering that Configurational theory (MacDuffie, 1995) is an increasingly popular approach to investigating the impact of human resource management practices, future studies could do well by investigating the interaction of the effects of HRDP. Finally, with regards to the observed relevance of age, in terms of the apparent impact it has on the experience of HRDP, engagement in CSMB, and level of PE, further examination of the model enriched by a moderating variable of age could be insightful for unravelling the established relationships, and of potentially great value given the general increase of older employees, associated with the globally aging population.

CONCLUSION

Even though contemporary career context demands self-directedness and individual responsibility for developing and managing careers, organizational career management input - contemporarily provided in the form of HRDP - is still important, and has a great potential for enhancing employees' engagement in CSMB. These, in turn, appear to be beneficial for both parties involved, in that they enhance the highly valued in today's unpredictable world of work – perceived employability, and foster crucial for organizational success – organizational commitment.

Accordingly, CSM is not a replacement for organizational career management, but a new means for employers' and employees' contribution to the achievement of positive career outcomes; an enhancer of flexibility and adaptability.

Without organizational career management support, employees might feel lost and left alone, thus, the generally decreasing in the boundaryless context organizational commitment, will continue to drop. However, if organizations decide to share the responsibility for managing careers with their employees, they can foster CSM, which nowadays is essential for both organizational and individual success.

It seems like the turbulent global economy has made the career context fairly more challenging for everyone involved. While employees need be more flexible and responsive to change - by adopting a comprehensive range of proactive career strategies, organizations need to be more supportive and responsive to employees' personal career goals and aspirations, and endeavour to win organizational commitment - by adopting a comprehensive bundle of HRDP.

In sum, the most important conclusion that can be drawn from this study is that organizations can contribute to individual- and organization-profiting work outcomes, through encouragement of proactive career attitudes and facilitation of the collectively beneficial CSMB.

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