



**INFLUENCE OF ORGANIZATIONAL CAREER MANAGEMENT ON
ORGANIZATIONAL CITIZENSHIP BEHAVIOR WITH CAREER
COMPETENCIES AND CAREER SUCCESS AS MEDIATORS**

By

LEE CHIN CHIN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

November 2022

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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November 2022

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Malaysian public service is facing a crucial challenge with its bloated yet underperforming size of 1.7 million. Therefore, there is an urgency for Malaysia to optimize existing resources and address this issue. Organizational citizenship behavior (OCB) has been recognized as an essential driver of team and organizational performance. Hence, public service needs civil servants who possess OCB to uplift efficiency. Meanwhile, the Malaysian Public Service endeavors to enrich the quality of its human capital via various organizational career management (OCM) practices. Hence, this study aimed to examine whether OCM could enhance OCB directed towards the organization (OCBO) and OCB directed toward individuals (OCBI) through the career competencies–career success (serial mediators) pathway, especially among civil servants with low proactive personalities and short service tenure (moderators).

This research adopted Bagdadli and Gianecchini's (2019) OCM-objective career success framework and was underpinned by social cognitive theory (SCT), social exchange theory (SET) and human capital theory. Using the judgmental sampling technique, online survey questionnaires were administered to respondents from the professional and managerial group since they play a pivotal role in planning, implementing and monitoring public policy. Data were collected from the six largest ministries in Putrajaya (i.e., Ministry of Education, Ministry of Health, Ministry of Higher Education, Prime Minister Department, Ministry of Rural Development and Ministry of Human Resources), which represented 92% of the targeted population. A total of 605 valid responses were used in data analysis using partial least squares structural equation modeling (PLS-SEM). The findings revealed that OCM had a positive and significant influence on OCBO but not OCBI. However, the indirect relationships between OCM and OCB were established via the serial mediation of career competencies and career success. Proactive personality and service tenure attenuated the positive connections between OCM and career competencies and between OCM and OCBO.

From the theoretical point of view, this study adds value to the confounding relationship between OCM and OCB by uncovering the underlying mechanism and conditional factors via serial mediators and moderators. By integrating SCT and SET, this study contributes to the OCB literature over and above the predominant SET by recognizing the balance of power of the environmental and individual factors that influence OCB performance. Practically, the findings depict a clearer view of how the organization can influence employees' performance and how the investment in employees' career development pays off. Implementing OCM in public service is costly. Therefore, the identified contingency factors enlighten managers on the need to customize OCM practices to fit individual differences. The shortcomings of this study are that the data collection engaged a single source self-rated questionnaire, which was unable to capture the superior's rating on the individual's OCB performance and may cause common method bias. Also, all reverse-worded items in the questionnaire did not fulfill the convergent validity requirement and had to be removed from the analysis.

Keywords: Career competencies, Malaysian Public Service, Organizational career management, Organizational citizenship behaviour, Social cognitive theory

SDG: GOAL 4: Quality Education, GOAL 8: Decent Work and Economic Growth, GOAL 16: Peace, Justice and Strong Institutions

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PENGARUH PENGURUSAN KERJAYA ORGANISASI TERHADAP
TINGKAH LAKU KEWARGANEGARAAN ORGANISASI DENGAN
KOMPETENSI KERJAYA DAN KEJAYAAN KERJAYA SEBAGAI
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Perkhidmatan awam Malaysia sedang menghadapi cabaran dengan saiz perkhidmatan awam yang besar tetapi berprestasi rendah iaitu sebanyak 1.7 juta. Oleh itu, terdapat keperluan mendesak untuk menangani cabaran tersebut dengan mengoptimumkan sumber sedia. Tingkah laku kewarganegaraan organisasi (OCB) telah diiktiraf sebagai pamacu penting dalam meningkatkan prestasi pasukan dan organisasi. Oleh itu, perkhidmatan awam memerlukan penjawat awam yang mempunyai tingkah laku OCB untuk meningkatkan kecekapan sektor ini. Sementara itu, Perkhidmatan Awam Malaysia juga berusaha untuk memperkayakan kualiti modal insan melalui pelbagai amalan pengurusan kerjaya organisasi (OCM). Oleh itu, kajian ini bertujuan untuk mengkaji sama ada OCM boleh mempengaruhi tingkah laku kewarganegaraan organisasi terhadap organisasi (OCBO) dan tingkah laku kewarganegaraan organisasi terhadap individu (OCBI) melalui laluan kompetensi kerjaya-kejayaan kerjaya (pengantara bersiri), terutamanya di kalangan penjawat awam yang memiliki personaliti proaktif yang rendah dan tempoh perkhidmatan yang pendek (moderator).

Kajian ini menggunakan pakai rangka kerja pengurusan kerjaya organisasi-objektif kejayaan Bagdadli dan Gianecchini (2019) dan disokong oleh teori kognitif sosial (SCT), teori pertukaran sosial (SET) dan teori modal insan. Dengan menggunakan teknik persampelan pertimbangan, soal selidik tinjauan dalam talian telah diedarkan kepada responden daripada kumpulan pengurusan dan profesional kerana mereka memainkan peranan penting dalam merancang, melaksana dan memantau dasar awam. Data dikumpul dari enam kementerian terbesar di Putrajaya (Kementerian Pendidikan, Kementerian Kesihatan, Kementerian Pengajian Tinggi, Jabatan Perdana Menteri, Kementerian Pembangunan Luar Bandar dan Kementerian Sumber Manusia), yang mewakili 92% daripada populasi sasaran. Sebanyak 605 respons sah telah digunakan dalam analisis data dengan menggunakan Pemodelan Persamaan Struktur Kuasa Dua

Terkecil Separa (PLS-SEM). Penemuan mendedahkan bahawa OCM mempunyai pengaruh positif dan ketara ke atas OCBO tetapi bukan OCBI. Walau bagaimanapun, hubungan tidak langsung antara OCM dan OCB telah diwujudkan melalui pengantaraan bersiri kompetensi kerjaya dan kejayaan kerjaya. Personaliti proaktif dan tempoh perkhidmatan melemahkan hubungan positif antara OCM dan kompetensi kerjaya dan antara OCM dan OCBO.

Dari segi teori, kajian ini menambah nilai kepada hubungan yang mengelirukan di antara OCM dan OCB dengan mendedahkan mekanisme dan faktor bersyarat yang tersembunyi melalui pengantara bersiri dan moderator. Dengan mengintegrasikan SCT dan SET, kajian ini menyumbang kepada kesusasteraan OCB melebihi SET dengan mengiktiraf keseimbangan di antara faktor persekitaran dan faktor individu yang mempengaruhi prestasi OCB. Secara praktikal, penemuan ini memberi gambaran yang lebih jelas tentang bagaimana organisasi boleh mempengaruhi prestasi pekerja dan bagaimana pelaburan dalam pembangunan kerjaya pekerja akan memulangkan hasil. Melaksanakan OCM dalam perkhidmatan awam memerlukan kos yang tinggi. Oleh itu, faktor kontingensi yang dikenal pasti menyedarkan pengurus tentang keperluan untuk menyesuaikan amalan OCM berdasarkan perbezaan individu. Kelemahan kajian ini ialah pengumpulan data melalui soal selidik secara penilaian sendiri dari sumber tunggal yang tidak dapat menangkap persepsi penyelia terhadap prestasi OCB individu yang boleh menyebabkan bias kaedah umum. Selain itu, semua ayat songsang dalam soal selidik tidak memenuhi syarat kesahihan konvergen dan terpaksa digugurkan daripada analisis.

Kata Kunci: Kompetensi kerjaya, Pengurusan kerjaya organisasi, Perkhidmatan Awam Malaysia, Teori kognitif social, Tingkah laku kewarganegaraan organisasi

SDG: MATLAMAT 4: Pendidikan Berkualiti, MATLAMAT 8: Kerja yang Decent dan Pertumbuhan Ekonomi, MATLAMAT 16: Keamanan, Keadilan dan Institusi yang Kuat

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This study aimed to explore the relationship between organizational career management (OCM) and organizational citizenship management (OCB) among civil servants in Malaysia. This chapter provides an overview of the study. The first section introduces the Malaysian Public Service's background and the application of the OCM in the Malaysian Public Service context. It is followed by the problem statement and research gaps that led to the development of the research questions and objectives. Next, the significance of the study is highlighted. The last section explains the key definitions of the primary constructs and ends with an overview of the dissertation's outline.

1.2 Overview of Malaysian Public Service

Malaysia has been striving to become a developed nation since 1991 as outlined in its national aspiration, Vision 2020. The goal was to achieve a high-income status with a 7% annual economic growth rate through a competitive, dynamic, and resilient economy. However, in 2020, Malaysia's income was 20.4% below the targeted threshold of US\$12,696. To enable this, strengthening public service performance has been prioritized in all economic development plans, as efficient, high-integrity, and transparent public services are crucial for promoting citizens' well-being and socioeconomic development. The 6th to 12th Malaysia Plan (1990-2025) and *Wawasan Kemakmuran Bersama 2030* (2020-2030) emphasized uplifting public service performance and optimizing existing resources to transform the public service. Civil servants are crucial for a country's development, and with growing expectations from citizens, significant civil service reform is necessary. To ensure high-quality human capital in the public sector, a range of initiatives have been implemented, including development programs and talent management, as highlighted in the 12th Malaysia Plan (Economic Planning Unit, 2021).

According to The Malaysia Federal Constitution - Article 132 (Federal Constitution, 1957), the Malaysian Public Service consists of seven branches, i.e., the General Public Service of the Federation, State Public Service, Joint Public Service, Judicial and Legal Services, Education Services, Police Force, and Armed Forces. The Federal Public Service is mainly formed by ministries and departments, including the Prime Minister's Department, central agencies, and services commissions, which play vital roles in formulating, administering, and executing government policy. The size of the Malaysian civil service is currently around 1.7 million (Public Service Department, 2021), accounting for 10.3% of the 16.4 million-strong labor force (Department of Statistics Malaysia, 2022).

Civil services fall under 21 classifications, including Education (D), Information Systems (F), Admin and Diplomatic (M), Social (S), Medical and Health (U), and Finance (W). Each category has its own emolument structure, rules, requirements, and succession plan to ensure the right candidate for the right job (Public Service Department, 2022). The position of civil servants can be divided into three major groups according to their grades, which are based on their academic qualifications and job priorities. The highest level in the public bureaucracy is the top management group, which holds the Premier Grades C, B, and A. As the top leaders, this minority group occupies approximately 0.3% of the civil servant population and is responsible for the function of an entire division, department, or public organization. On the other hand, the supporting group constitutes the majority, representing more than 60% of the total population with an entry qualification of a diploma or other equivalent. They hold grades below 40 and are responsible for executing assigned operational tasks. In between these two groups is the professional and managerial group, with grades ranging from 40 to 54/56, in which a higher grade indicates a higher position. Officers in this group are appointed with the minimum entry qualification of a bachelor's degree, constituting approximately 39.5% of the total public service population (MiGHT, 2016). They play influential roles in public organizations by assisting the top management in planning and decision-making (Public Service Department, 2022). Generally, they are responsible for public policy implementation, thereby ensuring public organizations' smooth operation and service delivery. As such, they are the focus group and targeted respondents of this study.

1.3 Overview of Organizational Career Management in Malaysian Public Service

In recent decades, organizations have been challenged by economic pressure, the effects of globalization, and technological advancements that have created new career models, such as boundaryless and protean careers (Defillippi & Arthur, 1994; Hall, 1996). This dynamic career landscape requires employees to take more responsibility for their career management, as described by the protean career model (Akkermans et al., 2013; Kuijpers et al., 2006). However, the organization's role should not be overlooked. Organizational Career Management (OCM), which is the organizational intervention that supports employees' career advancement, is crucial in supporting employees' career management (Baruch, 2006). There is a mutual interaction between individuals and organizations to complement each other. Therefore, the OCM organized by the organization must be designed to support employees in building career competencies and achieving career success (Akkermans et al., 2013).

The Malaysian Public Service has faced challenges such as financial constraints, limited budgets, and rising demands for efficient service delivery. These pressures emphasize the need for quality over quantity in public service human capital. As a result, effective OCM is crucial in achieving human resource goals. As outlined in the Malaysia Plans, streamlining public institutions through empowering current human capital, improving career management, and enhancing talent management is a key area of focus in current human resource management (HRM) (Economic Planning Unit, 2018; 2021).

Moreover, the focus on enhancing human capital through the promotion of career management has been continuously recognized as a strategy for rationalizing public service institutions, as emphasized in the Mid-Term Review of the 11th and 12th Malaysia Plans. To achieve this, initiatives have been taken to improve training and development programs, promote career development, and customize performance management. An inclusive human resource development policy has been designed to encourage individualized training plans for future career growth. The National Institute of Public Administration (INTAN), as a public training institution, collaborates with 178 other public training institutions and international affiliates to offer more comprehensive training to enhance human capital development in the civil service. Additionally, efforts have been made to improve civil servants' career management through more transparent promotion and career paths to attract and retain talent in the public service. A new performance assessment mechanism, MyPerformance, has been implemented as well to decentralize and improve the existing performance system (Economic Planning Unit, 2018; 2021).

In addition, efforts have been devoted to better civil servants' career paths. The Subject Matter Expert initiative has been introduced to attract, retain, and develop experts in public service as per Service Circular 7/2016: *Kemajuan kerjaya laluan pakar bidang khusus (subject matter expert – SME) bagi pegawai perkhidmatan awam persekutuan* (Jabatan Perkhidmatan Awam, 2016b). Another initiative to improve civil servants' career promotion via a fast track is stated in Service Circular 8/2016: *Kemajuan kerjaya laluan secara pantas (fast track) bagi pegawai perkhidmatan awam persekutuan* (Jabatan Perkhidmatan Awam, 2016a).

Along with the aforementioned strategies, the Public Service Department (PSD), a primary agency that leads public service transformation, has carried out various career management practices to support the initiative. The OCM programs that have been conducted include the Leadership Development Program, Accelerated Leadership for Young Talents (Talent X), Emerging Management Development Program (EMDP), and Training Road Map – Public-Sector E-Learning (TRM-EPsA), which aim to develop skilled and competent public service leaders. In addition, long-term in-service training, such as The King's Scholarship Program, Federal Training Prizes, and Full-Pay Study Leave, are offered to civil servants to inculcate the lifelong learning culture and enhance their expertise. In the meantime, various short-term training and e-learning courses have been carried out to strengthen public servants' skills and knowledge. Apart from that, international attachment programs exist to provide exposure and international experience to officers in other countries, such as Japan and Korea (Public Service Department, 2018; 2019b).

1.4 Problem Statement

Although the Malaysian government has made efforts to improve the public service, it has seen only slow progress in service delivery (Economic Planning Unit, 2021). A report from the World Bank Group noted that Malaysia's public service performance is considered stagnant and far behind other high-income countries (World Bank Group, 2019). Indicators such as the Government Effectiveness Index (GEI) highlight the issues

with public service performance that affect the effectiveness of Malaysian public institutions and cause a trust deficit among the public (GEI) (Economic Planning Unit, 2018). GEI is one of the worldwide governance indicators elaborated by the World Bank (The World Bank, 2022b) which captures four main components: 1) the perception of public service quality; 2) civil service quality and its level of independence from political pressure; 3) policy formulation and implementation quality; and 4) the credibility of the government's commitment to such policies. This index pertinently ranks worldwide public service credibility from weak (-2.5) to strong (2.5) (The World Bank, 2022b). Over the past decades, Malaysia has not shown an improvement in GEI. The trend fluctuated from 0.83 to 1.27 for the past 15 years, and was reported at 1.04 (ranked no. 35) in 2020 (Figure 1.1). In comparison, the neighboring country Singapore led the world's GEI ranking with a score of 2.34 (ranked no. 1) in 2020 (The Global Economy.com, 2022a; 2022b). This low score suggests weak progress in key areas of governance and a weak public sector performance, including civil servants. The low GEI value also indirectly indicates a weakness in the organizational citizenship behavior (OCB) of Malaysian civil servants, impacting their ability to improve the functioning of the organization.

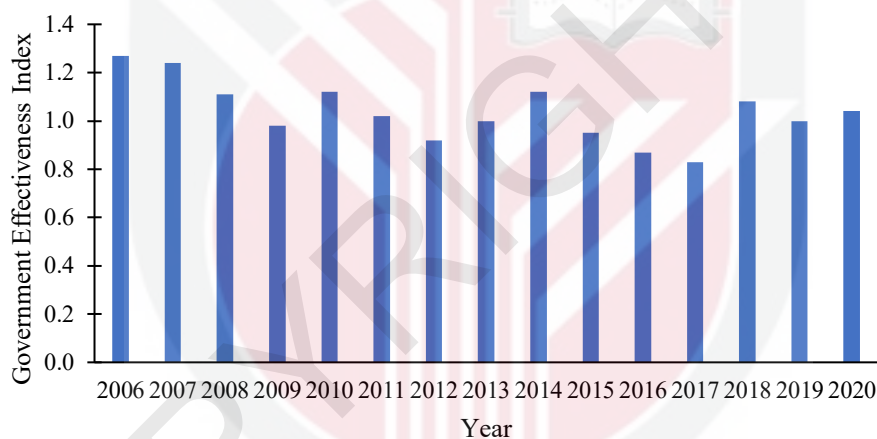


Figure 1.1 : Malaysian Government Effectiveness Index
(Source: The Global Economy.com 2022)

Besides, the Malaysian Anti-Corruption Commission (MACC) reported that the Malaysian public sector is the most vulnerable to corruption, with 63.3% of corruption reports received by the MACC pointing to civil servants (Prime Minister's Department, 2019). The Corruption Perception Index (CPI), which ranges from 0 (highly corrupted) to 100 (corruption-free), shows Malaysia performing poorly, with an average index value of 49.6 over the past decade (2012-2021) (Figure 1.2). The latest index value in 2021 was reported at 48 (ranked no. 62), compared to 85 (ranked no. 4) in Singapore (Transparency International, 2021). According to the 2021 Global Corruption Barometer (GCB), a global survey conducted by Transparency International to gather people's experiences with corruption, 13% of public service users in Malaysia reported paying bribes to obtain essential services (Transparency International, 2021b). This highlights that civil servants are not upholding their ethical responsibilities, failing to carry out

policies, and not serving the best interests of their organizations and clients. This vulnerability in the public sector points to the need for improvement in civil servants' OCB, which requires them to maintain the image of government services.

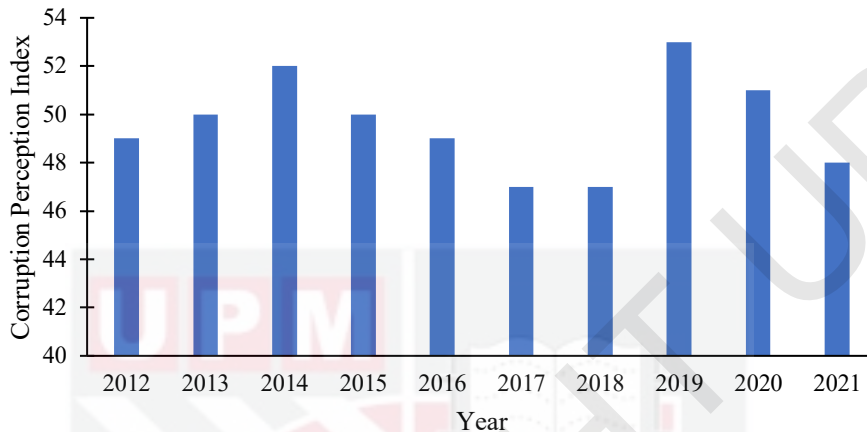


Figure 1.2 : Malaysian Corruption Perception Index
(Source: Transparency International 2021)

Additionally, the Auditor-General's (AG) Reports have frequently highlighted the weaknesses of public service functions, poor management and procurement practices, and misconduct and fraud, resulting in billions of Ringgit Malaysia being lost (Jabatan Audit Negara Malaysia, 2019; Ng, 2017). For instance, federal ministries and departments were reported to be non-compliant with financial management in 2020, leading to a loss of RM 630 million, with RM 510 million found to be irregular payments. This situation is further exacerbated by the growing federal government debt, which climbed to RM 880 billion (62% of GDP) in 2020, compared to RM 793 billion in 2018 ("Auditor-General's Report Points to RM620mil in Losses by Ministries," 2021). These financial deficiencies indicate the vulnerability of public institutions and can be attributed to a lack of monitoring and supervision, insufficient technical expertise, over-dependence on suppliers, and a lack of coordination among agencies (Jabatan Audit Negara Malaysia, 2019). These weaknesses indirectly point to the capabilities and proactivity of civil servants and demonstrate weak OCB in terms of taking ownership to protect the organization from potential problems.

Moreover, as shown in Figure 1.3, the Public Complaints Bureau (PCB) received a total of 42,353 complaints against public agencies from 2015 to 2020 (Public Complaints Bureau, 2021). The sharp increase in 2019 highlights the dissatisfaction of society, who are increasingly aware of their rights and more vocal in expressing their expectations for public service. Some of the reasons the public lodges complaints against civil servants include delayed or lack of action, enforcement failure, low service quality, and abuse of power (Public Complaints Bureau, 2020). This upward trend in complaints indicates public frustration with the quality of service delivery and the inefficiency of civil servants in fulfilling their duties (Ibrahim et al., 2019). Once again, this shows that

Malaysian public servants lack the OCB aspect of keeping up with the developments within their organization to ensure smooth service delivery and meet the needs of society.

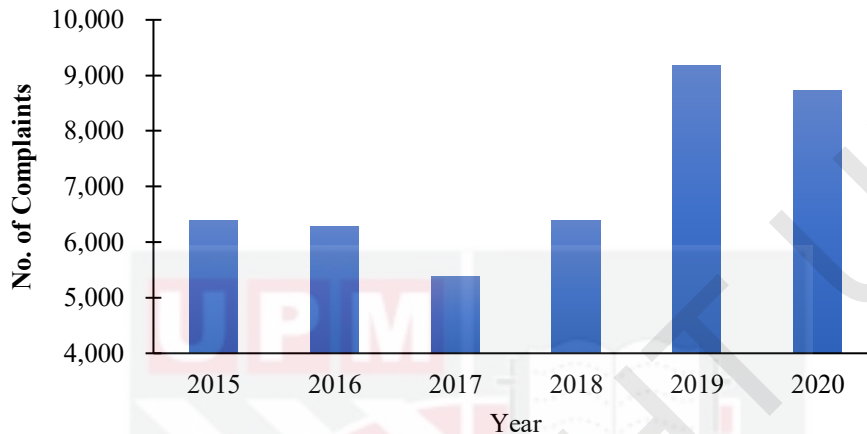


Figure 1.3 : Numbers of complaints received by the Public Complaints Bureau
(Source: Public Complaints Bureau 2021)

Therefore, exploring alternative solutions that complement existing reform efforts through high-impact, low-cost delivery is critical, particularly given the debatably excessive size of the Malaysian public service. The size of the Malaysian public service has increased significantly from 1 million in 2003 to 1.7 million in 2019 (Mohsen & Kumar, 2019), causing emoluments for the public sector to rise from RM 46 million in 2010 to approximately RM 85 million in 2021, as shown in Table 1.1. The share of total operating expenditure has also increased from 29% in 2010 to 36% in 2021, representing more than one-third of the total operating expenditure. With a GDP growth of -5.6% in 2020 due to the spread of COVID-19, Malaysia experienced its weakest pace of expansion (The World Bank, 2022a). This raises serious concerns about the sustainability and affordability of the wage bill in the long run. Efforts to address the size of the public service have been made through right-sizing the public sector as outlined in the 11th Malaysia Plan (Economic Planning Unit, 2018). The structure, function, and posts of public institutions are being reviewed to optimize resources, and the PSD aims to right-size the public service by 2021 through a rationalization effort that is expected to save RM 10.6 billion in the wage bill by reducing 5% of civil servants (Public Service Department, 2019a; 2021). As a result, the future scenario implies that the Malaysian public service will need to deliver more without increasing the size of the labor force. The public service not only requires institutional reform and optimization of resources, but also a unique culture and noble values to meet future demands (Gunasekaran, 2019). A high-performing civil servant who can perform both in-role and extra-role is crucial for accelerating public service efficiency, particularly among professional and managerial group employees who play a crucial role in ensuring effective implementation of right-sizing through the introduction of automated systems that require less manual work. This extra-role performance is known as OCB, i.e., “individual behavior that is discretionary, not directly or explicitly recognized by the

formal reward system and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988, p. 4).

Table 1.1 : Civil servants’ emolument and operating expenditure comparison

Year	Emolument (RM)	Operating Expenditure (RM)	Percentage of Emoluments/Operating Expenditure (%)
2010	46,662,939,934	159,652,962,318	29.23
2011	50,148,348,527	185,418,919,743	27.05
2012	60,015,799,382	207,912,754,668	28.87
2013	61,001,190,871	213,370,213,558	28.59
2014	66,946,934,325	220,625,673,356	30.34
2015	70,050,168,153	219,088,760,826	31.97
2016	73,108,357,069	212,421,098,894	34.42
2017	77,036,397,422	220,406,001,883	34.95
2018	79,988,957,762	232,882,562,288	34.35
2019	82,045,335,600	259,850,000,000	31.57
2020	82,611,000,000	241,020,000,000	34.28
2021	84,532,000,000	236,540,000,000	35.74

(Source: Ministry of Finance 2022)

1.5 Research Gaps

Literature has shown that HRM interventions can significantly contribute to positive outcomes by motivating employees to exhibit OCB (Ko & Smith-Walter, 2013; Messersmith et al., 2011). HRM is acknowledged as a tool for improving organizational performance by satisfying employees' career needs (Shim & Rohrbaugh, 2014). Research has investigated the influence of HRM practices on OCB, either directly or indirectly. Ko and Smith-Walter (2013), Messersmith et al. (2011), and Mostafa et al. (2015) conducted studies in the public sector of the United States, United Kingdom, and Egypt, respectively, and found that favorable HRM practices can promote OCB among civil servants. However, the effect of OCM on promoting OCB in the Malaysian context has yet to be confirmed. The literature review showed that there have only been a few studies conducted in the Malaysian Public Service, particularly involving professional and managerial officers. These officers, selected by the Public Services Commission of Malaysia due to their competence, professionalism, and leadership, play a crucial role in the delivery of public policy (Abdullah Thani & Othman, 2018) and are usually young leaders who can strongly influence and motivate others for better performance. Previous studies of OCB in the Malaysian Public Service have focused on specific departments such as higher education institutions (Abdulrab et al., 2018; Awang & Ahmad, 2015; Fatimah et al., 2011) and local government (Ramalu & Rashid, 2016; Ibrahim et al., 2015). Given the increasing expectations from the public, it is essential to investigate the factors that may encourage OCB performance among professional and managerial-level civil servants and to examine whether previous propositions hold in this study context.

Based on the literature on careerism, the effectiveness of OCM practices is likely to enhance employees’ competencies and thus lead to career success (Bagdadli &

Gianecchini, 2019). Li (2013) pointed out that career attitudes have a more enduring impact than job attitudes. Specifically, when the psychological contract between the employer and the employee is established, career attitudes may better predict professionals' work behavior. Nonetheless, scarce studies have integrated career orientation in explaining the relationship between OCM and OCB, especially among professionals in public service.

The literature suggests that HRM practices have a significant impact on OCB, however, some studies have found contradictory results. For example, Ahmed (2016) reported that training and development programs and compensation and reward systems do not predict OCB in the banking sector in Sudan. This finding is supported by Mostafa (2017), who found no direct relationship between HRM practices and OCB in the United Kingdom's public sector. However, this contradicts Mostafa's earlier study with Egyptian health and education professionals (Mostafa et al., 2015), which showed a significant relationship between high-performance HRM practices and OCB. These inconsistent findings suggest that there may be mediators and moderators that require further investigation.

As the field of OCB research continues to grow, various attempts have been made to understand the relationship between HRM practices and OCB (e.g., Duong & Vu, 2018; Latorre et al., 2016; Messersmith et al., 2011). However, this aspect has received limited attention in the current study context. According to a systematic literature review by de Geus et al. (2020) on OCB in the public sector, the most commonly used mediators are organizational commitment, psychological empowerment, organizational identification, job satisfaction, and trust, accounting for more than half of the reviewed studies. Other potential mediators include person-organization fit (Turek & Wojtczuk-Turek, 2015), public service motivator (Mostafa et al., 2015), goal clarity, and careerism (de Geus et al., 2020).

Moreover, efforts to explore the black box between HRM practices and OCB have mostly engaged only one mediator in elucidating the intervening mechanism linking organizational intervention to OCB. In contrast, little is known about the immediate and distal impacts of HRM practices on OCB through serial mediators. Valeau and Paillé (2017) explored the relationship between progressive HRM practices and OCB using the serial mediators approach. They found that job satisfaction and employee commitment, in sequence, significantly mediate the relationship between HRM practices (reward system and development program) and OCB. Meanwhile, organizational support and employee commitment, in order, significantly mediate the relationship between HRM practices (development program and recognition) and OCB. These findings provide a more in-depth understanding of the underlying processes and mechanisms. However, there is a scarcity of studies that examine the influence of OCM on OCB through the serial mediators approach, especially in the current study context.

On the other hand, a moderator can alter the relationship between two variables by interacting with the predictor variable to influence its impact on the dependent variable. This variable plays a significant role in determining the conditions under which the relationship forms and how its direction and strength change. Introducing the moderator into the research model is important when the relationship is weaker than expected

(Ramayah et al., 2019). To gain a better understanding of the link between HRM practices and OCB, more studies that incorporate moderators are needed to investigate the boundary conditions that may influence the manifestation of HRM practices on OCB. Examining the moderating effect will help to determine the conditions under which HRM practices are most likely to result in higher levels of OCB.

As previously stated, the 11th and 12th Malaysia Plans have introduced new development policies aimed at enhancing the competencies and self-management skills of civil servants, highlighting the significance of proactivity. Proactive personality is a central focus in studies on careerism, as it has been linked to improved career outcomes (Fuller & Marler, 2009; Ismail et al., 2016; Turban et al., 2017) and job performance (Baba et al., 2009; Hsiao & Wang, 2020; Spitzmuller et al., 2015). This type of personality has been recognized as a critical predictor of individual career competencies, career success, and performance. As a result, proactive personality is likely to interact with OCM and impact OCB. However, the role of proactive personality as a moderator remains unclear and requires further exploration. Additionally, due to the long-term nature of employment in public service, civil servants at different stages of their careers may respond differently to OCM. Further research is necessary to examine the moderating effects of proactive personality and service tenure on the relationship between OCM and OCB.

Lastly, most previous studies have explored the relationship between HRM practices and OCB from the perspective of social exchange theory (SET) (Duong & Vu, 2018; Ko & Smith-Walter, 2013; Pohl et al., 2019; Rubel & Rahman, 2018). However, SET (Blau, 1964) only considers a simple exchange relationship between employers and employees based on reciprocation, without taking into account personal factors. The theory posits that organizational support alone leads to OCB without considering the intervening role of individual characteristics and the complexity of cognitive functioning. Research that examines the relationship from the perspective of social connection and cognitive orientation is limited (Fife, 2008; Bandura, 1986; Idrus et al., 2019), specifically using social cognitive theory (SCT) (Blau, 1964). Effective HRM practices may influence employees' behavior through a complex cognitive orientation, particularly for those in higher positions and handling professional tasks (Messersmith et al., 2011). Hence, SCT is needed to complement SET in explaining the complex relationship between OCM and OCB, considering the joint effect of the organization (OCM) and employees (career competencies, career success, proactive personality, and service tenure) on OCB. In this regard, SCT addresses the reasons and the magnitude of this exchange relationship, as well as the contingency factors that strengthen the relationship.

1.6 Research Questions

In order to understand the influence of OCM on employees' performance of OCB, the following research questions were to be answered:

- i) Does OCM influence OCB in the Malaysian Public Service context?
- ii) Do career competencies and career success sequentially mediate the relationship between OCM and OCB?

- iii) Do proactive personality and service tenure moderate the relationships between OCM and OCB and between OCM and career competencies?

1.7 Research Objectives

The efforts of the Malaysian Public Service Department to promote OCM in recent years have encouraged this study to explore the relationship between OCM and OCB in the Malaysian Public Service context. Hence, the key objectives of this study were to examine the role of OCM in the performance of OCB towards the organization (OCBO) and OCB towards individuals (OCBI), and to explore the mechanisms linking OCM to OCB along with the contingency factors that affect these relationships. Specifically, this study aimed to:

- i) Evaluate the influence of OCM on OCBO and OCBI
- ii) Evaluate the influence of OCM on career competencies
- iii) Evaluate the influence of career competencies on career success
- iv) Evaluate the influence of career success on OCBO and OCBI
- v) Assess the sequential mediating effect of career competencies and career success on the influence of OCM on OCBO and OCBI
- vi) Investigate the moderating role of proactive personality in the relationships between OCM and OCBO and between OCM and OCBI
- vii) Investigate the moderating role of proactive personality in the relationship between OCM and career competencies
- viii) Investigate the moderating role of service tenure in the relationships between OCM and OCBO and between OCM and OCBI
- ix) Investigate the moderating role of service tenure in the relationship between OCM and career competencies

1.8 Significance of the Study

The study of OCB in the Malaysian Public Service context brings contributions in both theoretical and practical facets. The subsequent sections explain these contributions in detail.

1.8.1 Theoretical Significance

First, this study adds value to the literature by exploring the antecedents of OCB from the professional employee's career viewpoint, which is typically structured in public service but has yet to be explored. It advances the current literature on OCM and OCB by providing empirical evidence on Bagdadli and Gianecchini's (2019) framework in the

Malaysian public service context and incorporating contemporary career concepts, such as career competencies and subjective career success, into OCB.

Second, this study expands upon previous research by theoretically positing and empirically testing a serial mediator pathway to uncover the relationship between OCM and OCB. Previous studies in the OCM literature have largely focused on the direct impact of OCM on employee outcomes, such as career satisfaction, quit intentions, and competencies gained (Gould-Williams et al., 2014; Thaler et al., 2017), rather than its benefits for the organization. This study provides insights into the influence of OCM in generating both immediate outcomes (career competencies and career success) and distal outcomes (OCB) through the serial mediation model of career competencies and career success. This serial mediating pathway helps to understand the process by which OCM leads to OCB, providing a clearer understanding of the mechanism linking the two.

Third, this study makes a contribution to the literature by investigating the moderating effect of proactive personality and service tenure on the relationship between OCM and its outcomes (career competencies and OCB), which is relatively rare in the public sector. These contingency factors indicate how much the outcomes of OCM depend on specific boundary conditions. These individual characteristics (proactive personality and service tenure) enhance the literature on OCB, which has largely focused on the moderating roles of environmental factors like perceived organizational support, leader-member exchange, and service climate (Alfes et al., 2013; Wang, 2009). Thus, this study adds value to understanding the inconsistent relationship between OCM and OCB by exploring the underlying mechanism and conditional factors.

Lastly, the application of SCT (Bandura, 1986) in this study contributes to the body of knowledge by explaining the relationship between OCM and OCB from a different perspective, which is currently dominated by SET (Blau, 1964). SET describes the reciprocal relationship between organizations and employees, recognizing the straightforward exchange relationship between the two. As suggested by SET, when employees perceive a supportive environment from the organization, they tend to reciprocate with favorable behavior. However, SET does not consider individual factors that could alter the exchange process. In reality, human behavior is not determined solely by environmental factors, but by the interaction of environmental and individual factors, as argued by SCT. SCT acknowledges the influence of personal factors, environmental factors, and human behavior that interact bi-directionally. SCT provides a more comprehensive and accurate assessment of the underlying process leading to OCB performance. Thus, this study integrates SCT to complement SET by recognizing the joint effect of the environmental factor (OCM) and individual characteristics (career competencies, career success, proactive personality, and service tenure) in predicting OCB. In doing so, it contributes to the OCM and OCB literature by incorporating balanced influences from both the organization and employees, as well as the reciprocal relationship between the two parties.

1.8.2 Practical Significance

Dedicated employees who are willing to go the extra mile are crucial for boosting the efficiency of public service (Bolino & Turnley, 2003). These employees, who are willing to perform efforts beyond their formal tasks, can enhance the effectiveness of organizational functioning. With the increasing challenges, civil servants who only fulfill their prescribed tasks, as is predominant in the work culture of public organizations, will no longer be sufficient (Ramalu & Rashid, 2016). Contemporary public organizations have thus started to recognize OCB as a significant contributor to enhancing organizational effectiveness and filling gaps within formal bureaucratic processes (de Geus et al., 2020; Shim & Faerman, 2017).

The benefits of OCB have been well-established in the literature, particularly in enhancing organizational effectiveness, team performance, service quality, financial outcomes, and employee performance (Atatsi et al., 2019; de Geus et al., 2020; Hsiao & Wang, 2020; Mackenzie et al., 2017; Podsakoff et al., 2014; Vivek, 2016). It manifests as a collective engagement and cooperative gestures that contribute to the effectiveness of an organization (Shim & Rohrbaugh, 2014). In the context of public organizations, going above and beyond is not only a powerful tool for enhancing organizational efficiency (Kim, 2005; Vigoda & Golembiewski, 2001), but it also represents a vital source of competitive advantage (Bolino & Turnley, 2003) and organizational sustainability (Ko et al., 2018). Hence, the significant attributes of OCB in public sector performance create new standards of behavior for civil servants, which are expected to overcome the challenges and weaknesses of low service performance in the public sector.

Therefore, the results of this study are significant for policy makers and human resource managers in gaining a better understanding of the impactful influence of their investment in OCM. The study suggests that policy makers should not only focus on the immediate outcomes of OCM in enhancing employee career advancement but also be aware of its impact in promoting OCB. Organizations invest significant amounts of money in supporting employee career development, so it is crucial to consider whether these investments in OCM can produce multiple benefits, including higher value outcomes for stakeholders and improved organizational performance.

Additionally, this study offers guidance to managers in designing, implementing, and monitoring effective OCM practices by providing insight into the mechanisms connecting OCM and OCB. Effective OCM should not only improve employees' career competencies, but also encourage their discretionary behavior towards the organization and their colleagues. A well-designed OCM strategy is crucial in maximizing the return on the organization's investment in its employees, which benefits both employees and employers. However, implementing OCM in public service can be costly. Thus, this study highlights the need for managers to be aware of the different needs of different groups of employees. In particular, less proactive and short-tenured civil servants should not be neglected as they require more career support to motivate them to engage in extra-role behavior.

Public service is a lifelong career, such that continuous support to enhance the human capital and extra-role behavior of civil servants is essential. A well-designed OCM can achieve two objectives at once. Effective OCM can produce higher outcomes by encouraging OCB performance among civil servants. High OCB performance will undoubtedly help to improve public service delivery and meet the expectations of the nation during this period of socioeconomic difficulty. Civil servants are valuable assets for governments to overcome financial challenges and enhance effectiveness in public service (Vigoda & Golembiewski, 2001). Therefore, researchers must examine antecedents to OCB from various perspectives. Malaysian civil servants must be nurtured to exhibit OCB behaviors that support their in-role performance and fulfill the diverse demands of society (Osman et al., 2019). This is especially important as the Malaysian Public Service faces internal challenges in implementing transformation initiatives. Civil servants who go beyond their job description are highly sought to improve government efficiency in serving the public (Ramalu & Rashid, 2016).

1.9 Outline of the Dissertation

This dissertation is outlined in six chapters. In Chapter 1, the research background and problem statement are presented, based on which the research questions and research objectives were set and the significance of the study was highlighted. In Chapter 2, a comprehensive literature review is reported on the concepts of OCM, OCB, career competencies, career success, proactive personality, and service tenure, along with related theories. Chapter 3 articulates the research framework and hypotheses for empirical testing. Chapter 4 explains the research methodology, including the research design, data collection procedure, and data analysis approach applied in this research. Finally, Chapter 5 reports the analysis results, and Chapter 6 discusses the study's findings and implications, followed by its limitations and suggestions for future research.

1.10 Definition of Key Terms

The definitions for each of the constructs used throughout this study are presented in Table 1.2. Altogether, 10 key concepts are highlighted, i.e., OCM, OCB, OCBO, OCBI, career competencies, career success, objective career success, subjective career success, proactive personality, and service tenure.

Table 1.2 : Definitions of key terms

No.	Construct	Definition	Source
1.	Organization career management (OCM)	“practices deliberately established by organizations, to improve the career effectiveness of their employees”	Orpen (1994, p. 28)
2.	Organizational citizenship behavior (OCB)	“individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization”	Organ (1988, p. 4)

Table 1.2 : Continued

No.	Construct	Definition	Source
3.	Organizational citizenship behavior directed towards the organization (OCBO)	“OCB that benefits the organization in general”	Williams & Anderson (1991, p.601)
4.	Organizational citizenship behavior directed towards individuals (OCBI)	“OCB that immediately benefits specific individuals and indirectly through this means contributes to the organization”	Williams & Anderson (1991, p.602)
5.	Career competencies	“knowledge, skills, and abilities central to career development, which can be influenced and developed by the individual”	Akkermans et al. (2013, p. 249)
6.	Career success	“positive psychological and work-related outcomes accumulated as a result of one’s work experience”	Seibert & Kraimer (2001, p. 2)
7.	Objective career success	“verifiable attainments, such as pay, promotions, and occupational status, which have long been considered the hallmarks of career success across a wide range of societies”	Heslin (2005, p. 114)
8.	Subjective career success	employee’s “positive perceptions and feelings about their own career success”	Ng & Feldman (2014, p. 169)
9.	Proactive personality	personal proactive disposition where “someone who is relatively unconstrained by situational forces and who effects environmental change”	Crant (2000, p. 439)
10.	Service tenure/work experience	“overall length of time in a given occupation or workforce”	Kegans et al. (2012, p.77)

1.11 Chapter Summary

This chapter presented the Malaysian Public Service's challenges in terms of effectiveness, efficiency, and integrity, which hinder overall public service performance. OCB has been identified as a possible factor that enhances the outcomes of civil servants and public organizations. Accordingly, nine research objectives were identified in this chapter to investigate the relationship between OCM and OCB in Malaysian Public Service. SCT, SET, and human capital theory were proposed to examine the influence of OCM on OCB through the serial mediation role of career competencies and career success, especially among civil servants with low proactive personalities and short service tenure.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study examined the relationship between organizational career management (OCM) and organizational citizenship behavior (OCB) among civil servants in Malaysia. The key concepts for the two primary constructs, OCB and OCM, are reviewed as the dependent and independent variables in this chapter. The chapter also examines Bagdadli and Gianecchini's (2019) framework, its application, and the proposed underpinning theories. Finally, the suggested mediators and moderators for the study are reviewed.

2.2 Organizational Citizenship Behavior

OCB studies have evolved extensively in recent decades due to their exceptional impacts on individual, team, and organizational performance (Ko & Smith-Walter, 2013). With increasing scrutiny, OCB has been recognized as a powerful tool to assist organizations in improving performance by optimizing existing human resources (Fife, 2008).

2.2.1 Concept of Organizational Citizenship Behavior

The original concept of OCB was articulated by Bernard (1938) as the willingness of an individual to cooperate and subsequently contribute to the organization's goal. It implies an act that serves more of a maintenance purpose, including the day-to-day spontaneous prosocial action of an individual to the work needs of others (Smith et al., 1983). Later, Katz (1964) identified the positive behaviors required for employees to ensure the effectiveness and efficiency of an organization. Among others, Katz highlights that employees must be innovative and perform spontaneously beyond their job descriptions, as no organization can anticipate all contingencies in its operations. Katz argued that an organization would be severely weakened if its employees performed only according to their assigned roles. Katz's ideas have shifted the focus of researchers from in-role performance to the concept of spontaneous behavior, which is said to go beyond formal job requirements and is often subtle, difficult to measure, and not easily enforced by threats of sanctions (Smith et al., 1983).

Subsequently, overlapping terminologies emerged in reference to a similar domain, namely, prosocial behavior (Brief & Motowidlo, 1986), extra-role behavior (Van Dyne et al., 1995), contextual performance (Motowidlo & Van Scotter, 1994), organizational spontaneity (George & Brief, 1992) and OCB (Bateman & Organ, 1983; Smith et al., 1983). These terminologies are used synonymously with OCB, yet there are some differences between the terminologies and the original notion of Organ's OCB (Chowdhury, 2013; Podsakoff et al., 2000). For instance, contextual performance comprises almost the same factors as OCB, which aims to maintain and enhance the

social and psychological context of work, but it does not require the behavior to be discretionary and not rewarded (Motowidlo, 2000). In comparison, prosocial behavior is a broader construct than OCB, which includes functional and dysfunctional activities related to organizational goals (Shim & Rohrbaugh, 2014).

Central to all definitions, Organ (1988) describes OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (p. 4). Later, Organ (1997) redefined OCB as "behavior that contributes to the maintenance and enhancement of the social and psychological context that supports task performance" (p. 91). In essence, these constructive behaviors are not critical to formal job duties; however, they facilitate organizational functioning that supports and benefits the organization and propels its higher effectiveness and success (Deng & Guan, 2017). Employees perform these voluntary behaviors beyond their official job description as an extra effort in undertaking tasks (Vivek, 2016). Nonetheless, these discretionary actions are not explicitly recognized in the formal reward system (Idrus et al., 2019).

2.2.2 Typologies of Organizational Citizenship Behavior

The progressive growth of the study on OCB began in the early 1980s. However, the literature shows a lack of consensus among scholars about the dimensionality of this construct. A review of the literature revealed that there have been approximately 40 forms of OCB in the literature over the past 40 years, including altruism, courtesy, taking charge, sportsmanship, organizational support or loyalty, peacemaking, cheerleading, organizational compliance, and individual initiative (Fox et al., 2012; Lepine et al., 2002; Mackenzie et al., 2017; Podsakoff et al., 2000; Podsakoff et al., 2014).

The original conceptualization of OCB by Smith et al. (1983) delineates a two-dimensional framework, that is, altruism and generalized compliance. Altruism reflects behavior that is directly and intentionally aimed at helping a specific individual, such as orienting new coworkers, assisting the supervisor, and helping someone with a heavy workload. On the other hand, generalized compliance, such as punctuality and not wasting time, pertains to a more impersonal form of conscientiousness that does not provide immediate aid to any specific person but is indirectly helpful to others in the system.

Subsequently, Organ (1988) expanded the taxonomy and proposed five-dimensional temperaments consisting of altruism, courtesy, conscientiousness, civic virtue and sportsmanship. Altruism refers to the behavior of helping other members in the organization with their job-related problems, for instance, by voluntarily supporting new or less skilled coworkers, assisting overloaded coworkers, and sharing work strategies and knowledge with others. Courtesy means being polite and treating others with respect, such as touching base before making a decision. Conscientiousness means going beyond the required role or expectation, such as voluntarily doing things besides prescribed duties, always obeying the organization's rules and never wasting time. Civic virtue means participating in the organization's governance, including attending meetings or functions that are helpful for the organization, engaging in policy debates, taking the

initiative to improve the organization, and keeping up with organizational issues. Sportsmanship refers to the positive attitude of tolerating and not complaining about unimportant matters at work (Basirudin et al., 2016). Podsakoff et al. (1990) were the earliest researchers to propound and apply Organ's (1988) five-dimensional typology by proposing the five-dimensional scale.

In addition, Williams and Anderson (1991) developed a two-dimensional OCB framework based on the target of OCB behavior, namely OCB directed toward the organization (OCBO) and OCB directed toward individuals in the organization (OCBI). OCBO, which benefits organizations generally, includes sportsmanship, civic virtue, and conscientiousness. It comprises behaviors such as punctuality, working overtime, adhering to informal rules, and volunteering for committees. Podsakoff et al. (2000) labeled OCBO as organizational compliance because it involves internalizing regulation and policies. OCBI refers to OCB that "immediately benefits specific individuals and indirectly contributes to the organization" (Williams & Anderson, 1991, p. 602). OCBI contains the altruism and courtesy dimension proposed in earlier literature. Examples of OCBI include helping others with a heavy workload and sharing skills with new coworkers. Podsakoff et al. (2000) labeled this dimension as helping behavior and defined it as voluntarily helping others with work-related problems.

Despite numerous classifications of the OCB construct, the dichotomy of OCBO and OCBI has been claimed to be more consistent and accurate in explaining the promotion of OCB compared to other measures (Lee & Allen, 2002). This targeted-based conceptualization behavior has served as one of the important scales and has been extensively used in the empirical research of OCB (e.g., Idrus et al., 2019; Mohammad et al., 2016; Mostafa & Leon-Cazares, 2016; Suwanti et al., 2018). In fact, this measure is conceptually more plausible and parsimonious than others. OCBO constitutes a substantial proportion of the extra-role behavior that is devoted to the organization's effectiveness. OCBI is particularly crucial in team-based organizations, where employee task discretion and interdependencies are prioritized (Ferry, 2014). Therefore, the present study embraced this two-dimensional OCB to achieve the research objectives.

Typology refers to the classification of a construct in different dimensions. Different typologies may lead to different focuses, results, and interpretations. Literature shows that there are a variety of typologies to classify a construct. Thus, the measurement of each construct in this study was carefully selected to ensure the typologies best explained the study context and intended objective. For instance, the uni-dimensional OCB (Ko & Smith-Walter, 2013) and five-dimensional OCB (Organ, 1988) were not chosen as the former oversimplifies and the latter is too complex. Rather, the two-dimensional OCB was apt to examine public servants' discretionary behavior. OCBO is essential for organizational performance, whereas OCBI is crucial in public organizations emphasizing teamwork and interdependency. The typologies are the foundation for measurement development, which was developed via factor analysis. For instance, the Confirmatory Factor Analysis of Lee & Allen's (2002) OCB clearly showed that the two-factor model was preferred over the one-factor model and hence confirmed an empirical distinction between OCBI and OCBO with reliabilities of .83 (OCBI) and .88 (OCBO).

2.2.3 Positive Impacts of Organizational Citizenship Behavior

One of the reasons that OCB has been extensively studied in recent decades is its perceived impact on organizational performance. According to Organ (1988), OCB promotes the effectiveness of organizational function. OCB has practical significance that goes beyond formal role obligations and can aggregate over time and among individuals (Organ & Konovsky, 1989). This is supported by the numerous empirical studies that have recognized the vital role of OCB in organizational effectiveness (e.g., Chelagat et al., 2015; Jiang et al., 2017; Koopman et al., 2016; Lam et al., 2016; Mackenzie et al., 2017; Vivek, 2016).

Additionally, OCB has been acknowledged as a crucial driver of intrinsic motivation, particularly in organizations that invest in employee career development (Nantha, 2016; Kuvaas & Dysvik, 2009). Studies have also shown that OCB can improve productivity (Sun et al., 2007) and output quality (Podsakoff, Ahearne, & Mackenzie, 1997), as well as enhance employee (Atatsi et al., 2019; Basu et al., 2017; Chelagat et al., 2015; Li-Yun et al., 2007) and managerial performance (Vivek, 2016). OCB allows leaders to focus on planning and problem-solving and enables organizations to effectively respond to market changes. Furthermore, OCB can increase organizational efficiency by reducing the need to devote resources to maintenance functions (Organ, 1988) and allows resources to be utilized more productively, avoiding deficiencies and enhancing operational capabilities (Lin & Peng, 2010). In summary, OCB enables organizations to more effectively navigate turbulent environments (Atatsi et al., 2019).

In addition, OCB is essential in increasing team performance (Frazier & Bowler, 2015; Walumbwa, Morrison, & Christensen, 2012). Employees with a high level of OCB are willing to help each other, share their expertise, take preventative steps to avoid problems, and always check with each other before taking action. OCB promotes not only organizational performance (Organ, 1988) but also fosters other desirable outcomes in a team context, such as group cohesion and group efficacy (Lin & Peng, 2010). High OCB generates cordial relationships and a supportive climate of friendliness, fosters cooperation, confidence, respect and motivation in implementing unit tasks, and increases team members' attachment to the group (Podsakoff et al., 1997). A study by Cheng et al. (2020) in the government-owned utility sector in Taiwan found that individual-level OCB promotes group-level and organizational-level OCB, while group-level OCB facilitates organizational-level OCB. Thus, strong OCB over time creates a positive ripple effect among employees, encourages members to more actively share their expertise and job-related information, improves problem-solving and decision-making, and supports each other in achieving higher goals.

An employee's attitude and behavior are crucial in creating better results in customer service (Chang et al., 2012) and maintaining the organizational reputation (Messersmith et al., 2011). For example, altruism promotes teamwork and cooperation, allowing employees to increase their knowledge and skills in handling complex customer service and completing customer relationship tasks more efficiently. Additionally, employees who exhibit conscientiousness will stay informed about up-to-date knowledge and issues. Speed of service and the ability to quickly solve customer problems are essential

components valued by customers. Furthermore, courteous employees will keep others informed of any changes in products or services, display friendliness, helpfulness, and empathy towards external customers, and tolerate unpleasant customer complaints without grumbling. With this reliable service, the organization's image among customers is likely to be enhanced (Yen & Niehoff, 2004). Therefore, displaying OCB in public service can be an effective solution for reducing public complaints.

In addition, Lam et al. (2016) proposed the idea that OCB makes employees feel energized and contributes to better well-being. Through an empirical study of service management firms in the United States, researchers found that OCB plays a vital role in individual well-being by increasing the feeling of vigor and meaningfulness of work for employees who engage in this behavior. Meynhardt et al. (2018) in their study of Swiss citizens, revealed a significant positive relationship between OCB and life satisfaction. These results are consistent with findings by Fatimah et al. (2011) and Lepine et al. (2002), who found that OCB significantly influences job satisfaction. Employees who are satisfied with their lives will be more likely to positively represent their organization and promote it better. Indirectly, constructive working behavior creates a positive work atmosphere and makes the job valuable (Idrus et al., 2019), leading to low turnover and enabling an organization to retain the best employees (MacKenzie et al., 2011; Li-Yun et al., 2007).

In summary, a committed and dedicated workforce drives the success of an organization. A workforce that voluntarily performs beyond their formal job descriptions is a crucial asset for an organization to survive and gain a competitive advantage (Lee & Allen, 2002). Investing in this spontaneous behavior is low-cost and economical compared to other reform efforts. OCB (Organizational Citizenship Behavior) is likely to supplement formal bureaucratic operations in an organization that is always constrained by limitations of administrative and financial resources (Ibrahim et al., 2015). Therefore, OCB should receive higher priority to improve the performance of public organizations (Vigoda & Golembiewski, 2001).

2.2.4 Antecedents of Organizational Citizenship Behavior

Basically, there are two main clusters of antecedents that may influence the occurrence of OCB: personal characteristics and situational factors. Personal characteristics are the most prevalent type of antecedents focused on by researchers. They refer to employees' characteristics, such as demographic variables, attitudes, dispositional variables, role perceptions, abilities, and individual differences (Osman et al., 2019). Employees' characteristics that predict OCB include job and career satisfaction (Hurst et al., 2017; Jawahar & Stone, 2017; Mushtaq & Umar, 2015; Organ & Lingl, 1995; Urbini et al., 2020), motivation (Mushtaq & Umar, 2015; Suharnomo & Hashim, 2019), commitment (Suharnomo & Hashim, 2019; Bizri, 2018; Bateman & Organ, 1983), work engagement (Bizri, 2018), work ethics (Mohammad et al., 2016), and public service motivation (Caillier, 2016; Cheng et al., 2020; Ecrit, 2015; Ingrams, 2018; Shim & Faerman, 2017). Literature has documented a significant relationship between job satisfaction and OCB (Swaminathan & Jawahar, 2013). For instance, Organ and Ryan's (1995) meta-analysis shows that job satisfaction is one of the most intuitive antecedents, and the relationship

between job satisfaction and OCB is stronger than that between job satisfaction and in-role performance. On the other hand, Jim et al. (2013) revealed that employee competencies are significant in explaining OCB variance in the Malaysian service industry. Competencies show a more significant correlation with OCB than leader-member exchange and empowerment.

In addition, situational factors may influence OCB performance. These situational factors include organizational characteristics, task characteristics, and leadership behaviors (Podsakoff et al., 2000). Task characteristics have been demonstrated to be a significant predictor of OCB. Task characteristics, such as job-related features or design (Osman et al., 2019), have been consistently related to OCB. Studies have shown consistent correlations between task variables, such as goal clarity, task feedback, and task routinization, with OCB (Todd & Kent, 2006). Task feedback suggests positive relationships with OCB, while task routinization demonstrates a negative relationship with OCB (Alizadeh et al., 2012; Ingrams, 2018; Podsakoff et al., 2000).

On top of that, organizational characteristics refer to the domain related to the organization's conditions or surroundings (Osman et al., 2019). The relationship of organizational features such as group cohesiveness, performance management fairness (Bauwens et al., 2017), organizational justice (Fiaz et al., 2018; Tufail et al., 2017) organizational reward (Tufail et al., 2017) and organizational trust (Singh & Srivastave, 2016) toward OCB remains unclear, as the relationships are somewhat mixed (Podsakoff et al., 2000). Among the organizational characteristics, perceived organizational support has been the focus of much attention (Afsar & Badir, 2016). Perceived organizational support refers to how employees perceive their organization values them and cares about their well-being (Eisenberger et al., 1986). When employees continuously perceive strong support from the organization, it stimulates employee performance by advancing an intangible element of exchange between the employee and the organization, which in turn encourages the desire for reciprocity (Rhoades & Eisenberger, 2002) in the form of OCB (Afsar & Badir, 2016).

Last, leadership behavior is another valuable domain that causes OCB, referring to leaders' characteristics that lead organizations or teams (Osman et al., 2019). Leadership behaviors include transformation and transactional leadership behaviors (Jiang et al., 2017) and those pertaining to the leader-member exchange theory of leadership (Podsakoff et al., 2000). Specifically, transformation leadership suggests that an effective leader should articulate a vision, instill trust, encourage, inspire, and motivate employees toward achieving organizational goals (Lian, 2012). Quality leader-member exchange links leaders and subordinates in a relationship that promotes employee performance, commitment, and responsibilities (Harris et al., 2013). Studies have generally shown that transformation leadership is significant and positively related to organizational performance (Ahmad et al., 2017; Bottomley et al., 2016). Additionally, leader-member exchange focuses on the quality of exchange between leaders and subordinates (Atatsi et al., 2019) and this positive exchange relationship motivates subordinates' OCB (Ibrahim et al., 2017; Ingrams, 2018).

2.2.5 Organizational Citizenship Behavior in Public Service

Extensive studies have been conducted to examine the antecedents of OCB due to its positive impact on all stakeholders. However, much of the existing research has focused on private business sectors rather than public organizations, which can be more conservative and inflexible. Studies of OCB in public service contexts are still lagging behind those in the private sector (Ingrams, 2018; Park et al., 2013).

Public service organizations deliver services to fulfill society's needs and have faced greater scrutiny and intense challenges in a chaotic and uncertain environment. As a result, many public organizations are facing decreasing budgets and workforce downsizing (de Geus et al., 2020; Osman et al., 2019). As a manpower-intensive organization, it is crucial to nurture and retain a workforce that can contribute to the organization's functioning. Public organizational features such as routine work, lack of competition, standard wages, heavy workloads, and progressive enforcement can lead to civil servants' reluctance to go above and beyond their job descriptions (Eisenberg et al., 2018). However, proactive human capital that volunteers to fulfill tasks beyond their defined role and duties is essential in public service. Higher public service quality and greater economic efficiency can be achieved if civil servants, as the frontline of public organizations, engage in greater OCB (Shim & Faerman, 2017). Therefore, OCB can be a critical element for organizational responses to current challenges, as it encourages human capital to exceed formally established job requirements, promotes a sense of solidarity and benevolence (Cesário & Magalhães, 2017), and is relatively low-cost and economical to invest in (Vigoda & Golembiewski, 2001). OCB should receive higher priority to improve public organization performance compared to other reform policies.

OCB is recognized as essential for forming a healthy organizational atmosphere, particularly for promoting good service quality and overall outcomes for public organizations (Podsakoff & MacKenzie, 1997). High OCB can improve the welfare of citizens and enhance the image of the entire public organization (Vigoda & Golembiewski, 2001). Studies in public organizations have shown the positive impact of OCB on public institutions. For instance, Kim (2005) and Mostafa and Leon-Cazares (2016) have demonstrated that OCBs are positively related to organizational performance in the public sector in Korea and Mexico. Moreover, Messersmith et al. (2011) revealed that OCB positively correlates with departmental performance in local government authorities in the United Kingdom. Therefore, researchers such as Shim and Faerman (2017) suggest that public managers should pay more attention to creating opportunities for employees to engage in OCB and provide appropriate work environments that encourage such behaviors. When employees are resilient and motivated to perform more than their usual job duties, they offer excellent behavior for better organizational performance (Idrus et al., 2019). Therefore, OCB has been recognized as essential for forming a healthy organizational atmosphere and reducing public bureaucracy, leading to better service delivery and excellent performance of public organizations (Osman et al., 2019; Vigoda-Gadot & Beerli, 2012).

The literature shows that studies of OCB in public service have focused on a few specific areas, such as the sectors that provide frontline caregiving services to citizens and have frequent interactions with society, such as education (Awang & Ahmad, 2015; Bauwens et al., 2017; Idrus et al., 2019; Mohammad et al., 2011; Mostafa et al., 2015; Saraih, 2020) and healthcare (Fiaz et al., 2018; Mostafa et al., 2015; Yusof et al., 2018). Additionally, local government agencies (Eisenberg et al., 2018; Ibrahim et al., 2020; 2015; Ingrams, 2018; Shim & Faerman, 2017) are notably dominant due to their profession in providing direct service to communities.

2.3 Organizational Career Management

Human capital is a crucial asset in organizations (Dechawatanapaisal, 2018). Efficient human capital development is not only vital for employees' competencies, but high-quality human capital is also essential for the organization's sustainability (Lee & Bruvold, 2003) and the nation's development (Batau & Mohamed, 2016; World Bank Group, 2019). A growing body of human resource management (HRM) and career development literature has shown the influence of organizational support on employees' work attitudes and behaviors, such as employee performance (Mohamad & Yahya, 2017), career satisfaction (Kong et al., 2019), organizational commitment (Moon & Choi, 2017), OCB (Rubel & Rahman, 2018), and job satisfaction (de Oliveira et al., 2017). These works have attracted researchers' attention to discover the potential function of organizational support, including organizational career management (Singh, 2018).

2.3.1 Human Resource Management and Organizational Career Management Practices

HRM practices are defined as a set of strategies and policies implemented to effectively assist human capital in achieving organizational objectives (Delery & Doty, 1996). These practices involve a series of processes to attract, select, motivate, and retain human capital (Schuler & Jackson, 1987). Key components of HRM practices include recruitment and selection, training and development, succession planning, performance appraisal, and compensation (Ali et al., 2020). Scholars in HRM tend to study the field in terms of a set of practices known as the HRM system. The literature has shown that various, but highly similar, HRM terminologies have been used, such as HRM, HR practices, HR systems, and HR bundles (Boon et al., 2019).

Recent literature has shown that high-performance human resource practices (HPPHRP) and high-performance work systems (HPWSs) have been the focus of HRM scholars. HPPHRP is defined as a bundle of HR practices that aim to enhance employees' motivation and commitment (Kehoe & Wright, 2013), whereas HPWS is "a system of human resource practices designed to enhance employees' skills, commitment, and productivity in such a way that employees become a source of sustainable competitive advantage" (Datta et al., 2005, p. 136). Duong and Vu (2018) and Mostafa et al. (2015) have examined the relationship between this human resource system and OCB. In their study, Mostafa et al. (2015) measured HPPHRP related to five categories of HRM activities, such as training and development, job security, autonomous work design,

communication and promotion. On the other hand, Duong and Vu (2018) adopted the HPWS measure from Sun et al. (2007), which consists of eight major components, such as staff selection, extensive training, internal mobility, employment security, clear job description, appraisal, incentive reward, and participation. In fact, the literature shows that the differently labeled HRM system consists of identical and highly overlapping HR practices (Boon et al., 2019).

Boon et al. (2019) reviewed the HRM system and its measurements involving 516 systems from 1991 to 2017. They noted a lack of clarity on which practices should be included in the HRM system. However, the review found that a few practices were widely adopted in the literature, such as training and development, participation and autonomy, compensation, performance appraisal, selection, and job design. As a result, OCM practices, which are a part of HRM practices, have been included as key elements under the HRM system. Although research directly linking OCM and OCB is limited, studies on HRM systems and practices may partly describe the relationship since OCM practices are major components of HRM practices that specifically focus on career development. Therefore, the literature review of the relationship between OCM and OCB in the present study covers broader HRM practices, rather than solely focusing on OCM. Nevertheless, HRM practices that may support employees' career advancement have been the primary focus of the present study.

2.3.2 Concept of Organizational Career Management

Career refers to the development process of an employee along a path of work that occurs over time in one or more organizations (Baruch & Rosenthal, 1992; Newman, 2011). It can be viewed as a series of jobs, cumulative experiences, and the process of adult development (Newman, 2011). Therefore, a career is defined as a sequence of work-related experiences that an individual advances along during their working lifetime (Arthur et al., 1989).

Career management refers to the process by which individuals develop insight into themselves and their environment, formulate career goals and strategies, and acquire feedback regarding career progress (Greenhaus et al., 2010). It is a crucial area in HRM that requires effort from both the organization and the individual (Baruch & Rosentein, 1992). Organizations play a vital role in supporting employees' career development by providing opportunities and resources for growth (Baruch, 2006; Kong et al., 2016). As Kaya and Ceylan (2014) note, career management includes initiatives such as proper planning and action, which involve skill, expectation, and interest analysis that need to be completed by both the organization and employee. It is an active process of achieving career goals and values while considering the support and constraints of the work environment (Kuijpers et al., 2006).

In particular, OCM refers to activities deliberately carried out by the organization to assist their employees' career development (Baruch & Peiperl, 2000). These interventions are also known as organizational career support (De Vos et al., 2009), career sponsorship (Gubbins & Garavan, 2016), organizational support for career development (Barnett & Bradley, 2007; Moon & Choi, 2017), or organizational

sponsorship (Ng et al., 2005). It incorporates a wide range of programs, processes, and assistance offered by organizations to support and enhance the career success of their employees (Kong et al., 2019). Organizations deliberately employ various interventions to improve the career effectiveness of their employees by providing appropriate career development opportunities (Orpen, 1994) and fulfilling employees' career desires and expectations for those who deserve it (Kong et al., 2012b).

2.3.3 Typologies of Organizational Career Management

Basically, OCM instruments can be categorized into formal and informal. Formal interventions include career planning and development programs, while informal interventions include coaching and career advice (Barnett & Bradley, 2007). Organizations tend to offer various OCM practices in combination (Baruch, 1999) as there is no fixed typology for the ideal OCM practices (De Vos et al., 2008). The literature shows that career researchers have used diverse approaches to label and categorize OCM, even though the multitude of practices is similar. For example, Sturges et al. (2002) established a 2-dimensional OCM, which comprises formal and informal practices. Eby et al. (2005) developed a 5-dimensional measure of OCM consisting of career planning and exploration, future strategic planning, internal labor market information, formal external training, and formal internal training. Baruch and Peiperl (2000) introduced a 13-item OCM scale in five dimensions. Eby et al. (2005) proposed an 11-item list in four dimensions. De Vos et al. (2009) derived a two-dimensional 12-item scale for their study in Belgium. Kong et al. (2011), Lewis and Arnold (2012), and Arnold et al. (2017) introduced new scales with different dimensions for the Chinese hotel industry, information technology-related organizations, and the retail context. Instead of a bundle of OCM practices, a growing number of empirical studies have also tested the efficiency of OCM practices in isolation, such as mentoring (Turban et al., 2017), training and development (Falola et al., 2014; Shen & Tang, 2018), and performance appraisal (Kadiresan et al., 2015).

Practically, organizations offer OCM practices in tandem to assist employees' career growth and advancement by considering the needs of both employees and the organization (Bambacas, 2010). The literature suggests that some frequently used OCM practices are categorized into two categories: formal and informal practices. Formal practices that are extensively practiced include training, career planning, and performance appraisal.

Training is a prevalent tool that aims to enhance employees' skills, knowledge, competencies, and experiences to perform better, efficiently, and effectively (Kadiresan et al., 2015). This structured learning experience is essential for enhancing employee performance and organizational competitiveness (Batau & Mohamed, 2016). Training stimulates employees' learning attitudes and functions as the key driver motivating and shaping their talent, which contributes to the best organizational performance (Rubel & Rahman, 2018). Excellent training improves employees' innovation and creativity, leading to outstanding performance (Falola et al., 2014). In addition, soft skills, vicarious learning, and modeling training increase employees' beliefs in their capabilities and

nurture their positive behaviors. For instance, self-regulatory programs have been proven to reduce employee absenteeism (Bandura, 1988).

In addition to training, formal OCM practices also include personal development and career planning. Organizations use formal career planning to align individual career plans with organizational goals (Baruch, 2003). This is an essential tool for organizations to ensure that employees have the necessary skills and knowledge for their roles. Effective career planning is vital for employees, as it can inspire them to advance their careers. Through career-planning workshops, organizations provide a platform for employees to make career decisions and set goals. Another formal OCM practice is succession planning, which involves identifying and preparing internal employees for future leadership positions (Kim, 2012). This not only grooms future leaders and charts career paths but also serves as an effective strategy for providing on-the-job training and motivation (Ahmad & Saad, 2020).

Furthermore, performance appraisal is also considered a formal OCM practice that systematically evaluates individual job performance and their potential for development (Toppo, 2012). Performance appraisal is a helpful tool for identifying high performers for promotion and succession planning (Kartikadewi et al., 2018). Meanwhile, constructive performance feedback yields valuable input that enables the employee's self-reflection on their career management. It provides information to the employees and helps them better understand their competencies and improve their performances (Baruch, 2003).

On the other hand, informal OCM practices comprise activities such as career advice, mentoring, and social network-building programs. Mentoring refers to a developmental work relationship between the more experienced mentor and the less experienced mentee (protégé), which supports the mentee's personal and professional growth via career-related and psychosocial functions (Kram, 1985). Mentoring is a learning process that provides greater organizational knowledge in addition to exposure and visibility to powerful others (Turban et al., 2017). Mentoring has been claimed to add value to career capital (i.e., human capital, agentic/motivation and developmental capital) in predicting promotion and advancement expectations (Singh et al., 2009). Substantial studies have supported the role modeling of mentoring in assisting individual career growth (Turban et al., 2017). However, the text is quite dense and could benefit from some rephrasing for clarity.

2.3.4 The Important Roles of Organizational Career Management

The prominence of OCM as an essential component of HRM has long been recognized. OCM instruments such as coaching, mentoring, and counseling assist employees in being more skillful and responsive to their tasks (Batau & Mohamed, 2016). These exceptional interventions create opportunities for employees to foster their career growth (Lewis & Arnold, 2012; Wesarat et al., 2014). Potent OCM practices facilitate employees to attain job knowledge and improve self-awareness, which enriches their competencies and performance (Katou & Budhwar, 2010; Vidal-Salazar et al., 2012). Therefore, OCM contributes to better service delivery to stakeholders (Batau &

Mohamed, 2016) and ensures the long-term availability of skilled employees (De Vos et al., 2008).

Furthermore, OCM is a powerful tool for enhancing employee career satisfaction (Guan et al., 2014; Kong et al., 2019; Lent & Brown, 2006; Singh, 2018). Comprehensive OCM practices support personal goal realization that engenders the feeling of being trusted and valued (Blau, 1964) and creates positive emotional attachment toward their organization (Batau & Mohamed, 2016). Nonetheless, Valeau and Paillé (2017) argue that professional employees do not regard development programs as signals that the organization values their employees' contributions and cares about their well-being, but rather as solutions to satisfy their professional needs and goals. Employees who perceive organizational support are likely to attain higher career satisfaction (Chiaburu et al., 2013; Yap et al., 2010).

In addition, employees who appreciate OCM as an investment by the organization are likely to have a higher commitment to the organization (Kaliannan & Yi, 2016; Moon & Choi, 2017). The supportive feeling engendered by OCM reduces issues such as absenteeism, intention to quit, and counterproductive behavior (De Oliveira et al., 2017; Kura et al., 2019; Singh, 2018). Moreover, OCM improves employees' job involvement, where the increased psychological identification with jobs substantially affects employees' overall performance (Wesarat et al., 2014).

From the organizational perspective, Guan et al. (2014) claim that investing in OCM is worthwhile for an organization to maintain and improve their employees' quality in the long term or short term. Assisting and providing more career success to employees is imperative to sustaining organizational competitiveness (Wesarat et al., 2014). An organization may invest in OCM with different motives, such as developing employees' performance, improving employees' career paths, enhancing moral values, and minimizing the obstacles that impede employee and organizational performance (Kaya & Ceylan, 2014; Ko & Smith-Walter, 2013). Efficacious OCM strengthens employees' organizational identity, i.e., via positive emotional attachment and supportive behavior towards their organization (Kong et al., 2019). Hence, active career development is an effective way to retain and develop quality human capital (Kong et al., 2019). Failure to implement strategic career management may deteriorate employees' psychological contracts (Atkinson, 2002). Tzabbar et al. (2017) in their meta-analysis, conclude that HRM practices significantly contribute to organizational performance. Their finding added value and affirmed the universalistic perspective of OCM that promotes organizational development (Guo et al., 2019).

The advantages of OCM for different stakeholders, including managers, employees, and the organization have been summarized in Table 2.1 (Kaya & Ceylan, 2014). In summary, contemporary career management is designed to support employees' career development and accomplish organizational goals (Barnett & Bradley, 2007). Investment in human capital development via OCM benefits both employees and organizations directly or indirectly (De Vos & Cambre, 2017).

Table 2.1 : Advantages of organizational career management

Advantages for Managers	Advantages for Employees	Advantages for the Organization
Communicating better with their inferiors	Setting right targets and planning	Increasing organizational commitment
Closely monitoring the performance of inferiors and enabling their development	Getting feedback about their performance	Enabling the development in the employees and raising awareness
Increasing the motivation of the employees	Achieving job satisfaction and increase in motivation	Creating a good public opinion about the organization
Keeping the employees in the organization	Taking personal responsibilities	Promoting healthier communication between the employees
Supporting career development plans	Having information about the organization and themselves	Preventing workers in key positions from seeking another job
Increasing their own career values	Benefitting from the opportunities in the organization such as promotion about career opportunities	Enabling employees to achieve their goals and increasing the effectiveness of human resources
Keeping highly qualified personnel in the business	Being aware of their skills and qualifications	More easily fulfilling the goals of the organization
Enabling the embracement of personal needs and wishes and organization requirements and opportunities	Increasing their value in the organization	Foreseeing future employment necessities
-	Seeing career steps clearly	Providing right employment for the right position

(Source: Ayt  (2005, p. 211) as adapted from Kaya & Ceylan (2014))

2.3.5 Relationship Between Organizational Career Management and Organizational Citizenship Behavior

A growing body of evidence suggests that organizational support is a key antecedent of OCB. By examining the literature, empirical evidence has shown that human resource practices positively relate to OCB. Reasonably, in the studies that explore the function of HRM on OCB, major researchers have incorporated OCM practices as a part of the practices. Researchers have attempted to investigate the role of organizational support from a different angle, either as a bundle of human resource practices (e.g., training and development programs, performance appraisal) or as a system of HRM practices (e.g., high-performance work system).

From a review of literature over the last eight years, 16 studies (as outlined in Appendix A) have examined the relationship between HRM practices and OCB. Of these, 13 studies have shown a positive relationship between human resource practices and OCB, including Valeau and Paillé's (2017) research involving professional employees. These studies were conducted across a range of industries, including banking in Bangladesh and Turkey, multinational companies in Vietnam, educational institutions in Indonesia, and telecommunications and internet service providers in Malaysia. Research has also been conducted in the public sector in the United Kingdom, Portugal, and Egypt.

Although the study in banking industries in the Arab region shows a positive relationship between OCM and OCB, training and development programs, compensation, and reward systems were not found to be significant in predicting OCB (Ahmed, 2016). This finding is consistent with Cesário and Magalhães (2017), who conducted a study in the Portuguese public sector, where HRM practices were positively related to OCB, but training, career development, and appraisal were not significant in predicting OCB. In contrast, Veseli (2020) found that HRM practices in Turkey's banking sector were positively related to OCB, but training and development programs had no relationship with OCB.

Notably, in contrast to the major findings, a study conducted by Pohl et al. (2019) on nurses in Belgium revealed no direct relationship between career development practices and OCB in terms of obedience (OCB-Obedience). OCB-Obedience refers to behaviors such as respecting orderly structures and processes, not wasting time and resources at work, producing high-quality work, meeting preset deadlines, obeying the organization's rules, and being proactive in activities that benefit the organization.

On the other hand, a study by Mostafa (2017) examined the relationship between OCB and high-performance practices, which include development programs such as training, career management, performance feedback and appraisal. The survey was conducted with civil servants in local government authorities in Wales. Surprisingly, the results showed no direct relationship between high-performance practices and OCB. Further investigation revealed that the individual's positive affect fully mediates the relationship between high-performance practices and OCB.

2.4 Bagdadli and Gianecchini's Framework

This study aims to investigate the impact OCM on OCB in the Malaysian Public Sector, with a focus on professional and managerial officers. Based on the research gaps identified in subtopics 1.5 and 2.3.5, the study adapts the OCM-Objective Career Success (OCS) framework proposed by Bagdadli and Gianecchini (2019) (see Figure 2.1), which integrates various theories in the career literature to create a comprehensive framework that depicts the relationship between OCM, competencies, and objective career success. The framework focuses on the mechanisms that link OCM and objective career success, with OCM leading to direct outcomes such as competencies, information, relationships, and motivation via three mechanisms (developmental, informational, and relational) which then lead to objective career success. The study also takes into account

contingency factors that moderate the relationship between OCM and its outcome, including individual, organizational, and institutional factors.

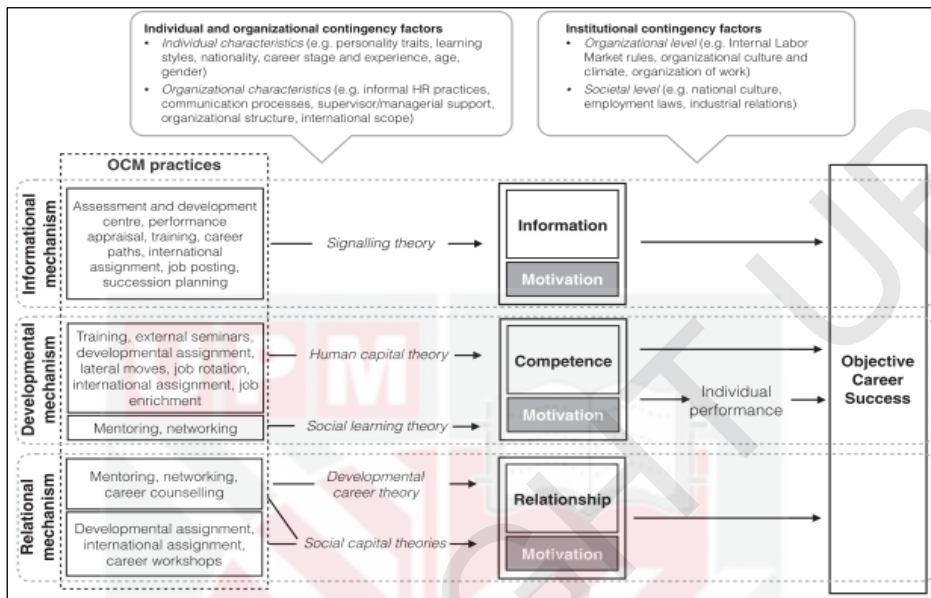


Figure 2.1 : Organization career management-objective career success framework
(Source: Bagdadli & Gianecchini 2019)

To achieve the study's objective, improvements were made to Bagdadli and Gianecchini's (2019) OCM-OCS framework (as outlined in Table 2.2) to enhance its explanatory power and suit the needs of the present study context. Firstly, the OCM-OCS framework was expanded to include OCBO and OCBI as dependent variables. A research framework was established to explore the connection between OCM and OCBOs by including serial mediators. Secondly, in response to Bagdadli and Gianecchini's (2019) suggestion to include the feature of the new career model in line with the contemporary career trend, this study adopted the protean career elements by considering not only objective career success but also subjective career success. Career success was measured from both the objective and subjective viewpoints, as subjective career success has been a crucial element in fulfilling the well-being of employees in the contemporary career domain (Ng et al., 2005; Turkeyilmaz, 2014).

Thirdly, the construct of competencies as the direct outcome of OCM has been replaced by career competencies. Career competencies comprise not only the four core components (competencies, information, relationships, and motivation) proposed by Bagdadli and Gianecchini (2019), but also more comprehensive competencies that are central to career development and necessary for a successful career (Akkermans et al., 2013). Fourthly, following Bagdadli and Gianecchini's (2019) suggestion that individual traits are meant to be the contingency factor that might affect OCM and its outcome, the present study investigated the moderation effect of proactive personality and service

tenure. Lastly, social cognitive theory (SCT) (Bandura, 1986), social exchange theory (SET) (Blau, 1964) and human capital theory (Becker, 1964) were adopted as underpinning theories. SCT recognizes the interaction of environmental and personal factors in affecting individual behavior, which enables a more accurate examination of the underlying mechanism that encourages an individual's decision to perform OCB (Fife, 2008). SET supports the exchange relationship between the organization and civil servant, while human capital theory proposes the returns of investment in developing an individual's competencies and capabilities.

In short, by adapting the OCM-OCS framework (Bagdadli & Gianecchini, 2019), the present study proposes that OCM could induce OCBs through career competencies (mediator) and career success (mediator), underpinned by SCT, SET, and human capital theory. The relationship between OCM and its outcomes is stronger among employees with low proactive personality (moderator) and short service tenure (moderator).

Table 2.2 : Improvisation of the OCM-OCS framework

No.	Original construct in Bagdadli and Gianecchini's framework (2019)	Improvisation-Proposed construct in this study	Justification
1.	<u>Mediators:</u> i) Information ii) competencies iii) relationship iv) motivation	<u>Mediator:</u> Career competencies, which measure competencies in i) reflective (motivation & quality) ii) communicative (networking & self-profiling) iii) behavioral (career control & work exploration)	Career competencies comprise a broader set of competencies central to career development besides the proposed components in Bagdadli and Gianecchini's (2019) framework.
2.	<u>Dependent variable:</u> Objective career success	<u>Mediator:</u> Career success, included i) objective career success ii) subjective career success	Subjective career success has become more important in the current society.
3.	<u>Dependent variable:</u> Objective career success	<u>Dependent variables:</u> i) OCBO ii) OCBI	Extending the framework to include the construct that might contribute to the organizational performance rather than constructs that solely benefit the employees' career development

Table 2.2 : Continued

No.	Original construct in Bagdadli and Gianecchini's framework (2019)	Improvisation-Proposed construct in this study	Justification
4.	<u>Moderator</u> : Individual characteristics (e.g., personality traits, learning styles, nationality, career stage & experience, age, gender)	<u>Moderator</u> : i) Proactive personality ii) Service tenure	i) Bagdadli and Gianecchini (2019) proposed that the contemporary career trend highly emphasizes individual proactive roles. ii) Public service provides a life-long career. Civil servants at different stages of service tenure may react differently to OCM.
5.	<u>Theory</u> : Piecemeal of theories & lacking an outstanding theory	<u>Underpinned theories</u> : i) Social cognitive theory (SCT) ii) Social exchange theory (SET) iii) Human capital theory	SCT recognizes the interaction of environmental and personal factors in influencing individual behavior.

2.5 Underpinning Theories

The present research is underpinned by social cognitive theory, social exchange theory, and human capital theory. These theories explain how OCM influences OCB directly and indirectly via mediators and the contingency factors that affect the process. The following section reviews these underlying theories.

2.5.1 Social Cognitive Theory

This study aimed to address the gaps in the literature by applying SCT to explain the relationships among OCB, OCM, career competencies, career success, proactive personality, and service tenure. SCT, proposed by Bandura (1986), offers a more comprehensive understanding of the relationship by incorporating both personal and environmental factors. Additionally, SCT is suggested by Idrus et al. (2019) as an alternative approach to the dominant use of SET in OCB studies in Malaysia. The work of Fife (2008) also supports the use of SCT by showing that personality variables and situational cues have a moderating effect on helping behavior. As Bandura (1999a) notes, a full understanding of human behavior requires an integrated approach that considers both sociostructural and psychological factors.

Concepts of Social Cognitive Theory

The central concept of SCT is that human action is caused by the interaction of three mutual factors: behavior, cognitive and other personal characteristics, and environmental factors. These three factors function interactively as determinants of each other, as in the model called "triadic reciprocal determinism" or "triadic reciprocal causation" (Figure 2.2). According to SCT, behavior is not simply stimulated and controlled by the environment or driven by individual inner forces in a unidirectional manner. Instead, SCT posits that behavior is influenced by both the environment and the individual's internal factors, such as cognitive, affective, and biological events. This reciprocal causality model reflects the dynamic interplay between the environmental setting and the complex human attributes and behavior (Bandura, 1986). In other words, SCT proposes that an individual's behavior is regulated both internally and externally. Therefore, understanding the environmental forces that enhance individual characteristics and attitudes and the individual factors that influence the environment is necessary to explain how OCM affects OCBs.

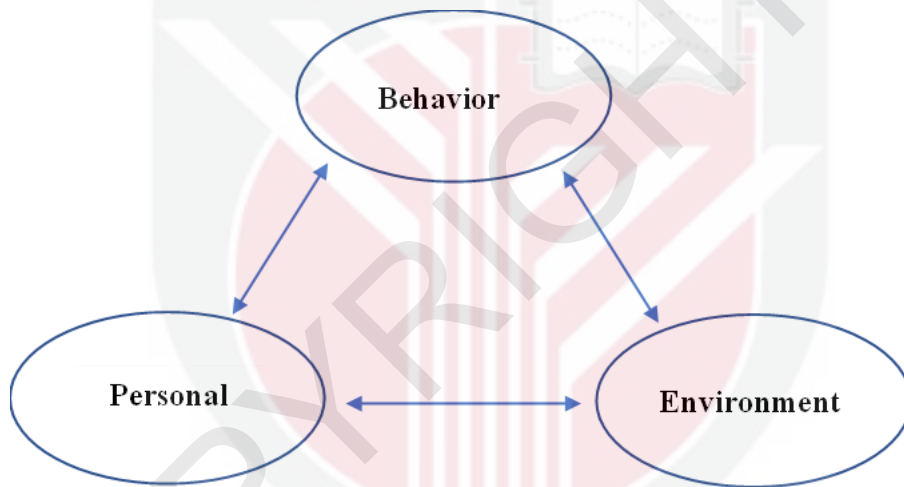


Figure 2.2 : Triadic reciprocal determinism

(Source: Bandura 1986)

According to SCT, the environment can be categorized into three categories: imposed, selected, and constructed. The physical and sociostructural environment is imposed on an individual without options, whether they like it or not. An individual may not be able to control the presence of a situation, but they may have the ability to interpret and respond to it. In most cases, the environment serves as a potential environment until it is selected and acted upon appropriately. An individual constructs a rewarded environment through their choices and actions within the environment setting. In fact, the potential environment does not exist permanently. Instead, an individual's effort is essential to activate and construct it. Meanwhile, sociostructural practices impose constraints that influence individual psychological function and behavior. Thus, an individual's interpretation and actions towards the environment create reciprocal interactions among

personal, environment, and behavior. The environmental determinants may include organizational characteristics, such as challenges from the organizational context and organizational interventions (Bandura, 1991).

Foundation of Social Cognitive Theory

SCT is a comprehensive and dynamic theory that comprises wide-reaching concepts. However, this study focuses on four core elements in SCT: human agency, human capabilities, vicarious learning, and self-efficacy. These elements are essential for understanding how individual behavior is stimulated by environmental factors and individual characteristics, and the interplay among these factors.

Human Agency

SCT is founded on two major concepts: human agency and human capabilities (Nabi, 2016). Human agency is essential as it recognizes that individuals actively participate in their development and have the capability to regulate their thoughts, feelings, and actions (Bandura, 1986). The human agency operates in three modes: individually, through proxy, or collectively. SCT recognizes four core properties of human agency, namely intentionality, forethought, self-reactiveness, and self-effectiveness (Miles, 2012). Intentionality refers to the proactive plan to achieve a future goal, while forethought refers to the anticipated outcome of their prospective actions. Additionally, self-reactiveness is the ability to make decisions and plans, shape appropriate actions, and monitor and motivate execution. Lastly, self-reflectiveness refers to the self-examination of capabilities, functioning, and metacognitive ability (Bandura, 1999a; Miles, 2012; Nabi, 2016).

Human Capabilities

Human nature features an advanced neural system that has enormous potential to be shaped through direct and observational experiences (Bandura, 2001). SCT addresses human capabilities in terms of symbolization, self-regulation, self-reflection, and vicarious learning (Nabi, 2016). Humans possess the capacity for symbolization, which enables them to comprehend the environment, gain knowledge, and guide their thoughts and actions, and anticipate the outcome (Bandura, 2001). Additionally, self-regulatory capabilities allow individuals to regulate and motivate their behavior according to their internal standard. Through self-regulation, individuals keep their behavior in line with their standard, while self-reward provides positive reinforcement. The capability for self-reflection allows an individual to evaluate their thoughts, capabilities, and actions, and improve them accordingly. Lastly, the capability for vicarious learning enables an individual to gain insights and adopt skills and knowledge by observing others' actions and their consequences (Bandura, 2001; Miles, 2012; Nabi, 2016).

Vicarious Learning

Vicarious learning and self-efficacy are crucial components of SCT, which proposes that individuals can learn through the power of social modeling rather than learning in the

more costly and ineffective manner of experiencing the effects of their actions (Bandura, 1986; 1999b; Wood & Bandura, 1989). This type of learning is known as vicarious learning or observational learning. Vicarious learning allows individuals to learn by observing the behavior and consequences of others, which guides their future behavior. Vicarious learning comprises four processes: attention, retention, production, and motivation. Firstly, an individual needs to pay attention to the selective model's behavior. Attention is influenced by the characteristics of the modeled behavior (e.g., complexity), the model (e.g., attractiveness), and the observer (e.g., cognitive and capability). The observation is then saved in memory through symbolic coding and involves cognitive processes such as rehearsal, which is then retained for future use. The modeled behavior is reproduced into action when necessary, and the individual receives feedback from others. The behavior is adjusted according to the feedback for future reference. Lastly, motivational processes involve the positive or negative reinforcement of performing the modeled behavior, such as external incentives, self-incentives, and past punishment (Bandura, 2001; 1999b; Nabi, 2016; Wood & Bandura, 1989).

Self-Efficacy

Self-efficacy is an important component of SCT. It refers to an individual's belief in their ability to successfully perform a specific task or behavior (Bandura, 1999a). The behavior that an individual observes will only be enacted if they believe they have the capability to do so (Nabi, 2016). Self-efficacy has a significant impact on outcome expectations, motivation, affect, and performance. It also plays a crucial role in determining an individual's effectiveness in acquiring new knowledge (Bandura, 1986). Individuals with strong self-efficacy tend to have a more positive mindset, higher motivation, and better performance compared to those who have doubts about their capabilities.

Application of Social Cognitive Theory

SCT is a psychologically oriented theory that explains the interaction of an individual with the social system to enact human behavior (Bandura, 1986). It has been applied in multidisciplinary research, such as in education (Zhang et al., 2012), adult learning (Tsai & Cheng, 2012), information technology (Middleton et al., 2019) and career studies (Kelly, 2011; Lent et al., 2016). Although SCT has been employed in organizational studies (Bandura, 1988; Duffy & Lent, 2009; Hwang et al., 2016; Wood & Bandura, 1989), there is limited application of SCT in employee behavioral studies pertaining to OCB, with few exceptions. For instance, Onyishi et al. (2020) utilized SCT to examine the relationship of corporate social responsibility to explain how employees can learn through their organization's activities in corporate social responsibility and consequently lead to their willingness to perform OCB. Later, Ozyilmaz et al. (2018) investigated the relationship between self-efficacy and OCB, moderated by employee trust in the organization. The findings revealed that self-efficacy has stronger positive effects on OCB when trust in the organization is high. In addition, Chen et al. (2013) apply SCT to study the relationship of the coworker-employee exchange and OCB, moderated by coworkers' OCB. At the same time, Fife (2008) adopted SCT to explain the relationship between personal characteristics (sensitivity to equity, positive affectivity, self-esteem and locus of control) and situational cue interaction to produce helping behavior.

2.5.2 Social Exchange Theory

The latest 16 studies of HRM-OCB as listed in Appendix A demonstrate the predominance of SET (Blau, 1964) in explaining the relationship between HRM and OCB (Cesário & Magalhães, 2017; Duong & Vu, 2018; Mostafa et al., 2015; Pohl et al., 2019; Zhang et al., 2019). Approximately half of the studies have utilized SET to explain the underlying relationship. The following section presents the central idea of SET.

SET argues that employees perceive organizational support as benefits from the employer, and thus reciprocate by performing OCB. This theory explains the exchange relationship between parties, who commit to and maintain exchange relationships with others, expecting that doing so will be rewarded. It focuses on the resources an individual gains from and pays back to that social interaction. This exchange relationship is rooted in the norm of reciprocity, which advocates a mutually beneficial exchange that contributes to social stability (Gouldner, 1960).

In an organizational context, this exchange relationship has been formed based on the organizational initiative that elicits comparable contributions from employees. Employees will contribute to the organization if the incentives offered by the organization are higher or equal to the contributions demanded by the organization (March & Simon, 1958). Therefore, organizations that invest in their employees tend to be reciprocated with favorable means from their employees, such as performing OCB (Lin et al., 2016; Liu et al., 2019). A large and growing body of literature about OCB relies on and builds upon SET. When employees perceive more robust organizational support, trust, and benefits, they tend to reciprocate by working harder, either in-role or extra-role performance (Eisenberger et al., 2001). Researchers claim that long-term investment by the organization via HRM practices creates positive socioemotional and economic benefits for employees. This favorable treatment and supportive environment motivate the feeling that the organization values the employees and in turn, encourages the employees to engage in OCB (Awang & Ahmad, 2015; Bizri, 2018; Gong et al., 2010; Kuvaas & Dysvik, 2009).

Although SET provides strong support to the connection between HRM practices and OCB, the explanation by the SET overemphasizes the benefits obtained by both parties, the equality between the parties, and the stability of the social exchange relationship. This conventional view of the theory postulates a straightforward social relationship in which organizational support solely induces OCB without concern for the intervening role of individual characteristics and the complexity of the individual's cognitive functioning. This theory therefore does not entirely cater to the reason and magnitude of the exchange relationship. Furthermore, the contingency factors that make the relationship more compelling have not been delineated. Therefore, there is a need to look for a complementary theory that may enrich the understanding of the linkage.

2.5.3 Human Capital Theory

The idea of human capital theory originates from the concept that investment in human learning capacity is similar to the investment of other resources in goods and services production. When these resources are fully utilized, they generate benefits to the individual, organization, society and economic growth, directly or indirectly (Lucas, 1988; Nafukho et al., 2004; Schultz, 1963). Human capital theory (Becker, 1964) suggests that humans invest in themselves to gain knowledge, skills and abilities, which will be compensated with economic benefits. This theory puts greater focus on education and training as the channel to grow human capital.

Human capital refers to the acquired capabilities of actual and tacit knowledge, skills, and abilities embodied in people, as developed through training, education, and experience (Thaler et al., 2017). Human capital is considered marketable as it can generate future income for an individual and valuable outcomes for organizations (Becker, 1993). Fitz-enz (2000) further describes human capital as an employee's moldable traits, including positive attitude, intelligence, energy, creativity, aptitude, and street-smart skills. Therefore, human capital comprises the means for enhancing human qualities and signals an individual's talent and ability, yielding financial output and productivity (Nafukho et al., 2004).

Career success is a key motivator for employees to actively develop their human capital (Hayek, 2011). According to Becker (1993), individuals weigh the cost and return of their human capital investment in order to maximize returns in terms of objective career success. Generally, the greater the investment in human capital, the higher the performance and career returns (Ramaswami et al., 2016).

From the organizational perspective, the human capital approach states that organizations invest in developing their employees' human capital with the expectation of increasing organizational productivity and performance in the long term (Wright et al., 2001). The strength of the human capital's attachment to the organization depends on the effectiveness of the human resource practices in attracting and retaining that human capital. Organizations invest in human resource practices as a strategy to secure the human capital required to accomplish their goals (Subramaniam & Youndt, 2005). For public organizations that rely heavily on internalized employment, organizational support, such as training and development interventions, is essential in developing employees' competencies to improve the quality of human resources and public service performance (Lepak & Snell, 1999).

Human capital theory has been extensively applied in the human resource literature to unlock the mechanisms linking human capital development and its outcomes. For example, Thaler et al. (2017) used this theory in their study in the German public service to examine the relationship between employee satisfaction with training and competencies gain. The study showed that training enhances public service motivation and civil servant competencies, indicating that well-qualified and highly motivated human capital are outcomes gained from the organization's investment. Additionally, Zhang et al. (2019) in their study in China demonstrated that a high-performance work

system induces thriving, which enhances employees' work performance and organizational citizenship behavior (OCB).

On top of that, human capital theory has been utilized in studies examining the relationship between human capital investment and career success. While many studies have focused on objective career success as an outcome of human capital, following the earlier definition of human capital and its economic value, the literature has shown that objective career success and subjective career success are correlated (Ng et al., 2005). As a result, scholars are attempting to explore the impact of human capital development and organizational sponsorship on both objective and subjective career success (Biemann & Braakmann, 2013; Rasdi et al., 2011). For example, Wayne et al. (1999) showed that human capital investment, such as training, organizational sponsorship, mentoring, and supervisor sponsorship, enhances employees' objective and subjective career success. Notably, Ng et al. (2005) meta-analysis showed that human capital and organizational sponsorship are predictors of objective and subjective career success. However, human capital showed a stronger relationship with objective career success, while organizational sponsorship showed a stronger relationship with subjective career success.

2.6 Career Competencies

Due to economic pressures, global competitiveness, and technological advancements, organizations have had to initiate restructuring, downsizing, and transformations to overcome these challenges (Hall & Moss, 1998). Employees are now experiencing a more dynamic career paradigm with increasing responsibility for managing their own careers. The traditional job design, which is a set of duties, is no longer sufficient to ensure the organization's effectiveness (Kuijpers & Scheerens, 2006). As a result, the responsibility of managing one's career has shifted from employers to employees (Kuijpers et al., 2006). Instead of being provided with a fixed career path, employees are now encouraged to take ownership of their career development and build their own career ladder through increasing career support (Kuijpers et al., 2006). Hall (1996) describes this new career paradigm as the protean career, where employees are encouraged to be more self-directed and take ownership of their career development. To adapt to the dynamic workplace, employees acquire specific skills and career competencies to support them in effectively managing their careers (Van Der Heijde & Van Der Heijden, 2006). In today's challenging environment, career competencies have gained increasing importance (Arthur et al., 1995) in securing employees' career development and success (Lichtenstein & Mendenhall, 2002).

2.6.1 Concept of Career Competencies

The concept of competencies has been widely studied in the field of human resources and organizational behavior. It is defined as an individual characteristic that leads to superior performance (Boyatzis, 1982) and is seen as an essential predictor of individual performance and success (McClelland, 1973). Competencies involve behavioral competence, broad psychological attributes, and internal feelings on how an individual engages in problem-solving (Lian, 2012). According to Spencer and Spencer (1993),

competency is an underlying characteristic that is causally related to effective and superior performance in a job or situation. In summary, competencies are a combination of individual motives, traits, self-concept, social role, knowledge, and cognitive or behavioral skills that affect an individual's performance. Specifically, job competencies refer to an individual's ability and capability to perform assigned tasks and deliver desired outcomes (Boyatzis, 1982).

On the other hand, career competencies are defined as "knowledge, skills, and abilities central to career development, which can be influenced and developed by the individual" (Akkermans et al., 2013, p. 249). As Akkermans et al. (2013) emphasize, career interventions can nurture and enhance career competencies. The role of organizations in facilitating an individual's career management should not be overlooked. Developing career management has become the responsibility of both individuals and organizations (Orpen, 1994). Unlike work competencies that target accomplishing a specific job, career competencies go beyond the technical skill and focus on the employee's career path (Akkermans et al., 2013), which involves long-term development and continuous self-guided learning (Beheshtifar, 2011). In sum, career competencies contain the broader scope of general competencies, which refer to accumulating knowledge, skills, and abilities over time that promote a successful career (Defillippi & Arthur, 1994).

2.6.2 Overview of Career Competencies Model

In line with the emergence of the dynamic career paradigm, individuals must take responsibility for competing in the labor market. Therefore, career competencies have become increasingly important for individuals to manage their careers (Van Der Heijde & Van Der Heijen, 2006). Different typologies of the career competencies model have been introduced by career researchers from various career perspectives, in line with the needs required in different career domains.

For instance, Defillippi and Arthur (1994) suggest three career competencies necessary in a boundaryless career, namely "knowing why," "knowing whom," and "knowing how." "Knowing why" competencies emphasize the vital role of career motivation, identification, and personal meaning in one's own career. Additionally, "knowing whom" competencies denote an individual's ability to develop a constructive network that may aid in their career advancement. "Knowing how" reflects an individual's human capital, i.e., their skills and knowledge in performing their tasks. These competencies support an individual's career mobility in an environment that provides dynamic career opportunities, enabling the individual to move among different employers.

Later, Hall (1996) prescribed the protean career paradigm that highlights self-reliance, where individuals take control of their careers rather than relying on organizational support. The protean career requires specific skills that enable individuals to adapt to a dynamic environment. Anakwe et al. (2000) categorized career competencies acquired in protean career environments into self-knowledge, interpersonal knowledge, and environmental knowledge. This model suggests that individuals must be able to utilize their skills in career self-management, socialization, and adapting to the constant change environment to achieve better career outcomes.

In addition, given the drastic changes in career management responsibility, an increasingly dynamic work environment, and mobility, Kuijpers and Scheerens (2006) further explored the significant role of career self-management. Scholars suggest six dimensions of career competencies needed for career success, including career-actualization ability, reflection, motivation reflection, work exploration, career control, and networking. This effort was continued by De Vos et al. (2009), who pointed out that cognitive and behavioral competencies are two crucial elements since both have been recognized as essential in proactive career behavior (Kuijpers et al., 2006; Sturges et al., 2002). Even though researchers attempt to explore the actual career competencies needed from different perspectives, all the proposed competencies strongly emphasize the individual's role in managing their career competencies and career development.

By taking into account previous career competencies models (Anakwe et al., 2000; Arthur et al., 1995; Defillippi & Arthur, 1994; De Vos et al., 2009; Kuijpers et al., 2006), Akkermans et al. (2013) derived an integrative career competencies model comprising three major competencies: reflective career competencies, communicative career competencies, and behavioral career competencies. Reflective career competencies reflect an individual's motivation and quality. They indicate the awareness of an individual's feelings towards work, the meaning of their career, and their passion for a career. In addition, reflective competencies also specify an individual's understanding of their strengths, weaknesses, skills, and talents, which are crucial in facilitating goal-setting and decision-making along their career path (Akkermans et al., 2013; Beheshtifar, 2011).

The second competency proposed by Akkermans et al. (2013) consists of communicative career competencies, which emphasize an individual's networking and self-promotion abilities. An individual should be able to establish strong relationships with key stakeholders both within and outside of the organization, such as managers, mentors, peers, customers, suppliers, and subordinates, to support their career development. Additionally, strong self-promotion is essential for increasing an individual's visibility and potential in both internal and external job markets, creating more opportunities to achieve their goals (Rasdi et al., 2012). This social capital allows an individual to gain a competitive advantage through their network (Basu et al., 2017), such as through cooperation, knowledge sharing, and higher mutual trust (Zhai et al., 2013).

The third dimension suggested by Akkermans et al. (2013) is behavioral career competencies, which denote how actively an individual is involved in career control and work exploration. An individual high in career competencies not only sets a clear career goal and career plan, but also actively explores available career opportunities and learning experiences that shape their competencies. Individuals who vigorously explore career opportunities and are willing to commit are best able to use their capabilities to meet organizational needs (Kuijpers et al., 2006).

The integrative model of career competencies introduced by Akkermans et al. (2013) best illustrates the competencies required in the protean career and contest-mobility arena, where individual proactivity, motivation, and human capital are key concerns for achieving higher attainments (Rosenbaum, 1984; Turner, 1960). Currently, technical and

visible competencies are no longer sufficient as a measure of individual performance; instead, hidden and behavioral competencies should be incorporated for optimal results (Vathanophas & Thai-ngam et al., 2007). As emphasized by the World Bank Group, to improve Malaysian public service delivery, "the public sector workforce of the future will require advanced cognitive, socio-behavioral, and interpersonal skills" (World Bank Group, 2019, p. 66). These sought-after competencies are necessary for civil servants to meet the increasing challenges in the competitive labor market.

2.7 Career Success

Career success is defined as "positive psychological and work-related outcomes accumulated as a result of one's work experiences" (Seibert & Kraimer, 2001, p. 2). Traditionally, career success is associated with objective career success such as pay and advancement within organizational hierarchies (Ng et al., 2005). Orpen (1994) refers to objective career success (promotions and salary growth) as career effectiveness. However, with the shift towards a new career paradigm, attention to career success has been expanded to include subjective career success, which prioritizes an individual's perception of their career (Dries et al., 2008). Therefore, career success refers to both objective and subjective aspects of career success (Guan et al., 2019; Macák et al., 2015; Ng et al., 2005b; Rowley et al., 2016; Spurk et al., 2019).

2.7.1 Objective Career Success

Objective career success refers to the category of career success that is tangible, visible, measurable, and verifiable by others (Heslin, 2005). Therefore, objective career success is also known as extrinsic career success, which relates to external recognition of individual career achievement (Kuijpers et al., 2006). The commonly used measures of objective career success include salary (Spurk et al., 2019; Sultana & Malik, 2019; Tharenou et al., 2018), hierarchy advancement (Tharenou et al., 2018), promotions (Spurk et al., 2019), number of subordinates (Tharenou et al., 2018), and occupational status (Judge et al., 1990; Macák et al., 2015). Additionally, objective career success can be represented by salary increments (Macák et al., 2015) and positive performance appraisals (Blokker et al., 2019). However, salary and promotion have been the primary indicators of individuals' career success, with salary being used in almost all studies (Blokker et al., 2019; Ng et al., 2005; Ng & Feldman, 2014a; Stumpf & Tymon, 2012). Variations in income and promotion have been used to indicate individual objective career success, such as gross monthly income (Blokker et al., 2019), net monthly income (Verbruggen, 2012), annual pretax income (Judge et al., 1990), the total number of promotions individuals receive in their careers (Blokker et al., 2019), and the number of promotions with current employers (Verbruggen, 2012).

The traditional payment structure in Malaysian Public Services primarily focuses on seniority, which means that the structured salary does not accurately reflect the objective career success of civil servants. However, as a large organization that offers many career paths and opportunities for promotion, the number of promotions throughout a civil servant's career is a more appropriate measure of their objective career success (Macák et al., 2015).

Additionally, the Excellent Service Award, as outlined by Service Circular 13/2012, is a key appraisal in the Malaysian Public Service. As stated in the service circular, a total of 8% of civil servants are eligible to be honored annually. These honored civil servants are not only given a certificate but also receive a financial incentive of one thousand ringgit. Therefore, Excellent Service Awards are suitable to be considered objective career success in the Malaysian Public Service context. Gaining tangible career successes such as promotions and positive appraisals is likely to enhance an individual's social status and financial success, which creates a sense of superior career satisfaction (Ng et al., 2005). Therefore, for professional employees, this award is a significant recognition of their professionalism (Valeau & Paillé, 2017).

2.7.2 Subjective Career Success

Subjective career success, as another facet of career success, is crucial due to organizational constraints in fulfilling employees' tangible career success (Heslin, 2005). Furthermore, objective career success is insufficient to measure the subjective outcome that employees value (Wang, 2013) as individuals tend to evaluate their career accomplishments based on their preferred personal standards (Dries et al., 2008). Additionally, individuals who gain objective career success may not be satisfied with their careers. Therefore, subjective career success is necessary to complement objective career success (Barnett & Bradley, 2007), particularly in the current career trend where career self-management is prioritized. Recent studies on career success tend to explore the internal career perception of an individual (Wang et al., 2011). Unlike tangible career success, subjective career success measures an individual's objective career attainment, career perception (Y. Guan et al., 2014) and prospects for future advancement (Bozionelos, 2003).

Subjective career success denotes the intrinsic facet of career success, which occurs from an individual's judgment of career status based on their own perception and anticipated outcome (Kuijpers et al., 2006; Ng & Feldman, 2014b). An individual feels satisfied once the perceived career achievement has met their personal expectation and targeted goal (Wang, 2013). Intrinsic career satisfaction involves individual psychological fulfillment, personal feeling, and affective response pertaining to career accomplishment (Ballout, 2009; Moon & Choi, 2017). Thus, Turkyilmaz (2014) emphasizes that subjective career success is particularly crucial among civil servants due to their unique benevolence characteristics, insight, and spirit towards their career. Subjective career success indicators, such as competencies enhancement, higher responsibilities, and peers' recognition, are more meaningful than conventional career success indicators, such as income and promotion (Arthur et al., 2005).

Examples of subjective career success indicators include career satisfaction, work-life balance, developing skills and gaining new knowledge, meaningful work, perceived career opportunities and internal marketability (Duong & Vu, 2018; Greenhaus et al., 1990; Guo et al., 2019; Heslin, 2005; Spurk et al., 2019; Wang et al., 2011). However, job satisfaction (Heslin, 2005; Verbruggen, 2012) and career satisfaction (Arthur et al., 2005; Duong & Vu, 2018; Kong et al., 2012b; Moon & Choi, 2017; Sultana & Malik, 2019; Turban et al., 2017) are the most frequently used by researchers to measure

subjective career success. Nonetheless, Heslin (2005) argues that job satisfaction, which is defined as an individual's positive affective orientation towards a job (Nasir & Bashir, 2012), is insufficient to measure subjective career success since it implies merely the current situation rather than the satisfaction that accumulates over long-term career experience, which should involve a variety of outcomes. Thus, the career satisfaction scale from Greenhaus et al. (1990) is more appropriate to operationalize subjective career success.

Career satisfaction (Greenhaus et al., 1990) focuses on an individual's self-appraisal, feelings and beliefs towards their career progress in meeting career goals, income and preferences (Jawahar & Stone, 2015; Wang et al., 2011). This indicator evaluates a broader aspect of career progress and achievement, including accomplishment, career goals, salary, advancement, and skills (Spurk et al., 2019). Career satisfaction involves both cognitive and affective evaluations of an individual's career outcome (McKenna et al., 2016). As explained by Ng and Feldman (2014b), cognitive orientation refers to an individual's beliefs and perceptions towards their career progress, whereas affective orientation denotes the individual's "feelings about, emotional reactions to, and satisfaction with their career success" (p. 170). The individual will experience higher career satisfaction from their employment if they perceive a strong attachment to their profession (Ismail et al., 2016).

Ng et al. (2005) point out that both individual characteristics and sponsorship contribute to career success by fulfilling the requirements typically prescribed under contest-mobility and sponsored-mobility models (Turner, 1960). From the sponsored mobility perspective, individuals who receive more sponsorship gain higher competitive advantages. Thus, employees who exhibit higher career competencies and receive more organizational support are more likely to achieve greater objective and subjective career success (Turban et al., 2017). Career competencies and Organizational Career Management (OCM) complement each other to drive an individual's career advancement and satisfaction.

2.8 Proactive Personality

The public service has been assumed to be stable, equipped with a well-designed career path and sound career support relative to major private organizations. Public organizations offer long-term contracts to civil servants, limiting them from competing with the external labor market. Therefore, civil servants in comfortable working environments tend to be less proactive as their career paths are guaranteed. However, in line with global paradigm shifts, Malaysian civil servants are urged to be more proactive and attentive to the current needs of the people and the country (Bernama, 2022). Besides, due to the emergence of the contemporary career model (e.g., Hall, 2004 & 1996; Kuijpers et al., 2006), scholars increasingly recognize the individual role in creating opportunities for career growth and advancement. Nowadays, employees have to navigate actively within their profession in the new career paradigm (Arnold et al., 2019). Being proactive is crucial, enabling them to compete and flexibly adapt to the dynamic career environment (Jung & Takeuchi, 2018; Parker & Bindl, 2017). Parker and Bindl assert that proactivity is a crucial notion for today's workplaces, which is a

dynamic, strategic orientation and requires dealing with unforeseen occurrences. Particularly for higher educated groups, being proactive is crucial since they are capable of steering their career and likely to engage in lifelong learning (Wesarat et al., 2014). Proactive behaviors are salient for leaders who possess a relatively keen desire for constructive change and personal growth (Bateman & Crant, 1993; Guo et al., 2011; Wesarat et al., 2014). Extant studies show that proactive personality contributes to desirable outcomes and proactive behavior. Therefore, this concept is societal essential and has received considerable attention in the organizational literature.

Proactive behavior is defined as "initiating action to change the situation in order to reach a desired goal" (Parker & Bindl, 2017, p. 4). It encompasses a range of behaviors, such as anticipating future challenges, taking initiative, and seeking out new opportunities (Jung & Takeuchi, 2018). Proactive behavior is seen as a crucial aspect of career success, as it enables individuals to navigate the dynamic and uncertain career environment (Arnold et al., 2019; Kuipers et al., 2006). Proactivity is particularly important for higher-educated groups, who are more capable of steering their career and engaging in lifelong learning (Wesarat et al., 2014). Additionally, proactive behavior is seen as an important trait for leaders, as it allows them to initiate constructive change and personal growth (Bateman & Crant, 1993; Guo et al., 2011; Wesarat et al., 2014). Overall, proactive behavior is seen as an essential aspect of career success and has received significant attention in the organizational literature.

Particularly, proactive personality refers to the personality trait that determines the tendency of an individual to initiate constructive changes in their environment (Bateman & Crant, 1993). Individuals with a highly proactive personality actively look for possible chances and initiate changes to improve their situation. They attempt to influence and control their environment to achieve their intended goals (Crant et al., 2017). Interestingly, a highly proactive personality individual does not merely make changes in the environment but also within an individual (Presbitero, 2015). They are self-initiated, future-oriented, and demonstrate a strong desire for self-improvement (Parker & Bindl, 2017). Therefore, proactive personality affects an individual's attitude, cognition and behavior, ultimately leading to better performance (Crant et al., 2017). Overwhelming evidence shows that proactive personality is associated with desirable outcomes, and it contributes significantly to an individual's attitudes (Plomp et al., 2016), work performance (Hsiao & Wang, 2020; Nguyen et al., 2020; Spitzmuller et al., 2015) and career success (Crant et al., 2017; Ismail et al., 2016; Seibert et al., 1999; Turban et al., 2017). Proactive individuals are capable of foreseeing, planning and working on their career strategies to achieve higher career outcomes (Ismail et al., 2016).

On top of that, proactive employees demonstrate a high tendency to contribute their ideas and effort to improve job processes and organizational performance (Seibert et al., 2001). They actively create and manage quality exchange relationships with the organization, supervisors, and coworkers via positive working attitudes and behaviors. Spitzmuller et al. (2015) in their recent meta-analytic review, reaffirmed that proactive personality predicts not only in-role job performance but also organizational citizenship behaviors (OCBs) and organizational citizenship behavior intentions (OCBIs). Since proactive individuals desire to make positive changes in the organization, they are motivated to perform higher OCBs (Bergeron et al., 2014; Li et al., 2010; Zaman & Bilal, 2021). They

tend to go above and beyond their required responsibility to meet their expectations (Hsiao & Wang, 2020). Hence, proactive personality is a key element for transformational and incremental changes for an organization (Prabhu, 2016). In their 20-year review of the proactive personality literature, Crant et al. (2017) concluded that proactive personality is not merely an essential predictor of proactive behaviors but also plays a meaningful role in one's profession.

In contrast, submissive individuals demonstrate an opposite pattern in which they appear to be passive and likely to adapt to situations rather than actively influencing them (Crant et al., 2017). They typically fail to show initiative and are less likely to seize opportunities to improve the circumstances. Therefore, low proactive individuals are passive and reactive, and they are more likely to adapt to and endure current situations (Fuller & Marler, 2009). As a result, it is more difficult for less proactive employees to overcome undesired dilemmas in the workplace since it is a massive challenge for them to alter their restrictive environment (Bateman & Crant, 1993).

Early studies on proactive personality investigate its antecedent role in affecting favorable outcomes for an individual and organization. Nonetheless, recent studies have shown a fervent interest in exploring its contingency functions (Presbitero, 2015; Wang et al., 2019; Zhao et al., 2013). For instance, in a recent study, Ali et al. (2020) examined proactive personality as a contingency factor between HRM practices and career advancement among women managers in Pakistan. In addition, Maan et al. (2020) studied the moderating effect of proactive personality on the relationship between perceived organizational support and job satisfaction in Pakistan's services and manufacturing industries. Therefore, proactive personality appears to be an interesting contingency factor in explaining the relationship between organizational change management (OCM) and organizational citizenship behaviors (OCBs) and between OCM and career competencies. This individual trait has the potential to clarify the inconsistent relationship between OCM and OCBs. Theoretically, this study expected that the relationship between OCM and OCB is contingent on proactive personality. As depicted in social cognitive theory, OCM affects OCB behavior through its interaction with an individual's proactive personality. Different individuals may interpret a similar context in different ways. As highlighted by scholars, humans behave based on how they perceive things rather than how the things are (Crant, 2000). Hence, this study explored how the individual proactivity level affects their perception of contextual favorability, which will ultimately influence the effectiveness of the OCM in inducing OCBs and career competency.

2.9 Service Tenure

To This passage discusses the relationship between two concepts, OCM and OCB and how they relate to "career competencies" and "service tenure." The author explains that "service tenure" in this context refers to the accumulated length of employment in the Malaysian public service. In extant studies, tenure has been used to proxy work experience or work-related knowledge (Ng & Feldman, 2010). Service tenure might include civil servants' experiences in several public entities if they had been transferred over the years. In other studies, this construct has also been labeled either work tenure

(Atatsi et al., 2021) or work experience (Kegans et al., 2012). In a similar vein, seniority (Huang, 2019) has been used interchangeably to capture the duration a civil servant has served in public service.

Service tenure is conceptually distinct from organization tenure, which measures how long a civil servant has served in the current organization or entity. For Malaysian civil servants appointed under the federal government, moving from one public entity to another is possible, depending on their service scheme. For instance, Administrative and Diplomatic Officers are likely to be mobilized among ministries along with their careers in public service. However, medical officers usually serve only under the Ministry of Health or its agencies. Following De Caluwé et al. (2014) and Singh (2018), service tenure in this study measures the employee's accumulated working experience, which denotes the "overall length of time in a given occupation or workforce" (Tesluk, 1998, p. 77). More specifically, service tenure refers to the civil servant's total experience employed by the Malaysian Public Service Department, enabling them to possess relevant knowledge, skill, and ability in the Malaysian Public Service context beyond those attributable to organization-specific experience.

Researchers have long argued that work experience, rather than age, is a critical driver of job performance (Giniger et al., 1983). Work experience improves employees' performance, motivation, and dedication to their profession and organization (Rowe, 1988). Schmidt et al. (1986) further explain that work experience significantly impacts an employee's job knowledge, which indirectly influences their work performance. However, work experience may affect employees' behavior in various ways (Ng & Feldman, 2010; Pradhan & Mishra, 2020). For instance, researchers show that work experience and tenure are essential predictors of organizational citizenship behaviors (OCBs) (Dirican & Erdil, 2016; Pradhan & Mishra, 2020; Yadav & Rangnekar, 2016) and career satisfaction (Singh, 2018).

Previous studies have extensively explored the influence of work experience and tenure on organizational citizenship behavior (OCB) performance. Scholars point out that these predictors significantly influence OCB. Long-tenured employees are likely to exhibit higher OCB (Mitonga-Monga et al., 2017; Ng & Feldman, 2010). In a recent study of university staff in India, Pradhan and Mishra (2020) supported these predominant findings. They claim that long-tenured employees are more familiar with the nature of their work and the organizational culture, which consequently motivates OCB. Undoubtedly, long-tenured employees gain more knowledge of their work and are more familiar with the organizational culture than less tenured employees (Parveen, 2012).

In addition, Pradhan and Mishra (2020) contend that tenure is likely to enhance the employee's attachment to the organization in a collectivistic culture. Such a sense of belonging fosters OCB. However, Kim (2018) revealed contradictory findings in the study of public employees in the local government of South Korea. The researcher found that OCB decreases as the relative organizational tenure of public employees increases. The results suggest the importance of organizational socialization in the early stage of civil servants' careers in public service, which encourages OCB, but this benefit gradually deteriorates over time. However, in studies conducted in Malaysian local

governments, Ibrahim et al. (2015) and Ibrahim and Amin (2014) revealed that tenure does not significantly influence OCB. Nonetheless, in the professional context, Chou and Pearson (2011) showed that the longer the service tenure, the higher the OCB performed by IT professionals in the United States. One interpretation of this finding is that for the subject group that requires constant learning and specific competencies, long-tenured professional employees gain more experience and skills that allow them to exhibit higher extra-role behavior.

The OCB literature also shows that the interaction of work experience and tenure has been an interesting construct to explore. For instance, Delle (2013) proved, in a study of the Ghanaian banking industry, that tenure significantly moderates the relationship between organizational culture and OCB. Long-tenured employees engage as part of the organization, demonstrate a high level of loyalty and therefore perform more voluntary behavior. Similarly, Yadav and Rangnekar (2016) found that tenure significantly moderates the relationship between role clarity and OCB performance in their study of private and public power organizations in India. The connection between role clarity and OCB was stronger when tenure increased.

Meanwhile, in the public service context, Huang (2019) demonstrated the influence of extrinsic rewards and public service motivation on civil servant performance in Taiwan. The study revealed no different effects on work performance for either senior or junior civil servants. On the other hand, Singh (2018) reported that the positive relationship between OCM practices and career satisfaction is more robust for those with more experience among professionals in India. In sum, inconsistent findings are common in the literature regarding the work-related outcomes of short-tenured and long-tenured employees.

The literature shows that researchers have attempted to explore the significant impact of work experience on various employees' attitudes and behavior. However, how work experience moderates the relationship between OCM and OCB and between OCM and career competencies in the current context has yet to be examined. Empirical research regularly engages experience as a control variable rather than as a moderator. In response to the call of Singh (2018), this study further examines the interaction effect of service tenure and OCM on OCB and career competencies. In light of the secure employment provided in public service, civil servants typically spend their entire working life serving in government entities, unlike the dynamic private sector. Generally, they are unlikely to leave the organization compared to those in private organizations (do Monte, 2017). Therefore, long service tenure may seriously influence civil servants' behaviors and performance (Kim, 2018). Employees at different stages may perform and react differently to organizational support. Hence, this study proposed that civil servants' service tenure moderates the relationship between OCM and OCBs and between OCM and career competencies. Specifically, as an individual's human capital, service tenure would moderate the effectiveness of organizational career support in inducing extra-role behavior and enhancing career competencies among Malaysian civil servants.

2.10 Chapter Summary

This chapter began with a review of key concepts of OCM and OCB and examined the findings of prior studies that have explored the relationship between HRM and OCB. The framework proposed by Bagdadli and Gianecchini (2019) has been adapted and modified to suit the research objective of the current study. Theories such as SCT, SET, and human capital theory have been used to establish career competencies and career success as mediators between OCM and OCB, while proactive personality and service tenure act as moderators. The relevant theories, mediators, and moderators have been reviewed. The next chapter will present the proposed research framework and the development of hypotheses.



CHAPTER 3

HYPOTHESES DEVELOPMENT

3.1 Introduction

This chapter presents the research framework and hypotheses based on the variables and theory reviewed in the previous chapter. The first section introduces the research framework, and the second section explains the underpinning theories that support the formation of the hypotheses. Fourteen hypotheses were developed based on empirical evidence and theoretical support. The final section presents a summary list of the hypotheses.

3.2 Research Framework

Malaysia is striving to improve public service performance while facing significant challenges in controlling the rising costs of operating the public sector (Amran et al., 2021). Evoking the existing civil servants' extra-role performance becomes crucial to improving public service efficiency. As contended by Ko and Smith-Walter (2013) and Messersmith et al. (2011), organizational performance, specifically in a public organization, is partially dependent on the willingness of employees to display discretionary behavior. Organizational citizenship behavior (OCB) plays a significant role in mediating the relationship between HRM practices and organizational performance (Ko & Smith-Walter, 2013). The inclination of civil servants to perform extra-role behavior may contribute to organizational effectiveness (Mostafa & Leon-Cazares, 2016).

Therefore, based on the research gaps and objectives, the research framework of this study is illustrated in Figure 3.1. This framework was structured by organizational career management (OCM), career competencies, career success, OCB directed toward the organization (OCBO) and OCB directed toward individuals (OCBI). This framework posits that OCM significantly affects career competencies and career success, which in turn influences OCBO and OCBI. OCM refers to organizational support to assist individual career advancement (Orpen, 1994). It includes various interventions that facilitate individuals in pursuing their career goals, either as formal training organized by the organization or informal coaching with the supervisor. Effective OCM develops an individual's career competencies and promotes career success (Kong et al., 2012). In other words, career competencies and career success, in sequence, mediate the relationship between OCM and OCBs. Underpinned by social cognitive theory (SCT), social exchange theory (SET), and human capital theory, this study postulated that OCM implemented in public service could enhance civil servants' OCBs through career competencies (mediator) and career success (mediator), especially among civil servants who possess a low proactive personality (moderator) and service tenure (moderator).

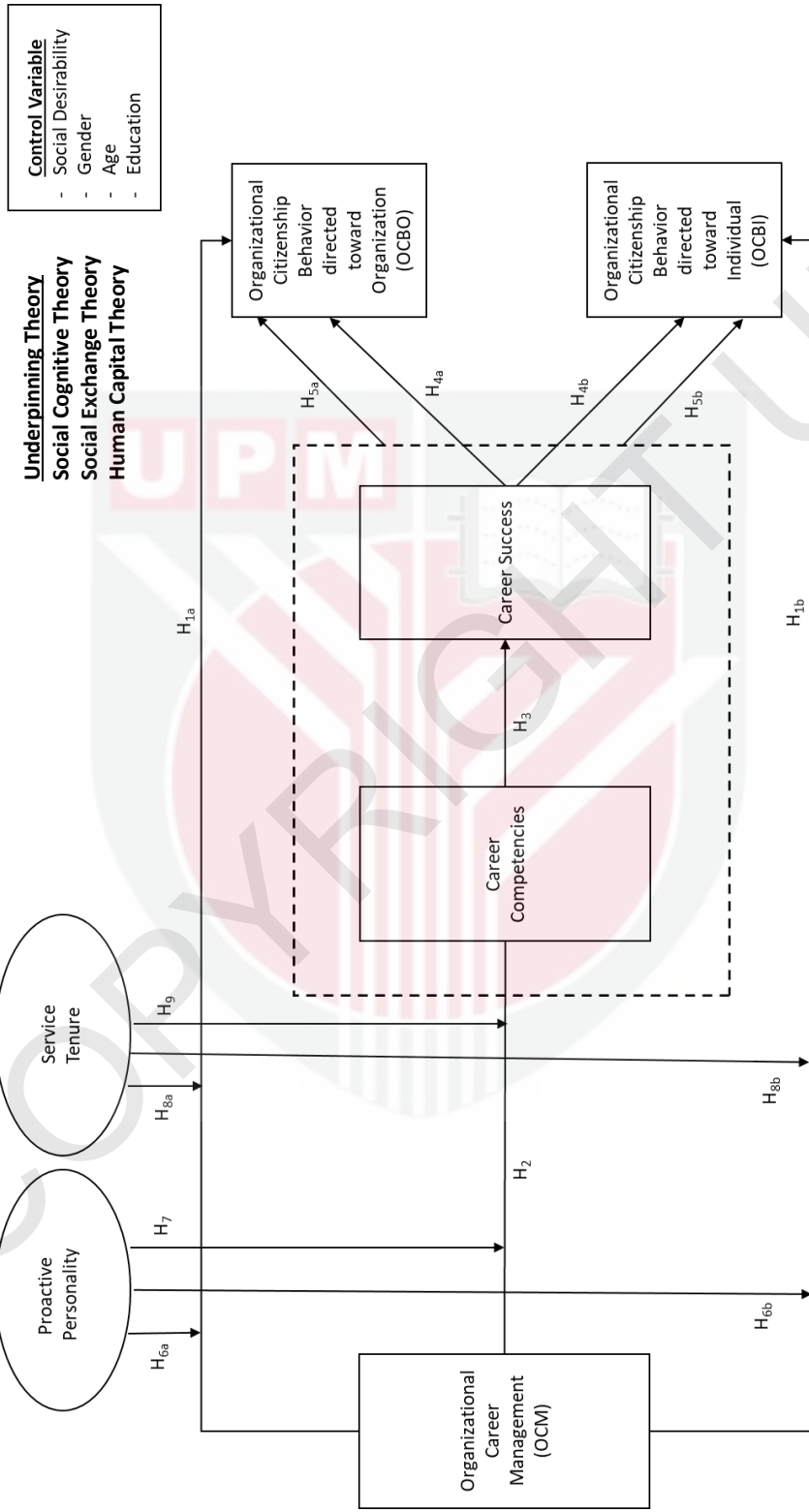


Figure 3.1 : Research framework

3.3 Theoretical Support

SCT describes a triadic reciprocal relationship where environmental factors, personal factors, and behavior are determinants that influence each other. According to Bandura (1986), human behavior and the external environment are reciprocally related and regulated by human functioning. Specifically, external factors from the environment and personal characteristics interact to stimulate the individual's behavior (Otake-Ebede et al., 2019). These factors might include but are not limited to the environmental context, organizational support, training and development programs, individual cognitive, affective, and biological events, interpersonal state, perceived social support, and vicarious learning (Otake-Ebede et al., 2019). Based on SCT, external cues such as perceived organizational support and individual characteristics might influence employees' decision to perform OCB. Through the mediating and moderating process, this study incorporates the confluence of contextual factors (OCM), individual characteristics (proactive personality and service tenure) and attitudinal characteristics (career competencies and career success) that ultimately influence the tendency to perform a specific behavior (OCB).

Grounded in SCT, OCM carried out by the organization serves as the imposed environment (Bandura, 1999a). It denotes a supportive environmental condition invested by organizations for their employees. OCM practices are potential external factors that may benefit employees through human capital development that enriches their career-related knowledge, skills, and abilities. OCM can be carried out via formal interventions, such as structured training programs, career plans, and performance feedback. For instance, cross-fertilization programs (*Pekeliling Perkhidmatan Bil 5 Tahun 2011-Dasar Dan Prosedur Penempatan Pegawai Di Bawah Program Penempatan Silang* (Cross Fertilization Program), 2011) and expatriation assignments enable employees to gain valuable experience for their career progression (Ramaswami et al., 2016).

Besides, informal OCM practices such as career advice, experience sharing, and mentoring can help employees develop their competencies and expand their social connections. Through observation learning from attractive models and leaders, employees may earn opportunities to gain knowledge, enabling them to replicate and reproduce behaviors that may generate beneficial outcomes (Bandura, 1986). Additionally, career support practices like mentoring can serve as a valuable platform that allows employees to be motivated by others' experiences and successes. Overall, OCM represents a supportive HRM effort that facilitates employees in building career-related human capital, with the goal of increasing organizational performance, as outlined by SCT. As a result, effective OCM can help grow an employee's human capital and yield career returns.

Apart from that, Bandura argues that cognitive function and self-regulation abilities play a role in influencing human behavior through human agency. He suggests that behavior is regulated by forethought, allowing individuals to act proactively and be motivated to set and achieve goals. Bandura believes that this ability to self-direct is supported by the ability to reflect and react to one's surroundings, which are constantly interacting with environmental influences (Appelbaum & Hare, 1996).

Thus, employees with stronger proactive personalities and longer service tenure may have higher cognitive abilities in managing their careers. They possess a higher intention, forethought, and experience that lead them to achieve their career goals. They practice self-reflective behavior to ensure that their career direction is in line with their standards. Most importantly, proactive employees may have a proper career plan and strategy that drives them to optimally utilize the potential opportunities from OCM. They have stronger self-regulation capabilities to enhance their competencies and performance. Hence, proactive personalities and longer service tenure lead to higher career outcomes and excellent performance relative to others.

On the other hand, the literature suggests that both cognitive and affective factors play a role in influencing employees' OCB. Career competencies and career success can affect employees' cognition and affect to varying degrees. Cognitive factors, such as equity and pay perception, refer to an individual's evaluation and judgment of their work or life conditions relative to a specific standard (Lee & Allen, 2002; Organ & Near, 1985) or set of beliefs (Organ & Konovsky, 1989). Meanwhile, affective factors refer to feelings or emotions (Organ & Konovsky, 1989) that are less deliberative in nature (Organ & Near, 1985). Studies have shown that cognitions, such as subjective appraisals of job outcomes and pay, have a stronger effect on predicting OCB than affective factors (Organ & Konovsky, 1989). However, other research suggests that both cognitive and affective factors play a role in eliciting OCB (Kemery et al., 1996). Therefore, it can be suggested that personal attitudinal characteristics such as career competencies and career success are likely to influence individuals' positive cognition and affect, which in turn can induce OCB directly or indirectly at different intensities.

OCB in this study is likely to be influenced directly or indirectly by the interaction of environmental factors (OCM) and personal characteristics (proactive personality, service tenure, career competencies, and career success) via the proposed mediation and moderation process. OCB results from organizational investment in developing employees' human capital, as suggested by human capital theory. It denotes the fruitful returns reciprocated by the employees, as underlined by SET. However, the occurrence and intensity of OCB do not rely solely on the influence of OCM enforcement, but also on the level of employee proactivity and service tenure. Since OCBO and OCBI may be influenced by different predictors, the levels of OCBO and OCBI evoked may vary (Lee & Allen, 2002). In addition, cognitive and affective functions result from human capital returns influencing individuals' behavior, resulting in a predisposition to behave in OCB. In short, SCT suggests that employees who perceive OCM (environmental factor) are influenced by the level of their proactivity trait, service tenure, career competencies, and career success (personal factors) to prompt their decision and willingness to perform OCB (behavior).

3.4 Hypotheses

The following section elaborates on the formation of each hypothesis supported by the past literature and the underpinned theories.

3.4.1 Organizational Career Management and Organizational Citizenship Behavior

The meaningful relationship between HRM practices and OCB has been proven in extensive studies. As presented in the earlier chapter, a review of the HRM practices and OCB studies conducted in the past eight years (Appendix A) shows that approximately 80% of the studies found a positive and significant direct relationship between HRM practices and OCB. Though various dimensions of OCB emerged from prior studies, researchers who employed uni-dimensional OCB showed that HRM generally encourages employees' extra-role behavior (Duong & Vu, 2018; Harsasi et al., 2017; Krishnan et al., 2017; Zhang et al., 2019). Specifically, two out of three studies on public service in Portugal (Cesário & Magalhães, 2017) and Egypt (Mostafa et al., 2015) revealed a positive relationship between HRM practices and OCB. Furthermore, Mostafa et al. (2015) and Valeau and Paillé's (2017) empirical studies, which focus on professional employees in Egypt and Canada, have also demonstrated a similarly significant relationship. This is in line with the SET, where employees tend to reciprocate with discretionary behavior when they perceive organizational support.

On top of that, some researchers have attempted to explore the connection between human resource practices and OCB in two distinct dimensions: OCBO and OCBI. For instance, Veseli (2020) in a recent study in Turkey found that training and development, performance appraisal, and compensation were positively related to OCBO (conscientiousness, sportsmanship, and civic virtue). Meanwhile, performance appraisal and compensation were positively associated with OCBI (altruism and courtesy). Furthermore, in studies in Taiwan, Kim and Kuo (2015) and Fu (2013) revealed that high-performance human resource practices and coaching were likely to induce OCBO and OCBI in the insurance and airline industry. The results corroborate those of Pohl et al. (2019), who reported a significant positive relationship between developmental HR practices and OCBO (loyalty and participation) in their study in Belgium. In a recent study, Schreuder et al. (2020) showed a significant positive relationship between team-level high-performance work systems and OCBI among the Dutch, further supporting previous findings.

SET argues that when employees perceive favorable organizational support, they will feel obliged to reciprocate (Eisenberger et al., 1986). In fact, OCM is an organizational investment to support employees' career advancement. The positive connection between OCM practices and OCB is established since favorable organizational interventions convey a positive signal to employees about the employer's concern for their welfare (Mostafa et al., 2015). Civil servants who perceive more robust support from the organization may have a stronger organizational identity, positive emotional attachment, and psychological contract with the organization. Consequently, they volunteer more to perform beyond their formal job descriptions and reciprocate with higher effort for the good of the organization (Blau, 1964; Organ, 1990). Supported by previous empirical results and SET, this study proposed that OCM as part of HRM practices might affect OCB similarly. The more OCM offered by the public organization, the higher OCB performed by the civil servants towards the organization and peers. Therefore, the following hypotheses were formulated :

H1a: OCM is positively and significantly related to OCBO.

H1b: OCM is positively and significantly related to OCBI.

3.4.2 Organizational Career Management, Career Competencies and Career Success

The ultimate purpose of the OCM is to provide organizational support to assist the employees' career advancement (Kong et al., 2011). Thus, effective OCM develops employees' knowledge, skills and attitudes to achieve their career goals (Moon & Choi, 2017). The significant roles of career competencies have attracted the attention of researchers to identify their predictors and outcomes. However, major works have focused on exploring the predictors of personal characteristics (such as age, gender and personality) rather than work-related predictors. Due to the nature of career competencies, which are controlled, manageable and malleable (Kuijpers & Scheerens, 2006), OCM practices such as training and development programs are likely to improve individual weaknesses and strengthen their knowledge through competency building (Kong et al., 2012). For instance, mentoring programs help to enhance networking and visibility and as the motivation source in steering an individual's career goal. Mentoring programs provide socialization, role modeling and vocational support that affect individual career competencies and career growth (Wong et al., 2017). This is supported by Potnuru and Sahoo (2016) in their study in the Indian manufacturing industry, which revealed that human resource development interventions enhance employees' competencies and, in turn, improve organizational effectiveness. Thus, employees who experience more OCM display more robust career competencies than those who experience less (Kuijpers & Scheerens, 2006).

On the other hand, career competencies have been identified as an essential resource for work performance and career outcomes (Blokke et al., 2019; Colakoglu, 2011; Sultana & Malik, 2019). Akkermans and Tims (2017) demonstrated the positive relationship between career competencies and subjective career success (perceived employability and work-home enrichment) through the mediating role of job crafting. They suggest that career competencies potentially serve as a powerful resource to activate a motivational process. The powerful predictor of career success aligns with the definition of career competencies, which is characterized by knowledge, skills, and abilities that promote individual career outcomes (Akkermans et al., 2013). Besides, Kuijpers et al. (2006) examined the relationship between career competencies and career success. Career competencies (networking and career control) have been identified as significant predictors of career success. Meanwhile, employees who perceive higher career support from the organization are likely to gain more intrinsic and extrinsic career success. Rasdi et al. (2012) highlight that network building, such as socializing and engaging in professional activities, inspires the career success of Malaysian civil servants. Notably, internal visibility also leads to subjective career success. In addition, individuals who possess strong career control and career exploration tend to explore more development opportunities, acquire knowledge, and expand networks that might enhance their confidence and lead to higher career success (Kong et al., 2012).

Eby et al. (2003), in their survey with university graduates, found that career competencies affect career outcomes (career success, internal marketability, and external marketability). These findings are in agreement with the results of Sultana and Malik (2019), who found that career competencies play a significant role in enhancing individual objective and subjective career success and improving organizational performance. The same results are reported by Blokker et al. (2019) and Chang et al. (2014) in their study of young Dutch professionals and Taiwan manufacturing industries, respectively. They conclude that career competencies are positively related to career success.

Apart from that, Ng et al. (2005) in their meta-analysis reviewed four criteria of career success predictors, which are human capital, organizational sponsorship, sociodemographic status, and stable individual differences. The results reveal that all predictors positively relate to career success. In particular, human capital is a stronger predictor of objective career success, whereas organizational sponsorship is a stronger predictor of subjective career success. The results denote that competencies are important indicators of individual productivity that enable them to compete in the contest-mobility domain and gain rewards (Ng & Feldman, 2014; 2014b).

Previous research has provided strong evidence for the relationship between OCM, career competencies, and career success. This relationship is supported by a study conducted by Kong et al. (2012b) in China's hotel industry, which found a significant positive relationship between perceived OCM, career competencies, and career satisfaction. Additionally, Kong et al. (2012a) found that organizational factors have a greater influence than individual factors in developing career competencies among employees in China's hotel industry. Their study also found that perceived OCM strengthens individuals' career competencies and enhances career satisfaction, which is consistent with the findings of Bagdadli and Gianecchini's (2019) framework.

As argued by human capital theory (Becker, 1964), investment in developing an individual's human capital can generate outcomes that benefit both the individual and the organization, in terms of financial or productivity. When organizations offer more opportunities for employees to participate in training and development programs, employees gain more skills, knowledge, and abilities, such as expanding their social networks and increasing their visibility. In fact, career advancement and competency building are long-term processes. A successful career depends on both an individual's characteristics and the organization's support (e.g., Beheshtifar, 2011; Kong et al., 2012; Kuijpers et al., 2006). Human capital development through OCM can enhance human quality through competency building, which leads to higher career advancement. Therefore, the following hypotheses were formulated:

H2: OCM is positively and significantly related to career competencies.

H3: Career competencies are positively and significantly related to career success.

3.4.3 Career Success and Organizational Citizenship Behavior

Career success, in terms of objective career attainment or subjective career satisfaction, has been a motivator to enhance employee performance. Successful career achievement affects employees' behaviors and attitudes (Spurk & Dries, 2019). When employees receive greater recognition and success in their careers, they may feel more energetic, act positively, and be more committed to carrying out their in-role and extra-role performance (Moon & Choi, 2017), as underscored by SET (Blau, 1964). Employees with high career satisfaction and positive evaluation of career accomplishment are emotionally attached to an organization and willing to reciprocate with organizational effectiveness (Duong & Vu, 2018; Moon & Choi, 2017). Meanwhile, successful employees experience higher levels of well-being and are inspired by stronger work motivation (Spurk et al., 2019). Kuvaas and Dysvik (2009) and Nantha (2016) claim that intrinsic motivation and a positive affective state are paramount drivers in encouraging OCB.

A substantial body of research has examined the consequences of job satisfaction on OCB and found a significant positive relationship between these two variables (Bateman & Organ, 1983; Latorre et al., 2016; Mackenzie et al., 1998). However, relatively few studies have focused on the consequences of career satisfaction on OCB. For example, Williams and Anderson (1991) found that both extrinsic and intrinsic job satisfaction predicted OCB performance via cognitive components. Mohammad et al. (2011) also found a significant relationship between job satisfaction and OCB in their research with non-academic staff at a Malaysian higher education institution. These findings are consistent with Yeo et al. (2015) and Shim and Rohrbaugh (2014) in their studies conducted in public organizations in Singapore and the United States, respectively. Job satisfaction measures the degree to which an individual evaluates their job experience positively or negatively (Mohammad et al., 2011). However, from a broader perspective, career satisfaction refers to an individual's subjective feelings towards their career accomplishments, which result from the sequence of jobs throughout their life (Seibert & Kraimer, 2001). Therefore, career satisfaction might overlap with job satisfaction, although both are distinct (Li, 2013). As claimed by Organ (1988), expressions of satisfaction reflect cognitive appraisals of the employees on the fairness of the social exchange with the organization. Therefore, the more satisfied an individual is, the more likely they are to perform higher OCB (Bateman & Organ, 1983).

Although extensive research has been conducted on OCB, few studies have investigated the relationship of OCB from the perspective of careerism, with a few exceptions. For example, Duong and Vu (2018) examined the meaningful role of career success in terms of career satisfaction and perceived marketability in promoting OCB. Their study in multinational corporations in Vietnam found that career success mediates the positive relationship between human resource practices and OCB. Additionally, Lv and Yu (2020) in a recent study of a high-technology company in China revealed that career satisfaction is positively associated with OCB. Furthermore, Li (2013) confirms the significant relationship between career satisfaction and OCB among primary and secondary teachers in China. These results align with Jawahar and Stone's (2017) study in the United States, where they found that subjective career success significantly contributes to OCB.

On top of that, Tufail et al. (2017) examine the influence of rewards in terms of pay and promotion on OCB. Researchers have found that a high level of rewards increases proactive work behaviors in Pakistan's service industries. Employees who are satisfied with their pay and promotion are likely to be more committed, proactive, and willing to perform extra-role behavior. The findings corroborate the idea that employees enjoy and are confident with their performance when they fulfill their objective career success (Tufail et al., 2017). Based on the above empirical evidence and theoretical support, the following hypotheses were formulated:

H4a: Career success is positively and significantly related to OCBO.

H4b: Career success is positively and significantly related to OCBI.

3.4.4 The Mediating Roles of Career Competencies and Career Success

As discussed in the previous section (subtopic 3.4.2), the career literature has acknowledged the strong relationship between OCM, career competencies and career success, as supported by human capital theory (Becker, 1964). However, few studies have examined their serial impact on OCB. In a recent study, Duong and Vu (2018) examined the relationship between the high-performance work system and OCB. The high-performance work system (HPWS) refers to a set of human resource practices that aim to gain sustainable competitive advantage by enhancing employees' skill, commitment and productivity (Combs et al., 2006). This system comprises practices such as training and development, appraisal and internal mobility. The researchers employed career success as a mediator in examining the relationship between a HPWS and OCB since this kind of practice aims to boost the employees' competencies that help achieve the ultimate goal of career success. The results showed that career success partially mediates the relationship between the HPWS and OCB. The psychological outcome of career success intervenes with the role of the HPWS in affecting OCB (Duong & Vu, 2018).

On the other hand, existing literature highlights the important role of competencies in promoting OCB. Competencies refer to employees' knowledge, skills, and attitudes, which can predict an individual's performance (June et al., 2013; Priyono et al., 2016). They are associated with broad psychological or behavioral attributes that are linked to exceptional job and life success, and have a consistent and robust relationship with OCB (Kasekende et al., 2016; Sarmawa et al., 2015). Kasekende et al. (2016) show that competencies promote OCB through the mediating role of empowerment. Similarly, Jim et al. (2013) in their study in the Malaysian banking industry found that employees who possess higher competencies tend to exhibit more OCB. These findings are further supported by Rijanti et al. (2019) in their study of civil servants in Indonesia.

As per the SCT, OCM acts as an environmental factor that provides a potential context for learning, enhances human agentic capabilities, and offers constructive feedback (Bandura, 1986; Runhaar et al., 2019). It also serves as a source of motivation, socialization, self-efficacy, and cognitive development. Employees can learn vicariously through various interventions, such as mentoring programs, modeling, appraisal,

performance feedback, and social networks (Gibson, 2004), which contribute to building an individual's career competencies. Akkermans et al. (2013) argue that career competencies are conceptually distinct from career motivation and self-efficacy, but are significantly correlated and contribute to career outcomes. Thus, perceived OCM complements personal strengths and leads to individual career success (Tharenou et al., 2018). A favorable career outcome influences an individual cognitively and effectively (Organ & Konovsky, 1989) and encourages discretionary behavior. OCM not only serves as a career resource (Hirschi et al., 2018) that engenders an immediate outcome in terms of career competencies and career success, but also induces a distal effect of OCB. Messersmith et al. (2011) point out that organizational interventions do not lead to OCB, but are somewhat indirectly manipulated by the intrinsic process caused by the respective intervention. Drawing on SCT and prior empirical support, career competencies and career success (individual factors) mediate the relationship between OCM (environmental factor) and OCB (behavior). Therefore, the following hypotheses were formulated:

H5a: Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBO.

H5b: Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBI.

3.4.5 The Moderating Roles of Proactive Personality and Service Tenure

Although OCM is likely to enhance career competencies and evoke OCB, the literature shows inconsistency in these relationships in different study contexts. Therefore, it is important to explore who is likely to benefit from an organization's career sponsorship. Investment in OCM can be costly, particularly in the vast public sector. Thus, it is essential to identify the boundary conditions for a public organization to gain greater advantages from investment in human capital development. This study posits that the effect of OCM on OCB and career competencies is contingent upon individual factors, such as civil servants' proactive personality and service tenure.

Proactive Personality as Moderator

Proactive personality refers to a unique personality trait that determines an individual's tendency to initiate constructive changes in their environment. It denotes an individual's anticipatory behavior to impact the circumstances and themselves (Bateman & Crant, 1993). Both OCM and proactive personality are crucial in assisting an individual's career development. Orpen (1994) argues for the importance of shared responsibility between the organization and the individual in managing the employee's career. As discussed in previous subtopics (2.3.4 and 2.8), both OCM and proactive personality have a significant impact on an individual's career outcome and OCB performance.

In light of SCT, this study posits that the effectiveness of OCM may depend on employees' personal factors, as they may have different needs for career support. Proactive personality traits distinguish employees who rely on OCM from those who are

self-initiated in managing their careers and performing OCB. According to SCT, human agency enables individuals to proactively engage in their own development and exercise control over their thoughts, emotions, and behaviors (Bandura, 1986). Proactivity in career management can be seen as an example of self-regulation, which is a key aspect of human agency (Presbitero, 2015). Individuals high in proactive personality may demonstrate higher levels of self-regulation, setting goals, establishing beliefs related to their plans, and anticipating the likely consequences of their career management decisions. By exercising forethought, individuals are motivated to execute career tactics proactively in order to achieve their desired career outcomes. Additionally, self-reflection and self-regulation capabilities enable them to exert control over their judgments, feelings, inspiration, and behaviors (Bandura, 1991).

Proactive individuals are known for their ability to initiate planning, anticipate future opportunities, and take action to further their career growth (Orpen, 1994). They do this through career planning, where they anticipate future career outcomes, and through career tactics, where they deliberate efforts to achieve desired career outcomes that can positively impact both themselves and the environment (Parker et al., 2006). Proactive traits drive an individual's cognitive and behavioral proactivity, with proactive career planning focusing on the cognitive aspect and proactive career tactics focusing on the behavioral aspect (Akkermans et al., 2013). This proactivity leads individuals to seek knowledge and build meaningful networks, which can ultimately help to advance their careers.

Proactive employees consistently demonstrate good socialization with others. They are enthusiastic about seeking information and building beneficial relationships with their supervisors and peers, which enriches their competencies and tendency to reciprocate with OCBs (Li et al., 2011; Zhang et al., 2019). Employees with stronger proactive personalities are better at seeking resources to enhance their competencies and performance rather than relying on the support provided by the organization (Zhang et al., 2019). They exhibit greater motivation for learning and development (Major et al., 2006). Therefore, OCM is relatively less important to employees with stronger proactive personalities for improving their career competencies and OCBs.

In contrast, employees with low proactive personalities will depend on organizational intervention to enhance their career competencies and perform voluntary behavior. They are likely to adapt to their work circumstances passively, instead of identifying opportunities, initiating action, and enduring meaningful changes when situations are undesirable. They show less effort and find it difficult to regulate their work behavior and environment, but they rely heavily on the facilities offered by the organization. In other words, they are more constrained by situational forces in the environment relative to others (Parker & Bindl, 2017). Since OCM and proactive personality play similar, overlapping roles in influencing an employee's career and performance, organizational support plays a less significant role for proactive employees in enhancing their career outcomes and OCBs. However, OCM will be crucial for less proactive employees to support their career advancement and work performance (Crant, 2000).

On top of that, prior empirical studies reveal that a proactive personality negatively moderates favorable contextual factors and employee outcomes. For instance, in a study in China, Zhang et al. (2019) demonstrated that a proactive personality attenuates the positive relationship between HPWS and employee performance (thriving, task performance, and OCB). Their findings are further confirmed by Ali et al. (2020), who found that a proactive personality negatively but significantly moderates the relationship between HRM practices and women's career advancement in Pakistan. Likewise, in another study in Pakistan, Maan et al. (2020) showed that the positive relationship between perceived organizational support and psychological empowerment was stronger when a proactive personality was low rather than high. The findings propose that highly proactive employees are capable and ready to take charge to make things happen. Therefore, support from the organization seems less compelling to them. Based on the above arguments, the following hypotheses were formulated:

H6a: Proactive personality significantly moderates the relationship between OCM and OCBO, such that the relationship is stronger when proactive personality is low rather than high.

H6b: Proactive personality significantly moderates the relationship between OCM and OCBI, such that the relationship is stronger when proactive personality is low rather than high.

H7: Proactive personality significantly moderates the relationship between OCM and career competencies, such that the relationship is stronger when proactive personality is low rather than high.

Service Tenure as Moderator

In addition to proactive personality, this study sought to investigate the boundary condition of service tenure in influencing the relationship between OCM and OCBs and between OCM and career competencies. Empirical studies indicate that both OCM and work experience affect employees' behavior and performance (subtopics 2.3.4 & 2.9). However, in light of SCT, service tenure may differentiate civil servants who have different demands for OCM practices.

Based on human capital theory, longer service tenure enables employees to accumulate greater organization and job-related human capital (Becker, 1962). As time passes, employees acquire more competencies through their work experience and development programs (Slaughter et al., 2014). Therefore, accumulated experiential human capital boosts productivity and work performance, making them less likely to engage in helping behavior than employees with less experience (Wei, 2014). Long-term knowledge acquisition results in more significant competency gains (Tiraieyari & Uli, 2011). According to Terjesen (2005), extended experience enhances employees' embedded career capital and social capital and anchors their career development. These advantages enrich their career competencies and career advancement (Kim, 2018). Therefore, experienced employees rely relatively less on organizational intervention to evoke their favorable attitude and behavior (Mowday et al., 2013).

In addition, employees are likely to perceive more attachment and sense of belonging by staying longer in the organization (Hafidz et al., 2012). As years of experience increase, employees build stronger commitment and loyalty toward the organization, which then enhances their satisfaction and motivation to perform OCB (Delle, 2013; Pradhan & Mishra, 2020). In other words, their performances are dominated by habits and routines rather than by exchange relationships (Hunter & Thatcher, 2007). Their discretionary behavior is nurtured through the positive psychological contract based on reciprocity (Zhang et al., 2011).

Jackalas (2016) found that tenured employees who have achieved higher competencies and career advancement are unlikely to be motivated by extrinsic rewards. Therefore, senior civil servants with higher grades and stable career paths are expected to be less responsive to the influence of contextual factors. In this regard, the implementation of OCM to enhance their career competencies and OCBs may be relatively less effective among senior employees.

Public service culture is different from that of the private sector (do Monte, 2017). Newly appointed civil servants who are not familiar with the organization's norms and work climate may be less confident in performing their tasks. They may feel uncertain about their job and work culture, in addition to the constraints of the skills and socialization needed. Unlike longer-tenured employees, they may also lack the ability to deploy resources within the organization (Singh, 2018). Therefore, in the early career stage, their attitude and behavior are relatively unstable and highly contingent upon the organization's contract fulfillment and exchange relationship (Delle, 2013; Rosseau & Parks, 1993). Given these various challenges, less-experienced employees require more development programs, such as OCM, to overcome their weaknesses and barriers (Wright & Belcourt, 1994). Singh (2018) confirms this by revealing that work experience moderates the positive relationship between OCM and career satisfaction among professionals in India. Notably, OCM practices exhibit a stronger relationship with short-tenured employees' career success.

This study posits that short-tenured employees require more guidance to develop their careers and evoke voluntary behavior. According to Katz (1980), employees in the early stages of their incumbency acquire new skills, knowledge, and experience at a rapid pace. Moynihan and Pandey (2007) also support this view, arguing that short-tenured civil servants tend to have higher public service motivation and a stronger desire to dedicate themselves to the organization and serve others. As such, short-tenured employees have a greater need for the organization's support, including opportunities to gain mastery and build social networks. Therefore, this study expects a stronger positive effect of OCM practices on OCB and career competencies for short-tenured civil servants compared to senior civil servants. Based on these arguments, the following hypotheses were formulated:

H8a: Service tenure significantly moderates the relationship between OCM and OCBO, such that the positive relationship between OCM and OCBO is stronger among employees with short service tenure (≤ 15 years).

H8b: Service tenure significantly moderates the relationship between OCM and OCBI, such that the positive relationship between OCM and OCBI is stronger among employees with short service tenure (≤ 15 years).

H9: Service Tenure significantly moderates the relationship between OCM and career competencies, such that the relationship between OCM and career competencies is stronger among employees with short service tenure (≤ 15 years).

3.5 Overall Proposed Hypotheses

According to the above justification, 14 hypotheses have been developed. The summary of the hypotheses is listed in Table 3.1.

Table 3.1 : Summary of hypotheses

Path	Hypothesis Statement
	<u>Direct Relationship</u>
H1a	OCM is positively and significantly related to OCBO.
H1b	OCM is positively and significantly related to OCBI.
H2	OCM is positively and significantly related to career competencies.
H3	Career competencies are positively and significantly related to career success.
H4a	Career success is positively and significantly related to OCBO.
H4b	Career success is positively and significantly related to OCBI.
	<u>Serial Mediation</u>
H5a	Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBO.
H5b	Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBI.
	<u>Moderation (Proactive Personality)</u>
H6a	Proactive personality significantly moderates the relationship between OCM and OCBO, such that the relationship is stronger when the proactive personality is low rather than high.
H6b	Proactive personality significantly moderates the relationship between OCM and OCBI, such that the relationship is stronger when the proactive personality is low rather than high.
H7	Proactive personality significantly moderates the relationship between OCM and career competencies, such that the relationship is stronger when the proactive personality is low rather than high.
	<u>Moderation (Service Tenure)</u>
H8a	Service tenure significantly moderates the relationship between OCM and OCBO, such that the positive relationship between OCM and OCBO is stronger among employees with short service tenure (≤ 15 years).
H8b	Service tenure significantly moderates the relationship between OCM and OCBI, such that the positive relationship between OCM and OCBI is stronger among employees with short service tenure (≤ 15 years).
H9	Service Tenure significantly moderates the relationship between OCM and career competencies, such that the relationship between OCM and career competencies is stronger among employees with short service tenure (≤ 15 years).

Note: OCM: Organizational Career Management, OCBO: OCB directed toward the organization, OCBI: OCB directed toward the individuals

3.6 Chapter Summary

This chapter discusses the research framework and the development of hypotheses in the present study. The research framework is based on SCT, SET, and human capital theory, and is designed to investigate the relationship between OCM and OCB in the Malaysian Public Service. The study also incorporates the immediate outcomes of OCM, such as career competencies and career success, as mediators that link OCM and OCB. According to SCT, proactive personality and service tenure are used as moderators that may have a joint effect with OCM on OCB and career competencies. In total, 14 hypotheses were developed to examine the direct and indirect relationships between OCM and OCB.



CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The research methodology is designed based on the proposed research framework in response to the problem statement, research objectives and research questions addressed in the previous chapter. This chapter begins by discussing the research paradigm, followed by the research design, which includes the target population, sampling technique, sample size, and data collection method. Subsequently, this chapter elaborates on the research instruments and procedure of the pretest and pilot test prior to data collection. Finally, the data analysis technique is expounded.

4.2 Research Paradigm

Research philosophy is a set of assumptions and beliefs about how knowledge is developed (Saunders et al., 2016). It can be addressed based on the concept of the research paradigm. The term research paradigm was coined by Kuhn (1970), who defines the research paradigm as a worldview and beliefs that address how the problems should be understood. The research paradigm provides a guide for conducting research. A research paradigm consists of ontology, epistemology, methodology and method (Scotland, 2012).

Ontology refers to the study of being that explains the nature of existence and reality (Gray, 2013; Saunders et al., 2016). In comparison, epistemology is about knowledge and how the knowledge is communicated (Burrell & Morgan, 1979). Besides, epistemology also functions as philosophical support for legitimating knowledge (Gray, 2013). Scotland (2012) highlighted that a paradigm is developed based on the conjecture assumption of different ontologies and epistemologies. Hence, the various assumptions of reality and knowledge underpin the research approach reflected in the methodology and methods. Methodology and method explain how the research data are collected and analyzed.

There are various paradigms used in social science studies, such as positivism, interpretivism, pragmatism, critical realism and postmodernism (McChesney & Aldridge, 2019). This study adopted the positivism paradigm to test the theory with quantitative data. According to the positivist paradigm, a theory (existing or new) is used to explain and generalize the observations of a study. The theory is assumed to reflect the "reality" once verified by the experiments. However, the theory can be rejected if the experimental data prove rejection. Positivism has been adopted vastly in the hard sciences for indisputable natural laws and phenomena. In addition, it has also been applied in the soft sciences for human behavior studies (Willis, 2007). This study was underpinned by social cognitive theory (SCT), social exchange theory (SET) and human capital theory to explain the relationship between organizational career management

(OCM), career competencies, career success, proactive personality and organizational citizenship behavior (OCB).

4.3 Research Design

Research design is a predetermined plan for a researcher to answer the research questions. It describes the clear research objective by specifying the data collection procedure, data analysis technique, ethical issues and research constraints (Saunders et al., 2016; Sekaran & Bougie, 2016). Generally, there are two research designs, i.e., quantitative and qualitative. This study adopted the quantitative approach since the information acquired was quantified in numerical data and the possible value may be identified prior to research. Quantitative research allows scholars to examine the relationship between variables through statistical analysis (Saunders et al., 2016).

Specifically, a questionnaire survey will be utilized to gather data from the target respondents. The questionnaire comprises standardized questions that the respondents may interpret in the same way (Saunders et al., 2016). The questionnaire tends to be used in descriptive and explanatory research. Descriptive research enables the identification and description of individuals, incidents and situations in more than one variable. Meanwhile, explanatory research examines and explains the relationship between variables (Saunders et al., 2016).

4.4 Study Population

Population refers to a collection of individuals or objects of interest that a researcher seeks to understand and make inferences (Sekaran & Bougie, 2016). In this research, the study context mainly focused on employees who worked in the Malaysian Public Service. Specifically, this study targeted permanent professional and managerial officers who work within 27 ministries in Malaysia and their agencies in Klang Valley. Based on the data provided by the Public Service Department (Jabatan Perkhidmatan Awam, 2020) Table 4.1, the targeted population that fit the study's intent was approximately 458,000 civil servants. The armed force and police were excluded from this population, as their nature of service, salary scheme and career path are different from those of other civil servants. The professional and managerial officers have been the focal group in this study since they play a pivotal role in every public institution and involve directly in the planning, implementation and monitoring the public policy (Abdullah Thani & Othman, 2018). They are personnel carefully selected by the Public Services Commission of Malaysia because of their high competencies, professionalism, and leadership ability.

Table 4.1 : Distribution of professional and managerial posts

No.	Ministry	No. of Post
1	Ministry of Education	329,382
2	Ministry of Health	58,545
3	Ministry of Higher Education	13,708
4	Prime Minister's Department	8,955
5	Ministry of Rural Development	7,671
6	Ministry of Human Resources	5,693
7	Ministry of Finance	5,658
8	Ministry of Agriculture and Food Industries	3,507
9	Ministry of Works	3,304
10	Ministry of Home Affairs	3,013
11	Ministry of Science, Technology and Innovation	2,079
12	Ministry of Transport	1,857
13	Ministry of Housing and Local Government	1,857
14	Ministry of Energy and Natural Resources	1,728
15	Ministry of Communications and Multimedia	1,418
16	Ministry of Environment and Water	1,385
17	Ministry of Tourism, Arts and Culture	1,198
18	Ministry of Women, Family and Community Development	1,015
19	Ministry of Federal Territories	998
20	Ministry of Plantation Industries and Commodities	944
21	Ministry of International Trade and Industry	917
22	Ministry of Youth and Sports	835
23	Ministry of Foreign Affairs	750
24	Ministry of Domestic Trade and Consumer Affairs	746
25	Ministry Of Entrepreneur Development and Cooperatives	566
26	Ministry of Defence	547
27	Ministry of National Unity	181
Total Posts for Professional and Managerial Group		458,457

(Source: Jabatan Perkhidmatan Awam, 2020a)

4.5 Sample Size

The sample size is an essential concern for an empirical study to ensure sample reliability in representing the population. Generally, a large sample size is more precise in estimating the response from the population. However, focusing on a large population is challenging due to constraints such as cost, time and convenience of data collection. This study adopted two sample size estimation approaches, i.e., the inverse square root method and statistical power analysis.

The inverse square root method has been recommended by Kock and Hadaya (2018), as it generates a precise and safe minimum sample size estimation with slight overestimation. This approach is suitable for normal and nonnormal distribution data. Since the model used in this study was rather complicated and involved two mediators and two moderators, the effect size was adopted as 0.4 as proposed (Kock & Hadaya, 2018). The estimation is shown as follows:

$$\frac{\beta^2}{1-\beta^2} \geq 0.4 \quad \text{Equation 4-1}$$

$$\beta \geq 0.197$$

$$N > \left(\frac{2.486}{\beta} \right)^2 \quad \text{Equation 4-2}$$

$$N > 159.2$$

Therefore, the estimated minimum sample size was 160, where β is the path coefficient and N is the sample size.

Secondly, the estimation of the minimum sample size was identified by the statistical power analysis approach, the significance level (α), power level (1- β) and size effect were considered. The estimation was performed with G*Power 3.1.9.4 software. With $\alpha=0.05$, minimum power=0.8, effect size=0.15 (Memon et al., 2020) and predictor=13, the estimated minimum sample is 131.

Based on the calculation from the above methods, the minimum sample sizes estimated were 160 and 131, respectively. Thus, by considering the possible errors in completing the questionnaires, such as omissions and nonresponses, a minimum of 300 questionnaires were targeted.

4.6 Sampling Technique

Sampling is the process of selecting representative cases from the population in which the characteristics of the selected sample closely match the population (Sarstedt & Mooi, 2014). The non-probability purposive sampling was applied in this study, which sample selection was specific to the target group (Sekaran & Bougie, 2016). This technique is considered more advantageous as it allows the researcher to select the respondent based on the judgment that answers the research question and objective (Saunders et al., 2016). Non-probability sampling has been criticized for obtaining results that may not fully project the population characteristics, which makes it difficult to produce generalizable outcomes (Hulland et al., 2018). However, this sampling method does not alter the priority of research focusing on theory testing and generalization (Memon et al., 2017). Thus, from the total of 27 ministries, six that occupied the most professional and managerial posts were chosen. These top six ministries have been selected, representing 22% (6/27) of the total ministries and 92% (423,954/458,457) of the targeted population, as listed below:

- i) Ministry of Education (MOE) (329,382 posts)
- ii) Ministry of Health (MOH) (58,545 posts)
- iii) Ministry of Higher Education (MOHE) (13,708 posts)

- iv) Prime Minister Department (PMO) (8,955 posts)
- v) Ministry of Rural Development (MORD) (7,671 posts)
- vi) Ministry of Human Resources (MOHR) (5,693 posts)

Accordingly, the sampling selection for this study was based on the following criteria:

- i) Permanently appointed civil servants
There are two categories of appointment of civil servants in Malaysia, namely, the permanent and contract basis. Up to 93% of civil servants are permanently appointed ("Tiada Lambakan Penjawat Awam - KPPA" 2017) who will have a long-term career in public service. Therefore, permanently appointed civil servants are the targeted group.
- ii) Professional and managerial group (grades 41-54)
This group of civil servants is considered young and middle-range civil servants who are highly exposed to various types of OCM.
- iii) Minimum of three years of service tenure
A minimum of three years of service tenure is needed. This is to ensure that the impact of OCM is from the career management practiced in the public sector. In addition, as reported by Vinkenburg and Weber (2012), individual job "stability" is reached after three years of working.
- iv) Working in the headquarters of the Ministries or its agencies in Klang Valley
This criterion was set to ensure the OCM practices received by the civil servant were almost similar (ease in assessing a variety of the OCM practices).

4.7 Data Collection Method

The questionnaire was vetted and approved by the Ethics Committee for Research Involving Human Subjects, Universiti Putra Malaysia (Appendix B). Meanwhile, a consent letter was received from the School of Business and Economics, Universiti Putra Malaysia, as a supporting document to collect data from the related ministries (Appendix C). Consent was required from the School of Business and Economics, UPM since it was a solid supporting document to prove that the researcher was a post-graduate from the University and that the research and data collection was proper. This formal letter eased the process of getting consent and cooperation from the ministries.

The data collection was performed through online questionnaires in Google Forms. This approach has been used since the targeted groups are highly educated and technologically savvy. The online questionnaire distribution is convenient, especially during the COVID-19 pandemic when most civil servants had to work from home.

Prior to data collection, an email was sent to the top management (i.e., Secretary General) of the respective ministries or via online application (as in the Ministry of Education) to get their consent for data collection. Once the consent was granted (Appendix D), the person in charge of each ministry (e.g., officer from the Human Resource Division or Corporate Communication Unit) forwarded the questionnaires to the targeted respondents who had fulfilled the preset requirement by inviting them to participate. These invitations were made via email and Whatsapp group to the targeted respondents who have served in headquarters and its agencies in Klang Valley. The response rate was low at the early stage of the data collection due to the difficulties in reaching the respondents who were instructed to work from home during the COVID-19 pandemic. However, after closely monitoring and regularly following up with the respective ministries, the minimum number of targeted respondents from each ministry was finally achieved. Still, the data collection period was longer than expected.

4.8 Research Instrument

The English version of the questionnaire has been developed since the targeted respondents are at least degree holders. There were six primary constructs in the questionnaire, i.e., OCM, career competencies, career success, proactive personality, OCB and social desirability. All measures were adapted in a self-rated format from established scales in the past literature after obtaining consent from the related parties (Appendix E). There have been arguments that self-rated measures of human management may be more consistent with employees' perceptions and better predict employees' attitudinal outcomes than others-rated measures (Snape & Redman, 2010; Zhang et al., 2019). Furthermore, no significant differences were found between self-rated OCB and others-rated OCB (Becker & Billings, 1993). Therefore, the present study employed self-rating measurements to capture the respondents' actual experiences (Spector & Fox, 2002).

4.8.1 Questionnaire Development

The questionnaire in this study comprised seven sections. The first six sections (Section A to Section F) captured constructs of OCM, career competencies, career success, proactive personality, OCB and social desirability. In the final section, Section G captured the respondents' demographic profiles. All items were designed in closed-ended statements using a few categories of choice for respondents' convenience when answering the questionnaire (Sarstedt & Mooi, 2014). A cover page was attached to provide background information regarding the research purpose and emphasize confidentiality, anonymity and voluntary participation. A sample questionnaire was attached to Appendix F.

4.8.2 Measurement Items for Constructs

The five-point Likert scale and seven-point Likert scale have been used for measuring the respondent's attributes in varying the degrees of intensity on the constructs. The purpose of adopting a different Likert scale as one of the procedural remedies was to

reduce common method bias and prevent respondents from giving a consistent answer in pattern results (Podsakoff et al., 2003). The five-point Likert scale was used for the exogenous construct (OCM), whereas the seven-point Likert scale was adopted for measuring mediators (career competencies and career success), moderator (proactive personality), endogenous construct (OCB) and control variable (social desirability). The respondents were asked to indicate their agreement or disagreement by circling the numbers 1 to 5 or 1 to 7. For instance, in the seven-point Likert scale, '1' denoted strongly disagree, whereas '7' represented strongly agree. Besides, the respondents were requested to indicate the number of promotions and positive appraisals received to measure objective career success. Simple explanations and instructions were included in each section as a reminder to the respondents.

Organizational Career Management

The measurements of OCM were adapted from Sturges et al. (2002), in which a longitudinal study was performed based on five large organizations in the United Kingdom, including the public sector. This measure has been widely used by career researchers such as Moon and Choi (2017) and Barnett and Bradley (2007) in their OCM studies in Korea and Australia. The OCM measure comprises two dimensions, i.e., formal practices and informal practices. The reliability for formal practices was reported as 0.77 at time-1 and time-2, while the informal practices was 0.80 at time-1 and 0.81 at time-2 (Sturges et al., 2002). The measurement items are listed in Table 4.2.

Table 4.2 : Measure for organizational career management

Organizational Career Management	Cronbach's Alpha
<u>Formal Practices</u>	0.77 (Time-1)
1. I have been given the training to help develop my career.	0.77 (Time-2)
2. My boss has made sure I get the training I need for my career.	
3. I have been taught things I need to know to get on in this organization.	
4. I have been given a personal development plan.	
5. I have been given work which has developed my skills for the future.	
6. My boss has given me clear feedback on my performance.	
<u>Informal Practices</u>	0.80 (Time-1)
7. I have been given impartial career advice when I needed it.	0.81 (Time-2)
8. I have been introduced to people at work who are prepared to help me develop my career.	
9. I have been given a mentor to help my career development.	
10. My boss has introduced me to people who will help my career.	

(Source: Sturges et al., 2002)

Career Competencies

The items for career competencies were measured based on the Career Competencies Questionnaire (CCQ) developed by Akkermans et al. (2013). The CCQ consists of six dimensions, i.e., reflection on motivation, reflection on qualities, networking, self-

profiling, work exploration, and career control. Cronbach's alpha of the CCQ was reported at 0.90. The measurement items of career competencies are listed in Table 4.3.

Table 4.3 : Measure for career competencies

Career Competencies	Cronbach's Alpha
<u>Reflection on Motivation</u>	0.77
1. I know what I like about my work.	
2. I know what is important to me in my career.	
3. I can clearly see what my passions are in my work.	
<u>Reflection on Qualities</u>	0.82
4. I know my strengths in my work.	
5. I am familiar with my shortcomings in my work.	
6. I am aware of my talents in my work.	
7. I know which skills I possess.	
<u>Networking</u>	0.76
8. I know a lot of people within my work who can help me with my career.	
9. I know a lot of people outside of my work who can help me with my career.	
10. I am able to approach the right persons to help me with my career that I want to achieve in my career.	
11. I know how to ask for advice from people in my network.	
<u>Self-profiling</u>	0.77
12. I can clearly show others what my strengths are in my work.	
13. I am able to show others what I want to achieve in my career.	
14. I can show the people around me what is important to me in my work.	
<u>Work Exploration</u>	0.77
15. I know how to find out what my options are for becoming further educated.	
16. I know how to search for developments in my area of work.	
17. I am able to explore my possibilities in the labor market.	
<u>Career Control</u>	0.81
18. I can make clear career plans.	
19. I know what I want to have achieved in my career a year from now.	
20. I can create a layout for what I want to achieve in my career.	
21. I am able to set goals for myself that I want to achieve in my career	

(Source: Akkermans et al., 2013)

Career Success

Career success consists of two components, i.e., objective career success and subjective career success. Objective career success was measured by the number of promotions and positive appraisals. The number of promotions was calculated using the total job hierarchical movements that the employees have received along with their career in public service. This measure was used by Saraih et al. (2015) and Rasdi et al. (2011) to measure the objective career success of teachers and public managers in Malaysian public organizations. Besides, the number of positive appraisals received included the Federal and State Awards (*Darjah Kebesaran, Bintang & Pingat*), the Excellent Service

Award (*Anugerah Perkhidmatan Cemerlang*) and the Monthly Excellent Performance Award (*Anugerah Pekerja Contoh Bulanan*) that an employee has received in their career in public service. The number of positive appraisals was employed by Blokker et al. (2019) to measure the objective career success of Dutch professionals.

Subjective career success was measured using the five-item career satisfaction scale developed by Greenhaus et al. (1990). This measure is extensively used to measure subjective career success (De Vos et al., 2009; Eby et al., 2003; Moon & Choi, 2017; Wang et al., 2019) and career satisfaction (Li, 2013). Cronbach's alpha of the measure was 0.88. The measurement items of career success are listed in Table 4.4.

Table 4.4 : Measure for career success

Career Success	Cronbach's Alpha
<u>Objective Career Success</u>	-
1. Number of promotions you have received.	
2. Number of positive appraisals you have received. (e.g., Federal & State Award: <i>Darjah Kebesaran, Bintang & Pingat</i> ; <i>Anugerah Perkhidmatan Cemerlang</i> ; <i>Pekerja Contoh Bulanan</i>)	
<u>Subjective Career Success</u>	0.88
1. I am satisfied with the success I have achieved in my career.	
2. I am satisfied with the progress I have made toward meeting my overall career goals.	
3. I am satisfied with the progress I have made toward meeting my goal of income.	
4. I am satisfied with the progress I have made toward meeting my goals for advancement.	
5. I am satisfied with the progress I have made toward meeting my goals for development of new skills.	

(Source: Greenhaus et al., 1990)

Organizational Citizenship Behavior

OCB was measured with the 16-item scale developed by Lee and Allen (2002). This scale has been adopted in previous studies in public service (e.g., Cheng et al., 2020; Mostafa et al., 2015) and in the Malaysian context (Abdullah et al., 2019; Kasa & Hassan, 2015; Mohammad et al., 2016; Mohammad et al., 2011). Cronbach's alpha for OCBI and OCBO was 0.83 and 0.88, respectively. The measurement items of OCBs are listed in Table 4.5.

Table 4.5 : Measure for organizational citizenship behavior

Organizational Citizenship Behavior	Cronbach's Alpha
<u>OCB Toward the Individuals (OCBI)</u>	0.83
1. Help others who have been absent.	
2. Willingly give your time to help others who have work-related problems.	
3. Adjust your work schedule to accommodate other employees' requests for time off.	
4. Go out of the way to make newer employees feel welcome in the work group.	
5. Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.	
6. Give up time to help others who have work or nonwork problems.	
7. Assist others with their duties.	
8. Share personal property with others to help their work.	
<u>OCB Toward the Organization (OCBO)</u>	0.88
9. Attend functions that are not required, but that help the organizational image.	
10. Keep up with developments in the organization.	
11. Defend the organization when other employees criticize it.	
12. Show pride when representing the organization in public.	
13. Offer ideas to improve the functioning of the organization.	
14. Express loyalty toward the organization.	
15. Take action to protect the organization from potential problems.	
16. Demonstrate concern about the image of the organization.	

(Source: Lee & Allen, 2002)

Proactive Personality

Proactive personality was measured with the shortened 10-item Proactive Personality Scale (Seibert et al., 1999). This scale was developed by Bateman and Grant (1993), with the original scale comprised of 17 items in unidimensional. As reviewed by Crant et al. (2017), this shortened scale has emerged as the most frequently used measure in proactive personality literature in the past 20 years, with proven strong psychometric properties. In recent studies, researchers such as Hsiao and Wang (2020), Turban et al. (2017) and Zhang et al. (2019) also employed this measure. Cronbach's alpha for this shortened uni-dimensional measure was 0.86. In the original study, Cronbach's alpha was reported at 0.87 to 0.89. The measurement items are listed in Table 4.6.

Table 4.6 : Measure for proactive personality

Proactive Personality		Cronbach's Alpha
1.	I am constantly on the lookout for new ways to improve my life.	0.86
2.	Wherever I have been, I have been a powerful force for constructive change.	
3.	Nothing is more exciting than seeing my ideas turn into reality.	
4.	If I see something I don't like, I fix it.	
5.	No matter what the odds, if I believe in something I will make it happen.	
6.	I love being a champion for my ideas, even against others' opposition.	
7.	I excel at identifying opportunities.	
8.	I am always looking for better ways to do things.	
9.	If I believe in an idea, no obstacle will prevent me from making it happen.	
10.	I can spot a good opportunity before others do so.	

(Source: Seibert et al., 1999)

Social Desirability

The self-rated questionnaires are vulnerable to social desirability bias because the respondents may tend to answer in a more socially acceptable way due to social norms (Fischer & Fick, 1993; Nunnally, 1978). The respondents may overreport or underreport on a sensitive topic (Kim & Kim, 2013). According to Ganster et al. (1983), social desirability causes spurious relationships. It acts as a suppressor variable by hiding the genuine relationships or moderates the nature of the relationships between variables. Hence, the shortened version of the Marlowe-Crowne social desirability scale (Crowne & Marlowe, 1960) recommended by Fischer and Fick (1993) was adopted as one of the control variables in this study to evaluate the hypothesized relationship when the effect of social desirability is partialled out. Cronbach's alpha was reported at 0.792. The measurement items are depicted in Table 4.7.

Table 4.7 : Measure for social desirability

Social Desirability		Cronbach's Alpha
1.	I like to gossip at times. (R)	0.792
2.	There have been occasion when I took advantage of someone. (R)	
3.	I'm always willing to admit it when I make a mistake.	
4.	I always try to practice what I preach.	
5.	I sometimes try to get even rather than forgive and forget. (R)	
6.	At times I have really insisted on having things my own way. (R)	
7.	There have been occasions when I felt like smashing things. (R)	
8.	I never resent being asked to return favor.	
9.	I have never been irked when people expressed ideas very different from my own.	
10.	I have never deliberately said something that hurt someone feelings.	

(Source: Crowne & Marlowe, 1960)

Note: R = Reversed statement

Demographic Questions

The respondents' demographic profile variables were measured using nominal and ordinal scales. The nominal scale provides basic and gross information where the numbers represent a convenient label with no intrinsic value (Sekaran & Bougie, 2016). On the other hand, the ordinal scale identifies different categories that enable the categories to be ranked in order (Newman, 2014). The demographic questions are listed in Table 4.8. The frequency test in SPSS software was used to analyze the demographic profiles.

Table 4.8 : Demographic profile

Respondent's Profile	Scale of Measurement
1) Gender ☐ Male ☐ Female	Nominal Scale
2) Age ☐ 21-30 ☐ 41-50 ☐ 31-40 ☐ 51-60	Ordinal Scale
3) Race ☐ Malay ☐ Chinese ☐ India ☐ Others	Nominal Scale
4) Marital Status ☐ Single ☐ Married ☐ Others	Nominal Scale
5) Highest level of education ☐ Diploma ☐ Undergraduate Degree ☐ Master Degree ☐ Doctor of Philosophy (PhD) ☐ Professional Certification	Ordinal Scale
6) Current Ministry ☐ MOE ☐ MOHE ☐ MORD ☐ MOH ☐ MOHR ☐ PMO ☐ Other: _____	Nominal Scale
7) Current scheme's classification (e.g., DG/M/UD): _____	Nominal Scale
8) Current grade (41-54): _____	Ordinal Scale
9) Tenure in current organization: _____ years/_____ months	Ordinal Scale
10) Tenure in public service: _____ years	Ordinal Scale

4.8.3 Control Variables

Becker et al. (2016) emphasize that including control variables in the organizational study is crucial to minimize erroneous conclusions. The literature shows that employee demographics might impact individual OCB (Allen & Jang, 2016; Awang & Ahmad, 2015; Bismala, 2019; Cesário & Magalhães, 2017; Messersmith et al., 2011) and career success (Kuijpers et al., 2006). Hence, in addition to social desirability, three demographic variables, i.e., age, gender, and educational level, were used as statistical control variables due to their potential influence, which may lead to confounded findings on career outcome and OCB. The control variables were incorporated into the model following prior studies on career development and OCB (Kim, 2018; Klotz et al., 2018; Ko & Smith-Walter, 2013; Miao, 2011; Mostafa et al., 2015; Veseli, 2020; Zhang et al., 2019).

Control for Age

Caspi and Roberts (1990) point out that age substantially affects individual cognitive development. When employees get older, they are less likely to have high achievement needs and more likely to have high affiliation requirements (Mitonga-Monga et al., 2017). Their behavior shifts from competing to assisting as they perceive OCB as in-role behavior (Chou & Pearson, 2011). Drawing on this, it is reasonable that older employees perform more OCBs than younger employees (Dirican & Erdil, 2016; Mahnaz et al., 2013). They are likely to demonstrate higher commitment and more concern about their organization's function and development (Dirican & Erdil, 2016).

Turek and Wojtczuk-Turek, (2015) examined the relationship between human resource practices and OCB in the Poland context and revealed a positive correlation between OCB and age. Similar findings were reported in Ng and Feldman's (2008) meta-analysis, which shows that older employees tend to exhibit more OCBO and OCBI. They claimed that more senior employees not only designate affiliation and are willing to devote their effort to socialization. They may intentionally perform higher OCBO to reimburse their technical core constraint in competing with younger employees. On top of that, another meta-analysis from Ng et al. (2005) demonstrated that age positively relates to individual career advancement, and higher age signifies more skill and accumulated experiences. Thus, this study included age as a control variable based on previous empirical support.

Control for Gender

For research that operationalizes OCB as multidimensional, gender is salient in predicting OCB (Allen & Jang, 2018). Typically, the literature suggests that females engage in relatively higher helping behavior such as OCBI and altruism (George et al., 1998; Morrison, 1994). In contrast, males engage more in different dimensions of OCB, such as OCBO, civic virtual and sportsmanship (Kidder, 2002). It is reasonable that females are prosocial, more caring and aware of others' needs and help (Eagly, 2009; Zhang, 2014). In comparison, males are workaholics and focus more on organization and personal achievement (Morin et al., 2011). In a recent study of 18 public and private universities in Pakistan, Saleem et al. (2017) reported that gender significantly influences

OCB. Moreover, gender is correlated with career outcomes (Ng et al., 2005). Hence, gender was included as a control variable in this study.

Control for Education

Human capital theory proposes that education level is an essential factor influencing employees' OCB and career outcomes. Researchers such as Mahfooz (2018) and Mitonga-Monga et al. (2017) demonstrate that education significantly and positively affects OCB. Employees with higher education levels tend to perform higher OCB since highly educated employees are relatively more concerned about their performance.

However, on the other hand, Dolan et al. (2005) and Ozyilmaz (2020) show a negative relationship between OCB and educational level. The possible reason for this contrasting relationship is that higher educated employees are more aggressive and focus on task performance rather than OCB performance. As Bergeron et al. (2013) reported, employees who spend more time on OCB receive less pay raises and progress slower than those who spend less time on OCB. Similarly, education level also significantly influences an employee's career outcome (Chang et al., 2014; Ng et al., 2005). Ng et al. (2005) described that the positive relationship between this human capital and career success is in line with the contest-mobility view of upward mobility, which suggests that people advance based on their own abilities and performance. Given the meaningful covariance and influence of education level on OCB and career outcomes, the current study followed prior research to include education level as a control variable (Ko et al., 2018; Li et al., 2011; Shagirbasha & Sivakumaran, 2021; Zhang et al., 2019).

The control variables were analyzed using SmartPLS. All control variables were treated as exogenous variables that pointed to all endogenous variables. For the categorical and dichotomous control variables, age (i.e., 21-30, 31-40; 41-50; 51-60), education level (i.e., diploma, degree, master's degree and Ph.D.) and gender (i.e., male and female) were transformed into dummy codes. Three composite models of age, education and gender were formed for all categories except the reference group to avoid perfect multicollinearity. Each category in age, education and gender was modeled as a single indicator composite to account for the different groups (Benitez et al., 2020; Henseler et al., 2016). The significance of the path coefficient for the control variables was examined using the 5000 bootstrapping technique.

4.9 Pretest

In this study, both pretest and pilot tests were conducted before the actual data collection. It is crucial to perform a pretest on the survey questionnaire before administering the instrument to the respondents to anticipate potential problems during data collection (Hulland et al., 2018). A pretest was performed using a small number of respondents to assess the appropriateness and understanding of the questions (Sekaran & Bougie, 2016). The pretest ensures that the questionnaire is free from the wording problem and can be understood by the respondent as the researcher intended (Sekaran & Bougie, 2016). The unclear questions may lead to inaccurate answers from the respondents who make inferences based on the implied meaning arising from the questionnaire's ambiguous

cues (Schwarz et al., 1998). Kumar et al. (2013) explain that the pretest serves the five critical roles 1) to ensure that the respondents understand all the questions 2) to confirm that the wordings are free of errors 3) to certify that the instructions stated are clear 4) to assure that the arrangement of the questions is proper 5) to identify the need to add or abolish questions. Besides, Memon et al. (2017) claim that the omission of the pretest is likely to affect the data quality and result in data deletion during the measurement model evaluation.

Before the pretest was conducted, the required sample size must be identified. There are numerous ways to determine the pretest sample size, which differs from 3 to 50 (Kumar et al., 2013; Sarstedt & Mooi, 2014; Willis, 2005). Nonetheless, Hunt et al. (1982) argued that there is no fixed sample size for the pretest. The sample was calculated according to the length and complexity of the questionnaire. A long and complicated questionnaire might require a larger sample. For the present study, the questionnaire pretest was conducted with five topic experts (Table 4.9) who have profound experience in HRM in the Malaysian Public Service. This panel was carefully selected to ensure they could give the best opinion from the civil servants' perspective.

The pretest sessions were conducted via face-to-face interviews. The pretest panels evaluated the questionnaire, particularly on the suitability of terminologies and conceptualization in the Malaysian public service context. Of the 83 measurement items, 53 were identified and recommended for refinement in terms of wording, whereas the remaining items perfectly matched the constructs; therefore, no changes were suggested. For instance, the suggestion to improve from the statement of 'I share personal property with others to help their work' to 'I don't mind sharing personal belongings to help others in their work'. Another item was changed from 'My boss has introduced me to people who will help my career' to 'My superior has introduced me to people who will help my career development'. In the demographic profile, seven items were appropriate, while three items were proposed to refine by adding extra categories, such as 'Others' in marital status, instead of 'Single' and 'Married'. The comments and suggestions (Appendix G) were recorded and discussed with the supervisory members. The supervisory committee agreed to all the recommendations. Therefore, the questionnaire was revised accordingly.

Table 4.9 : Panels of questionnaire pretest

No.	Panel	Position
1.	Datuk Teo Khian How	Former director of the Post-Service Division, Public Service Department of Malaysia
2.	YM Tengku Azamiah binti Ab Majid	Former secretary of the Management Service Division, Ministry of Health
3.	Mr. R Ragu A/L Rajoo M Rethinam	Senior assistant secretary, Human Resource Division, Ministry of National Unity
4.	Miss Yong Yit Hiong	Former assistant secretary, Human Resource Division, Management Service Division, Ministry of Health
5.	Miss Lee Sook Kuan	Former assistant secretary, Human Resource Division, Hospital Tengku Ampuan Rahimah, Selangor

4.10 Pilot Test

The pilot test is a trial run of the survey questionnaire by engaging a small number of respondents (Memon et al., 2017). The main objective of the pilot test is to evaluate the workability and effectiveness of the entire research base on the preliminary data (Teijlingen & Hundley, 2002). A pilot test with a small sample is designed to guide future work by using similar methods and procedures (Connelly, 2008). There are several guidelines for deciding the sample size required for the pilot test. The proposed sample size varies among each other, ranging from 10 to 100 (Cooper & Schindler, 2011; Hill, 1998), while some suggest calculating by percentage (i.e., 10%) depending on the targeted sample size (Connelly, 2008). In addition, Memon et al. (2017), in their recent study, proposed that 30 is an appropriate sample size supported by the Central Limit Theorem, which assumes that the mean of the sample will be approximate to the mean of the population with a sample size of at least 30.

In this study, the pilot test engaged civil servants from various Federal Government agencies who had at least three years of service tenure. To avoid the redundancy of the respondents who might participate in both the pilot test and the real study, the respondents from the six targeted ministries (i.e., MOH, MOE, MOHE, MOHR, MORD, PMO) were not invited to participate in the pilot test survey. The questionnaires were distributed using Google Forms through the researcher's network. The respondents were asked to provide feedback if there were any ambiguous and confusing questions. In total, 55 responses were received in the pilot test. Of these, six respondents were excluded, i.e., two respondents came from the local authority and Penang State Secretariat; three respondents did not clearly mention the ministries they attached to; and one respondent was disqualified due to the service tenure being less than three years. Hence, a total of 49 valid response were collected during the pilot test.

Only a few feedbacks have been received regarding the typo errors in the Google Forms, and immediate corrections have been made accordingly. This issue happened due to mistakes when transforming the questionnaire into Google Forms. Generally, all participants confirmed their understanding of the questionnaire instructions and had no major issues in answering the questionnaire.

The data sets have proceeded to the reliability assessment of the instruments used. After reversing the coding for five items of social desirability (which had been negatively coded in the questionnaire), the reliability of the instruments was checked. The Cronbach's alpha of all constructs (except social desirability) exceeded 0.70, indicating that the instruments were reliable (Nunnally & Bernstein, 1994). The social desirability measurement with Cronbach's alpha of approximately 0.5 was also retained, as the literature has consistently reported low reliability for this scale (e.g., Jones & Kavanagh, 1996; Ho, 2010). Table 4.10 reports the reliability of all variables based on the pilot test data.

Table 4.10 : Constucts' reliability assessment based on the pilot test data (n=49)

No.	Variable	No. of Items	Cronbach's Alpha
1.	Organizational Career Management (OCM)	10	-
	- Formal Practices (Item 1-6)	6	0.83
	- Informal Practices (Item 7-10)	4	0.85
2.	Career Competencies (CC)	21	0.94
	- Reflection on Motivation (Item 1-3)	3	0.88
	- Reflection on Qualities (Item 4-7)	4	0.89
	- Networking (Item 8-11)	4	0.87
	- Self-profiling (Item 12-14)	3	0.85
	- Work Exploration (Item 15-17)	3	0.75
	- Career Control (Item 18-21)	4	0.92
3.	Objective Career Success (Ordinal)	2	-
4.	Subjective Career Success (SCS)	5	0.92
5.	Organizational Citizenship Behavior (OCB)	16	-
	- OCB toward the Individuals (OCBI) (Item 1-8)	8	0.86
	- OCBO toward the Organization (Item 9-16)	8	0.90
6.	Proactive Personality (PP)	10	0.91
7.	Social Desirability (SD)	10	0.49

4.11 Data Preparation

Real data collection was performed with six proposed ministries during the first quarter of 2021. The online questionnaire in Google Forms was distributed to the potential respondents through the human resource department. Once the data collection was completed, the data sets were downloaded into an Excel file. Statistical Package for the Social Science (SPSS) was used to recode, clean and prepare the data for further analyses. The responses received were checked, and the implausible, incomplete and irrelevant responses were deleted. This data preparation process is essential to ensure the quality of the data set (Sekaran & Bougie, 2016). Therefore, data recoding, data cleaning and common method variance (CMV) examinations were performed prior to the data analyses, as explained in the following section.

4.11.1 Reversed Coding

Since the questionnaire was performed by a self-rated method, the Marlowe–Crowne social desirability scale (Crowne & Marlowe, 1960) was adopted to address the potential of common method bias. Following the original idea, five out of ten items were reversed coded on a 7-point Likert scale. A sample of these items includes 'I like to gossip at times' and 'There have been occasions when I felt like smashing things'. Therefore, these negative-coded items were reverse-coded before the data could be used for further analysis (Lee, 2020; Valentine & Godkin, 2017). After reverse coding, all items in the social desirability scale were standardized, where a higher score on the Likert scale

denotes a greater tendency of social desirability. After reversed coding, the data set was screened and cleaned. Initially, the respondents' qualifications were checked to ensure the preset requirements were fully fulfilled (i.e., 1) Permanently appointed civil servants 2) Professional and managerial group (grade 41-54) 3) Minimum of three years service tenure). Respondents must fulfill all requirements; otherwise, the related respondent's data set will be removed. In addition, the respondents who did not provide complete answers such as service tenure, scheme or grade were also removed.

In the following steps, the data set proceeded to identify the unengaged sample by detecting the straight-lining answer and outlier. Straight-lining detection is necessary to remove the suspicious response pattern that marks a similar answer for most questions (Hair Jr, et al., 2017). The straight-lining examination was performed using the function in Excel. After that, the outlier examination was conducted using SPSS.

4.11.2 Common Method Variance

Next, the common method variance was examined. Common method variance refers to the variance attributable to the measurement method rather than to the constructs purportedly represented by the measures (Campbell & Fiske, 1959; Podsakoff et al., 2003). A common method bias may lead to erroneous conclusions about relationships between variables by inflating or deflating findings (Jakobsen & Jensen, 2015). Since the data were collected via self-report questionnaires, where both predictor and criterion variables were obtained from the same respondent, common method bias could be a concern (Podsakoff & Organ, 1986). Therefore, two fundamental methods were utilized to minimize and detect common method biases, i.e., procedural remedies and statistical remedies (Podsakoff et al., 2012). To this end, the procedure remedies were applied in this study during questionnaire design and data collection, as listed in the following section (Podsakoff et al., 2003).

- i) Guaranteed the confidentiality of the responses as stated on the cover letter of the questionnaire;
- ii) Informed respondents that there was no correct or incorrect answer;
- iii) Applied different Likert-scale in the questionnaire;
- iv) Carefully designed the questionnaire and conducted proper pretest and pilot test before the data collection; and
- v) Employed social desirability as a control variable.

On top of that, statistical remedies were performed after data collection to examine the potential of common method bias via Harman's single-factor test. Using SPSS software, exploratory factor analysis was performed by entering all measurement items. Podsakoff and Organ (1986) claimed that if the variables all load on one factor or one factor explains the majority of the variance, common method variance may exist. In addition, the issue of common method bias was checked by testing the full collinearity proposed by Kock and Lynn (2012) and Kock (2015). The variance inflation factors (VIF) of variables less than 3.3 denotes no bias from the single-source data.

4.12 Data Analysis Procedures

Two statistical software were used to analyze the data. In the first part, the Statistical Package for Social Science software (SPSS version 26) was used to perform a descriptive analysis to establish the respondents' demographic trends. In the second part, Partial Least Square - Structural Equation Modeling (PLS-SEM), i.e., SmartPLS 3.3.3, was utilized to evaluate the measurement and structural models.

4.12.1 Statistical Tools for Data Analysis

Structural Equation Modeling (SEM) is considered as the second generation of multivariate data analysis methods and is used extensively to explore the relationship of causal effect and theoretically supported model (Chin, 1988; Ramayah et al., 2019). SEM allows simultaneous assessment of the measurement model and the structural model. There are two different approaches of SEM, namely, covariance-based SEM (CB-SEM) and variance-based PLS-SEM. CB-SEM is primarily used to confirm the established theory by minimizing the difference between the theoretical covariance matrix and the sample covariance matrix denoted by the goodness-of-fit. Unlike CB-SEM, PLS-SEM is a prediction-oriented approach SEM that emphasizes prediction and estimation by maximizing the variance explained of the independent variables by the dependent variables (Hair Jr et al., 2017; Hair et al., 2011).

Today, PLS-SEM, as an advanced analytic method, has gained the attention of researchers due to the emergence of complex models and interrelationships, nonparametric data and a wide range of sample size that require advanced analyses (Hair Jr et al., 2017). Ringle et al. (2018) claim that the PLS-SEM method is highly recommended for HRM studies, which always involve causal-effect relationship models to explain or predict a particular construct such as employees' attitudes and behaviors. PLS-SEM is able to manage very complex models with many indicators and constructs simultaneously, including mediators and moderators. Besides, this method allows the formative measurement model to be estimated without limitations, such as the construct of HRM practices (Ringle et al., 2018). Therefore, drawing on the objective of this research, which aims to examine the relationship between OCM and OCB, PLS-SEM is the appropriate statistical tool to be utilized.

The PLS-SEM is constructed by two submodels, i.e., the measurement and structural models. As shown in Figure 4.1, the measurement model aims to evaluate the relationships between indicators and the latent variables. "x" and "y" are the indicators; "X" and "Y" are the latent variables. Meanwhile, the structural model analyzes the relationship between latent variables, i.e., the exogenous (independent) and endogenous (dependent) variables. Generally, PLS-SEM involves two stages of the evaluation process. The first stage focuses on the measurement model, and the second stage focuses on the structural model. The process of each stage will be explained in the following subsections.

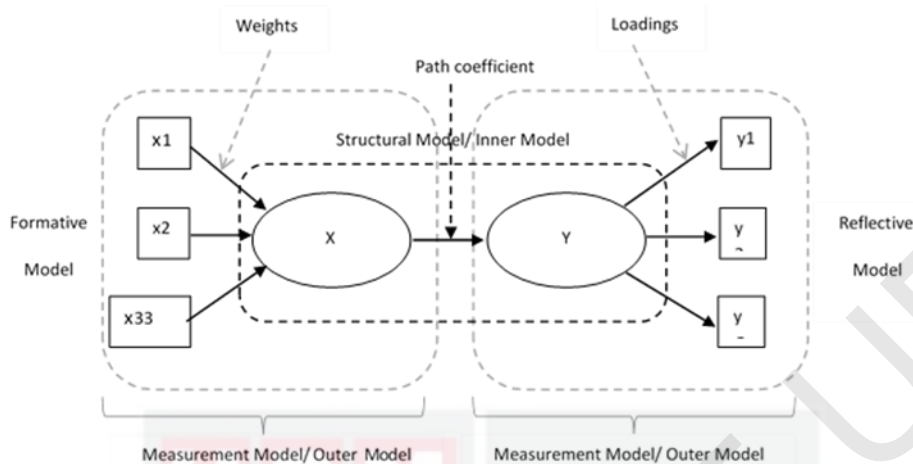


Figure 4.1 : Basic composition of the PLS-SEM path model
(Source: Ramayah et al., 2019)

4.12.2 Evaluation of the Measurement Model

The measurement model assessment was conducted via confirmatory factor analysis (CFA) before structural model analysis. In this stage, two types of measurement model assessments were performed, namely reflective measurement model assessment and formative measurement model assessment. The reflective and formative measurements were used to model exogenous and endogenous latent variables (Ramayah et al., 2019). Therefore, the reflective and formative indicators must be appropriately selected to prevent parameter bias and maintain the validity of the constructs. Wilcox et al. (2008) proposed selection based on the conceptualization and theoretical consideration of the nature of the constructs. Both reflective and formative measurements are assessed with statistical analyses.

Reflective Measurement

A reflective measurement was applied for the indicators representing the constructs independently. The indicators were interchangeable and correlated (Sarstedt et al., 2014). As shown in Figure 4.1, the indicators were pointing from the latent variable. The terminology "loading" indicates the correlation between the indicator and the component's score (Gefen et al., 2000). Three assessments were conducted to examine the measurement models' internal consistency, convergent validity and discriminant validity.

Cronbach's alpha (α) and composite reliability were used to assess the internal consistency of the construct. Since Cronbach's alpha assumes equal weight among the indicators, it is less precise and unlikely to happen in empirical research (Benítez et al.,

2020). Therefore, composite reliability (CR) was performed to further confirm the internal consistency reliability, which is weighted according to the indicators loadings.

The convergent validity was assessed based on the outer loadings and average variance extracted (AVE). Convergent validity refers to the extent to which the individual indicator explains a construct converges in comparison to the indicators measuring other constructs (Urbach & Ahlemann, 2010).

The Fornell-Larcker criterion and Heterotrait-Monotrait ratio (HTMT) were used to assess the discriminant validity. Discriminant validity is necessary to ensure that the construct is empirically distinct from other constructs in the model (Henseler et al., 2009). Fornell-Larcker's criterion was used in this study because a latent variable better explains its own indicators' variance rather than the variance of other latent variables in the model (Fornell & Larcker, 1981). To further confirm the discriminant validity, Heterotrait-Monotrait Ratio of Correlation (HTMT) (Henseler et al., 2015) was determined. This approach assessed the ratio of correlation within the constructs to the correlation between the constructs. The criteria of the reflective measurement assessments are shown in Table 4.11.

Table 4.11 : Assessments for reflective measurement

Assessment	Criterion	Remarks	Reference
Internal consistency	$\alpha > 0.7$ Composite reliability > 0.7	The internal consistency is satisfactory	Nunally (1978) Hair et al. (2019)
Convergent validity	Outer loading > 0.708 $0.4 \leq \text{Outer loading} \leq 0.708$ (& $\text{AVE} \geq 0.5$) Outer loading < 0.4 $\text{AVE} > 0.5$	The construct is accepted The construct can be accepted The construct is discarded The construct is accepted (can explain at least 50% of the indicator's variance)	Hair Jr et al. (2017) Hair Jr et al. (2017)
Discriminant validity	Fornel-Larker's Criterion (The square root of the AVE of a construct should be bigger than the correlations between the construct and other constructs in the model) $\text{HTMT} < 0.90$ $\text{HTMT} < 0.85$	Discriminant validity is satisfactory	Fornell & Larcker (1981) Gold et al. (2001) Kline (2011)

Formative Measurement

A formative measurement was used for the indicators that explain the construct. Therefore, the indicators were not interchangeable. The indicators form the constructs with the linear combinations (Ramayah et al., 2019). As shown in Figure 4.1, the indicators pointed to the latent variable. A terminology, weight, was used to indicate the importance of the indicators for forming the construct (Chin, 1998). High correlation among the indicators causes the problem of collinearity, which will affect the estimation of weights and their statistical significance in the formative measurement model. Assessments were conducted to examine the measurement model's collinearity issue and the significance and relevance of the formative indicators, according to the criterion in Table 4.12.

The variance inflation factor (VIF) was evaluated for collinearity issues. High collinearity between formative indicators jeopardizes weight estimation and statistical significance (Ramayah et al., 2019). Besides, Bootstrapping procedures were performed to assess outer weight and the significance of the formative indicators. The outer weight denotes the relative contribution of a formative indicator. It was done by running 5000 bootstrapping in SmartPLS. For the insignificant outer weight, the assessment proceeded by examining the outer loading. The nonsignificant formative indicators can be removed (Hair Jr et al., 2017). However, if the indicators were strongly supported by the theory conceptualization, the nonsignificant indicators were retained (Hair et al., 2019).

Table 4.12 : Assessment for formative measurement

Assessment	Criterion	Remarks	Reference
Collinearity issues	$VIF \leq 3.3$	No critical collinearity problem	Diamantopoulos & Siguaw (2006)
	$VIF \leq 5$		Hair Jr et al. (2017)
Outer weight and significance	$p < 0.05$	Formative indicator is significant and relevant	Hair et al. (2019)
	If $p > 0.05$; outer loading > 0.5	Retain the indicator	

Higher-Order Constructs

Higher-order constructs are known as hierarchical component models. This approach models a construct into a more abstract dimension (higher-order component) and generates more concrete subdimensions (lower-order components) (Sarstedt et al., 2019). Higher-order constructs create a parsimony model by reducing the complexity of the relationships (Polites et al., 2012). To allow a higher-order construct to be implemented, the construct must be supported by well-developed measurements (Sarstedt et al., 2019). In addition, it is crucial to identify the measurement model specification of the lower-order components and the relationship between the higher-order component and its lower-order components (Wetzels et al., 2009). There are four categories of higher-order constructs, i.e., reflective-reflective, reflective-formative,

formative-reflective, and formative-formative (Becker et al., 2012; Sarstedt et al., 2019). Sarstedt et al. (2019) pointed out that the reliability and validity of each higher- and lower-order component must be verified. The higher-order constructs' measurement model assessment as a whole is necessary, which denotes the relationships between first-order components and second-order components.

In this study, a disjoint two-stage approach (Becker et al., 2012) was adopted to analyze the higher-order formative constructs. As suggested by Akkermans et al. (2013), career competencies comprise six dimensions, namely reflection on motivation, reflection on qualities, networking, self-profiling, work exploration, and career control. Thus, career competencies were formed as a reflective-formative higher-order construct with six lower-order constructs that were measured reflectively. On the other hand, OCM encompassed two dimensions, i.e., formal practices and informal practices, which formed a reflective-formative higher-order construct with two lower-order constructs that were measured reflectively. Similarly, career success (objective career success and subjective career success) and OCB (OCB toward individuals and OCB toward organization), which encompassed two dimensions respectively, form the reflective-formative higher-order construct with two lower-order constructs that were measured reflectively. In the initial stage, the latent variables scores for the lower-order constructs (LOCs) were obtained without the higher-order constructs. These lower-order constructs' scores were then operated as a manifest variable (indicator) for the higher-order construct in the second-stage analysis.

4.12.3 Evaluation of Structural Model

After verifying the measurement models, the subsequent steps were to evaluate the structural model. As suggested by Cain et al. (2017) and Hair Jr et al. (2017), the multivariate normality test was performed prior to the structural model assessment. The test was carried out using Webpower, the online statistical tool (Zhang & Yuan, 2018). The structural model assessment examined the relationship between the construct and the model's predictive power. The assessment was performed according to the five-step evaluation method proposed by Hair Jr et al. (2017), as depicted in Figure 4.2. Each step is discussed in more detail in the following section.

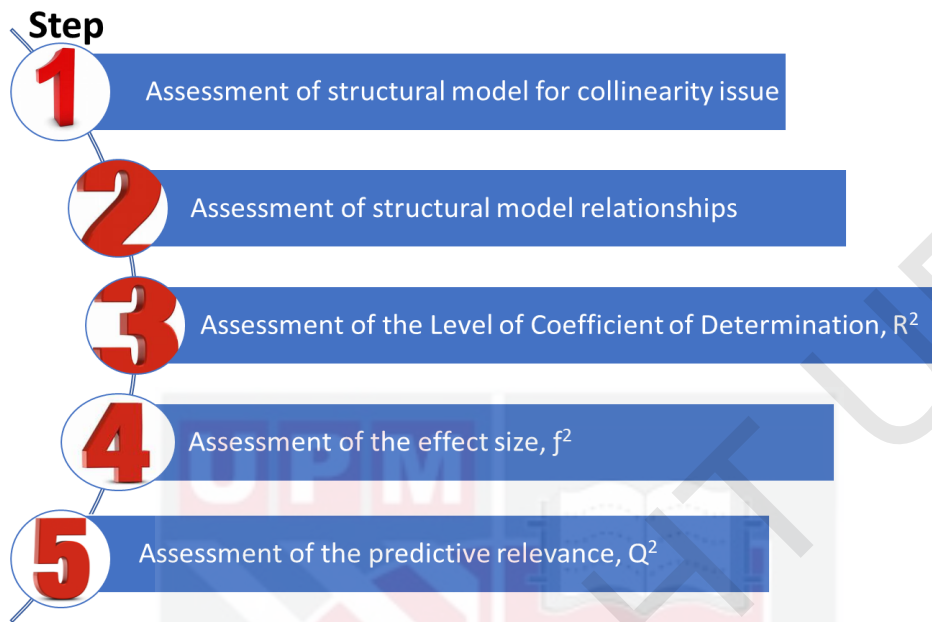


Figure 4.2 : Five-step measurement model assessment
(Source: Hair Jr et al. 2017)

Firstly, the collinearity issues among the constructs were assessed. The constructs should be in linear association to prevent bias toward the regression results (Hair Jr et al., 2017). The assessment was conducted with the variance inflation factor (VIF) approach. As highlighted by Kock & Lynn (2012), although the constructs fulfill the discriminant validity criteria (i.e., free from predictor-predictor collinearity), lateral collinearity issues (predictor-criterion collinearity) may still distort the results of multivariate analyses and mislead the findings. Therefore, the lateral collinearity issue was examined.

Secondly, the path coefficient that hypothesizes the relationship between the constructs was tested (Hair Jr et al., 2017). Since the data collected were not multivariate normal, the bootstrapping resampling technique (5000) was applied to assess the structural model relationship by examining the path coefficients, t-value and p-value. The significance level was set to 5% ($\alpha=0.05$) (Hair Jr et al., 2017), where the critical value was 1.645 in the one-tailed test. The hypothesized relationship between the constructs was represented by the path coefficient value, which was standardized within +1 and -1. The positive relationship is strong if the coefficient value is approximately +1, whereas the negative relationship is strong if the coefficient value is approximately -1. However, the relationship is weak if the coefficient value is closer to 0 (Hair Jr et al., 2017). On top of that, the confidence intervals were used as a combination of the criteria as proposed by Hahn and Ang (2017). If the bias-corrected confidence interval of the path coefficient includes zero, the respective path coefficient is not statistically significant.

Thirdly, the coefficient of determination (R^2) was used to predict the model's explanatory power (Hair et al., 2019). Assessing the model's predictive relevance requires analyzing in-sample prediction and out-of-sample prediction (Rigdon, 2012). In-sample prediction can be made using the entire sample data to estimate the model and predict observations from this data set. The model's predictive accuracy was evaluated using the coefficient of determination (R^2) and effect size (f^2). The R^2 measures the variance explained of the endogenous variable by all related predictor variables. Thus, the R^2 indicates the model's explanatory power. Based on the Cohen's (1988) guideline, the explanatory power can be categorized into substantial, moderate and weak based on R^2 values above 0.26, 0.13, and 0.02, respectively.

Fourthly, the effect size (f^2) of the exogenous constructs was assessed with Cohen's f^2 (Cohen, 1988). Reporting both statistical significance (p-value) and substantive significance (effect size) are essential and more meaningful in a quantitative study (Sullivan & Feinn 2012). The statistical significance indicated the existence of an effect, whereas the effect size denoted the magnitude of the effect. The effect size (f^2) was used to compute the relative impact of a specific predictor on the endogenous construct. The differences in R^2 values were calculated when a predictor construct was excluded from the model. In other words, effect size was used to evaluate whether a predictor construct has a substantive contribution to an endogenous construct. If the predictor constructs substantially influenced the endogenous construct, the differential of the R^2 (R^2 included - R^2 excluded) would be high, thus leading to the high f^2 (Ramayah et al., 2019). Based on the Cohen's (1988) guideline, the effect size can be categorized into large, medium and small based on f^2 values above 0.35, 0.15, and 0.02, respectively.

Lastly, the out-of-sample predictive power (also known as predictive relevance) was examined using Stone-Geisser's Q^2 (Geisser, 1974; Stone, 1974). In this study, the blindfold procedure was employed in SmartPLS to calculate the Q^2 value with a specific omission distance of nine. The criteria for the assessment are shown in Table 4.13.

Table 4.13 : Assessment for the structural model

Assessment	Criterion	Remarks	Reference
Collinearity issues	$VIF \leq 3.3$	No critical collinearity problem between the constructs	Diamantopoulos & Siguaw (2006)
	$VIF \leq 5$		Hair Jr et al. (2017)
Path coefficient	$p < 0.05$ $t > 1.645$ (one-tailed test) $t > 1.96$ (two-tailed test) Confidence interval straddles the value 0	Relationship between the construct exists	Hair Jr et al. (2017)
Coefficient of determination	$R^2 = 0.26$ $R^2 = 0.13$ $R^2 = 0.02$	Substantial Moderate Weak	Cohen (1988)
Effect size	$f^2 = 0.35$ $f^2 = 0.13$ $f^2 = 0.02$	Large Medium Small	Cohen (1988)
Predictive relevance	$Q^2 > 0$	Exogenous constructs have predictive relevance for endogenous construct	Geisser (1974) Stone (1974)

4.12.4 Evaluation of Mediation and Moderation Effect

Mediation refers to an indirect effect that is grounded on strong theoretical support to explain how an effect occurred and provides a better understanding of the mechanism that forms the causal relationship between the constructs (Ramayah et al., 2019). Several methods are used to evaluate the mediation effect, such as the causal procedure proposed by Baron and Kenny (1986) and the Sobel test. Notwithstanding, Preacher and Hayes's (2008) bootstrapping was utilized since it is relatively more rigorous and robust in examining the mediation effect (Ramayah et al., 2019). Bootstrapping is a nonparametric resampling procedure that is applicable to small sample size and simple and multiple mediator models (Hair Jr et al., 2017). This method is considered a single inferential test that overcomes the shortcoming of Baron and Kenny's step-by-step test (Ramayah et al., 2019).

In this study, the bootstrapping technique was used to examine the indirect effect for the mediation model and analyze the mediation effect (Preacher & Hayes, 2004; 2008). This method has been recognized as a meticulous and superior approach to examining the mediating effect (Shrout & Bolger, 2002; Zhao et al., 2010). Therefore, Biased-Corrected and Accelerated (BCa) Bootstrap as a power method (Memon et al., 2018) was applied by running a 5000 subsample to investigate the specific indirect effect of the serial mediation. The significance level was set to 5% ($\alpha=0.05$), where the critical value was 1.965 in the two-tailed test.

On the other hand, the moderator affects the relationship between two variables through interaction with the independent variable. In PLS-SEM, there are three methods available to assess the moderation effect, namely, the product-indicator approach (Chin et al., 2003), two-stage approach (Chin et al., 2003) and orthogonalizing approach (Henseler & Chin, 2010). In this study, a two-stage approach was adopted to assess the moderating effect. This approach was appropriate to examine how significant the moderator affects the relationship, mainly when it involves the formative exogenous or moderator. Relative to the product-indicator and orthogonalizing approaches, the two-stage approach performs higher statistical power tests (Type 1 and Type 2 errors) and generates the most precise estimates of the single effect (Ramayah et al., 2019).

In this study, a two-stage calculation approach (Henseler & Chin, 2010) was applied to investigate the moderation effect of proactive personality and service tenure since the model involved a formative exogenous variable (i.e., OCM). Proactive personality was a continuous variable measured using a 7-point Likert scale, whereas service tenure was categorized as long if it was above 15 years. Otherwise, it was considered a short service tenure. The interaction term between moderator and OCM was created to evaluate the moderation effect on OCBO, OCBI and career competencies. In moderation analysis, it is essential to compare the increment of the R^2 value of the main effect and the R^2 value of the moderation model.

Consequently, the effect size (f^2) of the interaction term was calculated using the following formula. Based on the guideline proposed by Kenny (2016), the standards of 0.005, 0.010 and 0.025 are interpreted as small, medium, and large effect size, respectively.

$$f^2 = (R^2 \text{ included moderator} - R^2 \text{ excluded moderator}) / (1 - R^2 \text{ included moderator})$$

Subsequently, the analysis further investigated the significance of the beta coefficient for the interaction effect using the bootstrapping method with 5000 subsamples. The significance level was set to 5% ($\alpha=0.05$), where the critical value was 1.645 in the one-tailed test. If the results from the PLS algorithm revealed a significant moderation effect, the interaction plots suggested by Dawson (2014) were drawn to gain a more precise pattern on how the moderator influences the endogenous variables.

4.13 Chapter Summary

This chapter systematically illustrates the whole research flow from design to execution and analysis to achieve the research objective. Prior to the data collection, an English version of the questionnaire was developed and pretested. A pilot test was conducted with 30 sample size. The appropriate questionnaires were prepared in Google Forms. Data collection was scheduled once consent was received from the six corresponding ministries (MOE, MOH, MOHE, MOHR, MORD & PMO). The questionnaires were administered to the targeted sample who fulfilled the three preset requirements. Finally, the collected data were analyzed using SPSS and PLS-SEM statistical tools.

CHAPTER 5

ANALYSES AND FINDINGS

5.1 Introduction

This chapter deliberates the findings based on the data collected from the six targeted ministries. The objective of this chapter was to examine the proposed research hypotheses. This chapter comprises three main sections, i.e., 1) data preparation 2) demographic profile and 3) data analysis. The initial section describes the data preparation and cleaning processes. Next, respondents' demographic profiles were presented based on the cleaned data. The final section reports the analysis results, which include the measurement model and structural model assessment.

5.2 Data Collection and Preparation

Overall, a total of 671 responses were collected from the six targeted ministries. After reverse coding, data cleaning was performed. Of these 671 responses, 17 respondents were disqualified due to less than three years of service tenure. In addition, 45 responses were found to be incomplete in terms of ethnicity, scheme, or service tenure. Then, the balance responses proceeded with the straight-lining and outlier assessment. Of these 609 qualified and complete questionnaires, four straight-line answers were detected and were removed from the data set. No outliers were noticed. Eventually, 605 response data were retained for further analyses.

Next, data screening was performed to check the correlation between the number of promotions (one of the indicators for objective career success, OCS1) and respondents' position grades (demographic data). Since the Malaysian civil servants' position grade increments depend on the number of promotions they received according to the remuneration system, the relationship between these two variables was expected to be highly correlated. Nonetheless, the results showed that the number of promotions and position grade were moderately correlated ($r=0.572$), suggesting that some respondents may have miscalculated the number of promotions they received. Hence, the number of promotions as one of the indicators for objective career success was omitted. That means objective career success became a single-item measure, captured by 'numbers of positive appraisals you have received'.

5.2.1 Common Method Variance

After data cleaning, the potential of common method bias was tested via Harman's single-factor (Podsakoff & Organ, 1986). The results showed that the largest variance explained by an individual factor was 31.67%, which was below the cut off (40%) (Babin et al., 2016). Podsakoff and Organ (1986) claimed that if the variables all load on one factor or one factor explains the majority of the variance, common method variance may

be a problem. The results showed that neither a single factor nor a general factor accounts for the majority of the covariance in the measures. Hence, common method bias was unlikely to be an issue in this data set.

In addition, the issue of common method bias was addressed by testing the full collinearity proposed by Kock and Lynn (2012) and Kock (2015). As shown in Table 5.1, the variance inflation factors (VIF) of the variables were less than 3.3, showing no bias from the single-source data.

Table 5.1 : Full collinearity testing (Variance Inflation Factor, VIF)

OCM	CC	CS	OCBO	OCBI	PP
1.558	3.127	2.004	2.690	1.706	2.360

Note: OCM: Organizational Career Management, CC: Career Competencies, CS: Career Success, OCBO: Organizational Citizenship Behavior toward the Organization, OCBI: Organizational Citizenship Behavior toward the Individuals, PP: Proactive Personality

5.3 Respondent Profile

Ten demographic profiles of respondents are tabulated in Table 5.2. The results gave insight into the demographic background of the respondents who participated in this study based on the cleaned data. According to the descriptive analysis, 61.65% of the respondents are female, and 38.35% are male. Half of the respondents came from the age group of 31-40 (51.57%), followed by 41-50 (33.72%). In terms of ethnicity, Malay constituted the largest portion (82.31%) of the respondents, followed by Chinese (7.27%) and Indian (5.62%). The majority of the respondents (83.47%) were married. In this study, 51.90% of the respondents possessed an undergraduate degree, whereas 44.46% possessed at least a master's degree.

The analysis also showed that more than half of the respondents came from the Ministry of Human Resources (MOHR) (27.44%) and the Ministry of Health (MOH) (27.11%), followed by the Ministry of Rural Development (MORD) (17.69%), Ministry of Education (MOE) (10.70%), Ministry of Higher Education (MOHE) (8.76%) and Prime Minister's Department (PMO) (8.26%). This proportion indicated a sufficient representation for the six targeted ministries. On top of that, the respondents came from various service schemes led by Administrative & Diplomatic (29.42%), Education (23.14%), Medical & Health (16.69%), and Social (13.06%). Besides, this study also engaged civil servants from other schemes (17.64%), such as engineering, finance, information systems and economics.

Among the respondents, those with grades 43/44 (35.37%) and 48 (24.96%) constituted the major proportion of the respondents. In addition, 17.02%, 12.56% and 10.08% of respondents were from grades 41/42, 52 and 54, respectively. The results also showed that most of the respondents possessed 1-10 years (63.80%) of service tenure in their

current ministries. Overall, only 38.84% of the respondents had more than 15 years of service in public service.

Table 5.2 : Demographic profiles of the respondents (n=605)

	Demographic Profile	Frequency	Percent (%)
1. Gender	Male	232	38.35
	Female	373	61.65
2. Age	21-30	18	2.98
	31-40	312	51.57
	41-50	204	33.72
	51-60	71	11.74
3. Ethnicity	Malay	498	82.31
	Chinese	44	7.27
	Indian	34	5.62
	Others	29	4.79
4. Marital Status	Single	87	14.38
	Married	505	83.47
	Others	13	2.15
5. Highest Education	Diploma	22	3.64
	Undergraduate Degree	314	51.90
	Master Degree	237	39.17
	Doctor of Philosophy (PhD)	32	5.29
6. Ministry	Ministry of Human Resources	166	27.44
	Ministry of Health	164	27.11
	Ministry of Rural Development	107	17.69
	Ministry of Education	65	10.70
	Ministry of Higher Education	53	8.76
	Prime Minister's Department	50	8.26
7. Service Scheme	Administrative & Diplomatic (M)	178	29.42
	Education (D)	140	23.14
	Medical & Health (U)	101	16.69
	Social (S)	79	13.06
	Engineering (J)	42	6.90
	Finance (W)	29	4.79
	Information System (F)	17	2.80
	Administrative (N)	7	1.16
	Economics (E)	6	0.99
	Law & Judiciary (L)	2	0.30
	Prevention (P)	2	0.30
	Science (C)	1	0.20
	Security & Civil Defense (K)	1	0.20

Table 5.2 : Continued

Demographic Profile		Frequency	Percent (%)
8. Position Grade			
	Grade 41/42	103	17.02
	Grade 43/44	214	35.37
	Grade 48	151	24.96
	Grade 52	76	12.56
	Grade 54	61	10.08
9. Tenure in Current Ministry			
	< 1 year	86	14.21
	1-5 years	264	43.64
	6-10 years	122	20.17
	11-15 years	71	11.74
	16-20 years	35	5.79
	> 20 years	27	4.46
10. Tenure in Public Service			
	3-5 years	39	6.45
	6-10 years	108	17.85
	11-15 years	223	36.86
	16-20 years	124	20.50
	21-25 years	48	7.93
	26-30 years	38	6.28
	>30 years	25	4.13
Total		605	100.0

5.4 Measurement Model Assessment

Before conducting the structural model analysis, two types of measurement model assessments were performed, namely reflective measurement model assessment and formative measurement model assessment.

5.4.1 Reflective Measurement Model Assessment

This research model entailed three reflective-formative hierarchical component models (i.e., OCM, career competencies and career success) and the other four single-layer reflective constructs (i.e., OCBO, OCBI, proactive personality and social desirability). Both OCM and career success higher (second) order constructs comprised two lower (first) order components (i.e., formal OCM practices and informal OCM practices, objective career success and subjective career success). Meanwhile, career competencies were formulated by six lower (first) order components (i.e., reflective on motivation, reflective on qualities, networking, self-profiling, work exploration and career control).

For hierarchical component models in SmartPLS, measurement model assessments are required for both lower-order and higher-order components (Sarstedt et al., 2019). Hence, the reflective measurement model assessment was performed for all reflective constructs using the repeated indicator approach. Three key criteria were examined in

assessing the reflective measurement model, i.e., internal consistency reliability, convergent validity and discriminant validity (Hair Jr et al., 2017).

Internal Consistency Reliability

Two criteria were used to assess the internal consistency reliability, i.e., Cronbach's alpha and composite reliability. As shown in Table 5.3, all the Cronbach's alpha values satisfied the threshold value of 0.7 (Nunnally, 1978). To further confirm the internal consistency reliability, composite reliability (CR) was performed. The results of composite reliability for all the constructs (Table 5.3) were above the minimum threshold of 0.7 (Hair et al., 2019). Thus, all reflective constructs in the model met the internal consistency reliability requirement.

Convergent Validity

Convergent validity was assessed based on the outer loadings and average variance extracted (AVE). As shown in Table 5.3, of the 73 loadings, 60 loadings exceeded the threshold of 0.708 (Hair Jr et al., 2017). However, six indicators were found to have low loadings (less than 0.4), and these indicators (R_SD1, R_SD2, R_SD5, R_SD6, R_SD7, SD8) were eliminated from the model (Hulland, 1999). Other indicators with loadings above 0.4 were retained (Hair Jr et al., 2017).

On the other hand, average variance extracted (AVE) scores were examined to assess convergent validity. The results in Table 5.3 show that the AVE values were higher than the threshold of 0.5, indicating the construct's capability to explain at least 50 percent of the indicators' variance that formed the construct (Hair et al., 2019). Hence, the reflective constructs in this study demonstrated adequate convergent validity.

Table 5.3 : Reflective measurement model assessment

Construct	Indicator	Outer Loading	CA	CR	AVE
OCMFormal	OCM1	0.815	0.882	0.911	0.632
	OCM2	0.852			
	OCM3	0.835			
	OCM4	0.731			
	OCM5	0.785			
	OCM6	0.742			
OCMInformal	OCM7	0.754 (Item deleted) ^b	0.858	0.914	0.779
	OCM8	0.846			
	OCM9	0.830			
	OCM10	0.898			
CCMotivation	CC1	0.874	0.888	0.931	0.818
	CC2	0.925			
CCQualities	CC3	0.913	0.911	0.944	0.850
	CC4	0.888			
	CC5	0.797 (Item Deleted) ^b			
	CC6	0.919			
	CC7	0.908			

Table 5.3 : Continued

Construct	Indicator	Outer Loading	CA	CR	AVE
CCNetwork	CC8	0.842	0.847	0.897	0.685
	CC9	0.787			
	CC10	0.809			
CCSelf Profile	CC11	0.871	0.901	0.938	0.834
	CC12	0.912			
	CC13	0.919			
	CC14	0.909			
CCWorkExplore	CC15	0.894	0.852	0.911	0.773
	CC16	0.911			
	CC17	0.830			
CCCareerControl	CC18	0.909	0.940	0.957	0.847
	CC19	0.923			
	CC20	0.943			
	CC21	0.905			
OCS	OCS2	SIM	N/A	N/A	N/A
SCS	SCS1	0.869	0.945	0.958	0.821
	SCS2	0.938			
	SCS3	0.882			
	SCS4	0.942			
	SCS5	0.898			
OCBI	OCB1	0.551	0.901	0.920	0.594
	OCB2	0.805			
	OCB3	0.780			
	OCB4	0.799			
	OCB5	0.807			
	OCB6	0.860			
	OCB7	0.810			
	OCB8	0.711			
OCBO	OCB9	0.562	0.907	0.926	0.612
	OCB10	0.811			
	OCB11	0.764			
	OCB12	0.815			
	OCB13	0.819			
	OCB14	0.798			
	OCB15	0.861			
	OCB16	0.793			
PP	PP1	0.693	0.910	0.925	0.555
	PP2	0.762			
	PP3	0.725			
	PP4	0.755			
	PP5	0.798			
	PP6	0.612			
	PP7	0.783			
	PP8	0.766			
	PP9	0.785			
	PP10	0.751			
Social Desirability	R_SD1	0.240 (Item deleted) ^a	0.718	0.821	0.541
	R_SD2	0.335 (Item deleted) ^a			
	SD3	0.807			
	SD4	0.814			

Table 5.3 : Continued

Construct	Indicator	Outer Loading	CA	CR	AVE
	R_SD5	0.317 (Item deleted) ^a			
	R_SD6	-0.106 (Item deleted) ^a			
	R_SD7	0.086 (Item deleted) ^a			
	SD8	0.225 (Item deleted) ^a			
	SD9	0.646			
	SD10	0.580			

Note: CA: Cronbach's Alpha, CR: Composite Reliability, AVE: Average Variance Extracted, SIM: Single Item Measure, N/A: Not Available;
 OCMFormal: Formal OCM Practices, OCMInformal: Informal OCM Practices, CCMotivation: Reflection on Motivation, CCQualities: Reflection on Qualities, CCNetwork: Networking, CCSPProfile: Self-Profiling, CCWExplore: Work Exploration. CCCControl: Career Control, OCS: Objective Career Success, SCS: Subjective Career Success, OCBO: OCB toward Organization, OCBI: OCB toward Individuals, PP: Proactive Personality, SD: Social Desirability;^a(R_SD1, R_SD2, R_SD5, R_SD6, R_SD7, SD8) were deleted due to loading <0.4; ^b(OCM7 & CC5) were deleted due to HTMT>0.85

Discriminant Validity Assessment

The reflective measurement model's discriminant validity was examined based on Fornell-Larcker (1981) and the Heterotrait-Monotrait ratio of correlations (HTMT). According to the results of Fornell-Laker (Table 5.4), the square root of AVE (in diagonal) for all reflective constructs was higher than the correlation on the off-diagonal. Hence, the results demonstrated that all reflective constructs in this model exhibited sufficient discriminant validity.

To further confirm the discriminant validity, the Heterotrait-Monotrait Ratio of Correlation (HTMT) (Henseler et al., 2015) was examined. The results (Table 5.5) revealed that HTMT values for all reflective constructs were lower than the HTMT.90 (Gold et al., 2001) and HTMT.85 (Kline, 2011) except for OCM_Formal (HTMT=0.857) and CCQualities (HTMT=0.859). Therefore, two indicators (i.e., OCM7 and CC2) were removed from the related construct. As a result, all reflective constructs in the final model fulfilled the HTMT.85 and HTMT.90 criteria. Based on both the Fornell-Larcker and HTMT methods, all reflective constructs in this model exhibited adequate discriminant validity. The findings implied the availability of the respondent to recognize the distinction among the constructs. In sum, the reflective measurement models in this study were valid and reliable. Figure 5.1 illustrates the path model of the reflective measurement model.

Table 5.4 : Discriminant validity with the Fornier-Larker criterion

Construct	CCCCControl	CCMotivation	CCNetwork	CCQualities	CCSProfile	CCWEExplore	OCBI	OCBO	OCMFormal	OCMInformal	OCS	PP	SCS	SD
CCCCControl	0.920													
CCMotivation	0.641	0.904												
CCNetwork	0.651	0.584	0.828											
CCQualities	0.551	0.762	0.504	0.922										
CCSProfile	0.631	0.629	0.652	0.668	0.913									
CCWEExplore	0.726	0.599	0.667	0.593	0.691	0.879								
OCBI	0.284	0.368	0.332	0.437	0.348	0.309	0.771							
OCBO	0.530	0.591	0.554	0.595	0.561	0.539	0.601	0.782						
OCMFormal	0.391	0.374	0.506	0.271	0.369	0.407	0.126	0.410	0.795					
OCMInformal	0.354	0.228	0.501	0.120	0.278	0.361	0.092	0.295	0.706	0.883				
OCS	0.161	0.160	0.169	0.127	0.194	0.193	0.070	0.191	0.146	0.129	1.000			
PP	0.555	0.560	0.481	0.640	0.604	0.583	0.533	0.665	0.226	0.156	0.118	0.745		
SCS	0.584	0.523	0.594	0.449	0.556	0.561	0.209	0.472	0.522	0.412	0.259	0.387	0.906	
SD	0.271	0.410	0.326	0.420	0.351	0.302	0.482	0.526	0.228	0.088	0.036	0.478	0.217	0.735

Note: CCCCControl: Career Control, CCMotivation: Reflection on Motivation, CCNetwork: Networking, CCQualities: Reflection on Qualities, CCSProfile: Self-Profiling, CCWEExplore: Work Exploration, OCBI: OCB toward Individuals, OCBO: OCB toward Organization, OCMFormal: Formal OCM Practices, OCMInformal: Informal OCM Practices, OCS: Objective Career Success, PP: Proactive Personality, SCS: Subjective Career Success, SD: Social Desirability

Table 5.5 : Discriminant Validity Using the Heterotrait-Monotrait Ratio of Correlations (HTMT) Criterion

	CCCCControl	CCMotivation	CCNetwork	CCQualities	CCSPProfile	CCWExplore	OCBI	OCBO	OCMFormal	OCMInformal	OCS	PP	SCS	SD
CCCCControl	0.701													
CCMotivation	0.729	0.670												
CCNetwork	0.596	0.847	0.568											
CCQualities	0.684	0.704	0.743	0.738										
CCSPProfile	0.812	0.685	0.786	0.671	0.786									
CCWExplore	0.291	0.39	0.367	0.463	0.363	0.331								
OCBI	0.572	0.652	0.629	0.647	0.616	0.611	0.651							
OCBO	0.429	0.424	0.585	0.303	0.415	0.47	0.137	0.456						
OCMFormal	0.393	0.260	0.589	0.135	0.315	0.424	0.101	0.338	0.811					
OCMInformal	0.166	0.169	0.185	0.133	0.205	0.211	0.075	0.200	0.156	0.139				
OCS	0.596	0.614	0.539	0.697	0.660	0.657	0.556	0.719	0.250	0.178	0.135			
PP	0.619	0.57	0.661	0.483	0.602	0.626	0.214	0.505	0.571	0.457	0.267	0.413		
SCS	0.328	0.478	0.397	0.476	0.402	0.368	0.567	0.629	0.280	0.119	0.039	0.546	0.254	
SD														

Note: CCCCControl: Career Control, CCMotivation: Reflection on Motivation, CCNetwork: Networking, CCQualities: Reflection on Qualities, CCSPProfile: Self-Profiling, CCWExplore: Work Exploration, OCBI: OCB toward Individuals, OCBO: OCB toward Organization, OCMFormal: Formal OCM Practices, OCMInformal: Informal OCM Practices, OCS: Objective Career Success, PP: Proactive Personality, SCS: Subjective Career Success, SD: Social Desirability.

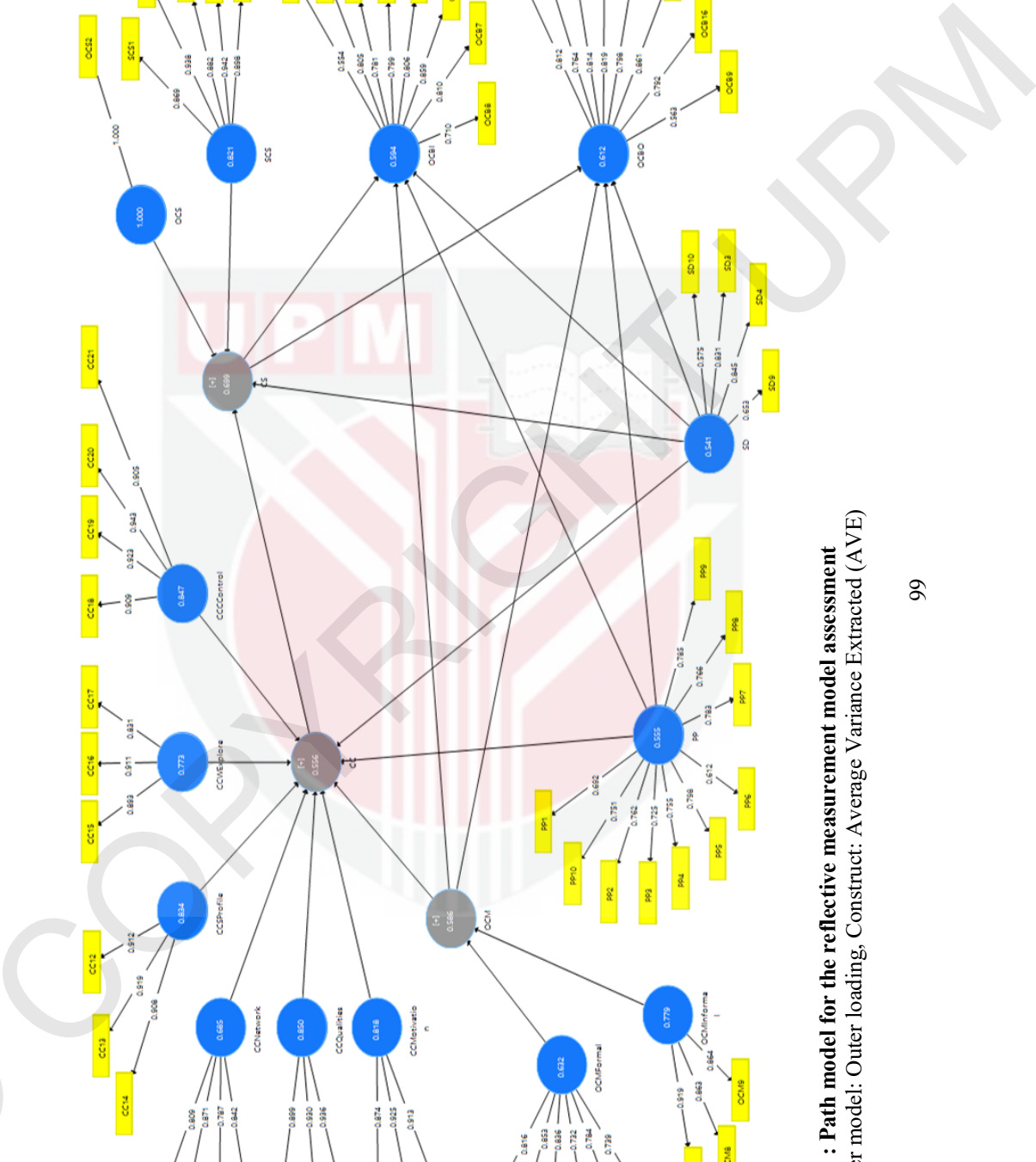


Figure 5.1 : Path model for the reflective measurement model assessment
 Note: Outer model: Outer loading, Construct: Average Variance Extracted (AVE)

5.4.2 Second-Order Formative Measurement Model Assessment

In this study, a formative measurement model assessment was performed to examine the higher-order constructs using disjoint two-stage approach. A formative measurement model assessment was performed to examine the collinearity as well as the weight and significance of its indicators.

Collinearity Assessment

In a formative measurement model, high correlation among the indicators causes the problem of collinearity, which will affect the estimation of weights and their statistical significance in the formative measurement model. Table 5.6 shows the assessment of the formative higher-order constructs. The variance inflation factor (VIF) values for all lower-order constructs that established the formative measurement model were below the cut off value of 3.33 (Diamantopoulos & Siguaw, 2006), indicating that no potential collinearity issue was found in this model.

Significance and Relevance of the Formative Indicators

The significance and relevance of the formative components are tabulated in Table 5.6. By running 5000 bootstraps, both indicators in OCM, i.e., Formal OCM Practices (OCMFormal) (t-value=7.42; p-value <0.001) and Informal OCM Practices (OCMInformal) (t-value=2.222; p-value=0.026), were significant. However, of the six indicators in Career Competencies (CC), four were significant, i.e., Reflection on Motivation (CCMotivation) (t-value=2.514; p-value=0.012), Networking (CCNetwork) (t-value=6.593; p-value<0.001), Work Exploration (CCWExplore) (t-value=2.437; p-value=0.015) and Career Control (CCCControl) (t-value=2.353; p-value=0.019), whereas Reflection on Qualities (CCQualities) and Self-Profiling (CCSProfile) were not significant. As highlighted by Hair Jr et al. (2017), when a formative construct is built with more indicators, it tends to have some indicators that are low or even nonsignificant outer weights. For Career Success, Subjective Career Success (SCS) (t-value=48.519; p-value<0.001) was significant, but Objective Career Success (OBC) was not.

Table 5.6 : Assessment of formative second-order construct

HOC	LOC	Weight	VIF	t-value	p-value	BCI LL	BCI UL
OCM	OCMFormal	0.786	1.968	7.420**	<.001	0.556	0.968
	OCMInformal	0.277	1.968	2.222*	0.026	0.046	0.528
CC	CCMotivation	0.220	2.995	2.514*	0.012	0.051	0.391
	CCQualities	-0.156	2.858	1.854	0.064	-0.328	0.001
	CCNetwork	0.555	2.244	6.593**	<.001	0.385	0.717
	CCSProfile	0.136	2.653	1.190	0.234	-0.089	0.352
	CCWExplore	0.182	2.817	2.437*	0.015	0.029	0.325
CS	CCCCControl	0.189	2.657	2.352*	0.019	0.026	0.342
	OCS	0.079	1.071	1.343	0.179	-0.034	0.193
	SCS	0.977	1.071	48.519**	<.001	0.930	1.008

Note: ** $p \leq 0.01$; * $p \leq 0.05$;

HOC: Higher-order construct, LOC: Lower-order construct, VIF: Variance inflation factor, BCI LL: Bias Corrected Interval-Lower Limit, BCI UL: Bias Corrected Interval-Upper Limit;

OCM: Organizational Career Management, OCMFormal: Formal OCM Practices, OCMInformal: Informal OCM Practices, CC: Career Competencies, CCMotivation: Reflection on Motivation, CCQualities: Reflection on Qualities, CCNetwork: Networking, CCSProfile: Self-Profiling, CCWExplore: Work Exploration. CCCCControl: Career Control, CS: Career Success, OCS: Objective Career Success, SCS: Subjective Career Success.

Therefore, further investigation was performed to examine the outer loading of these insignificant indicators (Hair Jr et al., 2017). As shown in Table 5.7 the outer loadings of CCQualities (t-value=9.309; p-value<0.001) and CCSProfile (t-value=17.352; p=0.001) were higher than the threshold of 0.5, except for Objective Career Success. Hence, CCQualities and CCSProfile were considered absolutely important and retained in the model. Hair Jr et al. (2017) also emphasized that if the theory conceptualization strongly supports retaining the indicator, it should be kept in the formative measurement model even though it demonstrates nonsignificant empirical results. Therefore, objective career success was also retained in the model, as the prior literature supports the relevance of objective career success in capturing the conceptualization of career success (Ballout, 2007; Blokker et al., 2019; Nabi, 1999; Spurk et al., 2019). Figure 5.2 illustrates the path model of the formative measurement model.

Table 5.7 : Assessment of outer loading for insignificant formative indicators

LOC	Outer Loading	t-value	p-value	BCI LL	BCI UL
CCQualities	0.589	9.309**	<.001	0.463	0.708
CCSProfile	0.774	17.352**	<.001	0.683	0.853
OCS	0.331	4.846**	<.001	0.182	0.448

Note: ** $p \leq 0.01$;

LOC: Lower-order constructs, BCI LL: Bias Corrected Interval-Lower Level, BCI UL: Bias Corrected Interval-Upper Level;

CCQualities: Reflection on Qualities, CCSProfile: Self-Profiling, OCS: Objective Career Success

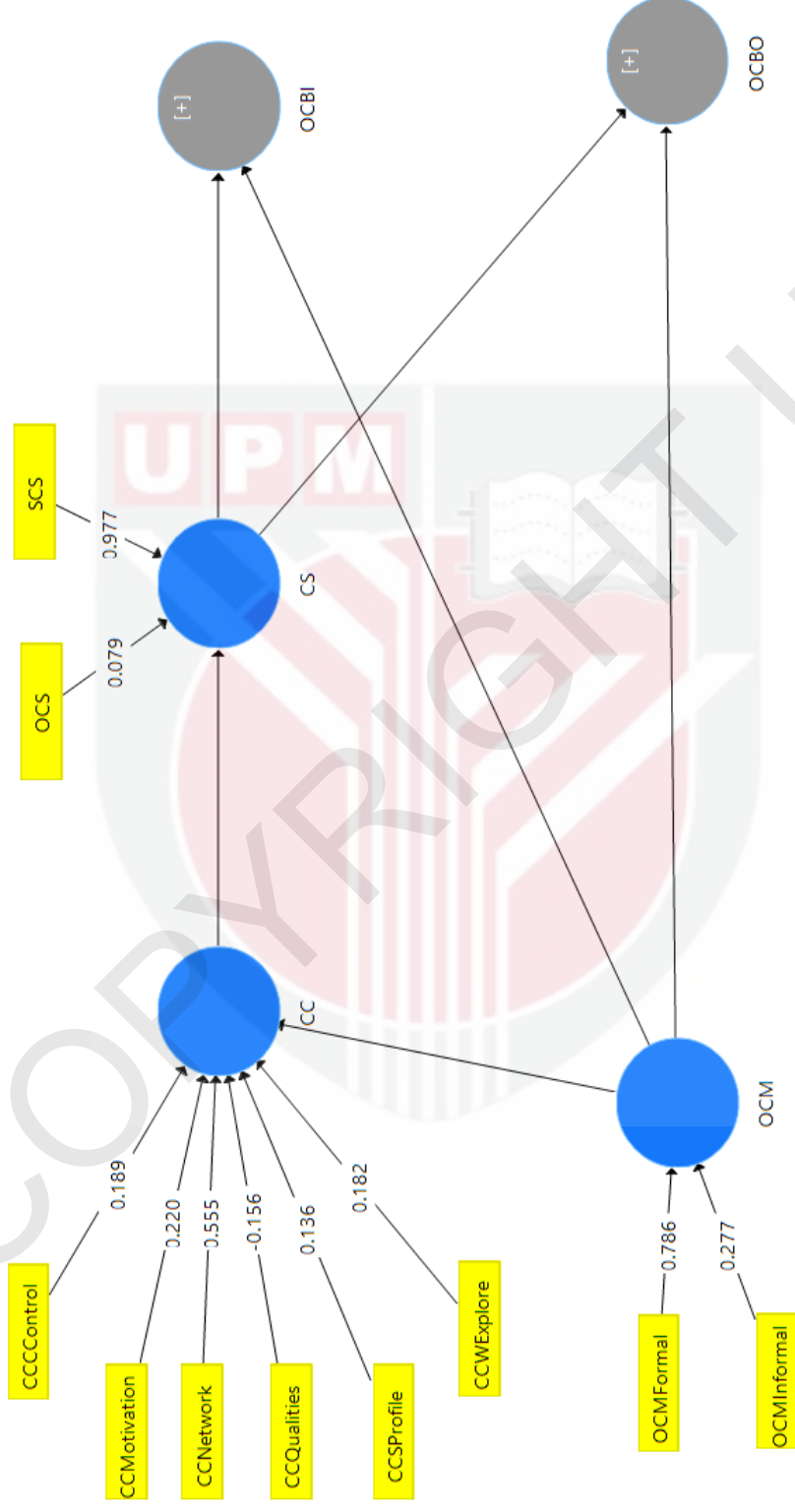


Figure 5.2 : Path model for the formative measurement model assessment
 Note: Outer model: Weight

5.5 Descriptive Statistics (Mean, Standard Deviation)

The results of descriptive statistics are tabulated in Table 5.8. Both Formal OCM Practices (OCMFormal) (M=3.543) and Informal OCM Practices (OCMinformal) (M=3.060) exhibited a mean score above three on a 5-point Likert scale (where 1=strongly disagree and 5=strongly agree).

On the other hand, of 12 constructs using a 7-point Likert scale, ten constructs had a mean value above five. For Career Competencies, all six dimensions revealed a mean value above five on a 7-point Likert scale (where 1= strongly disagree and 7=strongly agree). Particularly, Reflection on Qualities (CCQualities) (M=5.879) had the highest mean value, followed by Reflection on Motivation (CCMotivation) (M=5.859), Self-Profiling (CCSProfile)(M=5.452), WorkExploration (CCWExplore) (M=5.274), Career Control (CCCCControl=5.196) and Networking (CCNetwork) (M=5.128).

In terms of OCB, both dimensions demonstrated a mean score above five. OCB toward the Individuals (OCBI) had a mean score above "Slightly Agree" (M= 5.417), whereas OCB towards the Organizational (OCBO) had a mean score near "Agree" (M=5.550).

On average, the Proactive Personality (PP) characteristic among the respondents was high (M=5.424). Since self-rated surveys were used to collect data, social desirability bias could be present. The statistical results revealed that the mean score for Social Desirability was 5.148.

In contrast, both dimensions of carer success recorded a low mean value. Objective career success (OCS) with a single item (i.e., Number of Promotions) had the lowest mean value (M=2.774) among the constructs. However, Subjective Career Success (SCS) showed a higher mean value (M=4.931) on a 7-point Likert scale.

Table 5.8 : Descriptive analysis for higher-order and lower-order constructs

No.	Construct	No. of Item	Likert Scale	Mean	Std. Deviation
1.	OCMFormal	6	5	3.543	0.668
2.	OCMInformal	3	5	3.060	0.843
3.	CCMotivation	3	7	5.859	0.879
4.	CCQualities	3	7	5.879	0.820
5.	CCNetwork	4	7	5.128	1.069
6.	CCSProfile	3	7	5.452	1.009
7.	CCWExplore	3	7	5.274	1.055
8.	CCCCControl	4	7	5.196	1.165
9.	OCS	1	7	2.774	1.580
10.	SCS	5	7	4.931	1.228
11.	OCBI	8	7	5.417	0.869
12.	OCBO	8	7	5.550	0.821
13.	PP	10	7	5.424	0.786
14.	SD	4	7	5.148	0.880

Note: OCMFormal: Formal OCM Practices, OCMInformal: Informal OCM Practices, CCMotivation: Reflection on Motivation, CCQualities: Reflection on Qualities, CCNetwork: Networking, CCSProfile: Self-Profiling, CCWExplore: Work Exploration. CCCCControl: Career Control, OCS: Objective Career Success, SCS: Subjective Career Success, OCBI: OCB toward the Individuals, OCBO: OCB toward the Organization, PP: Proactive Personality, SD: Social Desirability

5.6 Multivariate Normality Test

The multivariate normality test was performed prior to the structural model assessment using the WebPower online statistical tool (Zhang & Yuan, 2018). Mardia's multivariate skewness ($\beta=7.079$, $p<0.01$) and Mardia's multivariate kurtosis ($\beta=70.770$, $p<0.01$) indicated that the data were not distributed normally ($\beta>20$, $p<0.05$). Therefore, Partial Least Squares Structural Equation Modeling (PLS-SEM) was proper for this study as a statistical tool since it does not require normal distribution assumptions in data sampling. PLS-SEM applies bootstrapping as a nonparametric resampling technique in making statistical inferences (Hair Jr et al., 2017; Preacher & Hayes, 2008).

5.7 Structural Model Assessment

Five steps structural model assessment was performed to examine the relationship between the construct and the model's predictive power and the overall results are presented in Figure 5.3. To account for the potential confounding effects of age, gender, education and social desirability, this study controlled the influence of these variables on all endogenous constructs. The following sections present the findings of the structural model assessment.

5.7.1 Step 1: Assessment of the Structural Model for Collinearity Issues

The lateral collinearity issue was examined using variance inflation factor (VIF) values. The result of the full collinearity testing in Table 5.1 shows variance inflation factor (VIF) values for all predictors were less than 3.33. Hence, the lateral collinearity issue was not significant in this model (Diamantopoulos & Siguaw, 2006).

5.7.2 Step 2: Assessment of Structural Model Relationships

Based on the research framework, six hypotheses were developed to examine the direct relationship between the constructs. As shown in Table 5.9, OCM exhibited a significant positive relationship with OCBO ($\beta=0.165$, $t=4.063$, $p<0.001$). Nonetheless, the relationship between OCM and OCBI ($\beta=-0.046$, $t=1.022$, $p=0.153$) was not significant, as the t-value was <1.645 and p-value >0.05 . Therefore, H1a was supported, whereas H1b was not supported.

Next, the relationship between OCM and the first mediator was examined. OCM showed a significant positive relationship with career competencies ($\beta= 0.443$, $t=10.078$, $p<0.001$). Thus, H2 was supported.

Consequently, the relationship between the first mediator and second mediator was assessed. The results demonstrated a significant positive relationship between career competencies and career success ($\beta= 0.666$, $t=20.645$, $p<0.001$). Thus, H3 was supported.

Subsequently, the relationship between career success and OCB was examined. Career success revealed a significant positive relationship with both OCBO ($\beta=0.270$, $t=6.548$, $p<0.001$) and OCBI ($\beta= 0.135$, $t=2.923$, $p<0.002$). Hence, H4a and H4b were also supported.

In addition, the bias-corrected confidence intervals for each hypothesis were examined. Overall, the 95% boot confidence interval bias-corrected for the above hypotheses did not straddle value zero except H1b. Thus, the findings of H1a, H2, H3, H4a and H4b were supported.

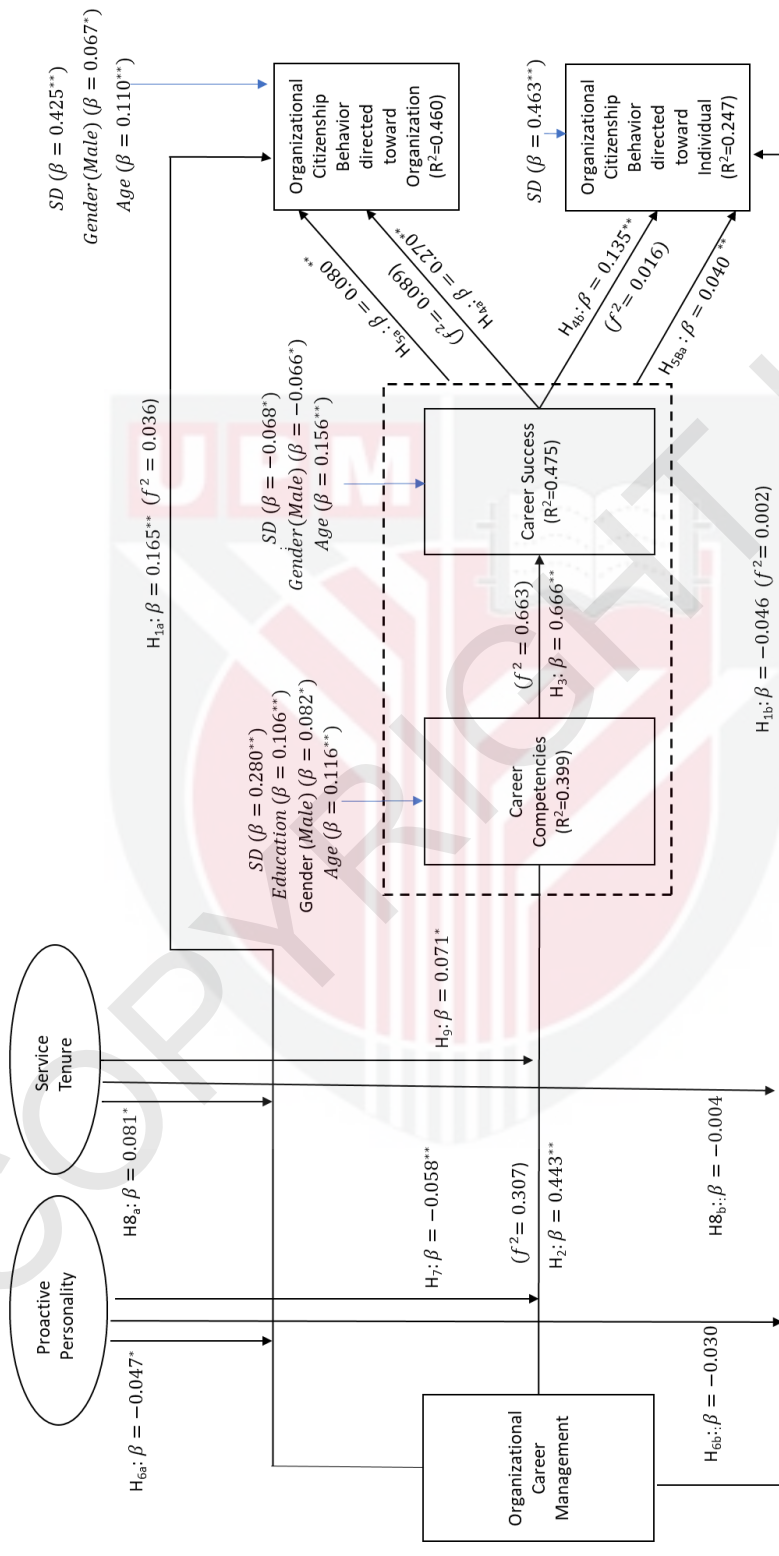


Figure 5.3 : The overall results of the structural model

Table 5.9 : Assessment of direct relationships (n=605)

Hyp	Relationship	Std Beta	Std Error	t-value	p-value	BCI LL	BCI UL	Dec
H1a	OCM -> OCBO	0.165	0.041	4.063**	<.001	0.097	0.228	S
H1b	OCM -> OCBI	-0.046	0.045	1.022	0.153	-0.117	0.030	NS
H2	OCM -> CC	0.443	0.044	10.078**	<.001	0.365	0.508	S
H3	CC -> CS	0.666	0.032	20.645**	<.001	0.609	0.716	S
H4a	CS -> OCBO	0.270	0.041	6.548**	<.001	0.203	0.339	S
H4b	CS -> OCBI	0.135	0.046	2.923**	0.002	0.061	0.215	S

Note: **p < 0.01 ; *p ≤ 0.05, S: Supported; NS: Not Supported

Hyp: Hypothesis, BCI LL: Biased corrected confidence interval-lower limit, BCI UL: Biased corrected confidence interval-upper limit, Dec: Decision

OCM: Organizational Career Management, CC: Career Competencies, CS: Career Success, OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals

5.7.3 Step 3: Assessment of the Coefficient of Determination

The R² indicates the model's explanatory power. It measures the variance explained of the endogenous variable by all related predictor variables. Table 5.10 illustrates the R² values for four endogenous constructs. Career competencies, career success and OCBO exhibited substantial explanatory power (Cohen, 1988), with R² values of 0.399, 0.475 and 0.460, respectively. The results indicated that OCM explained 39.90% of the variance in career competencies and that career competencies explained 47.50% of the variance in career success. Meanwhile, OCM and career success jointly explained 46.00% of the variance in OCBO. In contrast, OCBI exhibited moderate explanatory power, with a lower R² value of 0.247 (Cohen, 1988). The results indicated that OCM and career success jointly explained 24.70% of the variance in OCBI.

Table 5.10 : Coefficient of determination (R²)

Construct	Coefficient of Determination (R ²)	Explanatory Power (Cohen, 1988)
CC	0.399	Substantial
CS	0.475	Substantial
OCBO	0.460	Substantial
OCBI	0.247	Moderate

Note: CC: Career Competencies, CS: Career Success, OCBO: OCB toward Organization, OCBI: OCB toward Individuals;

R² score interpretation: 0.26-Substantial; 0.13-Moderate; 0.02-Weak (Cohen, 1988)

5.7.4 Step 4: Assessment of Effect Size

The effect size (f²) was computed to determine the relative impact of a specific predictor on the endogenous construct. Table 5.13 shows that OCM had a medium effect size on career competencies (f²=0.307). Nonetheless, career competencies revealed a large effect size on career success (f²=0.663) (Table 5.12). In contrast, OCM and career

success demonstrated a small effect size ($f^2=0.036$ & $f^2=0.089$) on OCBO (Table 5.13). Unsurprisingly, in line with the insignificant p-value in Hypothesis 1b, OCM revealed a trivial effect size on OCBI ($f^2=0.002$). Similarly, career success also showed a trivial effect size ($f^2=0.016$) on OCBI (Table 5.14).

Table 5.11 : Effect size on Career Competencies

Construct	CC	Effect Size
OCM	0.307	Medium

Note: OCM: Organizational Career Management, CC: Career Competencies
 f^2 score interpretation: 0.35-large; 0.15-medium; 0.02-small; <0.02-trivial (Cohen, 1988)

Table 5.12 : Effect size on Career Success

Construct	CS	Effect Size
CC	0.663	Large

Note: CC: Career Competencies, CS: Career Success;
 f^2 score interpretation: 0.35-large; 0.15-medium; 0.02-small; <0.02-trivial (Cohen, 1988)

Table 5.13 : Effect size on Organizational Citizenship Behavior toward Organization

Construct	OCBO	Effect Size
OCM	0.036	Small
CS	0.089	Small

Note: OCM: Organizational Career Management, CS: Career Success, OCBO: OCB toward the Organization;
 f^2 score interpretation: 0.35-large; 0.15-medium; 0.02-small; <0.02-trivial (Cohen, 1988)

Table 5.14 : Effect size on Organizational Citizenship Behavior toward Individuals

Construct	OCBI	Effect Size
OCM	0.002	Trivial
CS	0.016	Trivial

Note: OCM: Organizational Career Management, CS: Career Success, OCBI: OCB toward the Individuals;
 f^2 score interpretation: 0.35-large; 0.15-medium; 0.02-small; <0.02-trivial (Cohen, 1988)

5.7.5 Step 5: Assessment of Predictive Relevance

The out-of-sample predictive power was examined using Stone-Geisser's Q^2 (Geisser, 1974; Stone, 1974). Based on the blindfolding results shown in Table 5.15, all the endogenous constructs (i.e., career competencies, career success, OCBO and OCBI) showed $Q^2 > 0$. A Q^2 value greater than zero implies that the exogenous constructs have

predictive relevance over the endogenous construct and predictive relevance of the model.

Table 5.15 : Assessment of Predictive Relevance (Q^2)

Construct	Predictive relevance (Q^2)
CC	0.256
CS	0.259
OCBO	0.277
OCBI	0.140

Note: CC: Career Competencies, CS: Career Success, OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals

5.8 Control Variable

To account for any confounding effects on the hypothesized relationships, age, gender, education and social desirability were controlled in this study. The significance of the path coefficient for the control variables was examined. Based on the two-tailed test (Table 5.16), age revealed a significant effect on career competencies ($\beta=0.116$, $t=3.434$, $p=0.001$), career success ($\beta=0.156$, $t=4.319$, $p<0.001$), and OCBO ($\beta=0.110$, $t=3.444$, $p=0.001$). Likewise, gender had a significant effect on career competencies ($\beta=0.082$, $t=2.516$, $p=0.012$), career success ($\beta=-0.066$, $t=2.126$, $p=0.034$), and OCBO ($\beta=0.067$, $t=2.227$, $p=0.026$). However, education level showed a significant effect only on career competencies (CC) ($\beta=0.106$, $t=2.870$, $p=0.004$).

Meanwhile, social desirability, which was measured with a 7-point Likert scale, showed a significant effect on all endogenous variables (Table 5.16), i.e., career competencies ($\beta=0.280$, $t=5.573$, $p<0.001$), career success ($\beta=-0.068$, $t=1.959$, $p=0.050$), OCBO ($\beta=0.425$, $t=10.062$, $p<0.001$), and OCBI ($\beta=0.463$, $t=9.847$, $p<0.001$).

Table 5.16 : Relationship with Control variable

Relationship	Std Beta	Std Error	t-value	p-value	BCI LL	BCI UL
Age -> CC	0.116	0.034	3.434**	0.001	0.049	0.181
Age -> CS	0.156	0.036	4.319**	<0.001	0.086	0.226
Age -> OCBO	0.110	0.032	3.444**	0.001	0.046	0.173
Age -> OCBI	0.002	0.039	0.040	0.968	-0.073	0.078
Gender -> CC	0.082	0.032	2.516*	0.012	0.018	0.145
Gender -> CS	-0.066	0.031	2.126*	0.034	-0.128	-0.006
Gender -> OCBO	0.067	0.030	2.227*	0.026	0.007	0.127
Gender -> OCBI	0.027	0.035	0.751	0.453	-0.044	0.093
Edu -> CC	0.106	0.037	2.870**	0.004	0.028	0.174
Edu -> CS	0.013	0.028	0.483	0.629	-0.044	0.065
Edu -> OCBO	0.024	0.037	0.661	0.509	-0.059	0.087
Edu -> OCBI	0.016	0.046	0.348	0.728	-0.083	0.097
SD -> CC	0.280	0.050	5.573**	<0.001	0.181	0.381
SD -> CS	-0.068	0.035	1.959*	0.050	-0.137	-0.002
SD -> OCBO	0.425	0.042	10.062**	<0.001	0.338	0.503
SD -> OCBI	0.463	0.047	9.847**	<0.001	0.362	0.547

Note: **p < 0.01; *p≤0.05

BCI LL: Biased corrected confidence interval-lower limit, BCI UL: Biased corrected confidence interval-upper limit; CC: Career Competencies, CS: Career Success, OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals, Edu: Education level, SD: Social Desirability

5.9 Mediation Effect Assessment

To analyze the mediation effect, the indirect effect of the mediation model was calculated using the bootstrapping technique (Preacher & Hayes, 2004; 2008). As illustrated in Table 5.17, the first indirect effect OCM -> CC -> CS -> OCBO was significant ($\beta=0.080$, $t=5.233$, $p<0.001$). The indirect effect 95% boot confidence interval bias-corrected [BCI LL=0.054; BCI UL=0.114] did not straddle value zero, thus providing support for the first mediation hypothesis.

Similarly, the mediation analysis revealed that the indirect effect for OCM -> CC -> CS -> OCBI was significant ($\beta=0.040$, $t=2.724$, $p=0.006$). The indirect effect 95% boot confidence interval bias-corrected [BCI LL=0.013; BCI UL=0.072] did not show any interval straddling a zero, thus supporting the second mediation. Therefore, the serial mediation effects were statistically significant. H5a and H5b were supported. Figure 5.4 illustrates the path model of the structural model assessment in SmartPLS.

Table 5.17 : Assessment of the mediation effect

Hyp	Mediation	Std Beta	Std Error	t-value	p-value	BCI LL	BCI UL	Dec
H5a	OCM -> CC -> CS -> OCBO	0.080	0.015	5.233**	<.001	0.054	0.114	S
H5b	OCM -> CC -> CS -> OCBI	0.040	0.015	2.724**	0.006	0.013	0.072	S

Note: **p < 0.01, S: Supported, NS: Not Supported;

Hyp: Hypothesis, BCI LL: Biased corrected confidence interval-lower limit; BCI UL: Biased corrected confidence interval-upper limit, Dec: Decision;

OCM: Organizational Career Management, CC: Career Competencies, CS: Career Success, OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals

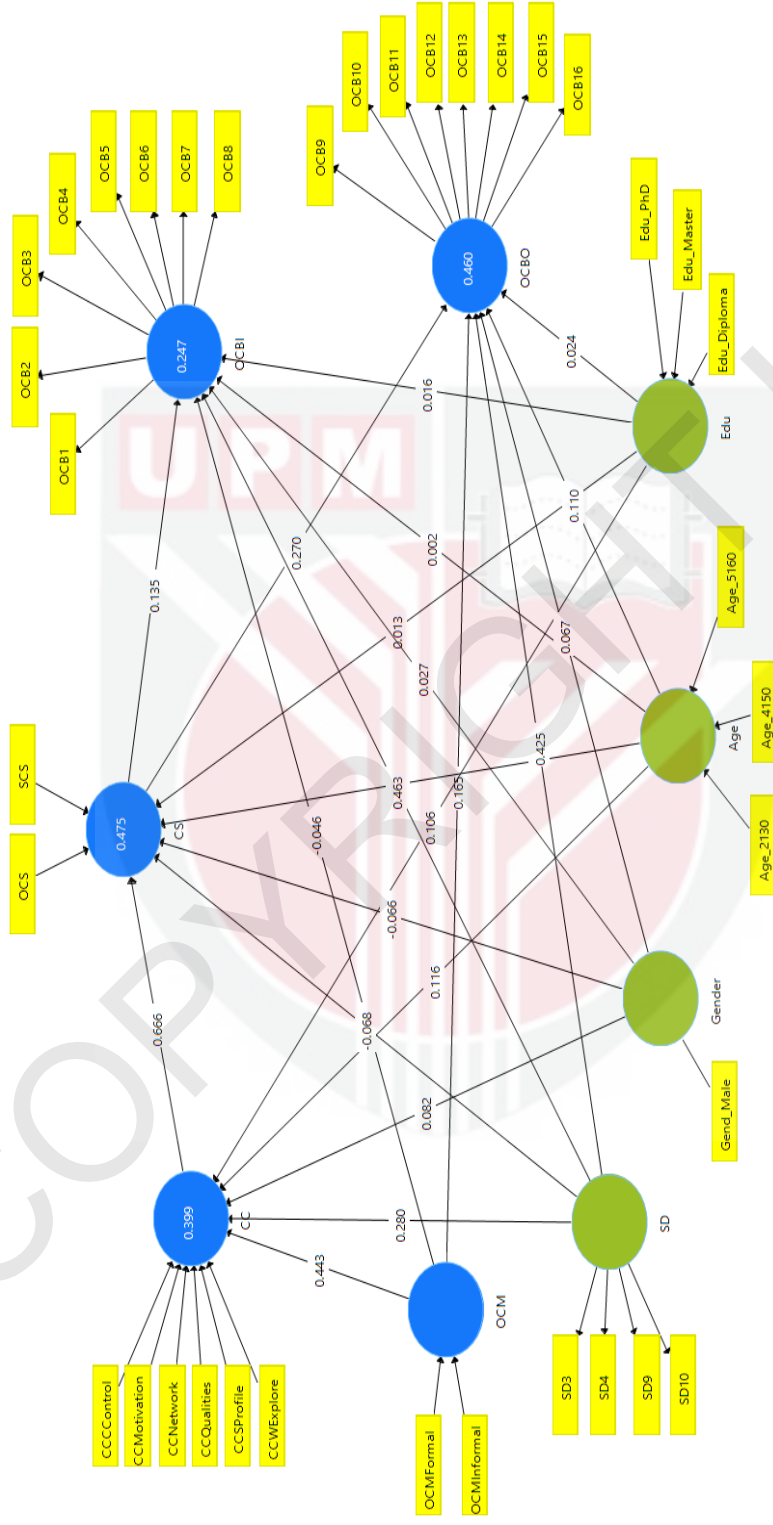


Figure 5.4 : Path model for the structural model assessment (direct relationship and mediation effect)
 Note: Inner model label: Path coefficient, Construct label: Coefficient of determination (R^2)

5.10 Moderation Effect Assessment

This study examined the effect of two moderators, i.e., proactive personality and service tenure, via six moderation hypotheses. The findings are presented in the following section.

5.10.1 Moderation 1 - Proactive Personality

In this study, a two-stage calculation approach (Henseler & Chin, 2010) was applied to investigate the moderating effect of proactive personality. By adding the interaction term, the R^2 of OCBO, OCBI and career competencies increased from 0.587, 0.352 and 0.587 to 0.592, 0.354 and 0.594, respectively. The R^2 change of 0.005, 0.002 and 0.007 denoted the additional interaction terms contributing to 0.5%, 0.2% and 0.7% additional variance in OCBO, OCBI and career competencies.

Consequently, the effect size (f^2) was calculated. The results revealed that proactive personality had a medium moderating effect size on OCBO ($f^2=0.012$) and career competencies ($f^2=0.017$). However, it demonstrated a trivial ($f^2=0.003$) moderating effect size on OCBI (Cohen, 1988). Chin et al. (2003) highlighted that a small effect size does not mean the underlying moderating effect is negligible. In contrast, the small interaction effect can be meaningful under extreme moderating conditions if the beta changes are meaningful.

Subsequently, the analysis further investigated the significance of the beta coefficient for the interaction effect. As shown in Table 5.18, the interaction term on OCBO ($\beta=-0.047$, $t=2.303$, $p=0.011$) and career competencies (CC) ($\beta=-0.058$, $t=2.721$, $p=0.003$) was significant. Even so, the interaction term on OCBI ($\beta=-0.030$, $t=0.846$, $p=0.199$) was not significant at the 5% ($\alpha=0.05$) significance level, with the t-value below the critical value of 1.645 in the one-tail test (H6b was not supported).

Table 5.18 : Assessment of the moderation effect of Proactive Personality

Hyp	Relationship	Std Beta	Std Error	t-value	p-value	BCI LL	BCI UL	Dec
H6a	H6aOCM*PP -> OCBO	-0.047	0.021	2.303*	0.011	-0.079	-0.015	S
H6b	H6bOCM*PP -> OCBI	-0.030	0.036	0.846	0.199	-0.076	0.037	NS
H7	H7OCM*PP -> CC	-0.058	0.021	2.721**	0.003	-0.097	-0.028	S

Note: ** $p < 0.01$, * $p < 0.05$, S: Supported, NS: Not Supported;

Hyp: Hypothesis, BCI LL: Biased corrected confidence interval-lower limit, BCI UL: Biased confidence interval-upper limit, Dec: Decision;

OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals, CC: Career Competencies

The results from the PLS algorithm revealed a negative beta coefficient for the interaction term on OCBO and career competencies. To validate these significant interactions, interaction plots were drawn. As illustrated in Figure 5.5, the line labeled Low PP had a steeper gradient than High PP, denoting that the positive relationship between OCM and OCBO was stronger when proactive personality was low.

Similarly, as postulated in Figure 5.6, Low PP had a steeper gradient than High PP, signifying that the positive relationship between OCM and career competencies was stronger when proactive personality (PP) was low. Therefore, H6a and H7 were supported. Figure 5.7 portrays the moderation model of proactive personality.

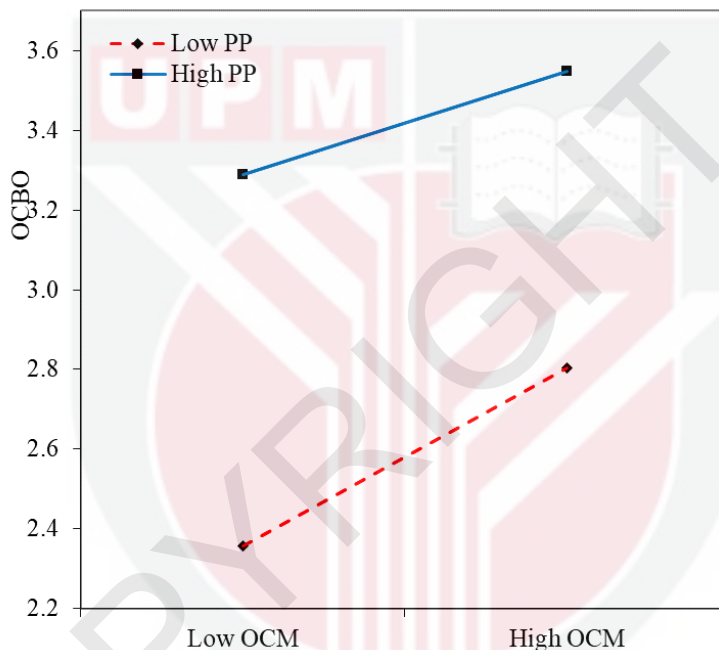


Figure 5.5 : Moderation (Proactive Personality) Interaction Plot (DV=OCBO)

Note: OCBO: OCB toward the Organization, OCM: Organizational Career Management, PP: Proactive Personality

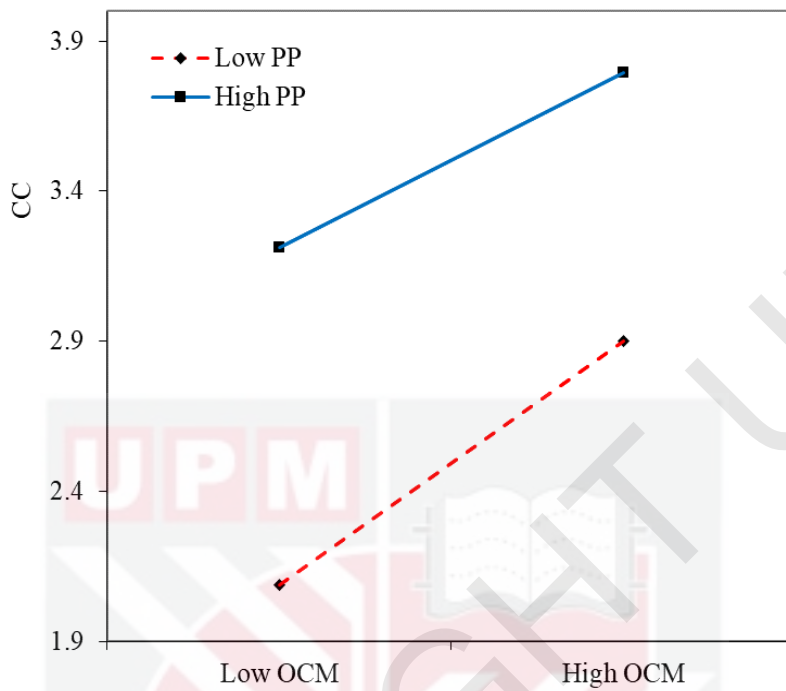


Figure 5.6 : Moderation (Proactive Personality) Interaction Plot (DV=CC)

Note: CC: Career Competencies, OCM: Organizational Career Management, PP: Proactive Personality

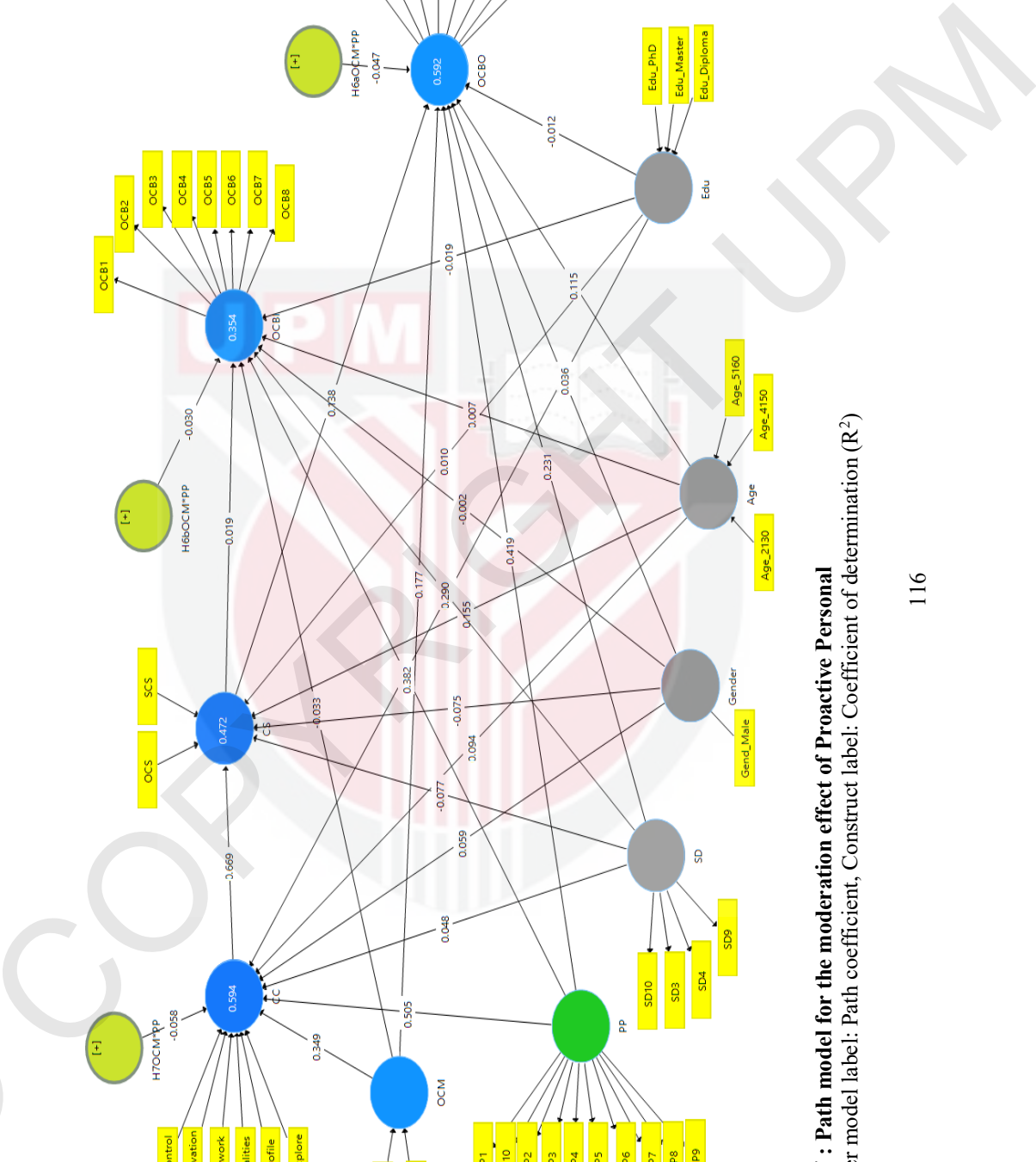


Figure 5.7 : Path model for the moderation effect of Proactive Personal

Note: Outer model label: Path coefficient, Construct label: Coefficient of determination (R^2)

5.10.2 Moderation 2 – Service Tenure

In the second moderation model, the moderation effect of service tenure was examined. The interaction term between service tenure (short) and OCM was created to evaluate the moderation effect of service tenure (short) on OCBO, OCBI and career competencies. By adding the interaction effect, only the R^2 value of OCBO and career competencies exhibited an increment of 0.6% (from 0.462 to 0.468) and 0.5% (from 0.402 to 0.407) additional variance in each endogenous variable. However, there was no increase in the R^2 value of the OCBI ($R^2=0.248$). Following Kenny (2016), the results revealed that service tenure had a medium effect size on OCBO ($f^2=0.011$). However, the moderation effect size on career competencies ($f^2=0.008$) was small.

Next, bootstrapping with 5000 subsamples was used to investigate the significance of the beta coefficient for the interaction effect. As shown in Table 5.19, the interaction term on OCBO ($\beta=0.081$, $t=2.039$, $p=0.021$) and career competencies (CC) ($\beta=0.071$, $t=1.741$, $p=0.041$) was significant. However, the interaction term on OCBI ($\beta=0.004$, $t=0.081$, $p=0.468$) was not significant at the 5% ($\alpha=0.05$) significance level, as the t -value was below the critical value of 1.645 in the one-tail test.

Table 5.19 : Assessment of the moderation effect of Service Tenure

Hyp	Relationship	Std Beta	Std Error	t-value	p-value	BCI LL	BCI UL	Dec
H8a	H8aOCM*STenureShort -> OCBO	0.081	0.04	2.039*	0.021	0.014	0.146	S
H8b	H8bOCM*STenureShort -> OCBI	0.004	0.045	0.081	0.468	-0.071	0.079	NS
H9	H9OCM*STenureShort -> CC	0.071	0.041	1.741*	0.041	0.001	0.134	S

Note: * $p<0.05$; S: Supported, NS: Not Supported;

Hyp: Hypothesis; BCI LL: Biased corrected confidence interval-lower limit, BCI UL: Biased confidence interval-upper limit, Dec: Decision;

OCBO: OCB toward the Organization, OCBI: OCB toward the Individuals, CC: Career Competencies

Referring to the Dawson's (2014) interaction plot (Figure 5.8) the line labeled with STenureShort had a steeper gradient than that labeled with STenureLong, denoting that the positive relationship between OCM and OCBO was stronger when Service Tenure was short (≤ 15 years). Similarly, as illustrated in Figure 5.9, STenureShort had a steeper gradient than STenureLong, which suggested that the positive relationship between OCM and career competencies was stronger when service tenure was short (≤ 15 years). Therefore, H8a and H9 were supported. Figure 5.10 demonstrates the path model for the moderation effect of service tenure.

5.11 Overall Results for Hypotheses

In sum, 14 hypotheses were tested, as discussed in Chapter 3. The statistical inferences were made using the bootstrapping technique according to the p-value and t-value, and confirmed by the 95% bias-corrected confidence interval. Table 5.20 summarizes the results of the tested hypotheses in this study.

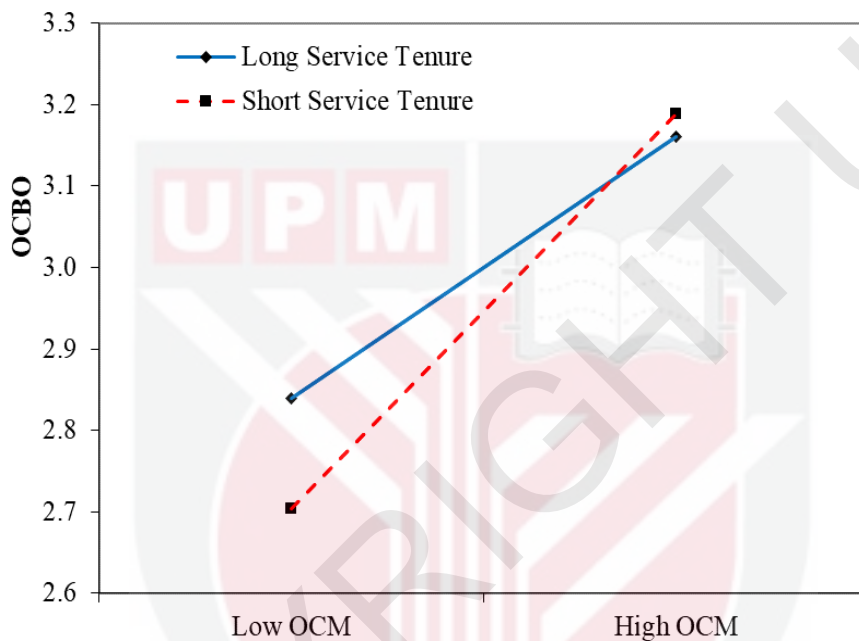


Figure 5.8 : Moderation (Service Tenure) Interaction Plot (DV=OCBO)

Note: OCBO: Organizational Citizenship Behavior toward the Organization, OCM: Organizational Career Management, STenureLong: Long Service Tenure (>15 years), STenureShort: Short Service Tenure (≤ 15 years)

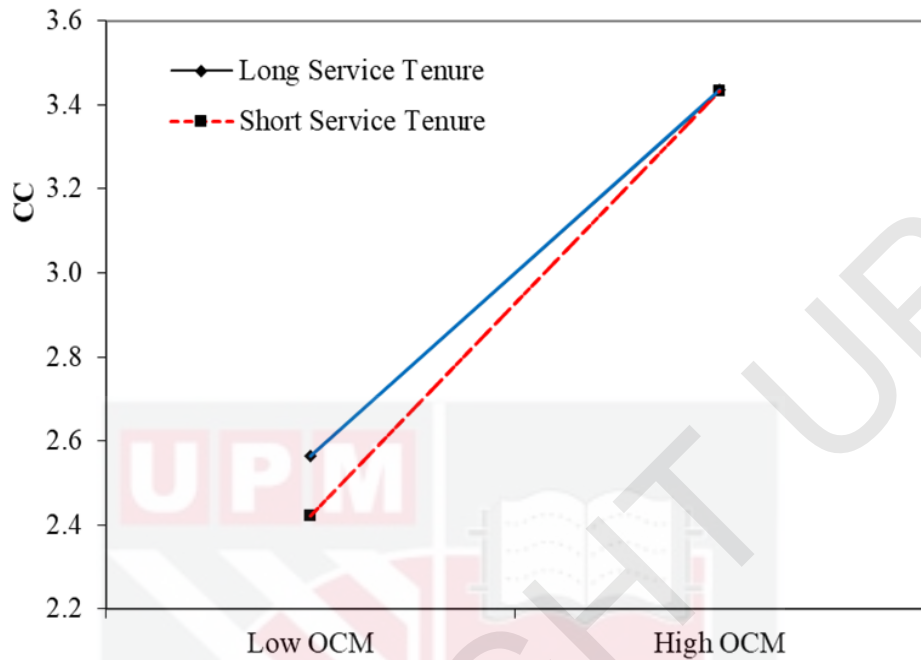


Figure 5.9 : Moderation (Service Tenure) Interaction Plot (DV=CC)

Note: CC: Career Competencies, OCM: Organizational Career Management, STenureLong: Long Service Tenure (>15 years), STenureShort: Short Service Tenure (≤ 15 years)

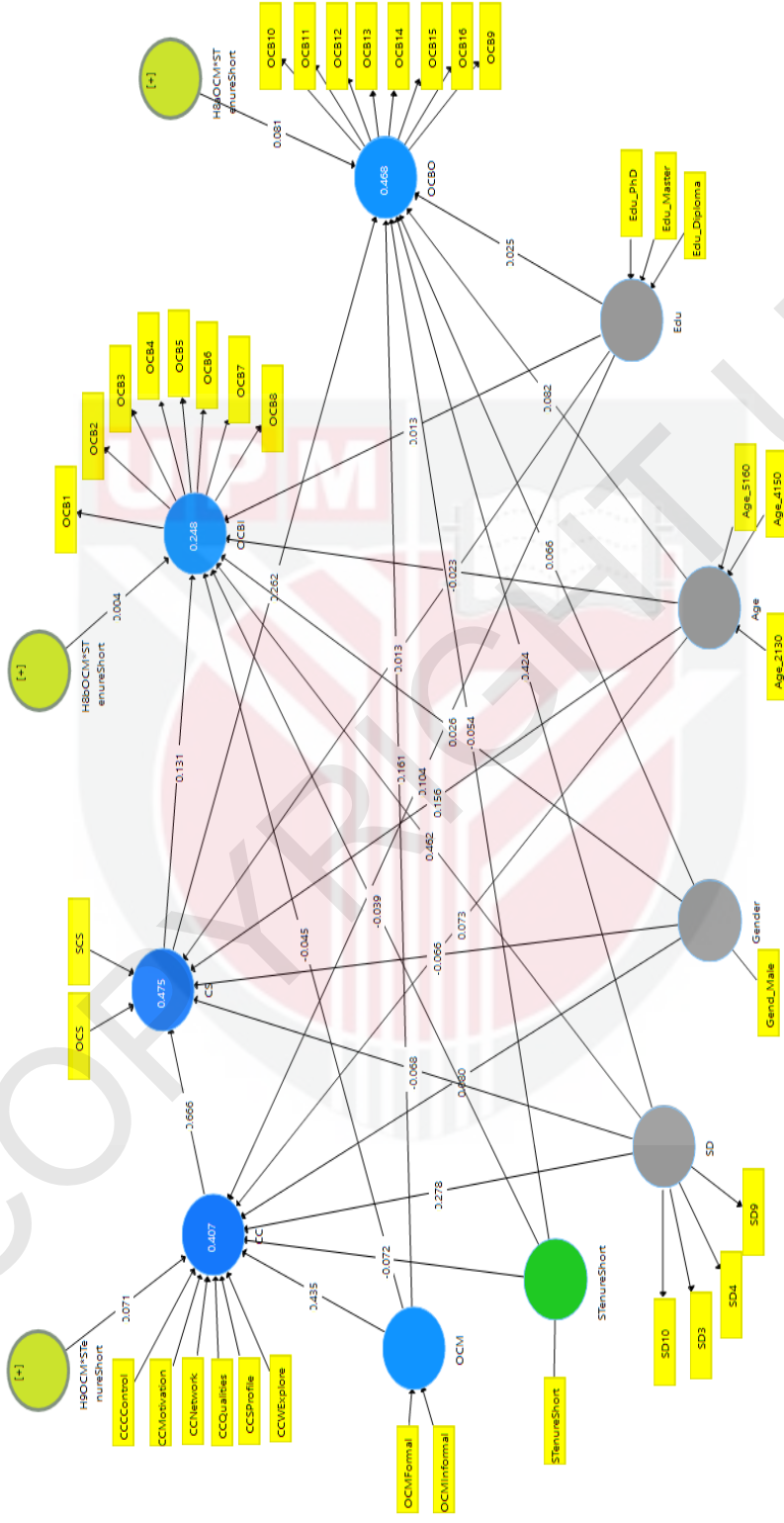


Figure 5.10 : Path model for the moderation effect of Service Tenure
 Note: Outer model: Path coefficient, Construct: Coefficient of determination (R^2)

Table 5.20 : Summary of hypotheses testing results

Hyp	Description	Decision
<u>Direct Relationship</u>		
H1a	OCM is positively and significantly related to OCBO.	Supported
H1b	OCM is positively and significantly related to OCBI.	Not Supported
H2	OCM is positively and significantly related to career competencies.	Supported
H3	Career competencies are positively and significantly related to career success.	Supported
H4a	Career success is positively and significantly related to OCBO.	Supported
H4b	Career success is positively and significantly related to OCBI.	Supported
<u>Serial Mediation</u>		
H5a	Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBO.	Supported
H5b	Career competencies and career success, in sequence, significantly mediate the relationship between OCM and OCBI.	Supported
<u>Moderation (Proactive Personality)</u>		
H6a	Proactive personality significantly moderates the relationship between OCM and OCBO such that the relationship is stronger when proactive personality is low.	Supported
H6b	Proactive personality significantly moderates the relationship between OCM and OCBI such that the relationship is stronger when proactive personality is low.	Not Supported
H7	Proactive personality significantly moderates the relationship between OCM and career competencies, such that the relationship between OCM and career competencies is stronger when proactive personality is low.	Supported
<u>Moderation (Service Tenure)</u>		
H8a	Service tenure significantly moderates the relationship between OCM and OCBO, such that the positive relationship between OCM and OCBO is stronger among employees with short service tenure (≤ 15 years).	Supported
H8b	Service tenure significantly moderates the relationship between OCM and OCBI, such that the positive relationship between OCM and OCBI is stronger among employees with short service tenure (≤ 15 years).	Not Supported
H9	Service Tenure significantly moderates the relationship between OCM and career competencies, such that the relationship between OCM and career competencies is stronger among employees with short service tenure (≤ 15 years).	Supported

Note: Hyp: Hypothesis

OCM: Organizational Career Management, OCBO: Organizational Citizenship Behavior toward the Organization, OCBI: Organizational Citizenship Behavior toward the Individuals

5.12 Chapter Summary

The initial section of this chapter presented the pretest and pilot test findings. The questionnaire was refined as proposed by the pretest panels. The pilot test revealed the ability of the respondents to understand the questionnaire, and the instruments used were reliable. From the actual data collection, 605 responses were used for the analysis.

The measurement models and structural model assessments were conducted. The measurement model assessment was performed for both lower-order and higher-order components. As a result, only one item in OCM, one item in career competencies and six items in social desirability constructs were deleted due to unfulfillment of the reflective model requirement. All the formative measurement requirement was satisfied.

In the structural model assessment, five out of six direct relationships were supported. All the exogenous variables were capable of exhibiting moderate to substantial explanatory power. The predictors revealed mixed (from trivial to large) effect sizes on the endogenous variables. The predictive relevance (Q^2) assessment implied that exogenous variables have sufficient predictive relevance ($Q^2 > 0$) over the endogenous variable.

Subsequently, the results of the mediation assessment confirmed that career competencies and career success in sequence mediated the relationship between OCM and OCBs. Therefore, the proposed mediation hypotheses were fully supported.

Finally, two moderator effects were identified via six moderation hypotheses. Proactive personality moderated the relationship between OCM and OCBO and between OCM and career competencies. The positive relationships were stronger when proactive personality was low. In addition, service tenure also moderated the relationship between OCM and OCBO and between OCM and career competencies. The relationships were stronger when service tenure was short (≤ 15 years). Overall, by controlling for age, gender, education level and social desirability, 11 out of the 14 proposed hypotheses were supported.

CHAPTER 6

DISCUSSION

6.1 Introduction

The objective of the final chapter is to further discuss the research findings presented in Chapter 5. This chapter is divided into three main sections. The first section provides an in-depth overview of the findings related to the research questions formulated in Chapter 1. The second section outlines the theoretical and practical contributions of the study. The final section discusses the limitations of the study and provides recommendations for future research in related areas.

6.2 Discussion on Major Findings

This research was designed to investigate the relationship between Organizational Career Management (OCM) and Organizational Citizenship Behavior (OCB) in the context of the Malaysian Public Service. To summarize, the research framework was developed to address the following research questions:

- i) Is OCM related to OCB in the Malaysian Public Service context?
- ii) Do career competencies and career success sequentially mediate the relationship between OCM and OCB?
- iii) Do proactive personality and service tenure moderate the relationships between OCM and OCB and between OCM and career competencies?

The following sections examine the relationship between OCM and OCB, providing answers to the research questions. The discussion begins with an examination of the direct relationships, followed by a discussion of the mediating and moderating effects.

6.2.1 Organizational Career Management and Organizational Citizenship Behavior toward Organization (H1a)

The results of the analysis revealed that OCM had a significant relationship with OCBO (H1a was supported). The path coefficient ($\beta=0.165$) indicated that a 100% increase in OCM would result in a 16.5% increase in OCBO. This study empirically confirmed that OCM had a positive effect on civil servants' OCBO performance. In other words, OCM practices promote civil servants' OCBO.

In reality, even with the emergence of the protean career, employees still expect career support from their organization (Sturges et al., 2005). This expectation of organizational support is particularly pronounced among public servants who view their career as a

long-term commitment and are likely to build a long-term employment relationship with the organization. Therefore, public servants in professional roles may have higher career-related expectations to meet their career goals. Employees who perceive a supportive environment to achieve their career goals and pre-joining expectations are more likely to reciprocate through positive outcomes (Sturges et al., 2005). Organizational support demonstrates the organization's concern for their employees' well-being and appreciation for their contributions (Rhoades & Eisenberger, 2002). Such positive support creates the belief and positive feeling that the organization is genuinely invested in their employees' future and is willing to invest in human capital as its most valuable asset (Kura et al., 2019). Effective human resource practices foster a strong partnership between employees and the organization, shaping employees' positive attitudes and behaviors (Cesário & Magalhães, 2017). This relationship is established through the exchange process between employees and the organization.

As espoused by SET (Blau, 1964), when employees perceive favorable organizational support, they will feel obliged to reciprocate (Eisenberger et al., 1986). Formal OCM practices, such as development training, and informal OCM practices, such as career advice from superiors, can be viewed as organizational investments to accelerate employees' career development. A deeper social bond is formed when employees experience substantial career assistance from the organization and appreciate it. Lee and Allen (2002) contented that this connection is driven by employees' cognition orientation and that social exchange, rather than economic exchange, motivates the performance of this extra-role behavior (Organ, 1990). Therefore, OCBO is likely to be a direct function of OCM (Alfes et al., 2013; Harsasi et al., 2017).

The significant positive relationship between OCM and OCBO aligns with earlier studies that have demonstrated a relationship between human resource practices and OCBO. For example, Veseli (2020) reported that training and development, performance appraisal, and compensation increase OCBO (conscientiousness, sportsmanship, and civic virtue) in the commercial banking sector in Kosovo and Turkey. Similarly, Pohl et al. (2019) found a positive relationship between the development of human resource practices and OCBO (loyalty and participation) in a study of nurses in Belgium. These findings are consistent with the results of studies conducted by Kim and Kuo (2015) and Fu (2013) in Taiwan's insurance and airline industries. Kim and Kuo (2015) found that organizational support, such as managerial coaching, is a significant determinant of OCBO. Meanwhile, Fu (2013) concluded that flight attendants perform higher OCBO when airlines adopt high-performance human resource practices. This relationship is established as a return on the organization's investment and implies mutual trust and psychological contract fulfillment between the organization and employees (Sturges et al., 2005a).

More specifically, the results of this study also agree with prior public sector studies that suggest the vital role of human resource practices in stimulating civil servants' OCBO. The findings empirically affirm that OCM enhances civil servants' extra-role behavior in the Malaysian public service context. This study supports the findings of Mostafa et al. (2015) and Snape and Redman (2010), who revealed a positive impact of human resource practices on OCBO in Egypt and England's public service. Similarly, Cesário and Magalhães (2017) also demonstrated a similar relationship in their study in the

Portuguese Public Service. The implementation of human resource practices reflects the organization's concern for the public servants' welfare and their development in the long run. Therefore, a sense of belonging is developed, which subsequently motivates civil servants' OCBO.

On top of that, the supported Hypothesis 1a is consistent with past works that focused on the subject of professional employees. Valeau and Paillé (2017) revealed that skills development and recognition are positively related to OCBO (in the form of civic virtue) among registered occupational therapists in Canada. Meanwhile, Mostafa et al. (2015) showed that high-performance HRM practices are positively related to OCBO among administrators, academics, nurses, physicians, and pharmacists in the Egyptian higher education and health sectors. Professional employees who perceive career-related promises and efforts from the organization tend to reciprocate with OCBO, especially when they sense the broad prospects and endeavors given by the organization to satisfy their professional desires and goals (Valeau & Paillé, 2017). The findings further support the claim that initiating employees' professional career growth might boost their likelihood of performing OCB (Turek & Wojtczuk-Turek, 2015).

In addition to the works mentioned above, some past studies have examined the relationship of various HRM practices on general OCB, such as those by Duong and Vu (2018), Harsasi et al. (2017), Krishnan et al. (2017), Turek and Wojtczuk-Turek (2015) and Zhang et al. (2019). These researchers found the likelihood for HRM practices to induce extra-role behavior. Notably, Messersmith et al. (2011) revealed a positive relationship between high-performance work systems and OCB in Welsh public service. On top of that, Krishnan et al. (2017) showed that supervisor support significantly affects OCB. This evidence supports the notion that employees who perceive OCM practices, either formal or informal, tend to reciprocate with discretionary performance, for instance, offering ideas to enhance organizational efficiency. Hence, OCBO signifies a planned and deliberate performance inspired by reciprocity obligation (Lee & Allen, 2002; Organ & Konovsky, 1989).

Apparently, career management interventions play an important role in encouraging the performance of OCBO among professional and managerial officers in the Malaysian Public Service. This denotes that civil servants who actively participate in OCM show a stronger attachment and sense of belonging to their organization. A meaningful relationship between the organization and civil servants has been established through favorable career support. As professional and managerial officers carry significant responsibilities in executing and implementing government policies, their willingness to cooperate and perform extra roles is crucial to ensure the success of public sector transformation through resource optimization. Therefore, OCM is a prerequisite to encourage discretionary behavior among civil servants who embrace the excellent values and readiness to serve beyond expectations in achieving the Malaysia public sector transformation and efficiency agenda.

6.2.2 Organizational Career Management and Organizational Citizenship Behavior toward Individuals (H1b)

Contrary to expectations, this study found no significant relationship between OCM and OCBI. This contradicts the findings of earlier studies, such as those by Fu (2013), Kim and Kuo (2015), and Schreuder et al. (2020), which suggested that human resource practices have a significant impact on both OCBO and OCBI.

The contradictory finding in the study could be explained by SET. OCM refers to the career support provided by the organization, such as sponsorship and assistance to improve employee career effectiveness. According to Orpen (1994), OCM refers to the organization's sponsorship and assistance deliberately created by the employer to improve their employees' career effectiveness. Therefore, employees who perceive support from the organization (organization as the reference point) will reciprocate their obligation to the organization rather than their coworkers or any particular individual within the organization (Mohammad et al., 2011).

The findings of the study align with Veseli's (2020) research in the banking sector in Turkey, which found no significant relationship between training and development practices and traits such as altruism and courtesy. However, there was a positive relationship between development practices and OCBO (conscientiousness, sportsmanship, and civic virtue). Similarly, Snape and Redman (2010) in their study of diverse organizations in England, found no direct relationship between HRM practices and altruism, but a positive connection between human resource practices and compliance. The study concludes that values that guide one's treatment of colleagues, such as altruism and courtesy, are not significantly predicted by OCM.

Perhaps OCBO and OCBI are influenced by different factors, such as the impact of job affect versus job cognition. Lee and Allen (2002) and Williams and Anderson (1991) have explored the connection between OCBO and OCBI and their connection with affective and cognitive components. They found that OCBI is more expressive of emotional behavior and is more likely to be influenced by job affect rather than job cognition. They also suggested that OCBI has a stronger affective foundation than OCBO. Therefore, even though there was no direct relationship between OCM and OCBI, an indirect connection may be established through the mediating effect of cognitive and positive affect. For example, Mostafa's (2017) study in the local government of the United Kingdom revealed that positive affect fully mediates the relationship between high-performance human resource practices and OCB. This may explain why OCM significantly affected OCBO but not OCBI.

In addition, Lavelle (2010) argued that the motivations for OCB performance may vary among employees. Employees may be motivated to perform voluntarily for career-related benefits, which may lead to OCBO that focuses on the functioning of the organization rather than OCBI. Ferry (2014) further explained that career support offers the possibility for future interaction with the organization, but not necessarily with coworkers. Given that promotion opportunities are limited and employees must compete with others to attain higher career achievements, OCM practices are unlikely to

encourage OCBI. This study, in contrast to previous research that examined OCB in one dimension, successfully discovered significant differences in the predictors of OCBO and OCBI by exploring OCB in two dimensions.

In the context of the Malaysia Public Service, professional and managerial group officers play a significant role in planning, designing, implementing, and monitoring national policies. They often engage in diverse responsibilities such as supervising support staff, ensuring the daily operation of the public organization, assisting top management, and representing their organization in meetings. With progressive enforcement aimed at improving public efficiency, civil servants are faced with more deadlines to meet. As the Malaysian Public Service Department started to control the public service size, these professional and managerial officers have had to cope with increased workloads and more Key Performance Indicators (KPI) to fulfill. Thus, in such working conditions, these officers prioritize executing their core duties rather than spending time supporting their peers. With limited time, officers who allocate more time to handling formal duties have to sacrifice their time for socialization. Under such circumstances, civil servants may tend to perform OCBO, such as working overtime to accomplish their assigned tasks, even without additional pay. Therefore, despite the OCM offered by the organization, the civil servants' OCBO performance is likely enhanced, but not OCBI.

6.2.3 Organizational Career Management and Career Competencies (H2)

The results showed that using OCM practices had a positive impact on career competencies and this was statistically significant (H2 was supported). The path coefficient ($\beta=0.443$) shows that a 100% increase in OCM usage leads to a 44.3% increase in career competencies. This indicates that OCM has a significant impact with a medium effect size ($f^2=0.307$) and explains 30.7% of the variance in career competencies. The findings support the idea that OCM is useful for improving civil servants' career-related knowledge, skills, and attitudes, as predicted by human capital theory.

It is important to note that this study focused on professional and managerial level civil servants, who likely have high expectations for organizational support to enhance their skills and competitiveness in the internal labor market. Therefore, organizational support is crucial in developing civil servants' comprehensive abilities. Civil servants with high career competencies are likely to gain proficiency, social connections, and self-promotion opportunities, and will actively strive to meet career goals, using their professional skills in the workplace. (Eby et al., 2003).

While some studies have examined employees' general competencies, not just career competencies, Thaler et al. (2017) found a similar trend in their study of the German public sector. They showed that satisfaction with training positively correlated with competence gains. The connection between OCM and career competencies is also supported by Potnuru and Sahoo (2016), who found that OCM positively impacts the development of executive and non-executive employees' competencies. This study expands upon previous research that focused only on conventional competencies, and takes a broader approach to contemporary career competencies. The results of

Hypothesis 2 are in line with human capital theory, which states that employees who receive more support from their organization will develop higher competencies through the knowledge and experience they acquire. Effective OCM practices enhance employees' human capital.

Similarly, the findings align with Kong et al. (2012a), who found that effective career management practices can improve employees' career competencies in China's hotel industry. Through OCM, employees receive feedback to enhance their skills and address weaknesses. Additionally, organizational support, such as personal development plans and career guidance, is critical in motivating employees to pursue their career goals and advance their careers. Those who participate actively in OCM activities, such as mentoring, gain more opportunities for self-promotion and networking. As Kuijpers and Scheerens (2006) stated, career competencies are adaptable.

The results of Hypothesis 2 support the importance and effectiveness of OCM practices in the Malaysian public sector as a means of maintaining a high-quality workforce that is motivated, skilled, socially advanced, and actively pursuing career growth. OCM plays a crucial role in developing competencies relevant to civil servants' career aspirations, as supported by human capital theory. By exposing civil servants to effective OCM practices, they become more flexible and prepared for the future, equipped with leadership skills and innovative thinking. Strong OCM leads to high-performing civil servants and future leaders who can tackle future challenges. Hence, OCM in the Malaysian Public Service seems to be effective in building a quality workforce. This is essential for delivering more efficient public services, meeting public expectations, and restoring society's confidence in the Malaysian public sector.

6.2.4 Career Competencies and Career Success (H3)

Similarly, the path model revealed a significant relationship ($\beta=0.666$), supporting the claim that career competencies positively impact career success (Hypothesis 3 was supported). The results showed that a 100% increase in career competencies would lead to a 66.6% increase in career success. According to the analysis, career competencies had a substantial effect size on career success ($f^2=0.663$) and accounted for 47.5% of the variance in career success. Thus, as suggested by the extensive and growing literature on careers, career competencies are vital predictors of career success (Akkermans et al., 2013).

Researchers in the field of careers assert that employees who are able to advance in their desired career growth by enhancing their career-related competencies are successful (Defillippi & Arthur, 1994; Kong et al., 2012). High career competencies enable employees to better define their career goals and understand their abilities. The findings of Hypothesis 3 are supported by Rasdi et al. (2012), who found that competent civil servants are likely to create a powerful network to advance their careers. This study supports previous research in the Pakistan public sector (Sultana and Malik, 2019) by confirming that career competencies are a crucial factor in shaping civil servants' careers. It challenges the conventional view that civil servants' career paths are solely determined by seniority. These results align with Blokker et al. (2019) and Chang et al. (2014), who

showed that career success is a result of professional employees' career competencies in the Netherlands and Taiwan, respectively.

The finding supports previous research on the impact of career competencies on individual career success. Studies in various contexts (Eby et al., 2003; Kong et al., 2012a, 2012b; Ng & Feldman, 2014a, 2014b) have demonstrated the significant role of career competencies in shaping career opportunities and competitiveness. Blokker et al. (2019) found that career competencies predict both objective and subjective career success, and that they play an important role in building early career success for young professionals (Eby et al., 2003).

The findings of Hypotheses 2 and 3 align with previous studies (Beheshtifar, 2011; Kong et al., 2012; Kuipers et al., 2006) that showed the crucial role of both individual and situational factors in affecting career success. These results support the views of Bagdadli and Gianecchini (2019), who argued for a strong link between OCM, competencies, and career success. This significant relationship between OCM, career competencies, and career success supports human capital theory (Becker, 1962), which states that investing in individual development leads to both financial and non-financial benefits (Ng et al., 2005).

Along the same line, the competencies acquired by employees have the potential to predict their career outcomes (Thomas et al., 2005; Spurk & Dries, 2019). Hypothesis 3, which was supported, confirms that career competencies, including career motivation, qualities, career control, career exploration, networking, and self-profiling, significantly impact career success among Malaysian civil servants. The career competencies significantly contribute to both objective and subjective career success for civil servants. While seniority is a crucial factor for promotion in public service, the findings suggest that career competencies also play an important role in enabling professional and managerial officers to advance in the organizational hierarchy and increase their career satisfaction. This competency-based career path emphasizes the importance of human quality in the career management of the Malaysian Public Service. These competency-based career outcomes are crucial for attracting, developing, and retaining high-quality officers who can provide exceptional services to society.

6.2.5 Career Success and Organizational Citizenship Behavior (H4a & H4b)

The present study supports H4a, which states that career success is a significant antecedent to OCBO. The relationship between career success and OCBO ($\beta = 0.270$) is stronger than the relationship between OCM and OCBI ($\beta = 0.165$). An increase in career success by 100% leads to a 27% increase in OCBO, which is 10.5% greater than the impact of OCM on OCBI. Although both career success and OCM combined explain 46% of the variance in OCBO and have a small effect size, career success has a stronger effect on OCBO ($f^2 = 0.089$) compared to OCM ($f^2 = 0.036$). These results suggest that the impact of career success on OCBO is more significant than the impact of OCM.

In addition, the results indicate that career success is a significant predictor of OCBI (supporting Hypothesis 4b). The path coefficient between career success and OCBI ($\beta=0.135$) is lower than the path coefficient between career success and OCBO ($\beta=0.270$), indicating a weaker positive relationship. A 100% increase in career success would lead to a 13.5% increase in OCBI, which is only half of the path coefficient value between career success and OCBO. Career success has only a trivial effect size ($f^2=0.016$) on OCBI compared to a small effect on OCBO ($f^2=0.089$). These findings suggest that the relationship between career success and OCBI is relatively weaker than the relationship between career success and OCBO.

The positive relationship between career success and OCBs supports the findings of Duong and Vu (2018), who found that employees who have a higher appraisal of their career success are more likely to engage in OCB, which is defined as voluntary behavior that is not formally rewarded. This study shows that career rewards, recognition, and satisfaction play a role in maintaining this extra-role behavior among Malaysian civil servants. Civil servants who have higher career success are more motivated and willing to contribute to the organization's effectiveness. This aligns with the central propositions of SET, which suggest that investment in employees will lead to favorable outcomes. Furthermore, civil servants with higher education and career expectations are more likely to be motivated and dedicated to the organization's growth when they achieve career success, recognition, and satisfaction.

In addition, these findings are also supported by previous research linking career satisfaction to OCB (Li, 2013; Lv & Yu, 2020). The results align with Jawahar and Stone (2017), who found that employees perform higher OCBO when their career progress aligns with their career goals and values. Furthermore, the significant positive relationship between career success and OCB supports Tufail et al. (2017), who showed that objective career success, such as pay and promotion, leads to higher OCB. This study suggests that organizations can encourage OCB performance by offering career-related benefits. Gaining advancement opportunities is competitive for professional civil servants and may motivate extra-role behavior. Employees who receive valued rewards and recognition for their efforts will have positive affect (Spector & Fox, 2002) and cognition (Lv & Yu, 2020), leading to a willingness to sacrifice for the organization. Hence, satisfied employees are more likely to exhibit more OCB (Li, 2013).

Meanwhile, Williams and Anderson (1991) argue that job cognition and job affect contribute differently to OCBO and OCBI. This explains why career success has different levels of influence on OCBO and OCBI. Ferry (2014) suggests that employees in contested career paths are less likely to support their colleagues, due to being more focused on their own careers rather than helping coworkers, thus reducing their OCBI performance. However, such career motives do not affect OCBO (Lavelle, 2010). Ferry (2014) and Jawahar and Stone (2017) support this finding, as they showed that career satisfaction is positively related to OCBO but negatively related to OCBI in their studies in the US and The Netherlands. However, this strong result may not be as evident in the Malaysian context, due to Malaysians having a more collectivist culture compared to Western countries.

In Malaysia's public service, achieving career success can be time-consuming due to its structured and less dynamic nature compared to the private sector. When promotions are seniority-based, civil servants must wait several years to be promoted. In contrast, in the competency-based career path, candidates must compete for limited higher positions. Attaining higher objective career success generates greater satisfaction among professional and managerial officers emotionally and cognitively. Officers in a positive state are always ready to engage in discretionary behavior to improve organizational functioning and help others. Achieving higher career success and satisfaction indicates that officers have the better capability to contribute to the organization and their peers through OCB.

6.2.6 Serial Mediation Effect of Career Competencies and Career Success between Organizational Career Management and Organizational Citizenship Behavior (H5a & H5b)

The findings of Hypothesis 5a and 5b showed that the relationship between OCM and OCBs was established through the intermediary role of career competencies and career success. In other words, an increase in OCM was linked to increased career competencies, which was related to increased career success, leading to increased OCBs. This supports H5a and H5b.

The findings of this study expand on previous research by providing evidence for the connection between OCM and OCB through career competencies and career success as serial mediators. This supports the findings of Duong and Vu (2018) who found career success mediates the relationship between high-performance work systems and OCB. The results also support the framework proposed by Bagdadli and Gianecchini (2019). These findings provide evidence for the applicability of the framework in the context of the Malaysian public service.

The supported Hypotheses 5a and 5b indicated that career support interventions may not have a direct effect on OCBs but through their intrinsic process. Messersmith et al. (2011) showed that high work performance does not come from HR interventions alone, but from the efforts employees put in when using those interventions. Since the organization has been the focus for providing OCM, the lack of a significant direct relationship between OCM and OCBI is unsurprising. SET was unable to predict the relationship between OCM and OCBI. Bandura (1986) stated that individual behavior is not solely caused by environmental factors, but is influenced by personal factors (such as cognition, affect, and psychology), environment, and human action. Hence, the SCT is more appropriate to explain the indirect relationship between OCM and OCBI through the mediation effect of individual attitudes. Spector and Fox (2002) claimed that positive emotions lead to pleasant feelings, encouraging individuals to continue exhibiting good behavior like OCB. This positive state is formed through individuals' cognitive interpretation of events that improve their well-being. Ultimately, [psychological outcomes intervene in the role of OCM in predicting OCB performance.

The significant serial mediation effect indicates that OCM practices can be valuable in promoting civil servants' career outcomes. However, the contribution of OCM to fostering OCB performance depends on the effectiveness of OCM in creating favorable career outcomes for civil servants. Enhancing employees' positive evaluations of their career growth is a way to achieve valuable results for the organization (Duong & Vu, 2018). However, this mutual benefit can only be achieved if the career support provided is sufficient to enhance employees' career competencies and career success.

The findings of this study offer insight into the conventional view of the Malaysian Public Service career path. Traditionally, the longer a civil servant's service tenure, the higher their objective career success (Economic Planning Unit, 2021; Rasdi et al., 2011). This study found that civil servants now require higher career competencies to achieve higher career success. Those who receive more career support can develop their competencies and attain higher career satisfaction and advancement. These positive career outcomes are likely to influence employees' cognitive and affective attributes, leading to a tendency to perform OCBs.

In short, effective OCM develops the career competencies of civil servants, leading to higher career success and motivating them to engage in OCB, particularly among professional and managerial officers. For instance, those who receive more career support are better equipped to plan and advance their careers, resulting in higher achievement and satisfaction. This, in turn, fosters a concern for the organization's functioning and a willingness to assist coworkers. However, without these mediators, OCM does not directly translate to OCBI. Hence, the effectiveness of OCM in the Malaysian Public Service must be regularly assessed to ensure it promotes higher career competencies and success for civil servants. Customizing OCM to meet the needs and competencies of professional and managerial officers will result in a high-performing civil service that actively engages in extra-role behavior.

6.2.7 Moderating Effect of Proactive Personality (H6 & H7)

The findings of this study showed that a proactive personality negatively and significantly affects the relationship between OCM and OCBO (H6a was supported) and between OCM and career competencies (H7 was supported), in line with Crant (2000). The links were stronger when proactive personality was low instead of high. This means that the proactive personality reduces the positive connection between OCM and OCBO and between OCM and career competencies. However, the moderation effect of OCM on OCBI was not significant (H6b was not supported).

The findings of the study align with previous research that suggests proactive personality negatively impacts the effect of favorable contextual factors and employee outcomes (Ali et al., 2020; Maan et al., 2020; Zhang et al., 2019). This is supported by Organ (1990), who stated that individual personality characteristics play a meaningful role in explaining OCB. The results also indicate that civil servants with less proactive personalities and less initiative in developing their own career competencies are more influenced by environmental factors such as OCM. Thus, they are more likely to rely on the organization and require more support for career development to enhance their

OCBO and career competencies. OCM serves as a crucial tool for supporting their career advancement and fostering a positive relationship with the organization.

In contrast, proactive civil servants with strong career desires and intentions may take the initiative in managing their career and relationship with the organization instead of relying on the organization's support. Thus, organizational career development support is less significant to them. This study has found that professional and managerial officers in the Malaysian Public Service with low proactivity personalities need more OCM to spur their OCBO and career competencies. Hence, the impact of OCM on the outcomes of professional and managerial officers has been established, with OCM having varying effects on different individuals, as suggested by SCT.

Although proactive personality is a key recruitment criterion for organizations, not all employees possess a strong proactive personality. Low proactive civil servants may be less noticeable but should not be overlooked by the organization. This study suggests that these less proactive civil servants can be shaped by the organization if it offers them tailored career development support. Effective OCM practices can improve civil servants' career competencies, especially for those with low proactive personalities who actively seek organizational career support. Such support strengthens the bond between the civil servant and the organization and leads to higher levels of OCBO, ultimately resulting in better overall public service performance. Although the impact of OCM may vary among different groups of civil servants, investment in OCM can result in quality and high-performing public services. In line with SCT, this study highlights that low proactive professional and managerial officers are more responsive to favorable career support and can benefit from continuous and comprehensive OCM practices to become more excellent, resilient, and sustainable. It is important to guide these less proactive officers to develop good values and serve the public to the best of their abilities.

Hypothesis H6b, which stated that proactive personality significantly moderates the relationship between OCM and OCBI, such that the relationship is stronger when proactive personality is low, was not supported. The combined effect of OCM and proactive personality was not enough to trigger OCBI, which may be due to the increased workload and time pressure faced by professional and managerial officers in the Malaysian public sector. These officers are focusing on completing their assignments and responsibilities instead of socializing, which has resulted in favorable career support from the organization not having a positive impact on low proactive officers' OCBI performance. Additionally, OCM alone did not lead to a positive impact on low proactive officers, which is a key factor in inducing helpful behavior.

6.2.8 Moderating Effect of Service Tenure (H8 & H9)

The results showed that service tenure negatively impacted the relationship between OCM and OCBO (Hypothesis H8a was supported) and between OCM and career competencies (Hypothesis H9 was supported). The relationships were stronger when service tenure was short. In other words, longer service tenure weakened the positive relationship between OCM and OCBO and between OCM and career competencies.

However, the impact of service tenure on OCBI was not significant (Hypothesis H8b was not supported), as the relationship between OCM and OCBI was also not significant.

The significant moderation effect of service tenure aligns with previous research showing the influence of work experience on OCB (Dirican & Erdil, 2016; Pradhan & Mishra, 2020; Yadav & Rangnekar, 2016). The results also support Singh (2018), who showed that OCM practices have a stronger relationship with career outcomes for short-tenured employees. These findings are in line with social cognitive theory, which suggests that behavior is influenced by the interaction between environmental factors (OCM) and individual factors (service tenure). The effectiveness of OCM in enhancing civil servants' discretionary behavior and career competencies is dependent on their duration of service in the public sector.

It is not surprising that the connections between OCM and OCBO are stronger for short-tenured employees. Public service is a large organization with a unique work culture, so new civil servants need time to adapt and become familiar with the processes. They may still be in a transition phase of their careers, learning new duties and performing unfamiliar tasks (Murphy, 1989). As a result, short-tenured or relatively new civil servants are more receptive to organizational support, as they benefit from more organizational interventions to develop their competencies and emotional connection with the organization. Therefore, implementing effective OCM is crucial for enhancing career competencies and inducing OCBO, particularly for short-tenured or new civil servants.

However, as civil servants remain in public service for longer, they gain more experience and become more competent, as emphasized by human capital theory (Becker, 1962). As a result, long-tenured civil servants may engage in OCB as part of their routine, due to their sense of belonging in public service, rather than being influenced by organizational support. Therefore, the impact of OCM on OCB is less persuasive for them.

In short, this study provides a comprehensive understanding of the role of OCM and the groups that benefit from it in a low-turnover public sector context by considering moderators. The results show that career support can improve career competencies and induce OCBO among professional and managerial officers, particularly among short-tenured civil servants. The effect is more pronounced for short-tenured civil servants compared to long-tenured ones. Professional and managerial officers with limited public service experience may face greater challenges, as they need diverse expertise to perform their duties, and thus require more support from the organization to increase OCB and enhance their career competencies.

The moderating effect of service tenure on the relationship between OCM and OCBI as stated in H8b was not supported. The results showed that the combined effect of OCM and service tenure was inadequate in causing OCBI. Short-tenured professional and managerial officers may face challenges in handling their workload, causing them to focus more on fulfilling their formal job duties rather than assisting their co-workers. As a result, favorable career support such as OCM did not enhance short-tenured officers'

OCBI performance, and OCM by itself failed to have a favorable emotional impact, particularly on officers with short tenure.

6.3 Implications

This study contributes twofold (i.e., theoretical and managerial) implications. Firstly, this study adds value to the body of knowledge on OCM and OCB. The empirical findings shed light on the influence processes through which OCM facilitates employee performance and positive behavior. Secondly, this framework offers precise insight to management in designing effective OCM that may benefit both employees and the organization.

6.3.1 Theoretical Implications

From a theoretical perspective, this study contributes to the existing literature on OCM and OCB. Although OCB has received growing interest from researchers, few studies have examined the perspective of civil servants' careers. This study expands on existing knowledge by providing empirical support for Bagdadli and Gianecchini's (2019) framework and showing that the OCM-career success framework is relevant in the context of the Malaysian public service.

In the OCM literature, most studies focus on its core impact on employee outcomes such as career satisfaction, quit intentions, and competencies (Gould-Williams et al., 2014; Thaler et al., 2017) instead of its advantages for the organization. Responding to Thaler et al. (2017), who called for contemporary HRM in the public sector to enhance organizational effectiveness, this study expands the link between OCM and career outcomes to include OCB as distal outcomes that benefit the organization. Therefore, the career perspective antecedents of OCB provide a different viewpoint that has primarily been focused on task characteristics, organizational factors, and individual differences (Dalal, 2005; Podsakoff et al., 2014; Rodrigues et al., 2021).

This study investigates the mechanism linking OCM with OCB. Previous studies have only explored the direct relationship between OCM and OCB or the indirect relationship through a single mediator (Jehanzeb, 2020; Ibrahim et al., 2020; Zhang et al., 2019). This study goes beyond previous works by theorizing and empirically testing a serial mediators' pathway (career competencies and career success) in the OCM-OCB relationship. This study also adapts contemporary career concepts by demonstrating the role of career competencies and career success (objective and subjective) in transmitting the influence of OCM on desired outcomes in public organizations. The findings of this study contribute to the literature by filling the "black box" and offering a more comprehensive understanding of the OCM-OCB relationship.

This study explored the impact of OCB on OCM via the moderating role of personal factors in the public service context. The study found that while a universalistic approach suggests that organizational support leads to better employee performance, the

contingency approach suggests that the relationship between OCM and OCB is influenced by certain boundary conditions, such as an individual's proactive personality and length of service tenure. This research adds to the existing literature on OCB by focusing on the moderating effect of individual factors.

Finally, previous studies have mainly relied on SET to explain the impact of organizational support on employees' desired outcomes. SET describes the reciprocal relationship between two parties, but it falls short in capturing how individual factors can alter this exchange process. To address this limitation, this study integrated SCT with SET to examine the relationship between OCB and OCM. SCT posits that behavior is driven by personal and environmental factors that interact with each other and influence behavior. The findings showed that OCB is not solely determined by OCM, but is also influenced by career competencies, career success, proactive personality, and service tenure. The study also found that OCM indirectly encouraged OCBI through career competencies and career success, but proactive personalities in civil servants reduced the relationship between OCM and OCBO. The influence of OCM on OCB varied depending on the civil servant's level of proactive behavior. Civil servants with proactive personalities tend to actively manage their careers and regulate their thoughts, feelings, and actions, and are less likely to rely on OCM to induce OCB.

Similarly, the strength of the positive relationship between OCM and OCB was not consistent and highly depended on the civil servant's service tenure. The influence of OCM on OCBO was stronger if the service tenure was shorter. This study therefore postulates that OCB is not solely regulated externally by OCM, as argued by SET, but also internally by individual characteristics. SCT contributes to the OCB literature by acknowledging the complexity of human attributes, cognitive processes, and psychological functions that cannot be captured solely by SET. The dynamic concept of SCT complements SET to support the complex research framework of this study by considering the influence of personal cognitive judgment and individual characteristics on social bonds. This study provides valuable insights into the cognitive orientations of professional civil servants through the mediation effect of career competencies and career success, as well as the moderation effect of proactive personality and service tenure. SCT contributes to the OCB literature by incorporating balanced influences from the organization and employees.

This study supports human capital theory by demonstrating that grooming human capital through OCM can lead to positive outcomes, such as higher career competencies, advanced career success, and improved organizational citizenship behavior among professional and managerial officers in the Malaysian Public Service. This supports the idea that human capital should be nurtured, groomed, and invested in, as it is the greatest asset for an organization. Investing in developing the quality of human capital is essential, as their performance can significantly contribute to the overall image and service delivery of the public service.

6.3.2 Managerial Implications

This study has important implications for policymakers and managers. The findings help them understand and predict when professional and managerial officers are likely to perform organizational citizenship behavior, which contributes to a high-performance organization. The study suggests that policymakers should not only focus on the immediate outcomes of OCM practices, such as enhancing employee competencies and career success, but also be aware of their impact on encouraging OCB. A positive perception of career support can have positive effects on public service performance.

Employees play a vital role in driving their own career paths, but organizations need to support their career development as well. The study indicates that organizations' investment in developing civil servant careers can lead to increased discretionary effort at work. While selection procedures may identify high-quality civil servants, a favorable work environment and ongoing career support is necessary to continuously motivate them to perform voluntary behaviors throughout their careers.

As the Malaysian Public Service transforms, OCB is becoming increasingly important, as the duties of professional and managerial officers cannot be predetermined. Therefore, it is important to nurture civil servants who perform OCB proactively to strengthen the public organization's ability to deliver results and create sustainable public services with minimal costs.

The study provides valuable guidance to managers on designing and implementing effective OCM practices that contribute to career competencies, career success, and OCB. The findings suggest that OCM should improve civil servants' knowledge, skills, and abilities for career advancement, leading to higher career success. This motivation mechanism can inspire more dedicated civil servants who are willing to assist others and improve organizational performance.

Managers should understand the relationship between OCM and OCB and implement OCM in a specific way that addresses the employee's weaknesses. For example, if an employee lacks social network competencies, OCM could involve attending meetings and conferences to expand their network. If an employee is being considered for succession planning, mentoring OCM would be more appropriate than training. The goal of OCM should be to improve individual career competencies, not just fulfill the organization's minimum training requirements.

Ho et al. (2019) reported that training provided by the Malaysian public sector was ineffective, leading to poor attitudes and work performance among civil servants. OCM should be tailored to each individual to improve their true career competencies and support their future career development.

Moreover, this study identifies the contingency factors under which the organization can optimize the outcomes of OCM and demonstrates how these factors influence the process. By discovering the moderating role of proactive personality and service tenure, the findings from this study offer a clearer picture of these contingency conditions to managers. Applying OCM in the large-scale public service is challenging and costly; therefore, it is crucial to implement OCM practices by considering individual differences. Indeed, this research's input enlightens managers on civil servants' different needs rather than applying a 'one-size-fits-all' approach (Zhang et al., 2019). That is, civil servants with low proactive ability and those who are new (short-tenured) in public service might have low self-profiling, and should not be overlooked. OCM plays a relatively important role in developing their competencies and relationship with the organization. Therefore, if the OCM budget is limited, OCM initiatives such as mentoring and training should be allocated to less proactive or new employees.

Civil servants are hard to dismiss once hired, so managers must focus on effective interventions for each individual. To maximize the investment in human capital, the manager should allocate career support interventions appropriately. Regular monitoring of civil servants' career outcomes and performance from OCM implementation is important to ensure success. The effectiveness of OCM should show improvement in civil servants' early careers and instill a strong commitment to serving the organization. To enhance OCM practices, a comprehensive needs analysis covering informal OCM such as mentoring and social network building can be conducted, instead of just focusing on task competencies.

This study provides insights for civil servants at the professional and managerial levels to sustain and succeed within the new paradigm. Public organizations offer OCM practices to support employees' career development, but civil servants should also take responsibility for building required career competencies. OCM practices complement career self-management and help civil servants attain higher career success by developing career capabilities like broader social networks and advancement opportunities. Civil servants should actively participate in OCM programs to identify career goals, strengths and weaknesses. Continuous learning and career advancement leads to a stronger reciprocal relationship between civil servants and organizations, as well as higher voluntary performance.

6.4 Limitations & Future Studies

This study offers insights to both literature and practitioners, but has several limitations that suggest opportunities for future research. The following limitations and suggestions are highlighted.

Firstly, this study focuses on professional and managerial civil servants (grades 41-54) from the six largest ministries in Malaysia. With a sample size of 605, it is larger than previous OCB studies in Malaysian public organizations (e.g., Abdullah et al., 2019; Abdullah Thani & Othman, 2018; Ibrahim et al., 2020), but may not represent the entire population of civil servants. Future studies should include top management (grade JUSA) for a comparison and to gain insight into their unique perceptions and needs

towards OCM, which have yet to be explored. The findings can aid in developing better leadership in the Malaysian public sector.

Secondly, common method bias (Podsakoff et al., 2003) may exist since this study employs a self-rated questionnaire, where the data were collected from a single source at one time. However, procedural and statistical remedies were applied (as discussed in section 5.2.1 by Jakobsen & Jensen, 2015) to allay inadvertently inflated or deflated relationships that may lead to a flawed conclusion. The study's aim was to explore employees' actual OCM experiences and their perceptions of OCB instead of relying on managerial reports. Employee perceptions of OCM are meaningful as they may vary based on individual values, experiences, and expectations (Barnett & Bradley, 2007; Mostafa, 2017; Spector & Fox, 2002). In the future, studies could involve supervisors and coworkers to rate subjects' voluntary behavior, thereby reducing single-source bias and providing a comparison of different perspectives on OCB.

Thirdly, although the proposed career management factors explained 46% and 25% of the variance (R^2) in OCBO and OCBI, it indicated that the remaining 54% of variation in OCBO and 75% in OCBI are explained by other factors outside of this study. Therefore, other career-related variables such as career self-management can be explored in future investigations.

Moon and Choi (2017) showed a significant effect of both OCM and career self-management on organizational commitment in Korean electronics manufacturing firms. Despite the recent focus on understanding the influence of employee self-management, these studies were mainly in private organizations, not public organizations. It would be valuable to investigate the role of these adaptable career variables in promoting OCBs among Malaysian civil servants.

Additionally, this study found that while OCBO and OCBI are related, they are distinct and driven by different antecedents. Previous studies showed that OCBO and OCBI have different sensitivities to affect (e.g., subjective career support, feelings, emotions) and cognition variables (e.g., organizational support, objective career success) (Lee & Allen, 2002; Williams & Anderson, 1991). For example, a positive mood has a stronger effect on predicting OCBI than cognition (George, 1991). Future research should consider more affect-related variables to increase the variance explained in OCBI, such as including job satisfaction to see if it contributes significantly to OCBI and has a different outcome on OCBO. Studies have also found that the relationships between OCM, OCBO and OCBI may differ in contested career paths. It is therefore interesting to compare OCM in careers with contested and non-contested paths, to test Ferry's (2014) claim that favorable career support may not induce OCBI when competitive career advancement is applied.

Lastly, this study used the shortened Marlowe-Crowne social desirability scale (Crowne & Marlowe, 1960) to address social desirability bias. The scale is mixed-worded, including five reverse-coded items. Reverse wording in Likert-scale questionnaires helps avoid response bias such as straight-line answering or acquiescence (Nunnally & Bernstein, 1994). Sekaran and Bougie (2016) suggest that positive and reverse-worded

items enhance questionnaire design over single-direction wording. However, all the reverse-coded items in this study failed to meet the convergent validity requirement (factor loading less than 0.4), so they had to be removed from the analysis. Some researchers argue that reverse-coding creates confusion for respondents, particularly if English is not their first language.

In addition, in some countries, especially in Asia, agreeableness is an important cultural factor, and being courteous is expected. In such a context, subjects tend to agree with both mixed-wording items (Javeline, 1999). Scholars such as Wong et al. (2003) contend that some scales (e.g., the Change Seeking Index - Steenkamp & Baumgartner, 1995) work well in American and western European countries but not in other countries that have different values, cultures and language. Thus, the reverse-worded items may generate confounded noise and diminish the scale's reliability and validity. Although this prominent social desirability scale had been adopted by other researchers, for instance, Lee (2020) and Valentine and Fleischman (2011) in their studies in the United States without any reliability and validity issues, future studies should put more precaution in applying these reverse-worded items, especially in the current study context due to collectivistic culture. Although the real reason for the invalidity of these five reversed-coded items is unclear, the possibility of mixed-worded biases (Meloni & Gana, 2001) should not be neglected. Therefore, future studies, especially those conducted in high collectivistic culture contexts like Malaysia and other Asian countries, may consider avoiding the use of mixed-coded items in the questionnaire.

6.5 Chapter Summary

OCB is indispensable in establishing effective and high-performing public service, especially during the current socio-economic downturn. Understanding the factors that encourage OCB performance is essential for elevating public service delivery. In particular, the predictors of career systems is of special interest since they create hope for future career achievement and occupy a large proportion of resources in public organizations. This study provides a nuanced understanding of how OCM influences OCBO and OCBI. It finds that the organization's investment in OCM may instantly evoke OCBO but not OCBI, depending on the effectiveness of implementation. Compelling OCM practices that enhance employees' career competencies and career success will ultimately lead to the goodwill of reciprocity and cooperation in the form of both OCBO and OCBI. However, OCM alone does not result in OCBI. In addition, the influence of OCM on career competencies and OCBs varies according to the level of proactive personality and service tenure. Less proactive and short-tenured civil servants are more responsive to organizational career support in developing their career competencies and exerting OCB.

Public service managers need to think beyond instant outcomes when investing in civil servant career management. An effective OCM can serve multiple purposes, so it is important to design and implement OCM that develops quality civil servants with high competencies and career growth, which will encourage them to exhibit OCB. This extra-role behavior will enhance overall public service performance and meet public expectations.

In short, this study answered all the intended research questions. The first research question was satisfied by demonstrating that OCM significantly and positively affects OCBO but not OCBI. The second research question was fulfilled by revealing the significant serial mediating effect of career competencies and career success on the relationship between OCM and OCBs. Finally, the last research question was solved by showing that proactive personality and service tenure significantly but negatively moderate the relationships between OCM and OCBO and between OCM and career competencies.



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APPENDICES

Appendix A

Studies of the relationship between human resource management practices and organizational citizenship behavior in the past eight years

No.	Independent Variable (ID)	Relationship between ID & OCB	Mediation Effect Exist	Moderator Applied	Theory	Sector	Country	Source
1	High-performance work systems (Team Level)	Positive relationship with OCB	Psychological contract fulfillment	Perceptions of supervisory support	Contingency theory & Resource-based view & Ability-motivation-opportunity (AMO)	Work teams	Dutch	Schreuder et al. (2020)
2	Employee Development	Positive relationship	-	Person-organization fit	Organizational support theory	Banking sector	Pakistan	Jehanzeb (2020)
3	HRM Practices	1) Positive (OCBO) 2) No relationship was found between Training &	-	-	-	Banking Sector	Kosovo, Turkey	Veseli (2020)

No.	Independent Variable (ID)	Relationship between ID & OCB	Mediation Effect Exist	Moderator Applied	Theory	Sector	Country	Source
4	High-performance work systems (HPWS)	Development and OCB Positive relationship	Social exchange & trilling	Proactive personality	Social exchange theory & human capital theory & Conservation of resources (COR) theory	21 Firms	China	Zhang et al. (2019)
5	Development HR practices (DHRP)	No relationship was found between DHRP & OCB-obedience	Perceived organizational support	Job breadth	Social exchange theory	Nurses	Belgium	Pohl et al. (2019)
6	HR Practices (Training, rewards, appraisal)	1) Positive (Performance appraisal & training) 2) No relationship was found between rewards and OCB	-	Work status	Social exchange theory & Self-determination theory & Social comparison theory & Social identity theory	High-tech firms	Taiwan	Chih & Lin (2019)

No.	Independent Variable (ID)	Relationship between ID & OCB	Mediation Effect Exist	Moderator Applied	Theory	Sector	Country	Source
7	High-performance work system	Positive relationship	Career Success	-	Social exchange theory	Multinational corporations	Vietnam	Duong & Vu (2018)
8	High commitment HRM	Positive relationship	Trust in management (No mediation effect)	-	-	Private commercial banks	Bangladesh	Rubel et al. (2018)
9	Skill development	Positive relationship	1. Perceived organizational support-Commitment 2. Job satisfaction-Commitment	-	Social exchange theory & cognitive Judgement theory	Professional employees	Canada	Valeau & Paillé (2017)
10	HR Practice	Positive relationship	Organization commitment	-	Social exchange theory	Education institution	Indonesia	Harsasi et al. (2017)
11	Training & development	Positive relationship	-	-	ERG (existence, relatedness, growth) theory	Telecommunication and internet service providers	Malaysia	Krishnan et al. (2017)
12	HRM (integration & hosting, training, performance appraisal, career	Positive relationship	-	-	Social exchange theory	Public sectors	Portugal	Cesário & Magalhães (2017)

No.	Independent Variable (ID)	Relationship between ID & OCB	Mediation Effect Exist	Moderator Applied	Theory	Sector	Country	Source
	development, reward, communication, recognition)							
13	High-performance HR practice	No direct relationship	Positive affect (fully mediated)	-	Affective events theory	Local government	United Kingdom	Mostafa (2017)
14	HRM (e.g. training development practices (TDP), compensation & reward system (CRS), performance & appraisal)	1) Positive relationship 2) No relationship was found between TDP & CRS and OCB	-	-	-	Banks	Arab	Ahmed (2016)
15	High-performance HR practices	Positive relationship	Public service motivation	-	Social exchange theory & process theory	Public sectors	Egypt	Mostafa et al. (2015)
16	HRM practice	Positive relationship	Person organization-fit	-	-	Diverse companies	Poland	Turek & Wojczuk-Turek (2015)

Appendix B

Research approval by Ethics Committee for Research Involving Human Subjects, Universiti Putra Malaysia (JKEUPM)



PEJABAT TIMBALAN NAIB CANCELOR (PENYELIDIKAN DAN INOVASI)
OFFICE OF THE DEPUTY VICE CHANCELLOR (RESEARCH AND INNOVATION)

Reff. : UPM/TNCPI/RMC/1.4.18.2 (JKEUPM)
Date : 17 December 2020

Assoc. Prof. Dr. Ng Siew Imm
School of Business and Economics
Universiti Putra Malaysia
Serdang, Selangor

Dear Madam/Sir,

RESEARCH PROJECT: IMPACT OF ORGANIZATIONAL CAREER MANAGEMENT (OCM) ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AMONG CIVIL SERVANTS IN MALAYSIA.

JKEUPM REF. NO: JKEUPM-2020-430

RESEARCHER : LEE CHIN CHIN
SUPERVISOR : ASSOC. PROF. DR. NG SIEW IMM

The Ethics Committee for Research-involving Human Subjects of University Putra Malaysia (JKEUPM) has studied the proposal for the above project and found that there were no objectionable ethical issues involved in the proposed study.

Please find the list of documents received and reviewed with reference to the study and committee members who reviewed the documents (as attached).

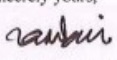
Notwithstanding above, we will not be responsible for any misconduct on the part of researcher in the course of carrying out the research.

Ethical approval is required in the case of amendments/ changes to the study documents/ study sites/ study team.

Thank you.

"WITH KNOWLEDGE WE SERVE"

Sincerely yours,



PROF. DR. ZAMBERI SEKAWI
Chair
Ethics Committee for Research involving Human Subjects
Universiti Putra Malaysia

 Pejabat Timbalan Naib Canselor (Penyelidikan dan Inovasi), Universiti Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia
Pejabat Timbalan Naib Canselor (P&I) ☎ 603-8947 1002 📠 603-8946 4134, Pejabat Pentadbiran TNCPI ☎ 603-8947 1608, Pejabat Pengarah, Pusat Pengurusan Penyelidikan (RMC) ☎ 603-8947 1601, Pejabat Pengarah, Putra Science Park (PSP) ☎ 603-8947 1291
 <http://www.tncpi.upm.edu.my>

ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

(JKEUPM)

UNIVERSITI PUTRA MALAYSIA

Research title	: Impact of Organizational Career Management (OCM) on Organizational Citizenship Behavior (OCB) Among Civil Servants in Malaysia.
Study Site	: Putrajaya
JKEUPM Ref No.	: JKEUPM-2020-430
Researcher	: Lee Chin Chin
Supervisor	: Assoc. Prof. Dr. Ng Siew Imm

Documents received and reviewed with reference to the above study:

1. Ethics Application Form, Version 1 dated 19/11/2020
2. Respondent Information Sheet & Consent (English), Version 2 dated 9/12/2020
3. Proposal (English), Version 1 dated 19/11/2020
4. Questionnaire / Interview (English), Version 1 dated 19/11/2020
5. Curriculum Vitae of:
 - a. Assoc. Prof. Dr. Ng Siew Imm
 - b. Prof. Dr. Yuhannis Ab. Aziz
 - c. Assoc. Prof. Dr. Ho Jo Ann
 - d. Lee Chin Chin

The University Research Ethics Committee, Universiti Putra Malaysia (JKEUPM) operates in accordance to the ICH-GCP Guidelines.

Decision by JKEUPM:

- ☒ Approved
- ☒ **Permission MUST BE OBTAINED from the respective hospitals/ institutions before conducting the research**
- ☐ Disapproved

Please note that the approval is **VALID UNTIL 17 DECEMBER 2021**

Researchers should comply with the following:

- I. Complete a Study Final Report upon study completion (Form 3.2).
- II. Ethical approval is required in the case of amendments/ changes to the study documents/ study sites/ study team.
- III. Applicable for Clinical Trial Studies and Clinical interventional Studies only: Progress Report has to be submitted to JKEUPM at every 6 months from the date of approval (Form 3.1). Report occurrences of all Serious Adverse Events (SAEs), Suspected Unexpected Serious Adverse Reaction (SUSARs) and Protocol Deviation/ Violation at all JKEUPM approved sites to JKEUPM.

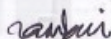
SAEs are to be reported within 15 calendar days from awareness of event by investigator. Initial report of SUSARs are to be reported as soon as possible but not later than 7 calendar days from awareness of event by investigator, followed by a complete report within 8 additional calendar days.

The required forms can be obtained from the Ethics Committee for Research Involving Human Subjects (JKEUPM) website (<http://www.tncpi.upm.edu.my/faiildokumen>).

Date of Approval: 17 December 2020

Members of the JKEUPM who reviewed the documents:

- i. Primary Reviewer: Puan Siti Rahayu Hussin
- ii. Informed Consent Reviewer: Dr. Khor Kuan Hua



PROF. DR ZAMBERI SEKAWI

Chair

Ethics Committee for Research involving Human Subjects
Universiti Putra Malaysia

JKEUPM is recognised by The Strategic Initiative for Developing Capacity in Ethical Review (SIDCER) in collaboration with the Forum for Ethical Review Committees in Asia and the Western Pacific Region (FERCAP) for its compliance with the Declaration of Helsinki, International Conference on Harmonization (ICH) Guidelines, Good Clinical Practice (GCP) Standards, Council for International Organizations of Medical Sciences (CIOMS) Guidelines, World Health Organization (WHO) Standards and Operational Guidance for Ethics Review of Health-Related Research and Surveying and Evaluating Ethical Review Practices, EC/IRB Standard Operating Procedures (SOPs), and Local Regulations and Standards in Ethical Review.

Appendix C

Consent from the School of Business and Economics, Universiti Putra Malaysia for conducting survey



SEKOLAH PERNIAGAAN DAN EKONOMI
SCHOOL OF BUSINESS AND ECONOMICS

Ruj Kami : UPM/SPE/Sokongan GS52630
Tarikh : 20 November 2020

Kepada sesiapa yang berkenaan

YBhg. Datuk/Dato'/Tuan/Puan

KEBENARAN UNTUK MENJALANKAN PENYELIDIKAN AKADEMIK (SOAL SELIDIK) BERKENAAN DENGAN PERKHIDMATAN AWAM

Saya dengan hormatnya memperakui bahawa pelajar di bawah adalah pelajar Sekolah Perniagaan dan Ekonomi, Universiti Putra Malaysia yang telah berdaftar untuk mengikuti kursus seperti yang dinyatakan.

Nama pelajar: Lee Chin Chin
No. IC 760704025524
No. Matrik: GS52630
Program/ Bidang: Doktor Falsafah (Pengurusan Sumber Manusia)
Kod dan Nama Kursus: SPS6999 *Doctoral Research*
Tajuk Penyelidikan: *The impact of organizational career management on organizational citizenship behaviour among civil servants in Malaysia.*

Pelajar ini dikehendaki menjalankan satu penyelidikan seperti tajuk di atas. Sehubungan itu, pihak Sekolah Perniagaan dan Ekonomi menyokong penuh dan sangat berbesar hati sekiranya pihak YBhg. Datuk/ Dato'/Tuan/Puan dapat memberi kebenaran serta bantuan sewajarnya kepada pelajar tersebut untuk mengumpul data melalui soal selidik di Kementerian/Jabatan pihak YBhg. Datuk/ Dato'/Tuan/Puan.

Sokongan dan kerjasama pihak YBhg. Datuk/Dato'/Tuan/Puan amat dihargai dan diucapkan terima kasih.

"BERILMU BERBAKTI"

Saya yang menjalankan amanah,

PROF. DR. YUHANIS ABDUL AZIZ
Timbalan Dekan (Siswazah dan Antarabangsa)

Sekolah Perniagaan dan Ekonomi, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia
603-9769 7600/ 7777 603-9769 7771 spe@upm.edu.my

Appendix D

Consent from Ministries for conducting survey

Consent from the Ministry of Education



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAX : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(8856)
Tarikh : 16 Disember 2020

LEE CHIN CHIN
NO. KP : 760704025524

NO.15, JALAN BP 11/7, BANDAR BUKIT PUCHONG 2
PUCHONG 47120 PUCHONG
SELANGOR

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
IMPACT OF ORGANIZATIONAL CAREER MANAGEMENT (OCM) ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)
AMONG CIVIL SERVANTS IN MALAYSIA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" PENGUTIPAN DATA TERMASUK SECARA DALAM TALIAN (CONTOH: GOOGLE FORM) PERLU MENDAPATKAN KEBENARAN PENGARAH JPN DAN PERTIMBANGAN PENTADBIR SEKOLAH. BERGANTUNG KEPADA PERTIMBANGAN PENGARAH BAHAGIAN/JABATAN PENDIDIKAN NEGERI/KETUA JABATAN BERKENAAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari 17 Disember 2020 hingga 13 Mei 2021

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SELANGOR
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN PUTRAJAYA

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

- PSM -

SUCCEEDED

TERIMA
14 JAN 2021
PEJABAT KSU
KPLB

Rosmaazlina binti Abu

From: chin chin Lee <cynthialeechin@ gmail.com>
Sent: Thursday, 14 January, 2021 10:56 AM
To: iskandar@ruralink.gov.my; anuar.mohamad@ruralink.gov.my
Cc: rosmaazlina@ruralink.gov.my
Subject: PERMOHONAN KEBENARAN DAN BANTUAN UNTUK MENJALANI KAJI SELIDIK AKADEMIK DI KEMENTERIAN PEMBANGUNAN LUAR BANDAR
Attachments: Memohon Kebenaran KPLB1.pdf; Questionnaire - Lee GS52630.pdf; UPM Kebenaran Kumpul Data.pdf; Deraf hebahan KPLB1.docx

YBhg. Dato' Dr.

Dengan segala hormatnya saya merujuk perkara di atas.

Untuk makluman YBhg Dato' Dr., saya adalah calon PhD (Pengurusan Sumber Manusia) di Universiti Putra Malaysia, di bawah tajaan HLP, JPA. Saya sedang menjalani kajian akademik berkenaan dengan prestasi penjawat awam secara umum. Kajian saya yang bertajuk "**Impact of Organizational Career Management (OCM) on Organizational Citizenship Behavior (OCB) among civil servants in Malaysia**" bertujuan untuk mengkaji keberkesanan pengurusan kerjaya dalam meningkatkan kompetensi kerjaya (*career competencies*) dan kejayaan kerjaya (*career success*) di kalangan pegawai kumpulan Pengurusan & Professional (P&P) dan seterusnya dalam menambahkan prestasi organisasi khususnya.

Kajian ini akan

- 1) Melibatkan enam (6) Kementerian (MOH, MOE, MOHE, MOHR, MORD & JPM), dan Kementerian Pembangunan Luar Bandar (KPLB) merupakan salah satu kementerian yang dipilih;
- 2) Seramai **70 orang responden** disasarkan, iaitu:-
 - i) penjawat awam dari kumpulan P&P (gred 41-54) dan pelbagai skim;
 - ii) sedang berkhidmat di Ibu Pejabat KPLB atau agensi KPLB di sekitar Lembah Klang.

Justeru, saya dengan penuh ikhlas memohon kebenaran daripada YBhg. Dato' Dr. untuk mengedar soal selidik (secara online melalui pautan) ini kepada warga KPLB. Saya turut memohon bantuan pihak UKK KPLB untuk mengedar kaji selidik ini (melalui whatsapp group / postmaster / emel) memandangkan ramai warga Kementerian adalah bekerja dari rumah dan ketidakstabilan perkhidmatan emel yang telah dihadapi buat masa kini.

Bersama-sama ini dilampirkan sesalinan surat sokongan dari UPM, contoh kaji selidik dan deraf hebahan UKK yang berkenaan untuk pertimbangan YBhg. Dato' Dr.

Sokongan dan kelulusan YBhg. Dato' Dr. untuk menjayakan kajian ini amat saya hargai.

Sekian, terima kasih.

LEE CHIN CHIN (GS52630)
 H/P: 011-1237 2287
 Sekolah Perniagaan dan Ekonomi
 Universiti Putra Malaysia

PSU (PSM) C ,
 Mohon bantu.

Suk Ca) AP
Tiaoleum
 7.11
 DATO' DR. AHMAD JAMALUDDIN MUHAMMAD YUNUS
 Ketua Setiausaha
 Kementerian Pembangunan Luar Bandar
 15/1/21

 **UPM**
UNIVERSITI PUTRA MALAYSIA
SEKOLAH PERNIAGAAN DAN EKONOMI
SCHOOL OF BUSINESS AND ECONOMICS

Ruj. Kami: UPM/SPE/Sokongan GS52630
Tarikh: 20 November 2020

Kepada sesiapa yang berkenaan

YBhg. Datuk/Dato'/Tuan/Puan

**KEBENARAN UNTUK MENJALANKAN PENYELIDIKAN AKADEMIK (SOAL SELIDIK)
BERKENAAN DENGAN PERKHIDMATAN AWAM**

Saya dengan hormatnya memperakui bahawa pelajar di bawah adalah pelajar Sekolah Perniagaan dan Ekonomi, Universiti Putra Malaysia yang telah berdaftar untuk mengikuti kursus seperti yang dinyatakan.

Nama pelajar: Lee Chin Chin
No. IC: 760704025524
b. Matrik: GS52630
Program/ Bidang: Doktor Falsafah (Pengurusan Sumber Manusia)
dan Nama Kursus: SPS6999 Doctoral Research
Penyelidikan: The impact of organizational career management on organizational citizenship behaviour among civil servants in Malaysia.

ini dikehendaki menjalankan satu penyelidikan seperti tajuk di atas. Sehubungan itu, pihak Perniagaan dan Ekonomi menyokong penuh dan sangat berbesar hati sekiranya pihak Datuk/ Dato'/Tuan/Puan dapat memberi kebenaran serta bantuan sewajarnya kepada tersebut untuk mengumpul data melalui soal selidik di Kementerian/Jabatan pihak YBhg. Dato'/Tuan/Puan.

dan kerjasama pihak YBhg. Datuk/Dato'/Tuan/Puan amat dihargai dan diucapkan.

"TERBAKTI"

menjalankan amanah.

DITERIMA
15 JAN 2021
ANIS ABDUL AZIZ
Siswazah dan Antarabangsa

KEMENTERIAN PENGAJIAN TINGGI
DITERIMA OLEH PEJABAT
14 JAN 2021
200
KETUA SETIAUSAHA

TERIMA
15 JAN 2021
BPPD

Ekonomi, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia
603-9769 7771 spe@upm.edu.my

Handwritten notes:
Tuan (D)
14/1
KSU KPT
Sub (D)
tidak betul
Sara Samsudin
15/1
TKSU(D)
Dr. W
Seperti
min
Tktu
Tle
Sara



chin chin Lee <cynthialeechinchin@gmail.com>

Permohonon Kebenaran untuk Menjalani Kajian Akademik di JPM

3 messages

chin chin Lee <cynthialeechinchin@gmail.com>
To: julia.hamid@jpm.gov.my

Fri, Nov 20, 2020 at 4:32 PM

Salam Sejahtera

Puan

Saya adalah pelajar PhD di Universiti Putra Malaysia, di bawah tajaan HLP, JPA. Saya sedang menjalani kajian akademik berkenaan dengan prestasi penjawat awam secara umum. Oleh itu, saya ingin memohon kebenaran daripada pihak puan untuk mengedat soal selidik / mengumpul data bagi tujuan berkenaan. Boleh saya mengetahui dengan siapa saya patut menghubungi untuk mendapatkan bantuan dan kelulusan tersebut?

Kajian saya

- 1) Melibatkan 6 kementerian/jabatan dan jabatan puan adalah salah satu yang dipilih;
- 2) Perlu 60 penjawat awam dari kumpulan P&P (gred 41-54) di Lembah Klang untuk membantu menjawab soal selidik (secara hard copy atau online).

Dengan ini, saya memohon nama dan number telefon pegawai yang boleh saya hubungi bagi tujuan berkenaan.

Bantuan puan amat dihargai.

Sekian, terima kasih.

LEE CHIN CHIN (GS52830)
H/P: 011-1237 2287
Sekolah Perniagaan dan Ekonomi
Universiti Putra Malaysia

Nur Izzah Radhiah binti sahar <nurizzah@jpm.gov.my>
To: "cynthialeechinchin@gmail.com" <cynthialeechinchin@gmail.com>

Thu, Nov 26, 2020 at 4:31 PM

From: Nur Izzah Radhiah binti sahar
Sent: Monday, 23 November, 2020 5:46 PM
To: 'cynthialeechinchin@gmail.co'
Cc: Nik Adi Sukiman Bin Nik Ahmad Fauzi; Mohd Saiful Azahar Bin Hamzah; Ahmad Kamil Bin Ahmad Nazir; Zainab @ Zaiha Binti Abdullah; Julia Binti Abd Hamid
Subject: RE: Permohonon Kebenaran untuk Menjalani Kajian Akademik di JPM

Salam Sejahtera,

Puan,

Dengan hormatnya saya diarah merujuk perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan Perdana Menteri tiada halangan untuk puan menjalankan kajian akademik berkenaan prestasi penjawat awam secara umum. Puan boleh berhubung dengan saya atau Encik Saiful Azahar bin Hamzah (03-8872 1882/ saiful_azahar@jpm.gov.my) bagi urusan selanjutnya.

Sekian, terima kasih.

"Kualiti Dijulang Prestasi Terbilang"

"Memartabatkan Akauntabiliti Membudayakan Integriti"

Saya yang menjalankan amanah,

NUR IZZAH RADHIAH BINTI SAHAR

Penolong Setiausaha

Seksyen Pembangunan Sumber Manusia

Bahagian Sumber Manusia

Jabatan Perdana Menteri

☎ 03-8872 1879 ✉ nurizzah@jpm.gov.my

- PSM -

SUKSES

TERIMA
14 JAN 2021
PEJABAT KSU
KPLB

Rosmaazlina binti Abu

From: chin chin Lee <cynthialeechin@gmail.com>
Sent: Thursday, 14 January, 2021 10:56 AM
To: iskandar@rurallink.gov.my; anuar.mohamad@rurallink.gov.my
Cc: rosmaazlina@rurallink.gov.my
Subject: PERMOHONAN KEBENARAN DAN BANTUAN UNTUK MENJALANI KAJI SELIDIK AKADEMIK DI KEMENTERIAN PEMBANGUNAN LUAR BANDAR
Attachments: Memohon Kebenaran KPLB1.pdf; Questionnaire - Lee GS52630.pdf; UPM 18/1/2021 Kebenaran Kumpul Data.pdf; Deraf hebahan KPLB1.docx

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Sokongan dan kelulusan YBhg. Dato' Dr. untuk menjayakan kajian ini amat saya hargai.

Sekian, terima kasih.

LEE CHIN CHIN (GS52630)
H/P: 011-1237 2287
Sekolah Perniagaan dan Ekonomi
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Cc: Muhammad Azlan bin Muhamad Fazil <m.azlan@mohr.gov.my>, Muhammad Sollehin Bin Yahya <sollehin@mohr.gov.my>

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2. Bersama-sama ini disertakan nama pegawai (focal person) bagi tujuan berkaitan:

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No. Tel : 03-8871 1383

Emel : m.azlan@mohr.gov.my

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Rozeihan

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by Jos Akkermans



chin chin Lee <cynthialeechinchin@gmail.com>

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Akkermans, T.J. <j.akkermans@vu.nl>
To: chin chin Lee <cynthialeechinchin@gmail.com>

Wed, Nov 18, 2020 at 10:11 PM

Dear Chin-Chin Lee,

Thank you for reaching out about this. If it is for research purposes, please feel free to use the CCQ in your research. Good luck!

Best wishes,

Jos

Dr. Jos Akkermans, Associate Professor of Sustainable Careers and Organizational Behavior

Associate Editor Journal of Vocational Behavior

Division Chair Elect Academy of Management Careers Division

Program Director Business Administration Master

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Consent for Social Desirability (Crowne & Marlowe, 1960)
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A new scale of social desirability independent of psychopathology.

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Crowne, Douglas P. Marlowe, David

Citation
Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24(4), 349–354. <https://doi.org/10.1037/h0047358>

Abstract
A new social desirability scale was constructed and correlated with MMPI scales. Comparison was made with correlations of the Edwards Social Desirability scale. The new scale correlated highly with MMPI scales and supported the definition of social desirability. Ss need to respond in "culturally sanctioned ways." (PsycINFO Database Record (c) 2016 APA, all rights reserved)

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The Edwards Social Desirability scale as a short form of the MMPI. Elvekrog, Maurice O.; Vestre, Norris D., 1963

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chin chin Lee <cynthialeechinchin@gmail.com>

Consent to use OCM-OCS framework in Doctoral Research

Martina Gianecchini <martina.gianecchini@unipd.it>
To: chin chin Lee <cynthialeechinchin@gmail.com>
Cc: silvia bagdadli <silvia.bagdadli@unibocconi.it>

Thu, Dec 31, 2020 at 5:09 PM

Dear Chin-Chin Lee,

you are welcome to use the Figure, just quoting the source. Please update me if are going to test the model and/or the propositions.

Best

Martina Gianecchini

Il 31/12/20 08:44, chin chin Lee ha scritto:
[Quoted text hidden]

--

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Appendix F

Sample of questionnaire

Respondent No:

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Invitation to participate in a survey on:

Impact of Organizational Career Management (OCM) on Organizational Citizenship Behavior (OCB) among Civil Servants in Malaysia

Dear Sir/Madam,

I am a Ph.D. student from Universiti Putra Malaysia. I am conducting a research on the above topic as partial fulfillment for the degree of Doctor of Philosophy (Ph.D. in Human Resource Management). This academic exercise aims to gain insight into the effectiveness of the career management practices offered by the public organization to induce organizational citizenship (extra-role) behavior among civil servants in Malaysia. The findings of this research will benefit the relevant stakeholders in designing effective career management interventions.

If you fulfill ALL of these criteria, you are the right respondent.

	1. Permanently appointed public servant;
	2. Under the Professional and Management group with a grade of 41 to 54 ; and
	3. Possess a minimum of three years of service tenure in the grade of Professional and Management.

You will need to complete the ten (10) pages of the questionnaire, which only required 10-15 minutes. There are no right or wrong answers, but you will be sharing your experience as a civil servant working in Malaysian government sector. Please be assured that all the information you provide will be strictly confidential. Completion of the survey shall be taken as proof of consent to participate in this study.

For any inquiry, kindly contact me via mobile number or email as stated below. Your participation and support are very much appreciated.

Thank you.

Regards,
Lee Chin Chin (GS52630)
School of Business and Economics
Universiti Putra Malaysia
H/P: 011-1237 2287
Email: gs52630@student.upm.edu.my

Section A: Organizational Career Management

Organizational Career Management (OCM) refers to the interventions deliberately established by your organization to improve your career development. Please indicate to what extent you have experienced different kinds of organizational career management offered by your organization and CIRCLE the number which best describes you. Please be reminded that there are no right or wrong answers.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	Scale				
		Strongly Disagree		Neutral		Strongly Agree
1	I have been given the relevant training to help my career development.	1	2	3	4	5
2	My superior ensures I get the relevant training I need for my career development.	1	2	3	4	5
3	I have been taught things I need to know to progress in this organization.	1	2	3	4	5
4	I have been given a personal development plan.	1	2	3	4	5
5	I have been given work and responsibility to develop my skills needed for the future.	1	2	3	4	5
6	My superior has given me clear and concise feedback on my performance.	1	2	3	4	5
7	I have been given unbiased career advice when I needed it.	1	2	3	4	5
8	I have been introduced to people at work who can help me to develop my career.	1	2	3	4	5
9	I have been assigned a mentor to help my career development.	1	2	3	4	5
10	My superior has introduced me to people who will help my career development.	1	2	3	4	5

Section B: Career Competencies

The following questions are related to your knowledge, skills and abilities central to your desired career development. Please CIRCLE the number which best describes you. Please be reminded that there are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
1	I know what I interest in my work.	1	2	3	4	5	6	7
2	I know what is important to me in my career.	1	2	3	4	5	6	7
3	I am clear about my passions in my work.	1	2	3	4	5	6	7
4	I know my strengths in my work.	1	2	3	4	5	6	7
5	I am familiar with my shortcomings in my work.	1	2	3	4	5	6	7
6	I am aware of my talents in my work.	1	2	3	4	5	6	7
7	I know which skills I possess.	1	2	3	4	5	6	7
8	I know a lot of people within my organization who can help me in my career development.	1	2	3	4	5	6	7
9	I know a lot of people outside my organization who can help me in my career development.	1	2	3	4	5	6	7
10	I know how to ask for advice from people within my network.	1	2	3	4	5	6	7
11	I am able to approach the right persons to help me in my career development.	1	2	3	4	5	6	7
12	I can clearly show others what my strengths are in terms of my work.	1	2	3	4	5	6	7
13	I am able to show others what I want to achieve in my career.	1	2	3	4	5	6	7

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
14	I can show the people around me what is important to me in my work.	1	2	3	4	5	6	7
15	I know how to find out more opportunities to further educate myself.	1	2	3	4	5	6	7
16	I know how to search for developments in my area of work.	1	2	3	4	5	6	7
17	I am able to explore my career opportunities in the labor market.	1	2	3	4	5	6	7
18	I have a clear career plan.	1	2	3	4	5	6	7
19	I know what I want to achieve in my career a year from now.	1	2	3	4	5	6	7
20	I have a clear career plan for what I want to achieve in my career.	1	2	3	4	5	6	7
21	I am able to set my career goals.	1	2	3	4	5	6	7

Section C: Career Success

The following questions are related to your objective and subjective career success. Please be reminded that there are no right or wrong answers.

I. Please indicate the number of your achievements in your public service career.

No.	Items	Number of Achievements
1	Number of promotions you have received.	
2	Number of positive appraisals you have received. (e.g., Federal & State Award: <i>Darjah Kebesaran, Bintang & Pingat</i> ; <i>Anugerah Perkhidmatan Cemerlang</i> ; <i>Pekerja Contoh Bulanan</i>)	

II. Please CIRCLE the number which best describes you.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
1	I am satisfied with the success I have achieved in my career.	1	2	3	4	5	6	7
2	I am satisfied with the progress I have made towards meeting my overall career goals.	1	2	3	4	5	6	7
3	I am satisfied with the progress I have made towards meeting my goals for income.	1	2	3	4	5	6	7
4	I am satisfied with the progress I have made towards meeting my goals for advancement.	1	2	3	4	5	6	7
5	I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	1	2	3	4	5	6	7

Section D: Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) reflects your extra-role behavior, which is described as discretionary, not directly or explicitly recognized by the formal reward system but in the aggregate promotes the effective functioning of the organization. Please CIRCLE the number which best describes you. Please be reminded that there are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
1	I help to cover for colleagues who are absent from work.	1	2	3	4	5	6	7
2	I willingly sacrifice my time to help colleagues who have work-related problems.	1	2	3	4	5	6	7
3	I adjust my work schedule to accommodate other colleagues' requests for time off.	1	2	3	4	5	6	7
4	I go out of the way to make newer colleagues feel welcome in the workgroup.	1	2	3	4	5	6	7
5	I show genuine concern and courtesy toward colleagues, even under the most trying business or personal situations.	1	2	3	4	5	6	7
6	I sacrifice my time to help others who have work or personal related problems.	1	2	3	4	5	6	7
7	I assist others with their duties.	1	2	3	4	5	6	7
8	I don't mind sharing personal belongings to help others in their work.	1	2	3	4	5	6	7
9	I attend functions that are not required if it helps to improve the organizational image.	1	2	3	4	5	6	7
10	I keep up with developments in the organization.	1	2	3	4	5	6	7
11	I defend the organization when other employees criticize it.	1	2	3	4	5	6	7

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
12	I am proud when representing the organization in public.	1	2	3	4	5	6	7
13	I offer ideas to improve the functioning of the organization.	1	2	3	4	5	6	7
14	I express loyalty toward the organization.	1	2	3	4	5	6	7
15	I take action to protect the organization from potential problems.	1	2	3	4	5	6	7
16	I am concerned about the image of the organization.	1	2	3	4	5	6	7

Section E: Personality

This section focuses on your personality. Please CIRCLE the number which best describes you. Please be reminded that there are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

No.	Items	Scale						
		Strongly Disagree		Neutral			Strongly Agree	
1	I am constantly looking for new ways to improve my life.	1	2	3	4	5	6	7
2	Wherever I have been, I have been a powerful force for constructive change.	1	2	3	4	5	6	7
3	Nothing is more exciting than seeing my ideas turn into reality.	1	2	3	4	5	6	7
4	If I see something I don't like, I fix it.	1	2	3	4	5	6	7
5	No matter what the odds are, if I believe in something, I will make it happen.	1	2	3	4	5	6	7
6	I love being a champion for my ideas, even if others oppose it.	1	2	3	4	5	6	7
7	I excel at identifying opportunities.	1	2	3	4	5	6	7
8	I am always looking for better ways to do things.	1	2	3	4	5	6	7
9	If I believe in an idea, no obstacle will prevent me from making it happen.	1	2	3	4	5	6	7
10	I can spot a good opportunity before others do so.	1	2	3	4	5	6	7

Section F: Social Desirability

This section is designed to remedy the social desirability bias for the **self-report** questionnaire. Please read each statement below and CIRCLE the appropriate number which best describes you. Please be reminded that there are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

No.	Items	Scale						
		Strongly Disagree	Neutral			Strongly Agree		
1	I like to gossip at times.	1	2	3	4	5	6	7
2	There have been occasions when I took advantage of someone else.	1	2	3	4	5	6	7
3	I am always willing to admit when I make a mistake.	1	2	3	4	5	6	7
4	I always try to practice what I preach.	1	2	3	4	5	6	7
5	Sometimes I choose to get revenge instead of forgive and forget.	1	2	3	4	5	6	7
6	At times I have really insisted on having things done my own way.	1	2	3	4	5	6	7
7	There have been occasions when I felt like smashing things.	1	2	3	4	5	6	7
8	I never displease being asked to return favor.	1	2	3	4	5	6	7
9	I have never been annoyed when people expressed very different ideas from my own.	1	2	3	4	5	6	7
10	I have never deliberately said something that hurt someone's feelings.	1	2	3	4	5	6	7

Section G: Demographic Profile

This section intends to capture your demographic profile. Your profile will remain anonymous.

I. Please tick (✓) for your responses.

1. Gender

☐

Male

☐

Female

2. Age (years old)

☐

21-30

☐

41 - 50

☐

31-40

☐

51 - 60

3. Ethnicity

☐

Malay

☐

Indian

☐

Chinese

☐

Other (Please state) _____

4. Marital status

☐

Single

☐

Married

☐

Others

5. Highest level of education

☐

Diploma

☐

Master Degree

☐

Professional
Certification

☐

Undergraduate Degree

☐

Doctor of Philosophy
(PhD)

6. Current Ministry

☐

Ministry of
Education

☐

Ministry of Higher
Education

☐

Ministry of Rural
Development

☐

Ministry of Health

☐

Ministry of Human
Resource

☐

Prime Minister's
Department

☐

Other (Please state) _____

II. Please state your answer.

7. Your current service scheme's classification (e.g., DG, M, UD)

8. Your current grade (41 - 54)

9. Your service tenure in the current organization

 Months / Years

10. Your service tenure in public service

 Years

*** Thank you for your participation ***

Appendix G

Questionnaire pretest summary

Questionnaire PreTest Summary

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
A. Organizational Career Management (Sturges et al., 2002) Practices deliberately established by the organization to improve the career effectiveness of their employees. (Orpen, 1994).	1. I have been given the training to help develop my career.	5-point Likert scale		I have been given the relevant training to help my career development.	I have been given the relevant training to help my career development.
	2. My boss has made sure I get the training I need for my career.			My superior ensures I get the relevant training I need for my career development.	My superior ensures I get the relevant training I need for my career development.
	3. I have been taught things I need to know to get on in this organization.			I have been taught things I need to know to progress in this organization.	I have been taught things I need to know to progress in this organization.
	4. I have been given a personal development plan.		✓	-	-
	5. I have been given work which has developed my skills for the future.			I have been given work and responsibility to develop my skills needed for the future.	I have been given work and responsibility to develop my skills needed for the future.
	6. My boss has given me clear feedback on my performance.			My superior has given me clear and concise feedback on my performance.	My superior has given me clear and concise feedback on my performance.
	7. I have been given impartial career advice when I needed it.			I have been given unbiased career advice when I needed it.	I have been given unbiased career advice when I needed it.
	8. I have been introduced to people at work who are prepared to help me develop my career.			I have been introduced to people at work who can help me to develop my career.	I have been introduced to people at work who can help me to develop my career.

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
B. Career Competencies (Akkermans et al., 2013) Knowledge, skills, and abilities central to career development, which can be influenced and developed by the individual (Akkermans et al., 2013).	9. I have been given a mentor to help my career development.			I have been assigned a mentor to help my career development.	I have been assigned a mentor to help my career development.
	10. My boss has introduced me to people who will help my career.			My superior has introduced me to people who will help my career development .	My superior has introduced me to people who will help my career development.
	1. I know what I like in my work.	7-point Likert scale		I know what I interest in my work.	I know what I interest in my work.
	2. I know what is important to me in my career.		✓	-	-
	3. I can clearly see what my passions are in my work.			I am clear about my passions in my work.	I am clear about my passions in my work.
	4. I know my strengths in my work.		✓	-	-
	5. I am familiar with my shortcomings in my work.		✓	-	-
	6. I am aware of my talents in my work.		✓	-	-
	7. I know which skills I possess.		✓	-	-

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
	8. I know a lot of people within my work who can help me with my career.			I know a lot of people within my organization who can help me in my career development.	I know a lot of people within my organization who can help me in my career development.
	9. I know a lot of people outside my work who can help me with my career.			I know a lot of people outside my organization who can help me in my career development.	I know a lot of people outside my organization who can help me in my career development.
	10. I know how to ask for advice from people in my network.			I know how to ask for advice from people within my network.	I know how to ask for advice from people within my network.
	11. I am able to approach the right persons to help me with my career.			I am able to approach the right persons to help me in my career development .	I am able to approach the right persons to help me in my career development.
	12. I can clearly show others what my strengths are in my work.			I can clearly show others what my strengths are in terms of my work.	I can clearly show others what my strengths are in terms of my work.
	13. I am able to show others what I want to achieve in my career.		✓	-	-
	14. I can show the people around me what is important to me in my work.		✓	-	-
	15. I know how to find out what my options are for becoming further educated .			I know how to find out what my options are to further educate myself. I know how to find out more opportunities to enhance my competency / work knowledge .	I know how to find out more opportunities to further educate myself.

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
	16. I know how to search for developments in my area of work.		√	-	-
	17. I am able to explore my possibilities in the labor market.			I am able to explore my career opportunities in the labor market.	I am able to explore my career opportunities in the labor market.
	18. I can make clear career plans.			I have a clear career plan.	I have a clear career plan.
	19. I know what I want to have achieved in my career a year from now.			I know what I want to achieve in my career a year from now.	I know what I want to achieve in my career a year from now.
	20. I can create a layout for what I want to achieve in my career.			I have a clear career plan for what I want to achieve in my career.	I have a clear career plan for what I want to achieve in my career.
	21. I am able to set goals for myself that I want to achieve in my career.			I am able to set my career goals .	I am able to set my career goals.
C. Career Success					
Objective Career Success (Blokter et al., 2019)					
Verifiable attainments, such as pay, promotions, and occupational status, which have long been considered the hallmarks of career success	1. Number of promotions you have received in your public service career.	No. of achievement	√	Number of positive appraisals received (e.g., Federal & State Award: Darjah Kebesaran, Bintang & Pingat; Anugerah Perkhidmantan Cemerlang; Pekerja Contoh Bulanan).	Number of positive appraisals received (e.g., Federal & State Award: Darjah Kebesaran, Bintang & Pingat; Anugerah Perkhidmantan Cemerlang; Pekerja Contoh Bulanan).
	2. Number of positive appraisals received (e.g., Excellent Service Award / <i>Anugerah Perkhidmatan Cemerlang</i>).	No. of achievement			

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
across a wide range of societies (Heslin, 2005).					
Subjective Career Success (Greenhouse et al., 1990)					
Employee's perceptions and feelings about their own career success (Ng & Feldman, 2014)	1. I am satisfied with the success I have achieved in my career.	7-point Likert scale	✓	-	-
	2. I am satisfied with the progress I have made toward meeting my overall career goals.			I am satisfied with the progress I have made towards meeting my overall career goals.	I am satisfied with the progress I have made towards meeting my overall career goals.
	3. I am satisfied with the progress I have made toward meeting my goals for income.			I am satisfied with the progress I have made towards meeting my income goals.	I am satisfied with the progress I have made towards meeting my income goals.
	4. I am satisfied with the progress I have made toward meeting my goals for advancement.			I am satisfied with the progress I have made towards meeting my career advancement goals.	I am satisfied with the progress I have made towards meeting my career advancement goals.
	5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.			I am satisfied with the progress I have made towards meeting my goals in terms of developing new skills.	I am satisfied with the progress I have made towards meeting my goals in terms of developing new skills.
D. Organizational Citizenship Behavior (Lee & Allen, 2002) a					
Individual behavior that is discretionary, not explicitly or directly recognized by the	1. I help others who have been absent.	7-point Likert scale		I help to cover for colleagues who are absent from work.	I help to cover for colleagues who are absent from work.
	2. I willingly give my time to help others who have work-related problems.			I willingly sacrifice my time to help colleagues who have work-related problems.	I willingly sacrifice my time to help colleagues who have work-related problems.

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
formal reward system and that in the aggregate promotes the effective functioning of the organization (Organ, 1988).	3. I adjust my work schedule to accommodate other employees' requests for time off.			I adjust my work schedule to accommodate other colleagues' requests for time off.	I adjust my work schedule to accommodate other colleagues' requests for time off.
	4. I go out of the way to make newer employees feel welcome in the workgroup.			I go out of the way to make newer colleagues feel welcome in the workgroup.	I go out of the way to make newer colleagues feel welcome in the workgroup.
	5. I show genuine concern and courtesy toward co-workers, even under the most trying business or personal situations.			I show genuine concern and courtesy toward colleagues , even under the most trying business or personal situations.	I show genuine concern and courtesy toward colleagues, even under the most trying business or personal situations.
	6. I give up my time to help others who have work or nonwork problems.			I sacrifice my time to help others who have work or personal related problems.	I sacrifice my time to help others who have work or personal related problems.
	7. I assist others with their duties.		√	-	-
	8. I share personal property with others to help their work.			I don't mind sharing personal belongings to help others in their work.	I don't mind sharing personal belongings to help others in their work.
	9. I attend functions that are not required but that help the organizational image.			I attend functions that are not required if it helps to improve the organizational image.	I attend functions that are not required if it helps to improve the organizational image.
	10. I keep up with developments in the organization.		√	-	-
	11. I defend the organization when other employees criticize it.		√	-	-

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	Final Decision
	12. I show pride when representing the organization in public.			I am proud when representing the organization in public.	I am proud when representing the organization in public.
	13. I offer ideas to improve the functioning of the organization.		✓	-	-
	14. I express loyalty toward the organization.		✓	-	-
	15. I take action to protect the organization from potential problems.		✓	-	-
	16. I demonstrate concern about the image of the organization.			I am concerned about the image of the organization.	I am concerned about the image of the organization.
E. Proactive Personality (Bateman & Grant, 1993) - Shorten version by Seibert et al. (1999)					
One who is relatively unconstrained by situational forces and who effects environmental change (Bateman & Crant, 1993).	1. I am constantly on the lookout for new ways to improve my life.	7-point Likert scale		I am constantly looking for new ways to improve my life.	I am constantly looking for new ways to improve my life.
	2. Wherever I have been, I have been a powerful force for constructive change.		✓	-	-
	3. Nothing is more exciting than seeing my ideas turn into reality.		✓	-	-
	4. If I see something I don't like, I fix it.		✓	-	-

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test			Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)		
	5. No matter what the odds, if I believe in something I will make it happen.			No matter what the odds are, if I believe in something, I will make it happen.		No matter what the odds are, if I believe in something, I will make it happen.
	6. I love being a champion for my ideas, even against others' opposition.			I love being a champion for my ideas, even if others oppose it.		I love being a champion for my ideas, even if others oppose it.
	7. I excel at identifying opportunities.		✓	-		-
	8. I am always looking for better ways to do things.		✓	-		-
	9. If I believe in an idea, no obstacle will prevent me from making it happen.		✓	-		-
	10. I can spot a good opportunity long before others can.			I can spot a good opportunity before others do so.		I can spot a good opportunity before others do so.
F. Social Desirability						
To minimize the potential bias where the respondents tend to answer in a more socially acceptable way due to social norm	1. I like to gossip at times.	7-point Likert scale	✓	-		-
	2. There have been occasions when I took advantage of someone.			There have been occasions when I took advantage of someone else.		There have been occasions when I took advantage of someone else.
	3. I am always willing to admit it when I make a mistake.			I am always willing to admit when I make a mistake.		I am always willing to admit when I make a mistake.

Constructs & Operational Definition	Questionnaire Items	Scale	Summary of Assessment by Experts in Pre-test		Final Decision
			Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
(Fischer & Fick, 1993).	4. I always try to practice what I preach.		✓	-	-
	5. I sometimes try to get even rather than forgive and forget.			Sometimes I choose to get revenge instead of forgive and forget.	Sometimes I choose to get revenge instead of forgive and forget.
	6. At times I have really insisted on having things my own way.			At times I have really insisted on having things done my own way.	At times I have really insisted on having things done my own way.
	7. There have been occasions when I felt like smashing things.		✓	-	-
	8. I never resent being asked to return favor.			I never displeasure being asked to return favor.	I never displeasure being asked to return favor.
	9. I have never been irked when people expressed ideas very different from my own.			I have never been annoyed when people expressed very different ideas from my own.	I have never been annoyed when people expressed very different ideas from my own.
	10. I have never deliberately said something that hurt someone's feelings.		✓	-	-

G: Demographic Profile				
Questionnaire Items	Scale	Assessment		Final Decision
		Perfect Match (maintain the item as it is)	Moderate Match (maintain item but needs some refining)	
This section intends to capture your demographic profile. Your profile will remain anonymous. I. Please tick (✓) for your responses				
1. Gender	☐ Male ☐ Female	✓	-	-
2. Age (years old)	☐ 30 and below ☐ 31 - 40 ☐ 41 - 50 ☐ 51 - 60	☐ 21 - 30 ☐ 31 - 40 ☐ 41 - 50 ☐ 51 - 60	☐ 21 - 30 ☐ 31 - 40 ☐ 41 - 50 ☐ 51 - 60	☐ 21 - 30 ☐ 31 - 40 ☐ 41 - 50 ☐ 51 - 60
3. Ethnicity	☐ Malay ☐ Chinese ☐ Indian ☐ Pls state others: _____	✓		
4. Marital status	☐ Single ☐ Married		☐ Single ☐ Married ☐ Others	☐ Single ☐ Married ☐ Others
5. Highest level of education	☐ Diploma ☐ Undergraduate Degree ☐ Master Degree ☐ Doctor of Philosophy (Ph.D.) / Higher		☐ Diploma ☐ Undergraduate Degree ☐ Master Degree ☐ Doctor of Philosophy (Ph.D.) ☐ Professional Certification	☐ Diploma ☐ Undergraduate Degree ☐ Master Degree ☐ Doctor of Philosophy (Ph.D.) ☐ Professional Certification

6. Current Ministry	☐ Ministry of Education ☐ Ministry of Health ☐ Ministry of Higher Education ☐ Please state if others: _____	☐ Ministry of Human Resource ☐ Ministry of Rural Development ☐ Prime Minister's Department	✓	-	-
II. Please state your answer.					
1. Your current service scheme's classification (e.g., DG, M, UD)			✓	-	-
2. Your current grade (41 - 54)			✓	-	-
3. Your service tenure in the current organization	Months / Years		✓	-	-
4. Your service tenure in public service	Years		✓	-	-

BIODATA OF STUDENT

Chin Chin Lee holds a Bachelor of Information Technology (with Honours) degree majoring in networking, which she received in 2000. She further pursued her education and obtained a Master's degree in Economics, majoring in financial economics, in 2003. Her educational pursuits did not stop there, as she also earned a Diploma in Public Management in 2013. She has a wealth of working experience in both private companies and public service. She joined the Malaysian Public Service as an Administrative and Diplomatic Officer in 2010 and has served within the Ministry of Health and the Department of National Unity and Integration. With her experience in administrative work and human resource management in both private and public organizations, she started pursuing her Ph.D. in Human Resource Management at Universiti Putra Malaysia in 2018, under a scholarship awarded by the Public Service Department of Malaysia. Her Ph.D. studies further highlight her dedication to ongoing learning and development. Currently, she is attached to the Ministry of Economy as an assistant director.

LIST OF PUBLICATIONS

- Lee, C.-C., Lim, X.-J., Ng, S.-I., Ho, J. A., & Abdul Aziz, Y. (2024). Unlocking the potential: Exploring career management's impact on citizenship behavior among civil servants. *Current Psychology*, 44, 945–973. <https://doi.org/10.1007/s12144-024-07179-8>
- Lee, C.-C., Ng, S.-I., Ho, J. A., Abdul Aziz, Y., & Lim, X.-J. (2025). Crafting civil servants' citizenship behaviour through organization career management: A perspective from social cognitive theory. *International Journal of Business Science and Applied Management*, 20(1), 31–59. <https://doi.org/10.69864/ijbsam.20-1.189>



