

**THE IMPACT OF CAREER MANAGEMENT ON WORK
ATTITUDE IN PUBLIC SECTOR EMPLOYEES: THE
MEDIATING EFFECT OF CAREER GROWTH**



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**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
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ABSTRACT

Title of Dissertation	THE IMPACT OF CAREER MANAGEMENT ON WORK ATTITUDE IN PUBLIC SECTOR EMPLOYEES: THE MEDIATING EFFECT OF CAREER GROWTH
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The development of a service-oriented government is one of the main objectives of the Chinese government's reform. The public sector employees' efforts in the course of pursuing organizational goals, which are considerably affected by the employees' work attitudes, are the keys for the development of the service-oriented government. The public sector employees' work attitudes, one of classic concept of public organization behaviors, is the civil servants' attitudes towards the work and their evaluation of work and their working environment (either positive or negative). The legislation and implementation of a series of polices have somewhat resulted in changes on the social status and welfare of civil servants, as well as the work attitudes of young civil servants in the grassroots level. The changes require the civil servants to have increasingly high level of personal ability, professionalization and other capacities, and the civil servants concern more about their career management and career growth along with the emergence of protean careers and boundaryless career. Thus, in this circumstance, studying the role of career management in the civil servants' career growth and work attitudes is of both theoretical and practical significances.

The main objectives of this empirical study are to understand the impact of career management on employee career growth and work attitude, the effects of career management on employee career growth and work attitudes, the intermediary role of career growth in the relationship between career management and work attitudes, as well as the mechanism of the impact of career management on work attitudes. Taking career management, career growth, and work attitudes as the independent variable, mediating variable, and dependent variable, respectively, this

study develops a theoretical model to test a series of hypotheses. With 571 civil servants from Yunnan Provinces as the subjects, this study employs the structural equation model to verify the proposed hypotheses, and draws the research conclusions as follows:

Firstly, for employees in the public sector, career growth plays a mediating role between the relationship between career management and work attitudes. The finding bridges the relevant research gap in the area of HR management, and suggests that organizations in the public sector could conduct career management to prompt the workers' career growth

Secondly, in the public sector, career growth significantly and positively affects the two dimension of work attitudes (job satisfaction and organizational commitment). The result implies that the public sector's supports on its workers' career growth would further enhance the workers' job satisfaction and organizational commitment, and consequently benefit the organizational development.

Thirdly, for employees in the public sector, there is a moderate and positive correlation between the two dimensions of career management (individual career management and organizational career management). This further attests the applicability of career management as well as the necessity of carrying our career management in the public sectors.

Lastly, career management imposes significant and positive impacts on both career growth and work attitudes. The result adds more empirical evidence to the current related theories. It also indicates that individual career management could prompt workers to improve self-awareness and understanding, explore the organizational environment, and further learn the differences between themselves and others outside of their organization.

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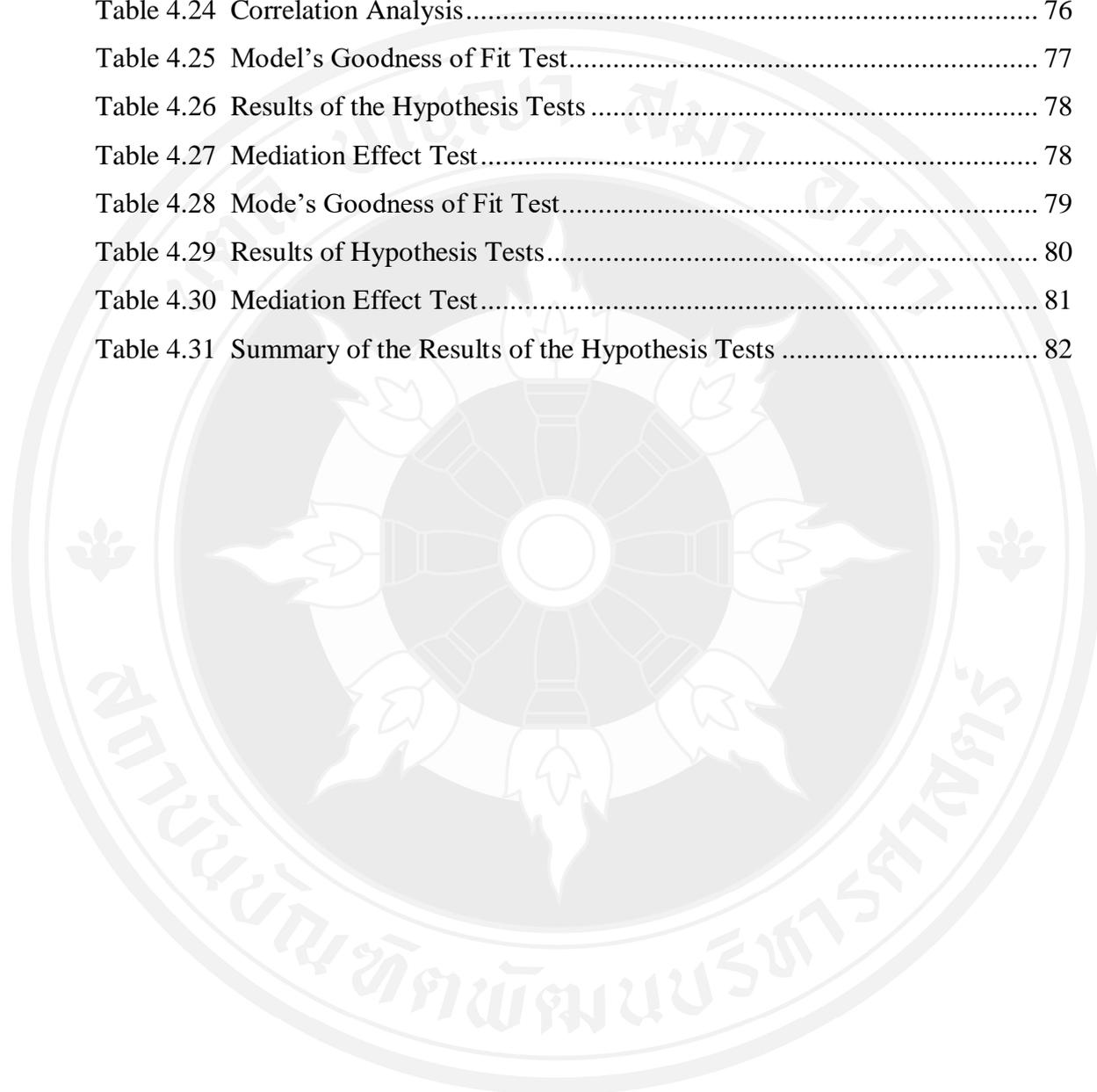
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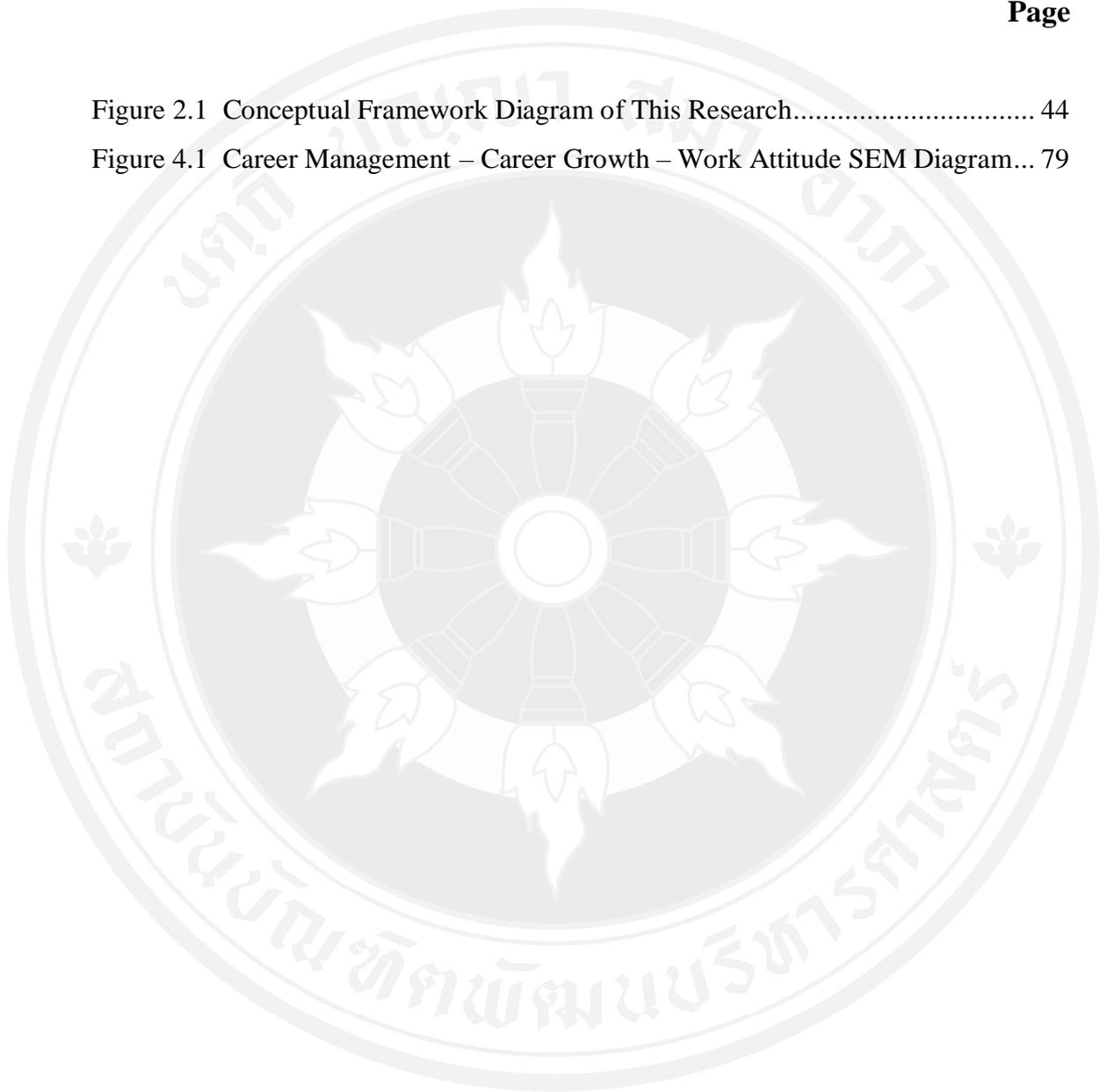
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CHAPTER 1

INTRODUCTION

1.1 Background

To build a service-oriented government has become one of the main objectives of the Chinese government's reform. Its achievement relies on the effort by the public sector employees in pursuing of organizational goals, which is significantly affected by their work attitudes. The government is the core administrator in society. The society progress and the economy development depend on organizational governance and macro-regulatory. On the other hand, the efficiency of governance depends on the nature of the government, its primary pursuit direction, the framework of organizational management, and the responsibilities and functions of the government. Since the Chinese government work report was first put forward in 2004, the service-oriented government has become one of the main objectives of the reform of the Chinese government, and the progress has also promoted the development of various economic and social undertakings in China. The service-oriented government is based on the administrative concept of increasing social public services and is affected by the dual influence of new public management and new public services. It advocates practicing citizens' and social values, protecting civil rights, administering in accordance with the law, responding to the people, and providing services for citizens as the purpose of the government. At the same time, a service-oriented government is also a responsible government, responsible for finances and its citizens (Lu, 2013). The essence of the administrative concept of a service-oriented government is that citizens are the masters of the country, and the government serves citizens. As far as China is concerned, serving the people wholeheartedly is the manifestation of a service-oriented government. The performance of a service-

oriented government and its administration are inseparable from the achievement of government organizational goals by government officials. A plenty of prior studies have shown that government work performance is significantly affected by their employees' work attitudes (Zhu, Kang, & Liu, 2017). The work attitudes of employees in the public sector are considerably influenced by factors such as their social status and social welfare etc. In China, the vacancy in the public sector is favored by the majority all the time. In the traditional Chinese perception, if employees work in the public sector, they enjoy a higher social status, have a stable career, and obtain considerable benefits. Therefore, vacancies in the public sector are often referred to "iron rice bowls". In 1994, China has implemented a civil servant recruitment examination system. Since then, civil service examinations have been a hot topic, and the number of applicants for civil service examinations has remained enormous every year, showing a phenomenon of "thousands of applicants compete for a single vacancy".

However, with the enactment and implementation of a series of policies, the social status and welfare of civil servants have changed to some extent, meanwhile, the professional requirements of civil servants, such as their personal ability and professionalization, have become higher and higher. After the 18th National Congress of the Communist Party of China (2012), the "The Eight-point Decision" promulgated by the central government and anti-corruption have been continuously carried out, putting forward many strict requirements on the behavior, work style, and lifestyle of civil servants. For example, employees are required to contact the grassroots level, standardize visit activities, adhere to honesty in politics, and rigorously enforce thrift. At the same time, the hidden benefits of civil servants are stripped away, such as public money for food and drink, private use of public vehicles, and publicly funded medical treatment. The "Decision on the Reform of the Pension Insurance System for Staff of Institutions and Institutions" requires that the party and government agencies, along with enterprises, implement basic pension personal account management, which takes away the explicit benefits of public sector employees.

The 19th National Congress of the Communist Party of China (2017) proposed to deepen reforms, transform functions, and focus on decentralization.

The key to build a service-oriented government that satisfies the people lies in enhancing the government's credibility and execution, and in the people and the civil servants. Only by giving full play to the effectiveness of the civil servants can the enthusiasm of government governance be mobilized, so that the people can enjoy more sense of security, and gain happiness, maintain good government-public relation, and increase the level of credibility and level of trust.

The Third Plenary Session of the Nineteenth Central Committee (2018) adopted "Deepen the reform of party and state institutions" which proposed to enhance unified and centralized leadership of the party over the civil servants and comprehensively enhance their ability to govern. It is necessary to build a team of high-quality professional civil servants with firm conviction, serving the people, diligence and pragmatism, courage to take responsibility, and integrity (Sheng & Wu, 2019; Wang, 2019). It not only requires employees to have professional abilities and professionalism, but also puts forward higher requirements for their personal comprehensive qualities, such as political quality, political integrity, meritocracy, scientific and cultural quality, innovation and creativity, and humanistic care. As a result, Employees are faced with huge work pressure. It is an inevitable requirement for implementing the modernization of national governance capabilities to persist in building a team of high-quality professional cadres, and grassroots civil servants shall pay attention to maintaining a firm spirit, a resolute will, and outstanding capabilities.

In the Fourth Plenary Session of the 19th Central Committee of the Party (2019), it is clearly pointed out that a major strategic task for the entire party is upholding and improving the socialist system of Chinese characteristics and prompting the national governance system's modernization along with governance capabilities. To effectively implement this national strategy, the Chinese civil servants must comprehensively improve their quality, consolidate their organizations, improve their conduct, and enforce their discipline. As the front-line executor and main force of the national policy, the quality of public sector employees is directly correlated with the modernization of national governance capabilities and the promotion of service-oriented government construction. The

implementation of serving the people wholeheartedly and achieving people centered.

When the competition for the vacancies as civil servant has become fiercer, there are changes in the political and social environment in the society. It leads to changes in the mentality of some civil servants, whose enthusiasm for work is constantly decreasing. For example, Li (2020) reported that 78.9% of civil servants have job burnout in varying degrees. Some civil servants have side effects such as negative work attitudes, limited career growth, and professional inadequacy, and even consider leaving (Gong, 2017; Sun & Hu, 2014). Such side effects will affect the work attitudes of civil servants, and further, the construction of a service-oriented government, as well as the service quality to the society.

The improvement in the work attitudes of civil servants will promote the effectiveness of government and speed up the construction of a service-oriented government. There are research papers showing a positive correlation between civil servants' work attitudes and work performance, and the integration of civil servants' work performance represents the governmental effectiveness. Thereby, effectiveness of the government is significantly affected by the work attitudes of civil servants. "The work attitude of public sector employees" is an important aspect that affects the effectiveness of achieving a service-oriented government. Thus, the research on the work attitudes of civil servants has received extensive attention (Zhu, 2017). Therefore, with such a social and political environment, further research is warranted on the work attitudes of civil servants, to define the status, different sorts of factors that affect it, and the measurements to improve. So, a theoretical basis to formulate regulations can be found, promoting the construction of a service-oriented government.

1.2 Statement of Problem

Regarding the work attitudes of public sector employees, there are mainly three issues: 1) Public sector employees' organizational commitment and job satisfaction are on a downward trend. For instance, Weng et al. (2021) reported that the ratio of the grassroots level young civil servants who have left already or held the

tendency to leave reached 22.4% and 48.8% respectively. Such figures remind the concern in work attitudes problem. 2) The rise of protean careers and boundaryless career has awakened employees' awareness of career management; 3) Knowledge-based employees' needs and eagerness for career growth.

First of all, "the work attitudes of public sector employees" is a classic concept of public organization behavior. As the name suggests, it is the attitude of civil servants towards work and their evaluation of work and their working environment, which is divided into positive or negative work attitudes (Robbins & Everitt, 1996). "The work attitude of public sector employees" is also a controversial concept, and different research has a different range of definition of it, including job satisfaction, organizational commitment, etc. The work attitudes of employees in public sector are often reflected in the way they behave at work. That is to say, the work attitudes of public sector employees often affect their work performance and affect the public satisfaction with the public sector. The quality of government services is reflected by the public satisfaction with public services. Scholars around the world carried out a lot of studies on the evaluation of China's public service satisfaction, and it is also a hot topic in the current academic world. One is the research, "International Comparison of Government Public Service Evaluation Methods", conducted by the Institute for Contemporary China Studies of Tsinghua University and Professor Anthony Saich (John F. Kennedy School of Government, Harvard University). The research has tracked and evaluated the performance of Chinese local governments over the past decade. The results show that the evaluation of trust and satisfaction of Chinese residents with the government is in a "Diversity-orderly Structure", which means the lower the organizational level, the lower the evaluation of residents' satisfaction with the government (Turiel et al., 2019).

The work attitudes of public sector employees are also concerned by the society, for the reports regarding the issue in various media, especially in a few cases, where government and public relations are in tension. There are many pieces of domestic news about the bad working attitude of public sector employees, most are about the bad service attitude of civil servants to citizens. work attitudes include subjective emotions, as well as objective cognition and action. The service attitude of civil servants is the behavior of the work attitudes, which is the main manifestation of

the work attitudes. On September 9, 2018, People's Daily published the article, "Developing a Service-oriented Government that the people satisfy with", stating that the most important thing in the progress of building a service-oriented government is to consider the interests of the people in the first place and require the government and civil servants to act wholeheartedly and make commitment to a people-centered approach. The priority of a service-oriented government is to consider about the general concern of people. The article also proposes to improve government efficiency comprehensively. At present, the building of a service-oriented government cannot be done without efficient organization, which lies in the performance of civil servants.

There are research papers showing a positive correlation between civil servants' work attitudes and work performance, and the integration of civil servants' work performance represents the effectiveness of the government (Ge, 2016). In addition, satisfaction with government jobs and their job performance show a positive correlation (Li & Yan, 2007; Tian & Xie, 2012). However, both theoretical and practical analysis suggests there are some problems with the work attitudes of the civil servant. Because the satisfaction of citizens toward government is mediated by the work attitudes of civil servants, a positive work attitude is of great significance in pursuing the administrative goal of the government.

Secondly, protean careers and boundaryless careers emphasize that employees can adjust their careers according to their own wishes and go beyond the job opportunities set by a single employment scope, and flexibly deal with challenges at different stages of life. A survey conducted by the MyCOS Research Institute (2019) on the importance of professional competences among professionals after three and ten years of graduation respectively showed that the top three are continuous learning ability, career planning ability, and self-positioning ability. Career planning ability is considered by employees as one of the pivotal professional abilities. However, the research on career management in China started relatively late and concentrated majorly on organizational career management, ignoring the role and importance of individual career management. The personality-job fit theory points out that when people and positions are matched, employees can make full use of their own advantages, give full play to their talents, and make progress in their work (Oh, 2014).

From that point, the awareness of individual career management has arisen, and civil servants began to explore their careers, career choices, career planning and its development. The traditional cognition for finding a lifetime job has gone, while civil servants believe they can choose suitable jobs according to their own willingness, career goal, and personal abilities. The perception, in the meantime, forms side effects on job satisfaction and work commitment.

Thirdly, artificial intelligence has been replacing many operational and repetitive tasks. Research groups from the University of Cambridge analyzed the “probability of being eliminated” for 365 occupations in the future, showing the probability of civil servant being eliminated is 96.8% (Osborne & Frey, 2017). The public sector is a knowledge-intensive sector, and employees have higher requirements for individual improvement. Individuals’ professional growth is the result of their own efforts and organizational support. The study on career growth itself is in its infancy. The relationship between career growth and a variety of factors is relatively single and scattered. The relationship and transmission mechanism of career growth on various factors are not very clear. The research on career growth basically belongs to theoretical derivation and qualitative analysis and lacks the support of empirical research.

The existing research papers on career management, career growth, and work attitudes of public sector employees are relatively fewer than in other occupations, especially the research to explore the relationship between the three and their operation and mechanism has not been discovered yet. Therefore, this dissertation aims to clarify the correlations among career management, career growth, and work attitudes through empirical research with public sector employees as the research objects and explore its operation and mechanism of action.

1.3 Research Questions

This dissertation aims to seek for the correlations among career management, career growth and work attitudes of public sector employees regarding their operation and mechanism has not been discovered yet. The relationships between individual career management and organizational career management, employees’ career

growth, and their work attitudes are the basic research objectives of the current study. Furthermore, based on the previous goal, this paper will detect the interaction between the employees' career growth and their work attitudes, and attempts to determine the mediating role of individual career growth between career management and work attitudes. The specific describe are as follows:

First, exploring the correlation between public sector employees' individual career management and organizational career management. Career management usually involves two subjects: individuals and organizations, which consists of individual career management and organizational career management. The research on career management begins with the choice of individuals. With the transformation of the organization and the adjustment of the structure, it gradually shifts from the individual to the benefit-oriented organization. But either from the practical perspective of career development or the emergence of boundaryless career theories, many researchers have pointed out the importance of both, believing that individual and organizational needs as well as the two's interactions must be bases of career management. But what is the relationship between the two? How do the two interact with each other? Current studies about the interaction between individual and organizational career management and their mutual influence focuses mainly on the employees in the enterprises (Guan, 2018; Li, 2015), while the research that uses employees in public sector has not yet been published.

Second, exploring the correlations between individual career management and the employees' career growth in the public sector. Career management imposes a direct influence on improving organizational performance, and organizational performance must be obtained through the input of individual employees. The public sector employees are with relatively higher levels of education. They care about obtaining cash remuneration such as wages and benefits but pay more attention to career growth inside the organization. If the organization can offer the employees with opportunities as well as an environment for professional growth, it can enhance the effectiveness of employee knowledge transfer, but also promote the loyalty of employees to the organization. Li & Li (2017) conducted research on individual career management and career growth of manager-level administration. However, the relevant research result had not been reported and the research on employees in public

sector as the research subjects has not yet been published. This paper will discuss the impact of implementing a series of career management measures on the career growth of employees, and how in this part.

Third, exploring the relationship between individual career management of public sector employees and their work attitudes. Boundaryless career management and protean career management have inspired employees and organizations to pay attention to employees' career management. Because career management is not only correlated with the overall employees' career development, but also affects the overall effectiveness of the organization. Some research discovered that individual career management will affect the work attitudes positively, and a positive correlation exists between career management and psychological contract satisfaction, which will positively influence organizational commitment. So, the adoption of a career, as well as the work performance, will be improved. But, the study of individual career management and work attitudes of public sector employees remains a blank. This paper takes employees in public sector as the research objects and aims to discuss the influence degree of a series of career management measures adopted by public sector employees and organizations on employee attitudes, and how it affects them.

After exploring the correlations among individual and organizational career management, work attitudes and career growth, this paper will further discover the relationship between career growth and work attitudes of public sector employees. The traditional employment relationship and the new employment concept have changed. Contemporary employees do not merely seek a life-long employment and salary growth from the organization anymore, but shift the attention to their own career growth. Meanwhile, the connotation of work attitudes has also undergone great changes. The work attitudes of employees have an important correlation with work performance. There are only a few research papers about the relationship between career growth and work attitudes (Chen & Zhang, 2012). If there will be further research, the question about whether an organization will be benefited from its support to the career growth of employees can be answered. In other words, can employees' professional growth improve their organizational commitment and job satisfaction? It is a focal issue in management practice. This paper aims to reveal the

impact of public sector employees' career growth on both organizational commitment and job satisfaction through empirical research.

Finally, after exploring the interaction among individual career management, career growth, and work attitudes, this dissertation aims to explore the mediating role of career growth in the relationship between career management and work attitudes further. The main concepts involved in this research are career management, work attitudes, and career growth. Although previous researchers have done some research, it is yet sufficient, especially the research on the influencing factors of public sector employees' work attitudes is still in its infancy. Studies on the factors affecting work attitudes from the perspective of career management are rare. The research to include career growth and work attitudes into the vision of career management has not yet been discovered (Ren et al., 2018; Xue et al., 2021). In general, the public sector is a knowledge-intensive industry, and employees highlight more on their own career development than in other industries. This particularity allows employees to judge the progress of their career goals by the pace of their career growth. So, the degree of achievement has also become an important factor affecting employees' work attitudes. Therefore, career growth probably mediates the impact of career management in the public sector on employees' work attitudes, but the extent of the impact, the mechanism, and the path of the effect, need to be studied from an empirical perspective.

1.4 Research Objectives

One of the objectives of this paper is to detect the interaction among individual career management, organizational career management, career growth, and work attitudes of public sector employees, through theoretical research and empirical analysis of the relationship between career management, career growth, and work attitudes. In addition, this paper aims to explore the relationship among work attitudes and career growth, and finally the mediating role of career growth between career management and work attitudes. The research result will also help the human resources department of the public sector to have a comprehensive understanding of career management theory. Also, it aims to deliver empirical evidence for facilitating

the implementation of career management in the public sector, boosting the career growth of employees, and improving their work attitudes. The specific goals are as follows:

- 1) Constructing the influence model of individual career management and organizational career management.
- 2) Constructing a model of the impact of career management on career growth.
- 3) Constructing a model of the impact of career management on work attitudes.
- 4) Constructing a model of the impact of career growth on work attitudes.
- 5) Constructing a model of the impact of career management on work attitudes on the basis of the mediating role of career growth.

1.5 Contributions of the Research

1.5.1 Academic Contributions

By taking public sector employees as the research object, the research results of this paper will broaden the perspectives of the analysis of career management, and enrich the content of relevant research on work attitudes and career growth, as well as contribute to defining the mediating role of career growth between career management and work attitudes. The specifics are described as follows:

First, this paper intends to clarify the relationship between the employees' individual and organizational career management and broaden the analytical perspective on career management. The existing research shows that career management is separated into two parts. One is the study of individual career management, and the other is the study of organizational career management. However, the study on the combination of the two is fewer. Early scholars in career studies described this phenomenon as a "strange crack" (Baruch, 2006; Ostroff et al., 2002; Xie, 2003). This paper focuses on the public sector employees specifically, and further explores career management from the structural perspective and its specific connotations through empirical research. Will this not only enrich the content of

career management theory, but also explore its antecedent variables and outcome variables from the perspectives of the individual and organization respectively, which broadens the research scope of career management.

Second, from the perspective of career management, this paper will enrich the research content of work attitudes and career growth to a large extent. Through empirical research, this paper discusses the impacts of individual career management and organizational career management on the work attitudes of public sector employees, enriches the theoretical antecedent variables of work attitudes, and further explains the reasons for the formation of work attitudes from the organizational level; It also discusses the influence of career management on career growth from the perspectives of individuals and organizations, which expands the antecedent variables of career growth, but also reveals the influence of career management on career growth.

Third, this paper explores the interaction mechanism between employee career management and work attitudes from the perspective of career growth. Current studies have discussed individual or organizational career management, and some have conducted research on work attitudes, but the research on the internal mechanism of how the combined career management (both individual and organizational) affects the employee's work attitudes has not yet been discovered and the transmission mechanism and process of this relationship are still in the "black box". Through the transmission of career growth, this research explores the mechanism and path of employees' career management and work attitudes, identifies the mediating effect of career growth in the relationship between career management and work attitudes, and clarifies the relationship between them, which will help the human resources department provide theoretical guidance for career management in the public sector.

1.5.2 Practical Contributions

The research result of this paper will contribute significantly and practically to helping employees' career management, rising the awareness of career management in public sectors, and winning organizational commitment and performance. It can

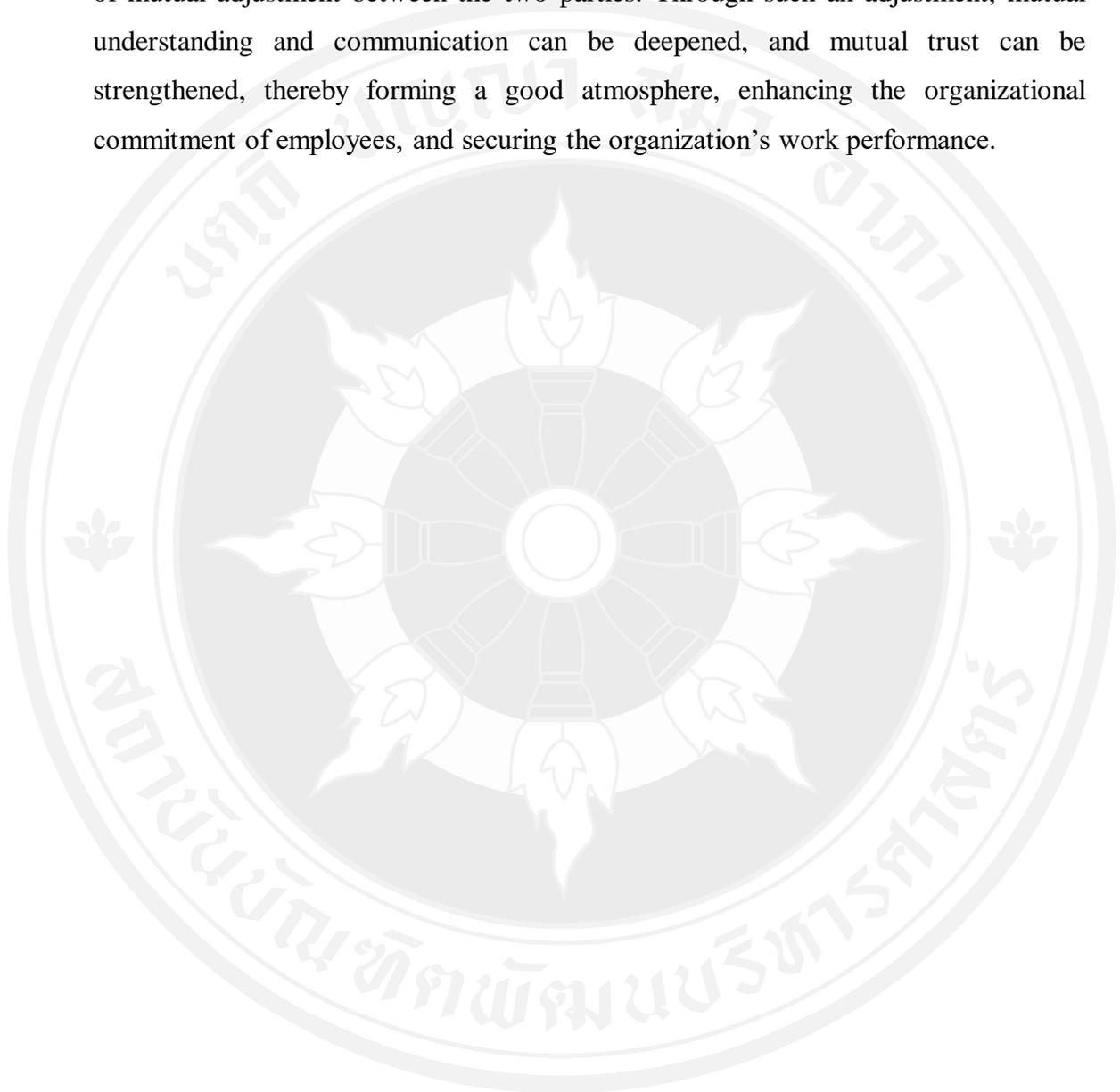
also be an empirical research reference for relevant policy planning of the government. The specific discussions are as follows:

First, this paper provides theoretical and practical guidance for the public sector's career management for employees. The human resource management of the public sector is the key to the long-term effective operation of the public sector and secure normal performance of its own functions. To a large extent, if the human resource management department of the public sector can carry out its work efficiently, it will perform excellently in the allocation of talents, and improve the execution of the position. Compared with traditional human resources management in the new era, the management of human resources in the public sector should be people-oriented, reform, combine the actual needs of organizational development and employee career development, and carry out scientific, developmental, innovative, and practical career management work to promote the career growth of employees.

Second, it urges the public sector to realize the practical value of career management theory, and improve the individual career management ability of public sector employees from multiple levels. Due to the particularity of the public sector, human resource management regarding employees' career development in the public sector concentrates on obedience and service, while ignoring the diverse needs of employees. In essence, career management is self-role positioning in personal work experience. Public sector guidance and participation in the career management of employees can make employees clearer about the relationship between the characteristics of the work environment and self-positioning, but also make organic coordination between work and employees' personal expertise in the process of continuous matching with positions, which helps to improve employees' job satisfaction and organizational commitment.

Third, the research on career management promotes career growth and helps the public sector win the organizational commitment and the employees' work performance. The career management implemented by the public sector on employees is an effective means to provide appropriate development motivation continuously, cultivate the potential of employees, and promote organizational productivity. If the public sector participates in and cooperates with the employees' career management, it helps the sector learn more about employees' cognition, values, interests,

personality, expectations, and self-judgment, so that the public sector can guide employees to improve themselves for achieving organizational goals and promote its employees' career development of. The career management carried out by the public sector is a process of mutual interaction between the two parties, as well as a process of mutual adjustment between the two parties. Through such an adjustment, mutual understanding and communication can be deepened, and mutual trust can be strengthened, thereby forming a good atmosphere, enhancing the organizational commitment of employees, and securing the organization's work performance.



CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Background and Literature Review

2.1.1 Overview of Research on Career Management

Career management originated in the United States in 1908. Frank Parsons founded the Boston Local Employment Bureau, which was the first career counseling agency in the world - in response to numerous unemployment of young people. It was at that time that the concept of career counseling formed. Then, in 1909, Parsons published the book “Choosing a vocation”, which was accredited by scholars all over the world. So far, the development and the research on career management have gone through three stages: the first is on career guidance; the second is the exploration and research on career guidance and career development; the third is exploring and studying the methods and strategies of career planning and career management (Bian, 2015; Donohue & Tham, 2019; Greenhaus et al., 2018).

Career management is an significant component of modern human resource management. It consists of two main bodies: employees and organizations. Career management is a dynamic process that meets the needs of enterprises and individuals as much as possible, and is a people-oriented management method that achieves the objectives of both the employees and organization, and also promotes mutual growth and development. In practical research, career management generally includes two dimensions: Individual Career Management and Organizational Career Management (Guo et al., 2021; Ji, 2003; Li & Li, 2016; Liu, 2010; Long et al., 2001; Ou, 2004; Xu et al., 2014; Yan & Zhang, 2011; Zhou, 2022; Zhu, 2001). Not only can successful career management fulfill the organization’s needs for talents, and also meet the employees’ requirements for self-realization, therefore make better use of the employees’ knowledge and skills, keep the ones who are valuable to the company,

and accomplish a win-win condition for the both the employees and the organization (Greenhaus et al., 2018; Ling & Ou, 2010; Mo et al., 2022; Xu, 2011). The research on career management with civil servants as the research objects conducted by Chinese scholars is rare, and the research mainly focuses on four dimensions: multi-theory, job classification, career development stage, or specific practice of career management (status, problems, causes, and countermeasures), which all belong to qualitative research (Mo et al., 2022).

2.1.1.1 Individual Career Management

Individual career management is employees' own endeavors in pursuing the realizations of career goals. Regarding the connotation and content of individual career management, Western organizational psychologists still hold some differences (Canaj et al., 2021). Individual career management includes a series of actions concerning career development, such as the set of career goals, career planning, career exploration, and social interactions, etc. (Barnett & Bradley, 2007; Turgut & Neuhaus, 2020).

The research on individual career management in China started late, mainly focusing on qualitative research. The definition of the concept of individual career management has not yet formed a unified understanding, which mainly includes three types of views. The first type of view emphasizes behavior, referring individual career management as a plenty of measures taken by individuals to promote their career development. The second type of view emphasizes the purpose and believes that individual career management is the achievement of career goals by their own efforts. The third type of view pays equal attention to behavior and purpose. It advocates that individual career management refers to the process by which individuals formulate and implement a series of measures according to their own development needs and in combination with the real environment, and finally achieve career self-improvement (Li & Li, 2016; Pei, 2017). From the perspective of civil servants, individual career management refers to the course, by which civil servants make reasonable plans for their career development stages, including their position changes, job changes, and the development process of individuals, to achieve their ideals and desires through work, thereby promoting civil servants to give full play to their advantages and potential. So civil servants would serve the government better,

achieve development goals, and make a win-win state for both individuals and government organizations (Cai, 2010; Mo et al., 2022).

By reviewing current domestic and global research papers on individual career management, it can be summarized that the research on individual career management is mainly carried out from four aspects: concept definition, structure, effect, and influence effect. Because researchers have different understandings of individual career management, their research differs from each other, but now they are becoming more and more systematic (Long & Mao, 2007; Pei, 2017). Based on Noe's (1996) research, Chinese scholar Long Lirong established the structure of individual career management as a parallel five-factor structure, through interviews, open questionnaires, and other research methods. It includes career exploration, career goals and strategy set, lifelong learning, self-exhibit and focus on relationships (Long, 2002). The individual career management's definition advocated in the current study is a variety of strategies and measures taken by individuals to achieve their career goals.

Some research showed that individual career management plays an important role in personal career growth. Not only does it promote the formation of employees' vocational self-concept, but also helps improve the quality of career decision-making and helps them achieve job-individual matching during work flow (Canaj et al., 2021; Greenhaus et al., 2018; Weng, 2010). Individual career management not only affects the quality of life and development opportunities of individuals, but also affects the competitive strength of the organization. It is a practical issue related to both employee career growth and corporate development (Li & Li, 2016; Raabe et al., 2007).

Li & Li (2016) summarized the existing theories on the dimensions of individual career management, and concluded that currently there mainly exist three-dimensional, four-dimensional, and five-dimensional theories. The three-dimensional theories include "career planning, career strategy, and initiative" proposed by Pazy (1988), "boundary management, extra-organizational exploratory behavior, and intra-organizational concern behavior" proposed by Sturges et al. (2002), and "career orientation, influence building, and career boundary management" proposed by King (2004). The four-dimensional theory is the one proposed by Kossek et al. (1998),

which is "self-efficacy, career feedback, job transition preparation, and career training". According to the actual situation in China, Ling (2010); Long (2002) independently proposed the five-dimensional theories of individual career management, that are "continuous learning, career goal and strategy development, career exploration, self-presentation, and relationship-oriented" and "understanding opportunities, career beliefs, career exploration, self-awareness, upward communication", respectively. "Career exploration, career goal and strategy setting, continuous learning, self-presentation, and relationship-oriented" are the most commonly used theory by scholars in China.

The antecedents of individual career management include both organizational factors and individual psychological factors (Yi, 2013). Organizational factors such as organizational career management policies, job role characteristics, anxiety, supervisory support, training, organizational feedback measures, work overtime, and unfair competition within the organization can affect employees' individual career management. The individual psychological factors contain two sub-dimensions: demographic characteristics and psychological variables. In the dimension of demographic characteristics, it has been found that gender, age, position level, education level, years of work experience, self-esteem, supervisory support, and perception of empowerment affect different dimensions of individual career management. In the dimension of psychological variables, achievement motivation, work ethic, and self-efficacy have significantly positive effects on individual career management.

The outcomes of individual career management are divided into two dimensions: organizational outcomes and individual outcomes (Yi, 2013). In terms of organizational outcomes, prior findings display that individual career management has an impact on career attitudes, career identity, adaptability, organizational commitment, and job satisfaction, but its impact on job performance is still controversial. In terms of individual outcomes, the literature evidence shows that individual career management has a significant impact on employees' career control, self-esteem, self-efficacy development, job performance, job satisfaction, stress reduction, salary increase, job promotion, and professional skills enhancement.

2.1.1.2 Organizational Career Management

Gutteridge and Otte (1983) have systematically introduced organizational career management methods. The operational stream is embodied in the following aspects: one is the organization's career management of individuals, containing offering individuals with self-assessment measures and opportunities, and individual consultation; the second is organizational-level career management, including providing interior labor market information, establishing probable evaluation center, executing development projects; the third is the effectiveness of career management standards including whether achieving personal or organizational goals, investigating the activities completed in the project, changes in performance index, and mental changes in attitudes or perceptions (Long, 2002). Pazy (1988) researched the influence of organizational career management and the efficiency of individual career management earlier than the others. According to factor analysis, her study categorized organizational career management into three categories: information on job opportunities for employees, activities to promote employee career development, and career development policies. Crabtree (1999) measured employees' feelings about organizational career management and conducted some research on the measurement's reliability and validity. The connotations of career management involved in the research include job arrangement, career planning, the announcement of job vacancies, arranging career mentors, training and development activities for employees, etc. Herriot et al. (1994) used factor analysis to divide organizational careers into eight dimensions. The structure is as follows: The structure is as follows: orientation of development, selectivity of organization and career decision-making power, future clarity, emphasis on professional value, fairness of treatment, the accountability of the organization, and the degree to which the individual or the organization decides whether to stay or leave, and the job opportunity opennesses. Sturges et al. (2002) investigated and studied the postgraduates who graduated for ten years, and analyzed the factors of organizational career management into two dimensions: formal activities and informal activities. Baruch (2003) conducted a theoretical exploration of the perspectives of organizational career management, hoping to establish a standard paradigm for it. The research results show that organizational career management contains six dimensions: the orientation of

employee development, the orientation of organizational decision-making, the orientation of innovation, the orientation of organizational involvement, the orientation of complexity, and the orientation of strategy. But in terms of the definition of organizational career management, there is still no unified sight in the academics (Zhao et al., 2022). Among the researchers, the definition claimed by Baruch and Peiperl that the organization conducted activities related to its' employees' career development, is widely accepted by the academic community (Baruch & Peiperl, 2000; Zhao et al., 2022).

The basic concepts of organizational career from domestic and foreign scholars include two types of views: The first type of view emphasizes organizational interests, referring to organizational career management as a lot of career management activities by the organization, which monitors the degree of coordination between personal career and organizational career, develops the potential of employees and makes them contribute to the achievement of the goals of the organization. The second view emphasizes the mutual benefit between the employees and their organization. It proposes that organizational career management refers to the implementation of a series of measures to help employees determine their goals in the company, improve their professional quality, and obtain personal career development. In this process, they can achieve a win-win situation by reaching personal and organizational goals (Pei, 2017). Long et al. (2002) among the early Chinese scholar researching organization career management, conducted empirical studies on managers and technical personnel and found that there are mainly four dimensions for organizational career management: fairness of promotion, focus on training, career awareness, and career information channels.

From various studies, one of the main characteristics of organizational career management is that, to a large extent, it is planned and implemented by a certain or specific organization. Based on the understanding of various pieces of research, organizational career management is an administrative activity to reach established organizational goals, which can effectively develop the potential of employees, provide employees with better development opportunities and help them make career plans, also promote the quality and efficiency of human resource management. From the perspective of an employee, organizational career

management is also a perceptive status that employees perceived from the awareness or understanding of the influence and perception of administrative activities upon them (Liu, 2016). Organizational career management provides a path for companies. With employees' emphasis on career management, organizational career management starts to play a notable role in human resource management, and the effectiveness of organizational career management also affects employees' work attitudes (Liu, 2010). From the civil servants' perspective, the organizational career management of civil servants mainly refers to the way that the organization helps civil servants find the combination of personal goals and organizational development opportunities, thereby promoting the overall competitiveness of the organization continuously (Cai, 2010).

In summary, either it is from the organizational career management level, or from the individual career management level, the focus of the research object is mainly on the employees of the enterprise. This research will take public sector employees as the survey object and use quantitative research methods to conduct empirical research.

Zhao et al. (2021) reported that the dimensions of organizational career management vary in different countries, business, companies as well as the subjects. It is therefore challenging to generalize the related findings in the literature. But the normally considered items in the previous studies mainly include career counseling, training, career ladders and paths, personal development plan, job posting, performance feedback/appraisal, mentoring, assessment center, succession planning, etc. Some recent studies started to consider some other items such as providing flexible working time and place, granting more freedom in work, personal career development plan, and personal training.

Zhao et al. (2021) categorized the antecedents of organizational career management into social factors, organizational factors, and individual factors. The social factors contain the distance to power, avoidance of uncertainty, masculinity, and individualism. The organizational factors include the scale of the company, environmental constraints of the work environment and the employees' nationalities. The individual factors contain individual career management, career anchors, individual trust, the employees' motivations of learning, their perception of organizational career management and gender.

The outcomes of organizational career management are categorized into organizational outcomes and individual outcomes (Zhao et al., 2021). The organizational outcomes are mainly organizational performance. The individual outcomes are sub-categorized into attitudinal outcomes and behavioral outcomes. The attitudinal outcomes include job satisfaction, organizational identity, turnover intention, career identity, organizational commitment, engagement/burnout, and job content plateauing. The behavioral outcomes are individual career management, performance, career adaptability, external employability, career effectiveness, career competency, and career progress/work goal progress.

2.1.2 The Review of Research on Work Attitudes

Work attitude refers to the positive and negative evaluation of their work by employees (Ou, 2004). Robbins (1996) thinks cognitive, emotional, and value judgments associated with work are work attitudes. The cohesion of the organization, the sense of gain of employees, and the support and care of the organization to employees will all make employees form a subjective judgment with a certain tendency toward work, thereby forming a work attitude. Robbins believes that there may be thousands of attitudes of a person, but the attitudes related to work and been widely discussed mainly include three. Coursey (2012); Taylor (2010) pointed out the three dimensions of work attitudes, including job satisfaction, organizational commitment, and leaving intention. Scholars used a series of direct and indirect variables to measure employees' attitudes. The most representative variables are job satisfaction and organizational commitment (Ling & Ou, 2010). This paper uses job satisfaction and organizational commitment as the two variables for the measurement of work attitudes.

Prior empirical research on civil servants' work attitudes reported that local government leadership significantly and positively affects the work attitude of civil servants. Organizational culture influences the attitudes, behavior standards, and value orientation of members in the organization, thereby improving the work performance of the members of the organization, boosting the performance of the internal teams, and ultimately affecting the organization's performance (Ge, 2016; Mo et al., 2022; Yang, 2020; Zhu, 2017). The work attitudes of civil servants will affect the

performance of their work and directly affect the development pace of their professional ability. The work attitudes of employees impose a positive effect on the quality of work and their work performance (Li & Yan, 2007; Liang, 2021; Lin, 2008; Liu, 2020).

2.1.2.1 Job Satisfaction

The earliest research to study job satisfaction formally was conducted by Hoppock (1935). In his publication, the notion of job satisfaction was proposed firstly. He proposed that job satisfaction is the psychological and physiological satisfaction with environmental factors of a worker. In other words, the worker's subjective reaction to the work state (Tang & Gilbert, 1995). Xu (1977) has summarized the definition of job satisfaction into three categories, which concluded the academic circles' views on job satisfaction, including comprehensive definition, gap line definition, and reference framework theory. Hünefelda et al. (2020) suggested that the most common definition of job satisfaction is the level whether people like (satisfied) or don't like (not satisfied) their work. Job satisfaction is an outcome of a comparison between the expectation and the actual work status. It is a significant component of psychological health, but also an index of anxiety (Hünefelda et al., 2020). This study advocates the definition given by Ou (2004): Job Satisfaction refers to people's feelings about their work or some related attitudes to various aspects of work. In short, it is whether people like (satisfied) or don't like (not satisfied) their work.

Many scholars have investigated and analyzed the public sector employees' job satisfaction. The result indicated that the job satisfaction of the public sector employees is not in a high level, but roughly at the average level, which is mainly manifested in the following aspects: bonuses, salary levels, welfare benefits, the rest places provided by the organization, the various opportunities that can be obtained, the personal promotion opportunities, the learning and training provided by the organization, the salary structure, the vacation time, and the cultural activities carried out for employees (Li & Hu, 2005; Liao & Dong, 2021; Liu, 2020; Shi & Wang, 2008; Zheng, 2016; Zheng & Liu, 2012; Zhou, 2007). Employees' dissatisfaction with their work can be classified into two categories, one is material rewards (bonuses, wages, benefits, holidays), and the second is the development of

their personal careers (opportunities, promotions, training). Zhou & Tian (2010) did empirical research on public sector employees and pointed out that the match between people and work, as well as the match between people and organizations, imposes a positive and significant impact on job satisfaction. When people fit their jobs, employees will have a higher agreement to organizational goals and values, and will improve their knowledge, skills, and abilities positively to promote their career growth and improve their job satisfaction.

Studies on the dimensions of job satisfaction started much earlier in the developed countries than those in China. Four such theories have been developed, each includes five to eight dimensions, the commonly shared dimensions are the job itself, the supervisor, salary income, promotion, work environment and the department (Liu, 2012). Such research in China was based on the findings from the developed countries. Concurrently, there are three theories. The seven-dimensional theory proposed by Yu (1996) include individual factor, supervisor factor, job characteristics, working condition, benefits, and pays. The six-dimensional theory proposed by Ling et al. (2001) contain colleague satisfaction, organization satisfaction, pay satisfaction, promotion satisfaction, supervisor satisfaction, and satisfaction on job itself. The five-dimensional theory proposed by Shi et al. (2001) include satisfaction on the corporate image, supervisor satisfaction, pay satisfaction, job collaboration satisfaction, and satisfaction on job itself.

There have been a plenty of empirical studies on the antecedents of job satisfaction world widely, and these antecedents have been categorized into the organizational factors, job factors and individual factors (Liu, 2012). Gender, age, education level, working age, position level, the job itself, payment, capacity improvement, recognition, working condition and environment, benefits, self-knowledge and attitude, the management, colleague, external member, working time, organizational culture are all been identified as the antecedents of job satisfaction.

The major outcomes of job satisfaction are turnover rate, turnover intention, and absence rate (Liu, 2012). Some other work researched the impacts of job satisfaction on job performance but had not drawn the final conclusion.

2.1.2.2 Organizational Commitment

Organizational commitment refers to an attitude and behavior that employees agree and stay in the organization willingly and contribute to the organization. Organizational commitment was first proposed by American sociologist Becker in 1960. With the development of western management theory from “scientific management theory stage” to “management theory jungle stage”, to “organizational culture management stage”, the theory of organizational commitment has undergone a trade-off view from “side bet theory” to the “dependency theory” (Porter et al., 1974), and finally a three-component model based on emotion, continuity, and norms (Meyer et al., 1993). Al-Jabari and Ghazzawi (2019) suggest more research and analysis are needed in carrying out the definition of organizational commitment. A promising future research direction is pointed out by Presbitero et al. (2019) who reviewed the literature on organizational commitment among multinational corporations. The meta-analysis carried out by Guzeller and Celiker (2020) proved that there is a moderate negative correlation between the tendency of leaving and organizational commitment.

Some empirical research has detected that the organizational commitment poses a positive impact on the commitment of job for civil servants (Fang et al., 2020). It helps promote personal potential and personal growth. A job that holds an inner attraction to individuals will enhance the organizational commitment of grassroots level civil servants. Meanwhile, a job that is stable, well respected, and less in work intensity and competition will promote emotional attachment and loyalty of employees, and enhance the stability of work (Ling et al., 2018). To effectively advance the organizational commitment of civil servants, in the career establishment stage, the public sector and civil servants should work together to design the career plan for civil servants (Wang, 2015; Wu, 2010). The research on female civil servants suggests that higher the job satisfaction results in higher the organizational commitment and consequently lower the turnover tendency. Organizational commitment partially mediates the relationship between job satisfaction and leaving intention. The public sector can improve the organizational commitment of female civil servants through career management (Wang, 2016). Compared with female civil servants, the external value of male civil servant of

grassroots level have shown a stronger prediction on organizational commitment (Ling et al., 2018). The organizational commitment of civil servants has shown a positive correlation with their education level, age, work experience and income (Li & Zhang, 2018). From the perspective of psychology, attitude determines everything. Psychological cognition will directly affect the speed and quality of action. Therefore, the organizational commitment of civil servants will directly affect their work behavior, which is the driving force and important psychological basis for reducing, maintaining or improving the work performance of civil servants (Wang & Han, 2007).

Organizational commitment has several positive effects on organizations. First, it can positively affect employees' work performance; second, it can effectively predict employee leaving behavior; third, it can positively affect the organization's civic behavior. However, a real problem is that with the advent of boundaryless careers and the Internet era, the organizational commitment of employees in organizations is getting lower and lower, and the career-changing rate is becoming more frequent (Zhang, 2016).

There are a few theories on the structure of organizational commitment in the literature (Liu, 2012). Porter et al. (1974) proposed a three-dimensional theory, which include value commitment, effort commitment and retention commitment. Riechers (1985) divided organizational commitment into three dimensions, which are side. bets, attributions, and individual & organizational goal congruence.

Meyer and Allen (1997) proposed the three-dimensional theory that includes normative commitment, continuance commitment and affective commitment. In China, Yu (1982) developed the five-dimensional theory containing utility commitment, pro attribute commitment, target commitment, spiritual commitment. The five-dimensional theory developed by Ling et al. (1996) include affective commitment, norm commitment, opportunity commitment economic commitment, and ideal commitment. Concurrently, the three-dimensional theory developed by Meyer and Allen (1997) is the most widely accepted one in the academic.

The antecedents of organizational commitment are categorized into personal characteristic factors, job characteristic factors, and organizational characteristic factors. Personal characteristic factors are gender, age, race, marital

status, education level, working age, position level, departure time, and personality traits. Job characteristic factors include work scope, work content, challenging level, role conflict, role confusion, job freedom, fairness of allocation, role load, etc. Organizational characteristic factors include the scale of the organization, control range, distance to power, degree of participation to decision-making, organizational atmosphere, management behavior, organizational experience, definition of task, promotion opportunity, payment, etc.

The outcomes of organizational commitment are mainly work performance, attendance rate, serving period, absenteeism, but there are inconsistencies among findings from different studies (Liu, 2012).

2.1.3 The Review of Research on Career Growth

The emergence of theories of Protean Career (Hall, 1976) and Boundaryless Career (Arthur, 1996) reflect the dramatic changes in contemporary employment relations and the characteristics of contemporary individual career development. The emergence of the Internet and the increasing development of information technology have broken the traditional relationship between organizations and individuals, and have also made it easier and possible for individuals to change their careers between organizations. The need for employees to pursue individual growth has become more and more urgent. Because of this, the theory of employee career growth has become a hot spot of research in the 1980s. However, by reviewing domestic and foreign literature, there are not many studies on career growth at present, and career growth studies with civil servants as the research object are even less.

Argyris (1957) first proposed that career growth is the process of employees shifting from passive to active, from lack of self-control to self-consciousness and self-control, and from dependence to independence. Some scholars have also pointed out that career growth can be considered as a course from dependence on others to a relatively independent and psychologically autonomous state (Fu, 2013). Graen (1997) and others pointed out that career growth is a notion of speed, which is the speed at which people continue to change their work toward the goal of achieving more of their value and bringing greater progress. From the microscopic level, the discussion on the factors that influence the career growth of employees is mainly

carried out in two dimensions-the organizational levels, and the individual levels. The organizational level mainly includes the organizational environment (Chen et al., 2004), the gender ratio in the management, the organizational support system, etc. (Agullo & Egawa, 2009); the individual level mainly includes self-confidence, adaptability, and other personality characteristics, parents' social status, marital status, work status of spouse, individual action-oriented expectations (Niles et al., 2014), willingness to be re-employed (Ng et al., 2005), motivation and skills for self-improvement (Boyce et al., 2010), and status of human capital investment, etc. Unfortunately, these research conclusions are almost all based on the special national conditions of foreign companies (Li & Li, 2017).

Career growth explains the benefit expectation that employees hope to get in their organization. Whether employees would get an increase in payment and promotion in their job position? Or whether they would get progress in their career goal and promotion in professional ability? Zhang (2016) did a review of career growth research and found that as early as 1989, Ragins and Sundstrom (1989) argued that a series of factors affect the career growth of employees, including organizational factors, factors about the relationship among the employees, and factors regarding the employees themselves. Career growth focuses on the speed of employees' career development inside the organization. Career growth theory concentrates on the microscopic level, compared with career development theory. The career growth within the organization requires not only personal efforts, but also organizational support, especially whether employees and organizations match each other (Bhaskar et al., 2021; Drenzo & Greenhaus, 2011; Qiu, 2012). In the organizational environment, if the organization can consider the development wishes of employees, understand the development patterns of employees, and provide employees with certain career management measures; then employees will likely achieve rapid career growth, which is also favorable to the organization development (Bian, 2015; Weng & Zhu, 2020). Also, people are increasingly aware that they must highlight their own career growth to achieve professional success. (Weng, 2010).

Weng et al. (2009) did early research on career growth in China. They believe that the definition of career growth given by Graen et al. (1997) did not recognize that when there is progress in their current positions, employees can also obtain career

growth without changing position or choosing another employer. Career growth means the career growth of employees, including the growth of employees within the organization, as well as the career growth of employees in the course of transitioning between organizations. Weng and Xi (2011) divided the career growth of the organization into four dimensions, including the career goal progress speed, the professional ability improvement speed, the promotion speed, and the salary increase, and conducted empirical verification of the dimensions. Sun (2015) stated that the personnel appointment and evaluation mechanism of the public sector hinders the career growth of civil servants. Civil servants cannot choose suitable human resources according to the job content, which strengthens the “official standard” orientation, and the disparity between human resources and the management of affairs has increased, which burdens the suitability for talents in the right position. Huang and Wang (2009) conducted a study for reasons why some civil servants had their career plateau and found that compared with plateaued, the non-plateau ones tend to attribute career growth to internal factors, such as their own ability, effort, and mass base; compared with the non-plateau ones, the plateaued tend to appreciate external attributions, such as opportunities, leadership support, pros and cons of the position, and management system, which provide a theoretical basis for career management. Wang and Han (2007) pointed out that after civil servants are integrated into the organization and find their niche, their work initiative and sense of responsibility will be unprecedentedly high, which will promote their career growth and feel self-achievement. The public sector needs to provide more opportunities for self-motivation and self-management of civil servants, including professional knowledge training, further studies, provision of promotion platforms, and salary increases to promote the career growth of civil servants (Ye & Wang, 2014). Wen (2020) proposed that the career growth of younger employees can be promoted by methods, such as making a learning growth map, enhancing the trail of planning management, strengthening its supervision, as well as its feedback etc. Research conducted by Zhang and Li (2020) indicated that the career growth of an employee positively affects the prediction of work performance. In addition, the satisfaction of requirements in relation mediates the relationship between career growth and relation performance. When there is a high index in effects of overqualification, the positive

impact of career growth on basic psychological need satisfaction will be diminished. Chen and Ge (2020) conducted research and found there is a significant negative prediction from work-family conflict on the female employees' career growth. In addition, work devotion mediates work-family conflict and the career growth of female employees.

There have been several theories on the dimensions of career growth, which are either one-dimensional, two-dimensional, three-dimensional, or four-dimensional (Chen & Ge, 2019). The one-dimensional theory is the close degree among the current work, career goal and career development. The two-dimensional theories are career possibility and learning chance, job flowability/vocational outlook, respectively. The three-dimensional theories consider either career development, career competency development and promotion opportunity, or career goal development, career competency development and organizational reward growth, or career goal, career competency, and career opportunity. The four-dimensional theories are the one considering management level, number of subordinates, salary growth, number of mobility, and the one considering career goal development, career competency development, promotion speed and pay growth. The four-dimensional theory developed by Weng and Xi (2011) are the one mostly adopted in China, which include the four dimensions of pay growth, career competency development, promotion speed and career goal development.

The antecedents of career growth are categorized into individual factors and organizational factors (Chen & Ge, 2019). The individual factors are sub-categorized into demographic and personality-trait factors, individual psychological factors, and individual behavioral factors. Among the demographic and personality-trait factors, it has been found that masculinity, personal motivation, high education level, forward-looking personality positively affect career growth, while age imposes negative impact on career growth. Among the individual psychological factors, occupational values, self-efficacy, career cognition, perception of organizational support positively influence career growth, while role pressure negatively affect career growth. Among the individual behavioral factors, career management, capacity performance, high level of trust, low distance to power positively correlates with career growth, and career growth closely relates with turnover intensity.

The organizational factors contain organizational situational factors and other organizational factors. (Chen & Ge, 2019). The organizational situational factors mainly include organizational environment, leader-member relationship, organizational culture, relationship orientation, leading efficiency, etc. Some other regularly studied organizational situational factors are labor relation, error management, organizational renovation, fairness, etc. The other organizational factors, such organizational regulations, the weight of employee's career management by the organization, organizational structural barrier, rigid management, payment and incentive, performance, promotion, training, etc., could affect career growth at different levels.

The outcomes of career growth can be categorized into four aspects: psychological level, work attitudes, work behavior, and work result (Chen & Ge, 2019). Research on the psychological level focus on the influence of career growth on the employee's turnover intention and flow intention, it was found that the employees with better career growth are with low level of turnover intention. The work attitudes are mainly about organizational commitment and job satisfaction, previous evidence proves that career growth positively affect organizational commitment and job satisfaction. When it comes to work behavior, prior findings indicate that the employees with good career growth have positive attitudes and behaviors., career growth imposes positive effects on work engagement, employee's external behaviors, knowledge transfer, etc. Research on the work result concentrates on the relationship between career growth and job performance, however, there is still no conclusive findings.

2.2 Research Hypothesis and Conceptual Framework Diagram

2.2.1 Individual Career Management and Organizational Career Management

In 1908, Parsons first proposed the theory of career management, aiming to guide employees' career direction, and career choice and conduct career development consulting. This is a concrete manifestation of highlighting the individual's dominant position in career development. Otherwise, career management, basically, takes

individual as the basis in the first place. Since the 1970s, European and American researchers had turned to conducting career development research from an organizational perspective. Researchers, such as Bouourmois (1975), believed that the organization and implementation of employee career development are based on organizational interests and overlook the requests of employees' personal development. Their research is mainly from the viewpoints of the company's needs rather than those of employees' life development. Such an idea was opposed by scholars such as Arthur (1996); Schein (1978), who believed that for the execution of employee career development, parallel development of both the organization and the employee shall be the starting point (Arthur & Rousseau, 1996; Guo et al., 2021; Schein & Others, 1978).

With the emergence of a series of new work forms such as informal communication, flat organizational levels, virtual teams, and remote offices, career management has gradually shifted from organizational behavior to personal behavior (Soares & Mosquera, 2021; Wang & Wang, 2012). Hall and Moss (1998) also mentioned that the focus of career management gradually shifted from organizational career management in the 1970s to individual career management in the 90s. Though Individual career management and organizational career management have a certain degree of relativity in both their main body and content (Briscoe & Hall, 2006; Hall & MOSS, 1998; Weng & Zhu, 2020), their practices can produce synergistic effects in improving organizational performance and individual work performance (Van der Sluis & Poell, 2003; Weng & Zhu, 2020). Organizational career management practices can affect individual career management and form a mutually reinforcing virtuous circle, resulting in some positive outcomes (De Vos et al., 2009; Soares & Mosquera, 2021; Sturges et al., 2002), such as better work performance for the company (Yu & Zheng, 2013), or successful experience in career development for individuals (Guan & Li, 2015).

In a traditional career, an individual can be employed by an organization for a long time. In this case, the amalgamation of individual career management and organizational career management has started, since young people had graduated from the school for finding a workplace, and made a two-way choice between the individual and the organization. It ends when the individual is old and weak, and

decides to leave his professional life and the organization. Schein, with his outlook of career development, established a threshold of guiding theory that individual career management should integrate with organizational career management in long-term employment (Lo Presti et al., 2019; Xu, 2011). Schein (1978) also believes that career management must accord to the wants of individuals and organizations, as well as the matching of the two (Jung & Takeuchi, 2017).

The integration of individual career management and organizational career management in boundaryless careers is still based on the desires of individuals and organizations and both matched each other. The whole idea is about to construct a new type of psychological convention between individuals and organizations, that is, to realize that the traditional relationship-based psychological contract by using long-term employment in exchange for the loyalty, is changing into a transactional psychological contract that the organization helps improve the employability of employees in exchange for performance and organizational flexibility. In short, either the career management of individuals and organizations that maintain long-term employment, or the boundaryless careers management, must be based on the wants of individuals and organizations and the contact between the two, and an organic combination of them. Personal growth and organizational development will ultimately be achieved (Lo Presti et al., 2019; Xu, 2011).

The enlightenment from the observation of corporate management practice in recent years is that individual career management does not replace organizational career management (Dries & Verbruggen, 2012; Hall & Las, 2009; Soares & Mosquera, 2021), but to question how does career management from two different dimensions connect and perform, the existing research has not given a good answer (Ling & Ou, 2010; Lips-Wiersma & Hall, 2007; Lo Presti et al., 2019). Thus, the study proposes the hypotheses as follows:

H1: There is a positive correlation between individual career management and organizational career management.

2.2.2 Career Management and Work Attitudes

Granrose and Portwood (1987) studied the influence of organizations on individual career beliefs and attitudes. It turns out that the perceptual range of

matching between individual and organizational career planning is relevant with the individual's attitude on his/her career. The match between individual and organizational career planning affects employees' job satisfaction or willingness to maintain (Haridas et al., 2022). Pazy (1988) studied the impact of organizational career management on the effectiveness of employees' individual career management. According to factor analysis, job openness information for employees, actions to sponsor employee development and career development guidelines are the three categories of organizational career management. The results showed that organizational career management impose no significant influence on performance and career adaptability, but has a significant impact on professional attitudes and career identity (Zhao et al., 2022). Sturges et al. (2002) failed to distinguish a straight association between organizational career management and organizational commitment. Long (2002) reveals that organizational career management has a positive bearing on organizational commitment, job performance, work involvement, career satisfaction, etc. Both Pazy and Long, according to their respective research, have found that organizational career management imposes a significant impact on career attitudes and job satisfaction. Therefore, whether career management has a significant effect on work attitudes needs further research. Jiang (2004) has explored the positive correlation between the career management and work attitudes of Taiwan security personnel and reached an extremely significant level of correlation, but whether there is also a significant association between the career management and work attitudes of mainland public sector employees requires further discussion. Li and Li (2016) analyzed the effect of individual career management on work attitudes and behaviors and then pointed out that there is a positive impact of career management on work attitudes and behaviors, which will improve the work performance of employees further. Zeng (2021) suggested that the career plateau will negatively affect work attitudes and the performance of employees significantly.

2.2.2.1 Individual Career Management and Organizational Commitment

The more the individuals' career management behaviors are, the higher his or her level of organizational commitment will be (Ling & Ou, 2010; Soares & Mosquera, 2021). Individual career management, as a navigation and motivation

system that leads career development, helps to deepen his or her knowledge of himself/herself and the external environment, clarify career goals and professional self-concepts, and make high-quality career choices and decisions. Previous research has found that not only can individuals who focus on individual career management have a clearer understanding of themselves and have a clearer career development plan, but also a deeper understanding of the organization and proactively establish positive connections with organization-related personnel. It helps to promote the individual's career growth in career choices (Lo Presti et al., 2019; Weng & Xi, 2011), enhances their attachment and identification with the organization, and then improves their organizational commitment (Kong et al., 2011; Weng & Zhu, 2020). When employees' age, education, position, and other factors are different, their individual career management will also be different; in addition, individual career management helps to advance job satisfaction and organizational commitment, reduce turnover rate, and promote job performance (Haridas et al., 2022; Ling & Ou, 2010; Ma & Cheng, 2010; Noe, 1996; Yao & Chen, 2015; Zhao et al., 2022). Li et al. (2016) have found that individuals in high-tech businesses pay more attention to individual career management, and positively affect their organizational commitment. The research carried out by Zhang et al. (2021) suggested that individual career management positively forecast organizational commitment, career competency, and cultivation satisfaction had a significant impact on both sole and cluster mediatory effect between individual career management and organizational commitment.

2.2.2.2 Individual Career Management and Job Satisfaction

Herriot et al. (1994) reported that the perceived level of organizational managers has a positive influence on job satisfaction during studying career management satisfaction. Lee (2002) has found that both career strategies and career goals affect job satisfaction. The difference is that the former has a direct effect, while the latter has an indirect effect. Long et al. (2007) have conducted a survey of technical personnel and managers in 12 state-owned, private, and joint-stock enterprises, and discovered that individual career management positively affects job satisfaction. Yuan (2007) developed the Organizational Response Index Maturity Scale and reported that organizational career management imposes a significant positive impact on job satisfaction. At the same time, dimensions of job satisfaction

also receive a substantial impact on dimensions of organizational career management. Ling and Ou (2010) have conducted research on corporate employees and managers and found that all four dimensions of individual career management, including self-awareness, understanding of organizational development opportunities, career exploration, upward communication positively and significantly influences job satisfaction. Li et al. (2014) have conducted a study on college students' individual career management and found that there is a positive influence relationship among various dimensions, which significantly and positively affects their job satisfaction. Xu (2014), who took teachers as the research object, has found that job satisfaction and performance have a positive influence on teachers' individual career management. Wang and Chen (2020) found that there are positive associations between job satisfaction and both organizational and individual career management. A significant positive impact is also shown between organizational career management and individual career management. Additionally, individual career management owns a mediating effect between organizational career management and job satisfaction.

2.2.2.3 Organizational Career Management and Organizational Commitment

Organizational commitment emphasizes the individual's attitude toward the organization and hard-working behavior. The studies about its antecedent variables discovered that the organization's influence on the individual affects the individual's organizational commitment. Some scholars believe that related factors, such as job satisfaction, pressure and challenges, employee-supervisor relationship, job engagement, and job matching will have an impact on organizational commitment (Reichers, 1985; Soares & Mosquera, 2021; Zhang et al., 2019). In addition, organizational career counseling and organizational commitment are positively correlated (Appelbaum et al., 1994; Benkarim & Imbeau, 2021). The antecedent variables of organizational commitment include skill diversity, job autonomy, challenge, work area, etc. (Colakoglu, 2011; Guzeller & Celiker, 2020; Mathieu & Zajac, 1990). Meyer et al. (2002); Meyer et al. (2004) believed that interaction fairness, distribution fairness, and process fairness can influence organizational commitment. The core measures of organizational career management contain

training, fair competition, enhancing individuals' career awareness by providing career development information, and endorsing the employees' career development (Haridas et al., 2022; Zhao et al., 2022).

Gao (2005) believes that training can help employees correctly face several important issues in the process of career development: realistic shocks, career stagnation, and aging skills, and improve employees' job satisfaction and organizational commitment. Xu (2007) claims that strengthening counseling on employees' self-assessment, setting up career goals, and providing information will promote employees' organizational commitment. These measures can strengthen individuals' identification with the organization, stimulate their hard work, and increase organizational commitment. The empirical research by Wang (2014) discussed the influence mechanism between organizational career management and organizational commitment. It found that there is a significant positive correlation between all dimensions of organizational career management and the high altitude of organizational commitment. The research result of Song (2016) indicated that there exists a positive impact on dimensions in organizational career management such as fair promotion, providing career information channels, focus on training, etc. The perceived organization support is positively affected by dimensions such as, providing career information, focus on training, professional self-awareness, etc. In addition, the perceived organizational support plays a fully mediating role in the two dimensions-providing career information and focus on training in organizational commitment.

2.2.2.4 Organizational Career Management and Job Satisfaction

Scholars' different pieces of research suggest that organizational career management can advance job satisfaction (Chen et al., 2004; Guo et al., 2021; Haridas et al., 2022; Long & Mao, 2007; Soares & Mosquera, 2021; Wang & Chen, 2020; Zhou, 2022). Zhang (2009) stated that organizational career management impose important positive effects on employees' job satisfaction, career commitment, organizational commitment, job performance, and job involvement, according to his empirical studies. Liu et al. (2007) studied the association between organizational career management and job satisfaction, taking occupational delay gratification as a mediating variable, and the verified the mediating role of occupational delay gratification. Li et al. (2013) discovered that organizational support plays a mediating

role between the two dimensions of organizational career management and job satisfaction. Yao and Chen (2015) conducted relevant research and found there is a significant positive impact on the three dimensions of organizational career management and organizational commitment: fair promotion, training, and promoting professional self-awareness. Meanwhile, job satisfaction is positively affected by fair promotion, providing career information, and promoting professional self-awareness. Also, job satisfaction partially mediates the relationship between organizational career management and organizational commitment and organizational commitment. Through massive empirical research, Dai (2021) found several research conclusions: First, the job satisfaction plays a partial mediating role between organizational career management and the tendency to leave; Second, there is an adverse connection between organizational career management and the tendency to leave; Third, there is a negative correlation between job satisfaction and tendency to leave; Finally, there is a positive association between organizational career management and job satisfaction.

Du (2003) believes that the career management implemented by the organization aims to solve some problems caused by the career (such as performance evaluation, promotion of cadres, etc.). Individual differences will weaken the effectiveness of corporate career management and ultimately lead to employment failure and confusion in personnel management. Therefore, the specific task of organizational career management is to diminish the loss and waste of talents caused by the deviation and asymmetry between the two, to maximize the potential of employees, and to explore the improvement of organizational commitment and job satisfaction, and develop a new path for both the organizational and personal success.

Based on the analysis above, hypotheses are proposed as follows:

H2: Career management has a significant positive impact on work attitudes.

H2-1: Individual career management has a significant positive impact on organizational commitment.

H2-2: Individual career management has a significant positive impact on job satisfaction.

H2-3: Organizational career management has a significant positive impact on organizational commitment.

H2-4: Organizational career management has a significant positive impact on job satisfaction.

2.2.3 The Mediating Role of Career Growth between Career Management and Work Attitudes

2.2.3.1 Career Management and Career Growth

1) Individual career management and career growth

Many studies have shown the great significance of individual career management to the career growth of employees (Bhaskar et al., 2021; Modem et al., 2022). Noe (1996) believes that individual career management of employees can be conceptualized and measured from three dimensions: career exploration, career goal setting, and career strategy. In terms of the analysis of career exploration, this kind of deep understanding of themselves and the working environments is the basis for employees to make high-quality job mobility decisions, and it is also conducive to their rapid career growth in different environments. On the other hand, a clear career goal can promote the choice of behaviors that are beneficial to the employees' career development, so that employees have the initiative to improve their work skills and knowledge in order to find more promising jobs for themselves (Qiu, 2012). Research has discovered that not only can individuals who focus on individual career management have a clearer understanding of themselves, the environment, and a clearer career development plan, but also a deeper understanding of the organization and take the initiative to establish positive connections with organizational-related personnel, which is helpful in promoting individuals to achieve career growth in career choices (Li & Li, 2017; Weng, 2010). Qiu (2012) reported that core employees highlight more on personal career development than ordinary employees and are willing to devote more energy to their career growth. To pursue career growth, core employees will focus on personal career information, look for their own interests and related career fields, and have clearer career goals and specific career development decisions.

The career construction theory argues that individuals who are good at actively carrying out individual career management have strong career adaptability. This positive career psychological resource contains rich psychological

energy, which helps individuals to actively adapt to career difficulties and adjust their career development goals in a timely manner to deal with career challenges and maintain a dynamic balance between self and professional needs, thereby enhancing professional competence and promoting their professional growth (Guan & Li, 2015; Wickramasinghe & Premachandra, 2021).

2) Organizational career management and career growth

The more the organization focuses on career management, the quicker the speed of employees' growth will be. Organizational career growth management functions as improving the matching among people, organizations, and positions, and promotes individual career growth through the improvement of matching (Bhaskar et al., 2021; Bian, 2015; Japor, 2021; Modem et al., 2022; Wickramasinghe & Premachandra, 2021). When an organization provides employees with career management, employees can better distinguish their own professional capabilities, career objectives, and development station, and recognize how to realize their goals, leading to stronger development incentives and more active development actions. Organizational career management can improve the matching degree of employees with organizations and positions and promote the career growth of employees within the organization. There have been research papers supporting the causal link between organizational career management and employees' career growth, in addition to the fact that organizational career management promotes employees' career growth (Bhaskar et al., 2021; Li & Li, 2017; Ren et al., 2018; Weng & Bian, 2015).

Fu (2013) set employees of large commercial banks as the research target and found that organizational career management has a significant positive impact on career growth. Large commercial banks with high organizational career management levels can deliver employees with a reasonable promotion mechanism and pay more attention to employee training, and the career self-awareness of employees. Those factors are beneficial for employees to accomplish their career goals through fair promotion, and it is also beneficial for employees to achieve professional abilities through continuous efforts, as well as easier to be outstanding in the promotion of positions and the increase in payment. Under a fair promotion mechanism, employees are easier to establish social capital accumulation,

such as good colleague relations, leadership relations and external customer relations, and others, which is more conducive to employees' career growth.

Career support and career guidance in organizational career management have a significant positive influence on career growth. Among them, career guidance has a greater positive impact on career goal progress and career ability improvement than career support, while career support has a greater positive effect on organizational paying-off growth than career guidance. Organizational support plays a mediating role between organizational career management and career growth. In the regression model between organizational career management and career growth, the sense of organizational support partially mediate the relationship between the career goal progresses and the career ability development for career growth in the career support and career guidance of the organization's career management (Li & Li, 2017; Modem et al., 2022; Ren et al., 2018; Wickramasinghe & Premachandra, 2021).

2.2.3.2 Career Management and Work Attitudes

Employees want rapid career growth in the organization, while organizations want employees with better working attitudes. So, is there an internal connection between the career growth and work attitudes of the employees? The existing literature mainly involves job satisfaction, organizational commitment, and so on (Zhao et al., 2022). Scholars' early research mainly focused on the effect of career growth on employee organizational commitment. An empirical study of 2000 employees in Pakistan by Alvi and Ahmed (1987) found that promotion opportunities perceived by employees have a positive influence on organizational commitment, which means that when employees can predict that they have a higher chance of promotion in the organization, they will have a higher organizational commitment. Liu and Wang (2001) pointed out that personal development opportunity is one of the most vital factors affecting employees' commitment to the company. Long et al. (2002) found that fair promotion and focusing on training positively affect organizational commitment. Coyle-Shapiro and Morrow (2006) believe that career growth is the fulfillment of the employer's commitment implied by psychological contract, which positively affects the employee's organizational commitment.

Domestic scholars, such as Gao and Zhang (2016); Weng and Xi (2010) also reached the same conclusion in the context of Chinese management.

There are many antecedents to job satisfaction, among which, career growth is a critical influencing factor. Obviously, if an employee can achieve good progress in career goals, development of career ability, speed of promotion and growth of salary inside the organization, then his or her job satisfaction will be at a higher level (Allen et al., 2003; Price, 2001; Shan, 2006; Wu et al., 2019). Some studies include growth satisfaction in the scope of job satisfaction. The development status of professional competence will affect employees' perception of the work engaged in, which in turn will affect employees' sense of identity and job satisfaction with the organization (Li et al., 2012; Lu et al., 2001; Xu & Zhu, 2005). Chen (2004) studied the gap between their career growth and their own professional needs, and found that the professional needs and career growth of R&D personnel positively affect job satisfaction. Zhang et al. (2013) conducted empirical studies on the staff of the discipline inspection and supervision institutions directly under the Ministry of Education, showing that the staff's career commitment is low, and there is a noteworthy positive association between job satisfaction and their career commitment, which plays a mediating role in the affiliation between career growth and career commitment.

2.2.3.3 Career Growth Plays a Mediating Role in the Relationship between Career Management and Work Attitudes

At present, an increasing number of scholars are paying attention to the important theoretical value and practical significance of work attitude in organizational behaviors. This paper takes employees in the public sector in China as the research objects, and tries to answer the question whether work attitude plays an important mediating role in the association between career management and career growth. Alternatively, to show how career management influences career growth, from which, career growth further influences work attitudes. Research that covered 362 knowledge workers in the manufacturing industry in Zhejiang Province conducted by Ren (2018) revealed that career management has a positive influence on the career growth of employees. Meanwhile, another research by Chen and Zhang (2012) indicated that career growth has a solid projecting function on job satisfaction

and the tendency to leave, through a survey of 200 young employees in enterprises. The research of Guo (2016) showed that on the one hand, career management helps to improve job satisfaction and organizational commitment, and reduce the possibility of leaving. Work attitude is a “positive, complete, and work-related state” (Guo et al., 2016), which can stimulate employees’ enthusiasm for work, and enhance employees’ sense of identity with the organization, thereby reducing their tendency to leave.

The literature review presented in Section 2.1 illustrate that work attitudes (both organizational commitment and job satisfaction) are the outcomes of both organizational career management and individual career management (Yi, 2013), and also the outcomes of career growth (Chen & Ge, 2019). In the meanwhile, both organizational career management and individual career management are the antecedents of career growth (Chen & Ge, 2019). Thus, there is robust rationale for the author to infer that not only does career management directly affect the career growth of public sector employees, but may also indirectly affect the career growth of public sector employees through work attitudes. Therefore, the following research hypotheses are proposed:

H3: Career growth plays a mediating role in the relationship between career management and work attitudes.

H3-1: Career growth plays a mediating role in the relationship between individual career management and organizational commitment.

H3-2: Career growth plays a mediating role in the relationship between individual career management and job satisfaction.

H3-3: Career growth plays a mediating role in the relationship between organizational career management and organizational commitment.

H3-4: Career growth plays a mediating role in the relationship between organizational career management and job satisfaction.

2.2.4 Conceptual Framework

Based on the assumptions put forward by the literature analysis above, the following conceptual framework is constructed.

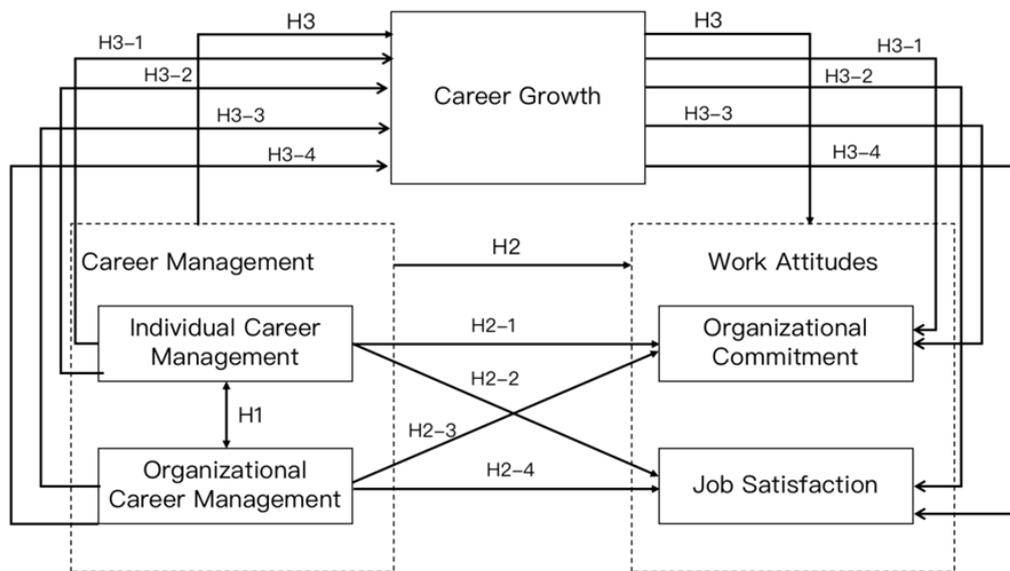


Figure 2.1 Conceptual Framework Diagram of This Research

The study proposes the hypotheses as follows:

H1: Individual career management is positively correlated with organizational career management.

H2: Career management has a significant positive impact on work attitudes.

H2-1: Individual career management has a significant positive impact on organizational commitment.

H2-2: Individual career management has a significant positive impact on job satisfaction.

H2-3: Organizational career management has a significant positive impact on organizational commitment.

H2-4: Organizational career management has a significant positive impact on job satisfaction.

H3: Career growth plays a mediating role in the relationship between career management and work attitudes.

H3-1: Career growth plays a mediating role in the relationship between individual career management and organizational commitment.

H3-2: Career growth plays a mediating role in the relationship between individual career management and job satisfaction.

H3-3: Career growth plays a mediating role in the relationship between organizational career management and organizational commitment.

H3-4: Career growth plays a mediating role in the relationship between organizational career management and job satisfaction.



CHAPTER 3

METHODOLOGY

3.1 Measurement of Variables

3.1.1 Independent Variables

As mentioned above, career management includes two parts: individual career management and organizational career management. Therefore, the independent variable measurement of this research consists of individual career management and organizational career management.

3.1.1.1 Individual Career Management

The individual career management scale adopts the scale compiled by Long et al. (2002) (see Table 3.1). The scale has been verified by a large number of empirical studies and has high reliability and validity. The scale includes exploration, career goal setting, and strategy identification, continuous learning, self-nomination, and interpersonal relationship orientation. There is a total of 18 items in five dimensions, using Likert-type 5-point scale, of which “1”, “2”, “3”, “4”, and “5” denote “strongly disagree”, “relatively disagree”, “neither agree nor disagree”, “relatively agree”, and “strongly agree”, respectively.

Table 3.1 Individual Career Management Scale

Variable	Dimensions	Title
Individual Career management	Career goals and strategies	I made a career development plan for myself.
		I set myself a long-term career goal.
		I developed a strategy for myself to achieve my career goals.
		I set short-term career development goals.

Variable	Dimensions	Title
	Career exploration	<p>I will try a new job.</p> <p>I will try to try different professions.</p> <p>I will strive to change position.</p> <p>I will actively look for the ideal career.</p>
	Continuous learning	<p>I focus on cultivating work-related skills.</p> <p>I often read professional magazines and books.</p> <p>I set various goals and achieve them.</p> <p>I develop skills related to career goals.</p>
	Interpersonal relationship orientation	<p>I can get help from many people when I get promoted.</p> <p>I have established information channels.</p> <p>I interact with people who have an important influence in this unit.</p>
	Self-nomination	<p>I will let my superiors know the results of my work.</p> <p>I will let my superiors know what I want to do.</p> <p>I will let my superiors know my career goals.</p>

3.1.1.2 Organizational Career Management

Measuring Organizational career management adopts the scale compiled by Long (2002) (see Table 3.2). The scale has been confirmed by a large number of empirical studies and has high reliability and validity. This scale includes fair promotion, information spread, training, and career development with a total of 16 items in four dimensions, using Likert-type 5-point scale, where “1”, “2”, “3”, “4”, and “5” denote “strongly disagree”, “relatively disagree”, “neither agree nor disagree”, “relatively agree”, and “strongly agree”, respectively.

Table 3.2 Organizational Career Management Scale

Variable	Dimensions	Title
Organizational career management	Fair promotion	The organization will promote me according to my performance appraisal.
		I can access the process and results of the promotion of the personnel transparently.
		The organization has a complete promotion system.
		The organization can provide fair competition opportunities for all employees in terms of job promotion.
	Information Spread	The organization will provide me with clear promotion route information.
		My organization provides employees with job vacancy information in a timely manner.
		The organization has clear standards and documents for the qualifications of all types of positions.
		When I was just engaged in a new job, the organization would arrange experienced people to give guidance.
	Training	My organization subsidizes or partially subsidizes employees' academic education fees.
		The organization will conduct regular or irregular training for employees in their daily work.
	If I need it, the unit will provide me with opportunities to participate in various external trainings, seminars and other professional knowledge training.	
	The organization provides convenient conditions for employees to learn on their own.	

Variable	Dimensions	Title
	Career Development	<p>The organization will change jobs for me in a planned way to enrich my work experience.</p> <p>The organization provides feedback on my performance to improve my work status.</p> <p>My organization carries out some activities that help employees understand their own professional characteristics.</p> <p>My organization helps employees choose career development paths.</p>

3.1.2 Dependent Variables

As mentioned earlier, work attitude is composed of two parts: job satisfaction and organizational commitment. Therefore, measurement scale of the intermediary variables this study includes job satisfaction and organizational commitment.

3.1.2.1 Job Satisfaction

The scale compiled by Greenhaus et al. (1990) is employed to quantify job satisfaction. (see Table 3.3). The scale has 6 items in total, using a Likert-type 5-point scale, where “1”, “2”, “3”, “4”, and “5” denote “strongly disagree”, “relatively disagree”, “neither agree nor disagree”, “relatively agree”, and “strongly agree”, respectively.

Table 3.3 Job Satisfaction Scale

Variable	Title
Job Satisfaction	<p>I am very satisfied with my achievements in my career.</p> <p>I am very satisfied with my progress in achieving my career goals.</p> <p>I am very satisfied with my progress in achieving my income goals.</p> <p>I am very satisfied with my progress in achieving my promotion goals.</p> <p>I am very satisfied with my progress in learning new skills.</p>

3.1.2.2 Organizational Commitment

The scale compiled by Mayer et al. (1993) is applied in measuring organizational commitment (see Table 3.4). The scale has 3 items, using Likert-type 5-point scale, where “1”, “2”, “3”, “4”, and “5” denote “strongly disagree”, “relatively disagree”, “neither agree nor disagree”, “relatively agree”, and “strongly agree”, respectively.

Table 3.4 Organizational Commitment

Variable	Title
Organizational commitment	I have a strong sense of belonging to my organization.
	My organization is very important to me personally.
	I feel that I am a member of the organization.

3.1.3 Mediating Variables

Career Growth

When measuring career growth, this research uses the scale compiled by Weng et al. (2011) (see Table 3.5), which has been tested by many empirical studies and has high reliability and validity. This scale includes questions including: “My current job brings me one step closer to my goal”, “The current job closely relates to my career goals” and questions related to career ideals, etc., for 14 items in total and uses Likert-type 5-point scale, where “1”, “2”, “3”, “4”, and “5” denote “strongly disagree”, “relatively disagree”, “neither agree nor disagree”, “relatively agree”, and “strongly agree”, respectively.

3.1.4 Control Variables

In the study on career management, the generally adopted control variables are age, gender, education level, serving period, and position level, etc. Sui et al. (2012) and Huang et al. (2020) both reported that the generally used control variables have not statically significant correlations with the dependent variables (organizational commitment and job satisfaction) engaged in the current study. Therefore, the

following text of this dissertation will not present the content regarding these control variables (Bernerth & Aguinis, 2016).

Table 3.5 Career Growth Scale

Variable	Title
Career growth	<p>My current job brings me one step closer to my goal.</p> <p>The current job is related to my career goals and career ideals.</p> <p>My current job has laid the foundation for me to achieve my career goals.</p> <p>My current job provides me with a better development opportunity.</p> <p>My current job has prompted me to acquire new job-related skills.</p> <p>My current job has prompted me to constantly master new work-related knowledge.</p> <p>My current job has prompted me to accumulate a richer work experience.</p> <p>My current job has promoted continuous training and improvement of my professional ability.</p> <p>The job promotion rate in the current organization is relatively fast.</p> <p>In the current organization, my position is more ideal than the previous one.</p> <p>Compared with my colleagues, my current job promotion rate is relatively fast.</p> <p>After arriving at my current organization, my salary has increased relatively quickly.</p> <p>In this organization, my current salary is highly likely to be improved.</p> <p>Compared with my colleagues, my salary has grown faster.</p>

3.2 Sample Selection and Data Collection

This study intends to research the interactive influence of career management and career growth of public sector employees, as well as the influencing mechanism of career growth on work attitudes. Therefore, the research object involved is the employees of the public sector in China. The public sector is the governmental organizations being granted public rights by the state, which takes the public interest of the society as the organization's representative, manages numerous social public affairs, and delivers legislative services to all associates of the society. The public sector includes governments, international organizations, state-owned enterprises, non-profit organizations, and public institutions. The research objects involved in this study are mainly official employees of government departments. The specific sample data source is mainly civil servants in Yunnan Province, and the sample data source structure includes employees at the prefecture and department level, county level, township level, and department-level units. The data collection period for this study was from October 2020 to April 2021, for 6 months.

This study takes civil servants from Yunnan province as the subjects after whole consideration of the regional typicality and the feasibility of the study. First, previous studies found that the job satisfaction level of civil servants in Yunnan province are in the middle level, thus it is of typicality and research value to take them as the subjects. Duan (2018) collected the job satisfaction data from 345 gross-roots civil servants, statistical descriptive results suggested that their job satisfaction are at the slightly above average level. Yin (2018) surveyed the job satisfaction of 453 gross-rooted civil servants in Yunnan, the results showed that approximately half of the subjects were satisfied with their job. Second, plenty of manpower and material resources were required to conduct this study to collect sufficient datasets. The author owns extensive social networks and resources, which could provide necessary support and convenience for the study.

To avoid the potential homogeneity of the subjects, there were two sources of the subjects:

First, the researchers contacted directly with the human resource department, the HR department willing to attend the study helped the researchers distribute the

questionnaires to their employees. The number of questionnaires distributed to and collected from this source accounted for approximately 70% of the total number.

Second, the Center of Master of Public Administration (MPA) at 4 universities in Yunnan Province assisted the researchers to distribute the questionnaires to their MPA students. The questionnaire is only distributed to students working in the public sector, and these students are from non-special classes (special classes refer to students who were recruited and taught according to the specific needs of their organization). This source contributed to approximately 30% of the total number.

Both paper-based and electrical questionnaires were employed in the survey, the paper-based ones were 90% and the electrical ones were 10%. The type of the questionnaire was adjusted according to the subject's acceptance and ease of operation.

There are many statements about sample size, and most of them are rather vague, and there are even contradictions in the literature (Marsh et al., 2005). A generally accepted conclusion is that the greater the number of subjects, the better (Hou, 2004). This study mainly uses the structural equation model as a research tool. For this tool, Boosma (1982) recommends that the sample size (N) should be at least 200. Bartlett (2001) and others believe that the ratio of a sample size to the number of independent variables should be greater than 10:1.

Based on the research result of sample size, and the resource that this research could integrate e.g., human resources, material, and other relevant resources, 700 copies of the formal questionnaire were issued. The analysis results in the following content indicate that the sample size in this research guarantees a relatively reliable statistical result and analytical significance.

This study has one independent variable, one intermediate variable, one dependent variable, and 56 items in total. 650 copies of the questionnaire were returned. The return rate is 93%. In the returned questionnaires, 79 are invalid questionnaires due to factors such as absent data and extremes. The final valid questionnaire was 571, with an effective rate of 88%, which met the requirement of sample size.

3.3 Statistical Analysis Method

SPSS24.0 and AMOS24.0 were used to process and analyze the questionnaire survey data. The specific methods are as follows:

First, descriptive statistical analysis, using SPSS24.0 to analyze the mean and standard deviation of all variables to obtain the correlation coefficient matrix.

Second, the reliability and validity test of the questionnaire. Reliability means the reliability of the questionnaire and mirrors the consistency or stability of the measured results. Currently, Cronbach's α coefficient (abbreviated as α coefficient) is commonly employed to quantify the internal consistency coefficient of the scale. The reference standard value commonly used in academic circles is when the α coefficient value is greater than or equal to 0.7, it is considered that its internal consistency is high. Validity indicators are generally used to reflect whether the questionnaire is valid and whether the results are reliable. The approval method to confirm the validity of the questionnaire is to measure the Construct Validity of the scale by Exploratory Factor Analysis and check Convergent Validity, Discriminant Validity, and the Composite Reliability by Confirmatory Factory Analysis

Third, analysis of model fitness. The reference standard commonly used in academic circles is: 2 /df. The values are all less than 5, RMSEA is less than 0.08, and the values of AGFI, GFI, CFI, NFI, NNFI, and RFI are all greater than 0.9, which meets the goodness of fit index standard, demonstrating that the structure validity of the scale used is good.

Fourth, hypothesis test, with the two dimensions of career management (individual career management and organizational management) as the independent variables, and the two dimensions of work attitude (job satisfaction and organizational commitment) as the independent variables, and the four dimensions of career growth as mediating variables, to conduct SEM analysis.

Fifth, the intermediary effect test, which uses AMOS24.0 and SPSS24.0 software to construct a measurement and path model to verify the intermediary hypothesis and test the intermediary effect of career growth.

CHAPTER 4

RESULT AND DISCUSSION

4.1 Characteristic Distribution of the Sample and Main Variables

4.1.1 Description of the Characteristic Distribution of Basic Information

The basic information mainly includes gender, age, politics status, and others of the subjects. The information enables us to understand the characteristic distribution and the representativeness of the subjects.

The subjects' basic information was set to be categorical variables when designing the questions in the questionnaire. At the stage of statistical analysis, we used frequency analysis to process the data, the corresponding results are in Table 4-1.

Table 4.1 displays that 267 of the 571 subjects are male (47%), 304 subjects were female (53%), so the sex ratio was close to 1:1. Four hundred and seven subjects were Han Chinese (71%) and the remaining 29% were minorities. Three hundred and seven subjects were at the age of between 25-30 years old (54%). Fifty-two percent of the subjects were members of the communist party (MCP), and 6 subjects were members of democratic party (MDP), which had the lowest percentage.

Three hundred and sixty-eight subjects held bachelor's degree (64%), and the ones with education level of high school or below accounted for 15%. Education level is the highest study experience received by somebody. In China, the officially recognized education levels are categorized to primary school, junior school, secondary technical school/high school, college, bachelor, master, and doctor. In mainland China, the education are categorized in to degree education, academic education, and the party school education. Neither the academic education nor the party school is considered as official education level. For example, when anyone of the subjects received master education in the form of party school or academic

education, we classified him/her into the category of bachelor's degree in the statistical analysis. However, the ones with party school education experience can apply for MPA study if they could pass the national entrance exams for MPA.

Table 4.1 Distribution of Basic Characteristic

Variable	Option	Frequency	Percentage	
Gender	Male	267	47%	
	Female	304	53%	
Race	Han Chinese	407	71%	
	Minority	164	29%	
Age	≤ 24	58	10%	
	25-30	307	54%	
	31-35	109	19%	
	36-40	39	7%	
	41-45	15	3%	
	46-50	22	4%	
	≥ 51	21	4%	
	Politics status	MCP	299	52%
MDP		6	1%	
League member		100	18%	
The mass		166	29%	
Education level		High school & below	87	15%
	College	40	7%	
	Bachelor	368	64%	
	Master	76	13%	
	Service year (Y)	≤ 2	88	15%
		3-5	226	40%
6-10		167	29%	
11-15		36	6%	
	16-20	20	4%	
	≥ 21	34	6%	

Variable	Option	Frequency	Percentage
Working hour (h)	≤ 8	142	25%
	8-10	348	61%
	10-12	70	12%
	≥ 12	11	2%
Administrative level	Prefectural department or above (counsel)	14	3%
	Mid-governmental officials (investigator)	30	5%
	Section chief	107	19%
	Officer	167	29%
	Others	253	44%
Affiliation level	Central office	56	10%
	Provincial & ministerial units	35	6%
	Prefecture	93	16%
	County	195	34%

4.1.2 Descriptive Statistics of the Variables

The five-point Likert scale was employed for the quantifications, with 1 indicating strongly disagree while 5 strongly agree. Therefore, elevated score suggested higher levels of recognition or cognition in the corresponding dimension or item.

The main variables included individual career management, organizational career management, organizational commitment, job satisfaction and career growth. Among them, individual career management, organizational career management and career growth all contain 4-5 secondary dimensions.

The collected responses were analyzed by the descriptive statistical analysis, and the resulted are in Table 4.2.

Table 4.2 illustrates that the average scores are all above 3 across level 1 to level 3 dimensions. In general, the subjects' recognition and cognition levels on the measured information were all above average, and the consciousnesses were inclined

Level 1	Level 2	Level 3	Level 3		Level 2		Level 1	
			M	SD	M	SD	M	SD
	Organizational	Promotion	3.39	1.16	3.38	0.92		
	career	fairness						
	management	Offering	3.37	1.14				
		information						
		Caring training	3.35	1.16				
		Professional	3.40	1.16				
		cognition						

4.2 Data Validation

The study collected data of the main variables by scales, the quality of the datasets will determine the validity of the results. Therefore, it is necessary to assess the quality of the datasets before conducting hypothesis tests to ensure the solidity of the analytical results.

Reliability and validity analysis are the two normally adopted methods for data validation. In the reliability analysis, Cronbach's alpha is for the measurement of internal consistency. In the validity analysis, the exploratory factor analysis was to assess the structure validity of the scale, and confirmatory factor analysis was employed to assess the convergent validity, discriminant validity and composite reliability.

4.2.1 Reliability Analysis

Reliability test is a statistical approach to assess the internal consistency, in which Cronbach's alpha (α) is the main indicator. The Cronbach's α value ranges from 0-1, and higher Cronbach's α values indicate better reliability. Naturally, a Cronbach's α value of 0.6 or lower is usually considered unacceptable, that in the range of 0.6-0.7 is considered barely acceptable, and that of 0.7 or above is considered acceptable. The results of reliability analysis for each dimension and the overall scale are in Table 4.3.

As illustrated by Table 4.3, there are 56 items in the scale, and the Cronbach's α value is 0.96, which indicates that there is high level of internal consistency for the

whole scale. The Cronbach's α value of the level 1 dimension of career management is 0.95, indicating solid internal consistency. The level 2 dimension includes work attitude, career growth, individual career management and organizational career management. The Cronbach's α values of all the level 2 dimensions are in the range of 0.89-1.0, fully demonstrating the acceptance of reliability. The Cronbach's α values of the level 3 dimension are between 0.8-1.0, suggesting the good internal consistency.

There are excellent internal consistencies for the adopted scale, this partially guarantees the reliability of datasets. The following validity analysis would more specifically test the data quality.

Table 4.3 Analytical Results of Reliability of Each Dimension and the Overall Scale

Level 1	Level 2	Level 3	Level 3		Level 2		Level 1	
			α	Q no	α	Q no	α	Q no
/	Work attitude	Organizational commitment	0.86	3	0.89	8	/	/
/	Career growth	Job satisfaction	0.89	5				
		Career goal	0.91	4	0.92	14	/	/
		Development of career capacity	0.88	4				
		Promotion speed	0.87	3				
		Pay growth	0.87	3				
Career management	Career-self management	Career goal and strategy	0.88	4	0.94	18	0.95	34
		Career exploration	0.89	4				
		Continuing learning	0.90	4				
		Caring relationship	0.86	3				
		Personal development	0.89	3				
	Organizational	Promotion fairness	0.90	4	0.93	16		

Level 1	Level 2	Level 3	Level 3		Level 2		Level 1	
			α	Q no	α	Q no	α	Q no
	career	Offering	0.89	4				
	manage	information						
	ment	Caring training	0.90	4				
		Professional	0.89	4				
		cognition						
	The overall questionnaire					0.96	(56)	

4.2.2 Validity Analysis

From the perspective of data, the validity analysis requires higher level of data quality than the reliability analysis. Therefore, the validity analysis would provide better reference value than the reliability analysis.

4.2.2.1 Exploratory Factor Analysis

The exploratory factor analysis (EFA) is the main approach to assess the structure validity of the scale. Before conducting EFA, there is necessity to evaluate the fitness of the dataset for the factor analysis. The KMO values and results of Bartlett's Test of Sphericity are the indices for the evaluation. The KMO values range from 0 to 1. A KMO value closer to 1 indicates its suitability for the factor analysis. But when the value is less than 0.6, the datasets is not appropriate for the factor analysis. The Bartlett's Test of Sphericity tests whether the variables are identity matrix. The null hypothesis is that the variables are identity matrix while the alternative hypothesis is not. The null hypothesis is rejected, and the alternative hypothesis is accepted when the p value is smaller than 0.05, that is to consider the variables is not identity matrix which is suitable for the factor analysis. In this study, we would make multiple EFA based on study subjects as there are large quantity of questions in the scale.

1) Work attitude

Table 4-4 displays that the KMO value of the work attitude is 0.886 (close to 1), and p is smaller than 0.001. The test results suggest that the factor analysis is applicable to the work attitude.

Table 4.4 KMO and Bartlett's Test

KMO Measure of Sampling Adequacy		0.886
Bartlett's Test of Sphericity	Approx. Chi-Square	2553.181
	df	28
	<i>p</i> -value	0.000

We employed the varimax method to rotate the factors and extracted the principal components when the characteristic roots were larger than 1. Additionally, we made the factor screening according to the standard value of 0.5.

Two principal components were extracted with the cumulative variable contribution of 73.4%, indicating the extracted principal components could well replace the raw variables. With all the common degrees larger than 0.4, and the component score coefficient larger than 0.5, the results suggest that the division of dimensions are clear and consistent with the expectations. In the matrix, OC1-OC3 are organizational commitment, and JS1-JS5 are job satisfaction. Therefore, collectively speaking, the work attitude dimension has nice construct validity.

Table 4.5 Rotated Component Matrix A

	Component 1	Component 2	Common Degree
OC1	-	0.87	0.78
OC2	-	0.85	0.79
OC3	-	0.84	0.78
JS1	0.85	-	0.73
JS2	0.81	-	0.74
JS3	0.79	-	0.69
JS4	0.81	-	0.71
JS5	0.76	-	0.66
Cumulative variance contribution %		73.40%	

2) Career growth

Table 4.6 displays that the KMO value of the career growth is 0.909 (close to 1), and p value is smaller than 0.001. The test results suggest that the factor analysis is applicable to the career growth.

Table 4.6 KMO and Bartlett's Test

KMO Measure of Sampling Adequacy	0.909
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	p-value
	5215.163
	91
	0.000

We employed the varimax method to rotate the factors and extracted the principal components when the characteristic roots were larger than 1. Additionally, we made the factor screening according to the standard value of 0.5.

Four principal components were extracted with the cumulative variable contribution of 79.93%, indicating the extracted principal components could well replace the raw variables. With all the common degrees larger than 0.4, and the component score coefficient larger than 0.5, the results suggest that the division of dimensions are clear and comparable with the expectations. In the matrix, CG1-CG4 are career goal, CG5-CG8 are the professional competence, CG9-CG11 are the promotion speed, and CG12-CG14 are the pay growth. Therefore, collectively speaking, the career growth dimension has nice construct validity.

Table 4.7 Rotated Component Matrix A

	Component				Common Degree
	1	2	3	4	
CG1	0.83	-	-	-	0.80
CG2	0.78	-	-	-	0.78
CG3	0.80	-	-	-	0.82
CG4	0.77	-	-	-	0.78
CG5	-	0.86	-	-	0.78

	Component				Common Degree
	1	2	3	4	
CG6	-	0.77	-	-	0.69
CG7	-	0.79	-	-	0.74
CG8	-	0.80	-	-	0.74
CG9	-	-	0.86	-	0.80
CG10	-	-	0.83	-	0.79
CG11	-	-	0.83	-	0.81
CG12	-	-	-	0.83	0.78
CG13	-	-	-	0.82	0.79
CG14	-	-	-	0.80	0.80
Cumulative variance contribution %					79.93%

3) Individual career management

Table 4.8 displays that the KMO value of the individual career management is 0.931 (close to 1), and p value is smaller than 0.001. The test results suggest that the factor analysis is applicable to the individual career management.

Table 4.8 KMO and Bartlett's Test

KMO Measure of Sampling Adequacy		0.931
Bartlett's Test of Sphericity	Approx. Chi-Square	6910.368
	df	153
	p-value	0.000

We employed the varimax method to rotate the factors and extracted the principal components when the characteristic roots were larger than 1. Additionally, we made the factor screening according to the standard value of 0.5.

Five principal components were extracted with the cumulative variable contribution of 77.45%, indicating the extracted principal components could well replace the raw variables. With all the common degrees larger than 0.4, and the component score coefficient larger than 0.5, the results suggest that the division of

dimensions are clear and comparable with the expectations. In the matrix, ICM1-ICM4 are the career goal and strategy, ICM5-ICM8 are the career exploration, ICM9-ICM12 are the continuing learning, and ICM13-ICM15 are the caring relationship, and ICM16-ICM18 are the personal development. Therefore, collectively speaking, the individual career management dimension has nice construct validity.

Table 4.9 Rotated Component Matrix A

	Component					Common Degree
	1	2	3	4	5	
ICM1	-	-	0.81	-	-	0.77
ICM2	-	-	0.69	-	-	0.73
ICM3	-	-	0.75	-	-	0.72
ICM4	-	-	0.67	-	-	0.73
ICM5	-	0.88	-	-	-	0.81
ICM6	-	0.80	-	-	-	0.75
ICM7	-	0.72	-	-	-	0.73
ICM8	-	0.77	-	-	-	0.75
ICM9	0.86	-	-	-	-	0.79
ICM10	0.79	-	-	-	-	0.79
ICM11	0.78	-	-	-	-	0.76
ICM12	0.78	-	-	-	-	0.77
ICM13	-	-	-	-	0.87	0.81
ICM14	-	-	-	-	0.77	0.79
ICM15	-	-	-	-	0.77	0.79
ICM16	-	-	-	0.86	-	0.83
ICM17	-	-	-	0.79	-	0.81
ICM18	-	-	-	0.78	-	0.83
Cumulative variance contribution %	77.45%					

4) Organizational Career Management

Table 4.10 displays that the KMO value of the organizational career management is 0.926 (close to 1), and p value is smaller than 0.001. The test results suggest that the factor analysis is applicable to the organizational career management.

Table 4.10 KMO and Bartlett's Test

KMO Measure of Sampling Adequacy		0.926
Bartlett's Test of Sphericity	Approx. Chi-Square	6186.451
	df	120
	<i>p</i> -value	0.000

We employed the varimax method to rotate the factors and extracted the principal components when the characteristic roots were larger than 1. Additionally, we made the factor screening according to the standard value of 0.5.

Four principal components were extracted with the cumulative variable contribution of 76.43%, indicating the extracted principal components could well replace the raw variables. With all the common degrees larger than 0.4, and the component score coefficient larger than 0.5, the results suggest that the division of dimensions are clear and comparable with the expectations. In the matrix, OCM1-COM4 are the promotion fairness, OCM5-OCM8 are the offering information, OCM9-OCM12 are the caring training, and OCM13-OCM16 are the professional cognition. Therefore, collectively speaking, the organizational career management dimension has nice construct validity.

Table 4.11 Rotated Component Matrix A

	Component				Common Degree
	1	2	3	4	
OCM1	-	-	0.84	-	0.80
OCM2	-	-	0.78	-	0.77
OCM3	-	-	0.78	-	0.77

	Component				Common Degree
	1	2	3	4	
OCM4	-	-	0.74	-	0.76
OCM5	-	-	-	0.84	0.78
OCM6	-	-	-	0.74	0.72
OCM7	-	-	-	0.79	0.75
OCM8	-	-	-	0.81	0.76
OCM9	-	0.84	-	-	0.77
OCM10	-	0.78	-	-	0.73
OCM11	-	0.77	-	-	0.76
OCM12	-	0.82	-	-	0.81
OCM13	0.85	-	-	-	0.78
OCM14	0.81	-	-	-	0.77
OCM15	0.79	-	-	-	0.73
OCM16	0.81	-	-	-	0.76
Cumulative variance contribution %					76.43%

4.2.2.2 Confirmatory Factor Analysis

Confirmatory factor analysis (CFA), which bases on the exploratory factor divide dimension, is a multivariate statistical procedure to test the convergent validity, composite reliability, and discriminant validity of the scale. The study employs SPSS AMOS to test the above dimensions.

1) Work attitude

CFA test needs to develop a model to do the data analysis. Therefore, test on the model's goodness of fit is an important premise for the following analysis. General, a Chi squared degree of freedom ratio (CMIN/DF) that is within the range of 1-3 is considered to be good, and it is acceptable if the ratio is smaller than 5. For RMSEA, a good level shall be smaller than 0.05, and the value is acceptable if it is smaller than 0.08. The good levels for IFI, TLI and CFI is above 0.9. and acceptable level is 0.8 for all the indices.

Table 4.12 tabulates the results of the model's goodness of fit test. It shows that the CMIN/DF, RMSEAR are 3.29 and 0.06, respectively. In addition, the values of IFI, TLI and CFI are all larger than the standard value. The results suggest that the model's goodness of fit is reasonably good.

Table 4.12 Model's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-5	<0.08	>0.9	>0.9	>0.9
Measured value	3.28	0.06	0.983	0.975	0.983

Table 4.13 tabulates the results of convergent validity and composite reliability test. Generally, the AVE value shall be larger than 0.5, and the CR value shall be above 0.7. With the AVE and CR for organizational commitment and job satisfaction are 0.68 and 0.86, 0.62 and 0.89, respectively, these values are all larger than the corresponding standard values, which imply nice convergent validity and composite reliability for the work attitude dimension.

Table 4.13 Convergent Validity and Composite Reliability Tests

	Path	Estimate	AVE	CR
OC1	<--- Organizational commitment	0.792	0.68	0.86
OC2	<--- Organizational commitment	0.85		
OC3	<--- Organizational commitment	0.822		
JS1	<--- Job satisfaction	0.773	0.62	0.89
JS2	<--- Job satisfaction	0.832		
JS3	<--- Job satisfaction	0.781		
JS4	<--- Job satisfaction	0.796		
JS5	<--- Job satisfaction	0.766		

The results in Table 4.14 show that the correlation coefficient between organizational commitment and job satisfaction is 0.599, which is smaller than the AVE square root (0.824). Therefore, there are good discriminant validity between the two sub-dimensions of work attitude.

Table 4.14 Discriminant Validity Tests

Correlation		Correlation Coefficient	AVE Square Root
Organizational Commitment	<--> Job Satisfaction	0.599	0.824

2) Career growth

Table 4.15 shows that the CMIN/DF, RMSEAR are 2.22 and 0.046, respectively. Moreover, the values of IFI, TLI and CFI are all larger than the standard value. The results suggest that the model's goodness of fit is reasonably good.

Table 4.15 Model's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-3	<0.05	>0.9	>0.9	>0.9
Measured value	2.22	0.046	0.983	0.979	0.983

Table 4.16 tabulates the results of convergent validity and composite reliability test. Generally, the AVE value shall be larger than 0.5, and the CR value shall be above 0.7. The AVE and CR for career goal, the development of work capacity, promotion speed and pay growth are 0.72 and 0.91, 0.65 and 0.88, 0.70 and 0.87, and 0.68 and 0.87, respectively, these values are all larger than the corresponding standard values, which imply nice convergent validity and composite reliability for the career growth dimension.

Table 4.16 Convergent Validity and Composite Reliability Tests

		Path	Estimate	AVE	CR
CG1	<---	Career goal	0.831	0.72	0.91
CG2	<---	Career goal	0.835		
CG3	<---	Career goal	0.876		
CG4	<---	Career goal	0.850		
CG5	<---	Development of career capacity	0.818	0.65	0.88
CG6	<---	Development of career capacity	0.768		
CG7	<---	Development of career capacity	0.821		
CG8	<---	Development of career capacity	0.817		
CG9	<---	Promotion speed	0.801	0.70	0.87
CG10	<---	Promotion speed	0.831		
CG11	<---	Promotion speed	0.870		
CG12	<---	Pay growth	0.783	0.68	0.87
CG13	<---	Pay growth	0.824		
CG14	<---	Pay growth	0.872		

The results in Table 4.17 show that the correlation coefficients between career goal, development of work capacity, promotion speed and pay growth are all smaller than the corresponding AVE square root. Therefore, there are good discriminant validity between the sub-dimensions of career growth.

Table 4.17 Discriminant Validity Tests

Factor	Career Goal	Development of Career Capacity	Promotion Speed	Pay Growth
Career goal	0.72	-	-	-
Development of career capacity	0.605	0.65	-	-
Promotion speed	0.617	0.455	0.7	
Pay growth	0.661	0.577	0.468	0.68
AVE square root	0.85	0.81	0.84	0.82

3) Individual career management

Table 4.18 shows that the CMIN/DF, RMSEAR are 2.79 and 0.056, respectively. Moreover, the values of IFI, TLI and CFI are all larger than the standard value. The results suggest that the model's goodness of fit is reasonably good.

Table 4.18 Model's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-3	<0.08	>0.9	>0.9	>0.9
Measured value	2.79	0.056	0.967	0.960	0.967

Table 4.19 tabulates the results of convergent validity and composite reliability test. Generally, the AVE value shall be larger than 0.5, and the CR value shall be above 0.7. The AVE and CR for career goal and strategy, career exploration, continuing education, caring relationship, and personal development are 0.64 and 0.88, 0.66 and 0.89, 0.69 and 0.90, 0.67 and 0.86, and 0.72 and 0.88, respectively. These values are all larger than the corresponding standard values, implying nice convergent validity and composite reliability for the individual career management dimension.

Table 4.19 Convergent Validity and Composite Reliability Tests

		Path	Estimate	AVE	CR
ICM1	<---	Career goal and strategy	0.756	0.64	0.88
ICM2	<---	Career goal and strategy	0.827		
ICM3	<---	Career goal and strategy	0.768		
ICM4	<---	Career goal and strategy	0.84		
ICM5	<---	Career exploration	0.799	0.66	0.89
ICM6	<---	Career exploration	0.805		
ICM7	<---	Career exploration	0.819		
ICM8	<---	Career exploration	0.823		
ICM9	<---	Continuing education	0.796	0.69	0.90
ICM10	<---	Continuing education	0.856		
ICM11	<---	Continuing education	0.837		
ICM12	<---	Continuing education	0.838		
ICM13	<---	Caring relationship	0.744	0.67	0.86
ICM14	<---	Caring relationship	0.85		
ICM15	<---	Caring relationship	0.86		
ICM16	<---	Personal development	0.79	0.72	0.88
ICM17	<---	Personal development	0.845		
ICM18	<---	Personal development	0.903		

The results in Table 4.20 show that the correlation coefficients between career goal and strategy, career exploration, continuing education, caring relationship, and personal development are all smaller than the corresponding AVE square roots. Therefore, there are good discriminant validity between the sub-dimensions of individual career management.

Table 4.20 Discriminant Validity Tests

Dimension	Career Goal and Strategy	Career Exploration	Continuing Education	Caring Relationship	Personal Development
Career goal and strategy	0.64	-	-	-	-
Career exploration	0.69	0.66	-	-	-
Continuing education	0.672	0.551	0.69	-	-
Caring relationship	0.658	0.528	0.581	0.67	-
Personal development	0.688	0.549	0.573	0.632	0.72
AVE square root	0.80	0.81	0.83	0.82	0.85

4) Organizational career management

Table 4.21 shows that for the organizational career management dimension, the CMIN/DF, RMSEAR are 2.41 and 0.05, respectively. Moreover, the values of IFI, TLI and CFI are all larger than the standard value. The results suggest that the model's goodness of fit is reasonably good.

Table 4.21 Model's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-3	<0.08	>0.9	>0.9	>0.9
Measured value	2.41	0.05	0.977	0.972	0.977

Table 4.22 tabulates the results of convergent validity and composite reliability test. Generally, the AVE value shall be larger than 0.5, and the CR value shall be above 0.7. The AVE and CR for promotion fairness, offering information, caring training and professional cognition are 0.70 and 0.90, 0.66 and 0.89, 0.68 and 0.90, and 0.68 and 0.89, respectively. These values are all larger than the corresponding standard values, implying nice convergent validity and composite reliability for the organizational career management dimension.

Table 4.22 Convergent Validity and Composite Reliability Tests

	Path	Estimate	AVE	CR
OCM1	<--- Promotion fairness	0.817	0.70	0.90
OCM2	<--- Promotion fairness	0.834		
OCM3	<--- Promotion fairness	0.845		
OCM4	<--- Promotion fairness	0.845		
OCM5	<--- Offering information	0.806	0.66	0.89
OCM6	<--- Offering information	0.808		
OCM7	<--- Offering information	0.821		
OCM8	<--- Offering information	0.815		
OCM9	<--- Caring training	0.787	0.68	0.90
OCM10	<--- Caring training	0.799		
OCM11	<--- Caring training	0.842		
OCM12	<--- Caring training	0.874		
OCM13	<--- Professional cognition	0.822	0.68	0.89
OCM14	<--- Professional cognition	0.842		
OCM15	<--- Professional cognition	0.801		
OCM16	<--- Professional cognition	0.830		

The results in Table 4.23 show that the correlation coefficients between promotion fairness, offering information, caring training and professional cognition are all smaller than the corresponding AVE square roots. Therefore, there

are good discriminant validity between the sub-dimensions of organizational career management.

Table 4.23 Discriminant Validity Tests

Item	Promotion Fairness	Offering Information	Caring Training	Professional Cognition
Promotion fairness	0.70	-	-	-
Offering information	0.633	0.66	-	-
Caring training	0.650	0.571	0.68	-
Professional cognition	0.595	0.520	0.508	0.68
AVE square root	0.84	0.81	0.82	0.82

4.3 Hypothesis Test

Sections 4.1 and 4.2 have introduced the basic characteristics of the subjects and tested the quality of the collected datasets. The results verify that the quality of the collected datasets is reasonably good, so the validity of the followed hypothesis test could be guaranteed. In this section, hypothesis test, which mainly includes correlation analysis and structure equation model (SEM), was employed to study the correlations between the main variables.

4.3.1 Correlation Analysis

The major purpose of this section is to verify the positive correlation between individual career management and organizational career management via hypothesis test. The Pearson's correlation analysis was used to study the correlations among the independent variables (individual career management and organizational career management), the dependent variables (job satisfaction and organizational

commitment) and the mediating variable (career growth). The correlation coefficients are tabulated in Table 4.24.

The correlation coefficients in Table 4.24 show that there are significant positive correlations between the independent, dependent, and mediating variables in this study ($p < 0.01$). Among them, the relationships between organizational commitment and individual career management and organizational career management are very strong and positive (correlation coefficients are between 0.8 and 1.0). Job satisfaction is powerfully and positively correlated with both organizational commitment and individual career management (correlation coefficients ranged from 0.6 to 0.8). The correlations between job satisfaction and career growth and organizational career management, organizational commitment and career growth, career growth and organizational career management, and individual career management and organizational career management are positively moderate (correlation coefficients were between 0.4 and 0.6).

Thus, the hypothesis that individual career management is positively correlated with organizational career management (H1) is accepted.

Table 4.24 Correlation Analysis

Dimension	Job Satisfaction	Organizational Commitment	Career Growth	Individual Career Management	Organizational Career Management
Job satisfaction	1	-	-	-	-
Organizational commitment	.653**	1	-	-	-
Career growth	.537**	.580**	1	-	-
individual career management	.623**	.888**	.552**	1	-
Organizational career management	.512**	.859**	.458**	.527**	1

** The correlation is significant at the level of 0.01 (two-tail).

4.3.2 Structure Equation Modelling (SEM)

The Structure Equation Modelling (SEM) and regression analysis are the two most frequently employed methods for the hypothesis test. The regression analysis

adopts the principles of least squares to study the correlation between variables, while the SEM makes the study by the maximum likelihood estimation. The SEM takes more complex correlation between the variables into account, and it can produce more precise and reliable results when compared with the regression analysis.

This section firstly studies the effects of career management on work attitude (H2), and the mediation effects of career growth (H3). It further tests the influence relations among the secondary dimensions of career management, work attitudes and career growth, to verify H2-1, H2-2, H2-3, H2-4 and H3-1, H3-2, H3-3, H3-4.

4.3.2.1 Career Management – Career Growth – Work Attitude

This section employs SEM to verify the hypotheses that the effects of career management on work attitude (H2).and the mediation effects of career growth (H3).

After developing the SEM, mutual correlations among professional cognition, promotion fairness, offering information and caring training are released according to the MI value, and till the model reaches the best goodness of fit. Table 4-25 illustrates that the CMIN/DF is 4.48 (<5), RMSEA is 0.078 (<0.8). Additionally, both the IFI and CFI values are larger than 0.9, and the TLI value is 0.898 (>0.8). As a result, the values of these indices are all larger than the corresponding standard values, indicating the goodness of it of the model is acceptable.

Table 4.25 Model's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-5	<0.08	>0.9	>0.9	>0.9
Measured value	4.48	0.078	0.918	0.898	0.917

As tabulated in Table 4.26, career management imposes significant and positive effect on career growth ($B=0.677$, $p<0.001$), and career growth significantly and positively affects work attitude ($B=0.245$, $p<0.001$). There also exists positive correlation between career management and work attitude ($B=0.684$, $p<0.001$). Therefore, the hypothesis that career management has a significant positive impact on work attitudes (H2) is accepted.

Table 4.26 Results of the Hypothesis Tests

	Path		Estimate	S.E.	C.R.	P
Career growth	<---	Career management	0.677	0.154	8.018	***
Work attitude	<---	Career growth	0.245	0.058	3.925	***
Work attitude	<---	Career management	0.684	0.163	7.087	***

The bootstrap method was adopted to test the mediation effects and Table 4.27 illustrates the results. We can see from the table that the overall effect is 1.439, the direct effect is 1.157, and indirect effect is 0.281. As the 95% CI ranges all exceeds zero and p values are smaller than the significance level of 0.05, the overall, direct and indirect effects are all valid. The results also show that the direct effect and indirect effect contribute 80% and 20% to the overall effect, respectively. Therefore, the hypothesis that career growth plays a mediating role in the relationship between career management and work attitudes (H3) is valid.

Table 4.27 Mediation Effect Test

Correlation	Effect Value	LLCI	ULCI	p	Percentage
Overall effect	1.439	1.145	1.813	0.002	-
Direct effect	1.157	0.857	1.520	0.003	80%
Indirect effect	0.281	0.129	0.514	0.001	20%

Note: *LLCI is the lower limit of the 95% CI, ULCI is the upper limit of 95% CI.

*If the 95% CI doesn't include zero, the effect relationship is valid, otherwise the relationship is not valid.

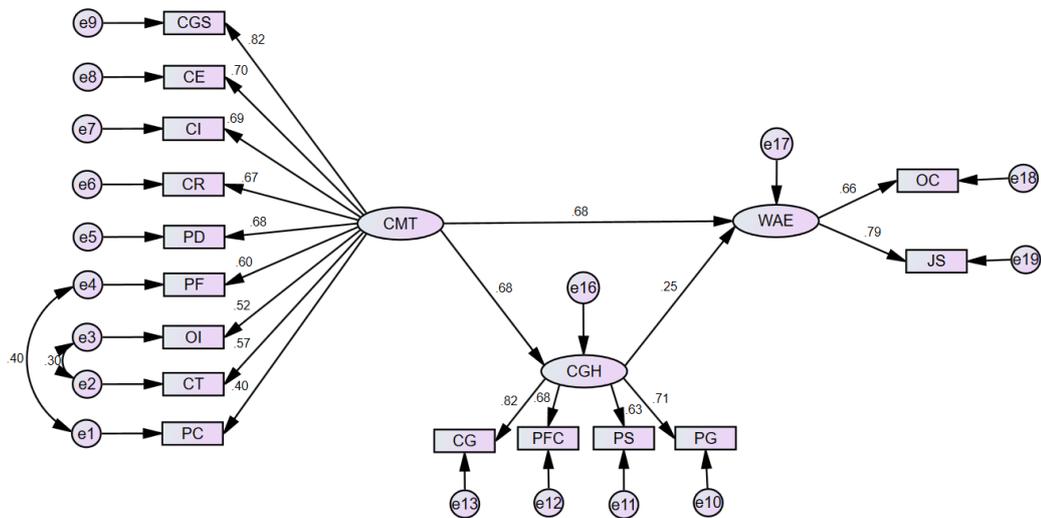


Figure 4.1 Career Management – Career Growth – Work Attitude SEM Diagram

4.3.2.2 SEM Test for the Secondary Dimensions

This section tests the influence relations among the secondary dimensions of career management, work attitudes and career growth via SEM, which is to verify the acceptability of H2-1, H2-2, H2-3, H2-4 and H3-1, H3-2, H3-3, H3-4.

Table 4.28 illustrates that the CMIN/DF is 3.01 (<5), RMSEA is 0.059 (<0.8). Additionally, the IFI, TLI, and CFI values are larger than 0.9 and at the excellent level. As a result, the values of these indices are all larger than the corresponding standard values, indicating the goodness of fit of the model is acceptable.

Table 4.28 Mode's Goodness of Fit Test

Index	CMIN/DF	RMSEA	IFI	TLI	CFI
Standard value	1-5	<0.08	>0.9	>0.9	>0.9
Measured value	3.01	0.059	0.939	0.929	0.939

Table 4.29 illustrates that the correlations between individual career management and organizational commitment ($B=0.416$, $p<0.001$), individual career management and job satisfaction ($B=0.489$, $p<0.001$), organizational career

management and organizational commitment ($B=0.143$, $p<0.01$), and organizational career management and job satisfaction ($B=0.278$, $p<0.001$) are all. Therefore, the hypotheses that individual career management has a significant positive impact on organizational commitment (H2-1), Individual career management has a significant positive impact on job satisfaction (H2-2), organizational career management has a significant positive impact on organizational commitment (H2-3), and organizational career management has a significant positive impact on job satisfaction (H2-4) are all valid. Additionally, correlations between other variables in the SEM, e.g., career growth, are all significant and positive.

Table 4.29 Results of Hypothesis Tests

	Path Test	Estimate	S.E.	C.R.	P
Career growth	<--- Career self - management	0.521	0.051	9.53	***
Career growth	<--- Organizational career management	0.319	0.053	6.38	***
Organizational commitment	<--- Career self - management	0.416	0.068	7.068	***
Job satisfaction	<--- Career self - management	0.489	0.062	8.587	***
Organizational commitment	<--- Organizational career management	0.143	0.064	2.934	0.003
Job satisfaction	<--- Organizational career management	0.278	0.058	5.876	***
Organizational commitment	<--- Career growth	0.212	0.077	3.43	***
Job satisfaction	<--- Career growth	0.189	0.066	3.349	***

Table 4.30 illustrates that career growth serves as a mediator between individual career management and organizational commitment, individual career management and job satisfaction, organizational career management and organizational commitment, and organizational career management and job satisfaction. The bootstrap test results show that for the indirect effects, the corresponding 95% CI range don't include zero, and the p values are all smaller than 0.05.

Therefore, the hypotheses that career growth plays a mediating role in the relationship between individual career management and organizational commitment (H3-1), career growth plays a mediating role in the relationship between individual career management and job satisfaction (H3-2), career growth plays a mediating role in the relationship between organizational career management and organizational commitment (H3-3), and career growth plays a mediating role in the relationship between organizational career management and job satisfaction (H3-4) are all valid.

Table 4.30 Mediation Effect Test

Path	Effect Relationship	Estimate	LLCI	ULCI	P	Percentage
individual career management-	Overall effect	0.609	0.471	0.762	0.002	
Career Growth-	Direct effect	0.481	0.303	0.658	0.002	79%
Organizational commitment	Indirect effect	0.128	0.049	0.237	0.002	21%
individual career management-	Overall effect	0.635	0.505	0.776	0.002	
Career growth-Job satisfaction	Direct effect	0.528	0.374	0.708	0.002	83%
	Indirect effect	0.106	0.040	0.200	0.003	20%
Organizational career	Overall effect	0.278	0.118	0.458	0.002	

Path	Effect Relationship	Estimate	LLCI	ULCI	P	Percentage
management-Career Growth-	Direct effect	0.189	0.003	0.361	0.046	68%
Organizational commitment	Indirect effect	0.089	0.03	0.188	0.002	32%
Organizational career	Overall effect	0.418	0.291	0.569	0.002	
management-Career growth-Job satisfaction	Direct effect	0.343	0.213	0.491	0.003	82%
	Indirect effect	0.074	0.024	0.152	0.003	18%

Note: *LLCI is the lower limit of the 95% CI, ULCI is the upper limit of 95% CI.

*If the 95% CI doesn't include zero, the effect relationship is valid, otherwise the relationship is not valid.

4.3.3 Summary of the Results of the Hypothesis Tests

We carried out hypothesis tests via the correlation and SEM analysis as above.

Table 4.31 summarized the results of the hypothesis tests as below.

Table 4.31 Summary of the Results of the Hypothesis Tests

Hypothesis	Conclusion
H1: individual career management and organizational career management are significantly and positively correlated.	Accept
H2: Career management imposes significantly positive effect on work attitude.	Accept
H2-1: individual career management imposes significantly positive effect on organizational commitment.	Accept
H2-2: individual career management imposes significantly positive effect on job satisfaction.	Accept
H2-3: Organizational career management imposes	Accept

Hypothesis	Conclusion
significantly positive effect on organizational commitment.	
H2-4: Organizational career management imposes significantly positive effect on job satisfaction.	Accept
H3: Career growth acts as a mediator of career management and work attitude.	Accept
H3-1: Career growth acts as a mediator of individual career management and organizational commitment.	Accept
H3-2: Career growth acts as a mediator of individual career management and job satisfaction.	Accept
H3-3: Career growth acts as a mediator of organizational career management and organizational commitment.	Accept
H3-4: Career growth acts as a mediator of organizational career management and job satisfaction.	Accept

4.4 Discussion

This chapter describes the basic demographic information of the subjects, such as gender, race, age, political status education level. It also report the statistical descriptive analysis of the scale score results of the secondary dimensions of work attitude, career growth, individual career management and organizational career management.

To ensure the validity and reliability of the scale data, this chapter analyzed the internal consistencies of each secondary dimension using Cronbach's coefficients, investigated the structural validity of the scale using exploratory factor analysis, and verified the convergent validity, discriminant validity, and composite reliability of the data using confirmatory factor analysis. The results of the reliability and validity analyses indicated that the scales used in this study had good internal consistencies (reliability) and that the scales for each variable had good structural validity, convergent validity, discriminant validity, and composite reliability. Thus, the survey scales used in this study can guarantee reliable data quality and thus ensure the credibility of the results.

The hypotheses presented in Chapter 2 (three primary hypotheses and eight secondary hypotheses) are further tested through hypothesis test (including correlation analysis and structural equation modeling), the analysis results show that all these hypotheses are valid.

This paper verifies the hypothesis that individual career management is positively related to organizational career management, which is consistent with the findings of Ling and Ou (2010); Wang and Chen (2020). The organization provides necessary guidance and assistances to employees through the system and measures of organizational career management, which promote employees' individual career management along with meeting the organization's needs of talents, so the employees' individual career management is positively and significantly related to organizational career management.

The positive relationship between career management and work attitudes found in this research is in line with the findings from prior research. Liu et al. (2007) showed that organizational career management executes a significant positive effect on both organizational commitment and job satisfaction. Zhang et al. (2019) reported that individual career management has a significant positive predictive effect on organizational commitment. Wang and Chen (2020) reported that individual career management has a significant positive predictive effect on organizational commitment. Chen (2020) found that both organizational and individual career management are significantly and positively related to employees' job satisfaction.

Concurrently, there are few studies on the role of career growth in mediating the relationship between career management and work attitudes, and the findings in the current study fill the research gap in this area. There is only one study by Zhang and Liu (2015) found that promotion speed fully mediates the influence of result-oriented culture on organizational commitment; career development and promotion speed partially mediate the effect of employee-oriented culture on affective commitment, normative commitment, and continuance commitment. Findings in this study suggest that career growth partially mediates the association between career management and work attitudes. The author tentatively hypothesize that career management promotes employees' career growth, and employees' career growth can

further enhance employees' organizational commitment and job satisfaction, but the related mechanisms of action and causes need to be determined by further research.

The correlation analysis results in Section 4.3.1 indicate that the correlations between job satisfaction and career growth and organizational career management, organizational commitment and career growth, career growth and organizational career management, and individual career management and organizational career management are moderate and positive (correlation coefficients are in the range of 0.4-0.6). These correlation coefficients are consistent with those reported in the literature, for example, Weng and Bian (2015) reported correlation coefficients of 0.35-0.50 between the dimensions of organizational career management and the dimensions of career growth. The moderate correlations may be due to the number and complexity of factors that influence the studied dimensions.

Comparing the total effect of individual career management and organizational career management on work attitudes reveals that the effect of individual career management on work attitudes is more pronounced (0.609, 0.635 vs. 0.278, 0.418), indicating a greater effect of individual career management. Comparing the total effect of individual career management on organizational commitment and job satisfaction, organizational commitment and job satisfaction were affected by the path of individual career management and career growth in approximately the same level (0.609 vs. 0.635). Comparing the total effect of organizational career management on organizational commitment and job satisfaction, we can see that job satisfaction is more significantly affected by the path of organizational career management and career growth (0.418 vs. 0.278).

The indirect effect of career growth between individual career management and organizational commitment, between individual career management and job satisfaction, and between organizational career management and job satisfaction are all about 20%. However, its indirect effect between organizational career management and organizational commitment is 32%, which indicates a stronger mediating effect. This indirect effect may suggest that organizational career management affects organizational commitment more by influencing career growth than individual career management.

CHAPTER 5

CONCLUSION AND IMPLICATION

5.1 Conclusion

The study took 571 workers from the Chinese public sector as the subjects, assesses the effects of career management on work attitudes, and verified the mediation effects of career growth between career management and work attitudes. The major conclusions are as follows: individual career management is positively correlated with organizational career management. Career management positively and significantly affects work attitude. Career growth serves as a mediator between career management and work attitude.

5.2 Implication

5.2.1 Theoretical Contributions

First, this study develops the theory that for employees in the public sector, career growth plays a mediating role between the relationship between career management and work attitudes, and this theory fill the research gap in the area of HR management. In this regard, the indirect effect of career growth between individual career management and organizational commitment, between individual career management and job satisfaction, and between organizational career management and job satisfaction are all about 20%. The career growth's indirect effect between organizational career management and organizational commitment is 32%. Concurrently, studies on career growth are still immature, and these studies are more focused on the business sector, while few of them were conducted in the public sector. However, organizations in the public sector shall also pay attention to their workers'

career growth. The study illustrates that organizations could conduct career management to prompt the workers' career growth in the public sector.

Second, this study successfully explores the outcomes of career growth, proposes and verifies the impact path of career growth on the two sub-dimensions of work attitude (job satisfaction and organizational commitment) in the public sector. The literature shows that prior studies on career growth concentrated on its antecedent variables, e.g., organizational culture, working value, human capital, initiatives, and personal characteristics. There are limited studies on the outcome variables of career growth. The impact of career growth on organizational behaviors in the public sector is still an open question and merits further study. The current study took work attitude, which is one of the most important variables in the worker's organizational behaviors, as the breakthrough point, to study the effect of career growth on job satisfaction and organizational commitment. Career growth significantly and positively affects job satisfaction and organizational commitment of workers in the public sector. The public sector's supports on its workers' career growth would further enhance the worker's job satisfaction and organizational commitment, and consequently benefit the organizational development.

Third, the study certifies that for the public sector employees, there is a moderate and positive correlation between the two dimensions of career management (individual career management and organizational career management), it further attests the applicability of career management as well as the necessity of conducting career management in public sectors. The organizational reform and structure adjustment is gradually transferring the organizations from individual-oriented to interest-oriented ones, it is more obvious in the public sector than others. But from all the perspectives of career growth, protean career and boundaryless career, both individual career management and organizational career management are of great importance. Therefore, career management shall be developed on basis of the interactions between individual career management and organizational career management. Prior studies took subjects from the business sector for the research on individual career management and organizational career management. The research scale for individual career management includes five sub-dimensions, which are career goal and strategy, career exploration, continuing learning, caring relationship,

and personal development. The scale of organizational career management contains four sub-dimensions, that are promotion fairness, offering information, caring training, and professional cognition. The prior results demonstrate these scales and sub-dimensions are also applicable to workers in the public sector. It is reasonable to consider that workers in the public sector also need career management although their jobs are more stable than that in the business sector.

Last, the study discloses that career management imposes significant and positive impacts on both career growth and work attitudes, which add more empirical evidence to the current related theories. The results indicate that individual career management could prompt the workers to improve self-awareness and understanding, and to explore the organizational environment, and further learn the disparities between themselves and others outside of their organization. Organizational career management would improve the workers' understanding on their career, elevate their work capacity and increase their loyalty to the organization. Individual career management and organizational career management will not only positively affect career growth, but also impose positive effects on both job satisfaction and organizational commitment. The results discover the antecedent variables and enrich the research subject and content of career growth and work attitudes. Furthermore, the study demonstrates that the workers in the public sector also have the desires of career growth and improvements of work attitudes.

5.2.2 Practical Contributions

First, the findings from the current study suggest that in the dimension of organizational career management, the public sector should pay high attention to civil servants' career management, foster an organizational culture that supports civil servants' career management, and develop corresponding regulations and training systems. The traditional view considers jobs in the public sector are stable and with sense of security, so there is no need to make career management for these workers. This study obtained different truth that career management imposes nonnegligible effects on individual career and work attitude in the public sector. The public sector would have to employ various methods and measures to cultivate the organizational culture that could lend supports to the workers' career management, which is to merge

career management into the systems of training, rules, and regulations; e.g., to highlight the consistency between organizational and individual goals, to help the workers make career exploration, to strengthen the worker's professional cognition, to enhance the workers' professional identity and further to improve the level of organizational commitment. The public sector shall pay attention to the workers' career growth and development, take actions such as irregularly or regularly investigating the workers' job satisfaction, lending support to the workers' individual career management, providing the workers with study opportunities and platforms, and encouraging them to attend these study and training. Among them, training is of special importance as it can enhance the workers' willingness to try challenging works, improve their work capacity, professional competence, and professional competitiveness, prompt their career growth, and consequently initiate their initiative and enthusiasm.

Plenty of prior studies have demonstrated that providing the workers with supports and measures could reduce their turnover intention and improve their individual job satisfaction and organizational commitment (Wang et al., 2014). If the public sector could practically and effectively improve the workers' career growth, the workers take active actions to benefit the public sector so the public sector's performance could be improved. The study shows that career management imposes direct effects on work attitude by career growth, career management could urge the workers' take positive work attitude. Therefore, highlighting career management, especially the management with objectives of enhancing the workers' career growth, could obviously prompt the workers' future growth. These managements would increase the workers' affective commitment and take positive actions to the public sector.

Second, the findings of this study suggest that in the dimension of individual career management, civil servants should first pay more attention to individual career management and conduct individual career management through five dimensions: developing career goals and strategies, career exploration, continuing learning, focusing on relationships, and self-presentation. As narrated above, individual career management correlates positively with organizational career management, and imposes significant and positive impacts on career growth, job satisfaction and

organizational commitment. Consequently, individual career management is of great important to the individual professional development. The workers could make individual career management by constructing career goal and strategy, career exploration, continuing learning, caring relationship, and personal development.

The development of career goal can help the workers to identify their career objectives, recognize their career direction, and can be set as the standard to measure the career progression. The development of career goal could also urge the worker to improve personal understanding on their own values, interests, capacities, characteristics, emotional quotient, and life preference. It could prompt the workers to gather more information of their working environment and improve their understanding, which would benefit the workers by helping them to set reasonable career goals. The development of career goal can activate the workers, they will actively develop a series of proposal and plan to realize their career goal, which can prompt their career growth. Consequently, the workers could obtain satisfactory career and generate excellent work performance (Greenhaus et al., 1995; Wickramasinghe & Premachandr, 2021).

The workers shall take initiatives to make career exploration by considering their personal conditions. The workers shall holistically understand the factors including vocational name, definition, education level, development prospect, career environment, remunerations and the requirements on qualifications, experiences, capacities, skills, and occupational personality trait. With the approaching of the artificial-intelligent and digital era, many of these traditional profession and occupations are facing great challenges, under this condition, the workers would have to specially understand and explore the impacts of technology progress on career growth in their process of developing career goal.

As the common saying tells - interest is the best teacher. Interest can initiate the workers' intrinsic motivation and enthusiasm, dedicate them to their work, and make them enjoy the work process. By career exploration, the workers can further assess their personal values, interests, characteristics, capacities and others, after which they can combine the assessment with their practical personal conditions to make reasonable choices for their work and career.

The workers shall own the sense and capacity of continuing learning (also called lifelong learning) to gradually improve their work capacity to ensure their adaptations to the continually developing and changing work content and environment, to confidently embrace the changes. The old cycle of knowledge is getting shorter and shorter, and human culture has entered the era of knowledge explosion. New knowledge, technology, inventions, and creates increase rapidly; innovations on the social, economic, cultural, living, technological and informational aspects are accelerating. The workers shall actively obtain information about their occupation and job based on their work position and career growth. They also need to choose the learning measure and path that are suitable for themselves by considering formal and informal learning, formal and informal education. The workers must enrich their knowledge on their occupation and work position to improve and reconstruct their work skills. In the process of continuing learning, the workers shall think about the problems emerging continuously in their works, to figure out solutions, to be the problem killers and to improve the work efficiency, and consequently prompt individual career growth and development.

The workers shall endeavor to be the active and efficient communicators and know well how to show themselves; they shall continuously replenish their personal emotional account and expand their social networks. The Grant Study at Harvard, which lasts for near 80 years, have pointed out that the good interpersonal relationship can make people healthier and happier. The PERMA Model, which was proposed by Martin Seligman, also clearly argues that interpersonal relationship is one of the five important factors that can make people happy. The year of work alone has gone far away, and the current era asks workers to work in team for completing tasks efficiently. Workers must communicate with their supervisors, their counterparts, and subordinates, all of which requests the workers to own the capacity and cognition of well communication for showing their professional quality and work capacity. Good communication skills can make the workers be trusted, keep cheerful work attitude, and enjoy the happiness of work. Therefore, the workers can get the senses of work satisfaction and achievement along with career growth.

Work is filled with various challenges, if the workers make good individual career management, they will gain the intrinsic motivation for personal career

development. The intrinsic motivation of individual career management is one of the traits the outstanding employees own. For the organizations with high activity of human capital or organizational flexibility, this self-oriented career development value matches with the needs of the enterprise talent investment, so they own stronger self-development intrinsic motivation than others (Uy et al., 2015; Guan et al., 2016a). Under the same situation, they will create more surprises to the organization by the accumulation process of social and psychological capital such as environmental adaptation, resource integration and proactive respond to changes.

Third, the findings of this study suggest that from the dimension of career growth, the public sector should focus on the issues of employees' career growth and promote it by adopting vocational training and a salary system balancing both internal and external factors. It is found that career growth not only positively and significantly affects job satisfaction and organizational commitment, but also serves as a mediator between career management and work attitude. The first action can be taken is to enhance the workers' work capacity and service quality by vocational training. Concurrently, the structural reform results in large adjustment of the governmental agencies and reposition of the civil servants, which inevitably affects their work efficiency and contents. The public sector needs to move with the times of reform, actively faces the challenges introduced by the governmental administrative structural reform, by strengthening training on work capacity and service quality to improve their occupational adaptability so they can get down to their new position and work well. The second action is to construct reasonable and diversified pay and incentive system to improve the workers' job satisfaction and organizational commitment. In the background of comprehensive deepening of reform, great transitions including adjustment of salary standard, amalgamation of pension, the parallel promotion system of positions and ranks and others are progressing gradually, these changes would unignorably affect the workers' work attitude and organizational citizenship behaviors. Under this situation, there is desires for the public sector to adopt diversified pay and incentive mechanism that balances both internal incentive and external incentive. On the one hand, the public sector shall take effective external incentive to adjust the structure of salary and performance pay, to develop the salary system based on work performance, to efficiently divide the percentage of base

performance and rewarding performance, to form the environment and situation of “working is not the same as not working”, to fully initiate young staff’s work motivation and enthusiasm and further prompt their career development. On the other hand, the public sector shall also highlight internal incentive based on external incentive, to develop the value-oriented administrative culture (Zhang & Kong, 2016). The traditional incentive theory highlights more on external material incentive, but omits its internalization, which results in the crowding-out effect of motivation that blocks the action of internal incentive. The public sector can improve the workers’ internal public service motivation by spiritual commendation, promotion, reputation reward, competence reward, autonomous authorization reward and others; these measures will not only enhance job satisfaction and organizational commitment but also take the balance of external and internal balance into account, which could avoid the crowding-out effect of internal incentive (Ge, 2016).

Fourth, the findings of this study indicate that in the dimension of work attitudes, the public sector should pay attention to the management of employees' work attitudes, which can be improved by enhancing welfare benefits, strengthening moral motivation, creating a fairer promotion system, and building a harmonious work environment. This study discovered that both organizational career management and individual career management imposes significant positive effects on work attitudes, while career growth plays a partially mediating role in the effect of career management on work attitudes. Yin (2018) reported that job content itself, promotion rewards (in the scope of career growth), institutional management (in the scope of organizational career management), interpersonal relationships, public service motivation are the most important factors affecting job satisfaction of civil servants. Thus, public sector adopts measures such as improving welfare benefits, strengthening promotion incentives, creating a fairer promotion system, and building a harmonious working environment can effectively influence factors such as job content itself, promotion rewards (in the scope of career growth), institutional management (in the scope of organizational career management), interpersonal relationships, and public service motivation, which in turn have positive impacts on civil servants' work attitudes.

5.3 Limitations and Future Works

In general, this research took workers in the public sector as the subjects to study the operation and function mechanism between career management, career growth and work attitude. The study strictly followed scientific research paradigm, gets its expected research objectives, and obtained valuable conclusions that could provide meaningful guidance to the practice of HR management in the public sector.

5.3.1 Research Limitations

Some limitations are with this study due to the length of this dissertation, the author's research capacity and research resources as follows.

The limitation on the data collection. Firstly, the study took civil servants from Yunnan Province as the subjects. Yunnan Province is located at the western part of China, and is categorized as the underdeveloped area, these may result in the weakness on the extrinsic validity of the conclusions. There is still space to improve and perfect the working condition, facilities, and management system for the civil servants in the underdeveloped area; additionally, the management concepts may differ from these in the developed area, these can also probably impose negative effects on the findings and further studies are warranted to gauge the generalizability of the conclusion. Secondly, the subjects came from different public departments, which makes controlling all environmental variables impossible. The differences on organizational culture, environment, and leadership type all could affect the workers' work attitude (Weng & McElroy, 2012).

The limitation on the measuring tool. The study focused mainly on variables on the individual level other than those in the organizational level.

The limitation on the research paradigm. The study adopted the quantitative research paradigm of positivism, which is mainly based the known rules and truths, to explain or predict the pre-developed causal relationship hypothesis or research topic by scientific measurement or statistical inference. There are time spans among organizational career management, individual career management, career growth and work attitude, while the workers took surveys on these subjects at the same time; the disparity may lead to neglecting of some other unidentifiable factors. This is a cross-

sectional study and did not introduce dynamic data for dynamic observations, which is one of the limitations with the study.

The risky homogeneity with the respondents. Approximately 30% of the respondents were MPA students, these students may share common traits such caring more about career exploration and continuing learning, having higher level of professional cognition, and getting faster promotion speeds than their normal counterparts. These common traits may lead to the risk of homogeneity with the findings in the study. However, given the proportion of the MPA students were not big enough, this homogeneity is not likely affecting the solidity of the findings.

5.3.2 Future Works

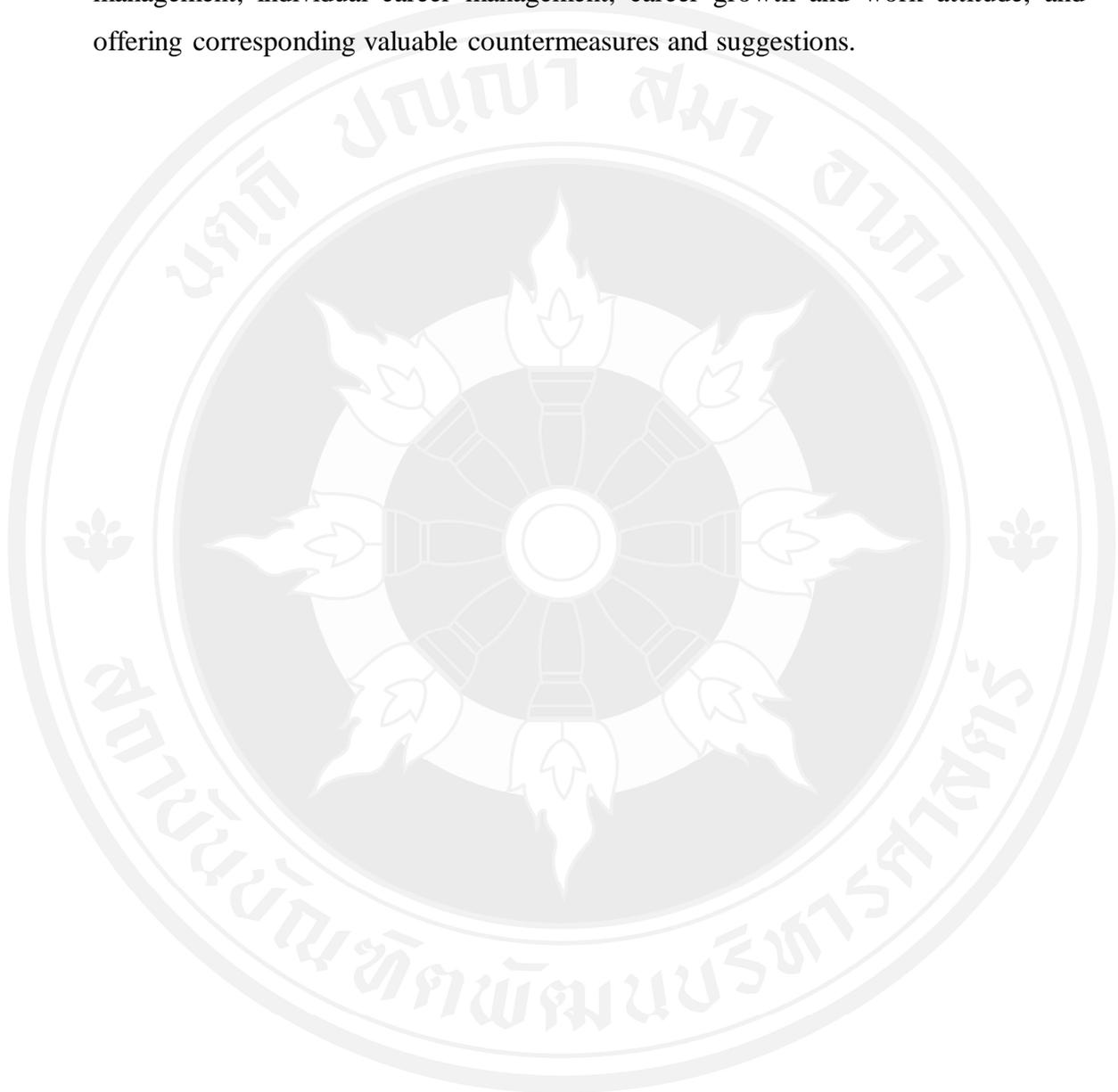
As narrated in Section 5.2, findings in this study make important theoretical contributions and practical implications to the area of human resources. However, due to the constraints on the author's resources, there is still much work that needs to be done in the future.

First, the main finding of this study, which is 'career growth plays a partially mediating role in the association between career management and work attitudes', needs to be further verified and the related mechanism deserves further clarifications. Future works can cover more regions (e.g., developed regions, middle-level regions, etc.) and more business sectors (e.g., private sector, national-owned enterprises) for cross-regional and cross-sectoral comparative studies.

Second, future studies shall consider more variables on the organizational level as the organizational culture and working load are different across various public sectors. These organizational-level variables can be organizational support, organizational ethical, and job crafting, and the cross-level mediation effect test shall be employed to study the impacts of career management on work attitude. Additionally, it would be of great importance to study the mediating effects of government policies, such as friendly working policies including working from home, in the association between career management and work attitudes.

Last, coming studies may implement the longitudinal method to validate the main findings from this study and to explore the related mechanism. The future studies may be conducted from two aspects. The first aspect is to analyze the

influential factors of individual work attitude when the organization is at different level of development. The second aspect takes individual as the subject to explore the effect of career development stage on career growth and work attitude. The follow-up method can deepen the analysis on the relationship among organizational career management, individual career management, career growth and work attitude, and offering corresponding valuable countermeasures and suggestions.



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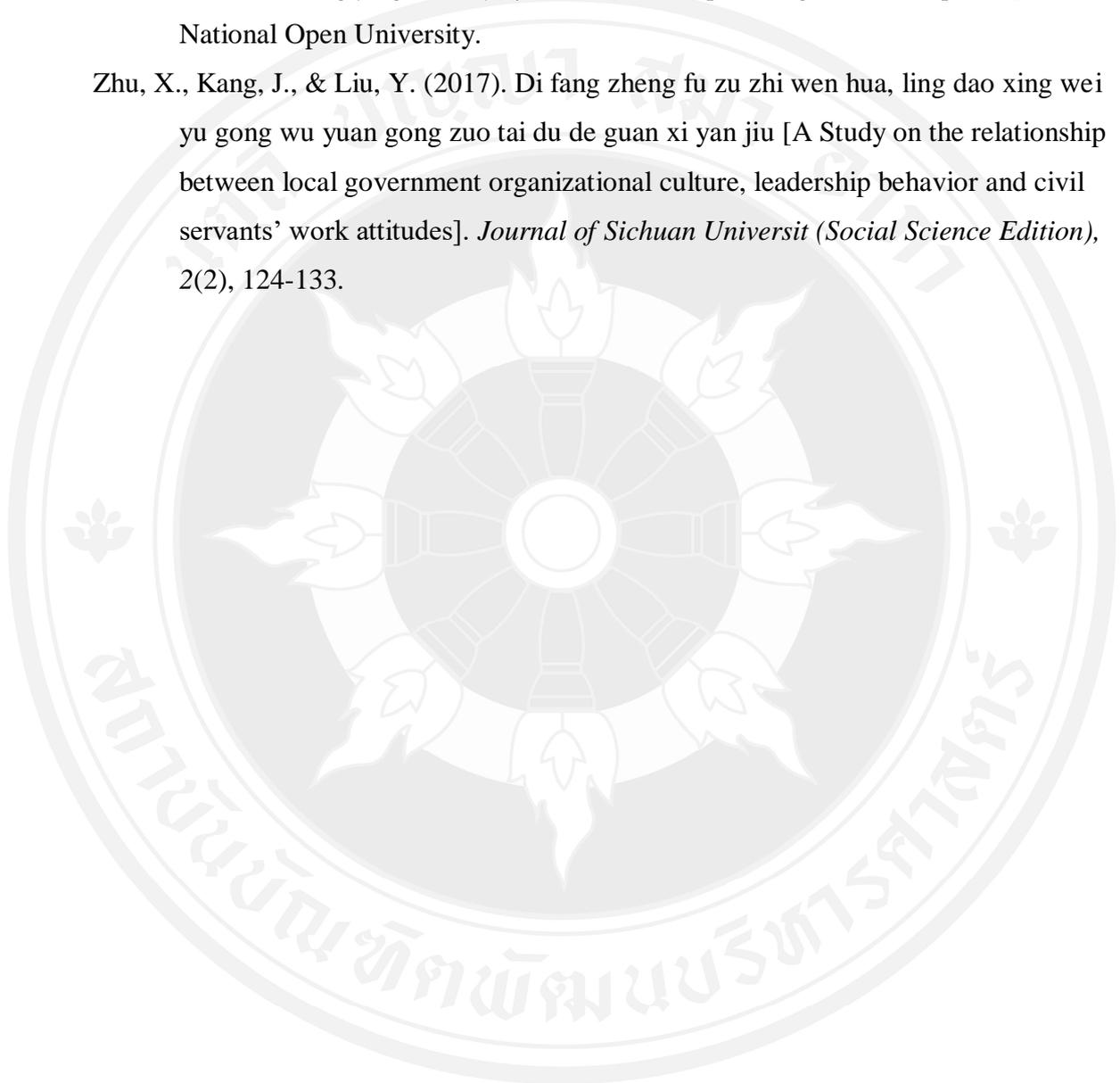
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APPENDIX

Questionnaire NO.:

Survey Date: _____

Survey Place:

Questionnaire of Career Life Quality for Employees of Public Sectors

Dear Madam/Sir,

The purpose of this survey is to produce a conclusive report by understanding the career life quality of public sector employees, and the relationships of influencing factors. Besides, this survey will provide evidences about formulating and being perfect administrative policies and measures for employees of public sectors.

Everyone has totally different experiences about their career life qualities, so each respondent can influence the result of this survey. Therefore, the quality of questionnaire respondent is extremely important, please follow the notes to answer all questions carefully.

All your respondents of this questionnaire will be kept strictly confidential. The results of the analysis will be a conclusive report without any personal answers or privacies. In addition, the results of this survey will not be used for any personal performance evaluation.

Before completing the questionnaire, please read the following notes:

1. Please answer the questions in the order, and do not jump back and forth.
2. Please tick "O" for your best answer. Please fill in specific figures for some questions by requirements. Please answer all questions.

Thank you very much for your participation!

Part 1 Demographics

Description	Option
Gender	A. Male B. Female
Race	A. Han B. Minority
Age	A. ≤24 B.25-30 C.31-35 D.36-40 E.41-45 F.46-50 G.≥ 51
Politics status	A.MCP B.MDP C. League member D. The mass
Education level	A. High school & below B. College C. Bachelor D. Master E. Doctor
Service year (Y)	A. ≤ 2 B. 3-5 C. 6-10 D. 11-15 E. 16-20 F. ≥ 21
Administrative level	A. Prefectural department or above (counsel) B. Mid-governmental officials (investigator) C. Section chief D. Officer E. Others
Affiliation level	A. Central office B. Provincial & ministerial units C. Prefecture D. County E. Township

Part 2

The following questions are about your views on your jobs, please according to your actual situation to respond (Please mark "O" for your choices, "1" represents "strongly disagree", "2" represents "relatively disagree", and "3" represents "neither Agree and disagree", "4" represents "relatively agree", and "5" represents "strongly agree").

1. My current job brings me one step closer to my goal.
Strongly disagree 1 2 3 4 5 Strongly agree
2. The current job is related to my career goals and career ideals.
Strongly disagree 1 2 3 4 5 Strongly agree
3. My current job has laid the foundation for me to achieve my career goals.
Strongly disagree 1 2 3 4 5 Strongly agree
4. My current job provides me with a better development opportunity.
Strongly disagree 1 2 3 4 5 Strongly agree
5. My current job has prompted me to acquire new job-related skills.
Strongly disagree 1 2 3 4 5 Strongly agree
6. My current job has prompted me to constantly master new work-related knowledge.
Strongly disagree 1 2 3 4 5 Strongly agree
7. My current job has prompted me to accumulate a richer work experience.
Strongly disagree 1 2 3 4 5 Strongly agree
8. My current job has promoted continuous training and improvement of my professional ability.
Strongly disagree 1 2 3 4 5 Strongly agree
9. The job promotion rate in the current organization is relatively fast.
Strongly disagree 1 2 3 4 5 Strongly agree
10. In the current organization, my position is more ideal than the previous one.
Strongly disagree 1 2 3 4 5 Strongly agree
11. Compared with my colleagues, my current job promotion rate is relatively fast.
Strongly disagree 1 2 3 4 5 Strongly agree
12. After arriving at my current organization, my salary has increased relatively quickly.

- Strongly disagree 1 2 3 4 5 Strongly agree
13. In this organization, my current salary is highly likely to be improved.
- Strongly disagree 1 2 3 4 5 Strongly agree
14. Compared with my colleagues, my salary has grown faster.
- Strongly disagree 1 2 3 4 5 Strongly agree
15. I have a strong sense of belonging to my organization.
- Strongly disagree 1 2 3 4 5 Strongly agree
16. My organization is very important to me personally.
- Strongly disagree 1 2 3 4 5 Strongly agree
17. I feel that I am a member of the organization.
- Strongly disagree 1 2 3 4 5 Strongly agree
18. I am very satisfied with my achievements in my career.
- Strongly disagree 1 2 3 4 5 Strongly agree
19. I am very satisfied with my progress in achieving my career goals.
- Strongly disagree 1 2 3 4 5 Strongly agree
20. I am very satisfied with my progress in achieving my income goals.
- Strongly disagree 1 2 3 4 5 Strongly agree
21. I am very satisfied with my progress in achieving my promotion goals.
- Strongly disagree 1 2 3 4 5 Strongly agree
22. I am very satisfied with my progress in learning new skills.
- Strongly disagree 1 2 3 4 5 Strongly agree

Part 3

The following questions are about your career development, please according to your actual situation to respond (please mark " O " for your choices, "1" represents "strongly disagree", "2" represents "relatively disagree", and "3" represents "neither Agree and disagree", "4" represents "relatively agree", and "5" represents "strongly agree").

23. I made a career development plan for myself.
- Strongly disagree 1 2 3 4 5 Strongly agree

24. I set myself a long-term career goal.
Strongly disagree 1 2 3 4 5 Strongly agree
25. I developed a strategy for myself to achieve my career goals.
Strongly disagree 1 2 3 4 5 Strongly agree
26. I set short-term career development goals.
Strongly disagree 1 2 3 4 5 Strongly agree
27. I will try a new job.
Strongly disagree 1 2 3 4 5 Strongly agree
28. I will try to try different professions.
Strongly disagree 1 2 3 4 5 Strongly agree
29. I will strive to change position.
Strongly disagree 1 2 3 4 5 Strongly agree
30. I will actively look for the ideal career.
Strongly disagree 1 2 3 4 5 Strongly agree
31. I focus on cultivating work-related skills.
Strongly disagree 1 2 3 4 5 Strongly agree
32. I often read professional magazines and books.
Strongly disagree 1 2 3 4 5 Strongly agree
33. I set various goals and achieve them.
Strongly disagree 1 2 3 4 5 Strongly agree
34. I develop skills related to career goals.
Strongly disagree 1 2 3 4 5 Strongly agree
35. I can get help from many people when I get promoted.
Strongly disagree 1 2 3 4 5 Strongly agree
36. I have established information channels.
Strongly disagree 1 2 3 4 5 Strongly agree
37. I interact with people who have an important influence in this unit.
Strongly disagree 1 2 3 4 5 Strongly agree
38. I will let my superiors know the results of my work.
Strongly disagree 1 2 3 4 5 Strongly agree
39. I will let my superiors know what I want to do.
Strongly disagree 1 2 3 4 5 Strongly agree

40. I will let my superiors know my career goals.

Strongly disagree 1 2 3 4 5 Strongly agree

41. The organization will promote me according to my performance appraisal.

Strongly disagree 1 2 3 4 5 Strongly agree

42. I can access the process and results of the promotion of the personnel transparently.

Strongly disagree 1 2 3 4 5 Strongly agree

43. The organization has a complete promotion system.

Strongly disagree 1 2 3 4 5 Strongly agree

44. The organization can provide fair competition opportunities for all employees in terms of job promotion.

Strongly disagree 1 2 3 4 5 Strongly agree

45. The organization will provide me with clear promotion route information.

Strongly disagree 1 2 3 4 5 Strongly agree

46. My organization provides employees with job vacancy information in a timely manner.

Strongly disagree 1 2 3 4 5 Strongly agree

47. The organization has clear standards and documents for the qualifications of all types of positions.

Strongly disagree 1 2 3 4 5 Strongly agree

48. When I was just engaged in a new job, the organization would arrange experienced people to give guidance.

Strongly disagree 1 2 3 4 5 Strongly agree

49. My organization subsidizes or partially subsidizes employees' academic education fees.

Strongly disagree 1 2 3 4 5 Strongly agree

50. The organization will conduct regular or irregular training for employees in their daily work.

Strongly disagree 1 2 3 4 5 Strongly agree

51. If I need it, the unit will provide me with opportunities to participate in various external trainings, seminars and other professional knowledge training.

Strongly disagree 1 2 3 4 5 Strongly agree

52. The organization provides convenient conditions for employees to learn on their own.

Strongly disagree 1 2 3 4 5 Strongly agree

53. The organization will change jobs for me in a planned way to enrich my work experience.

Strongly disagree 1 2 3 4 5 Strongly agree

54. The organization provides feedback on my performance to improve my work status.

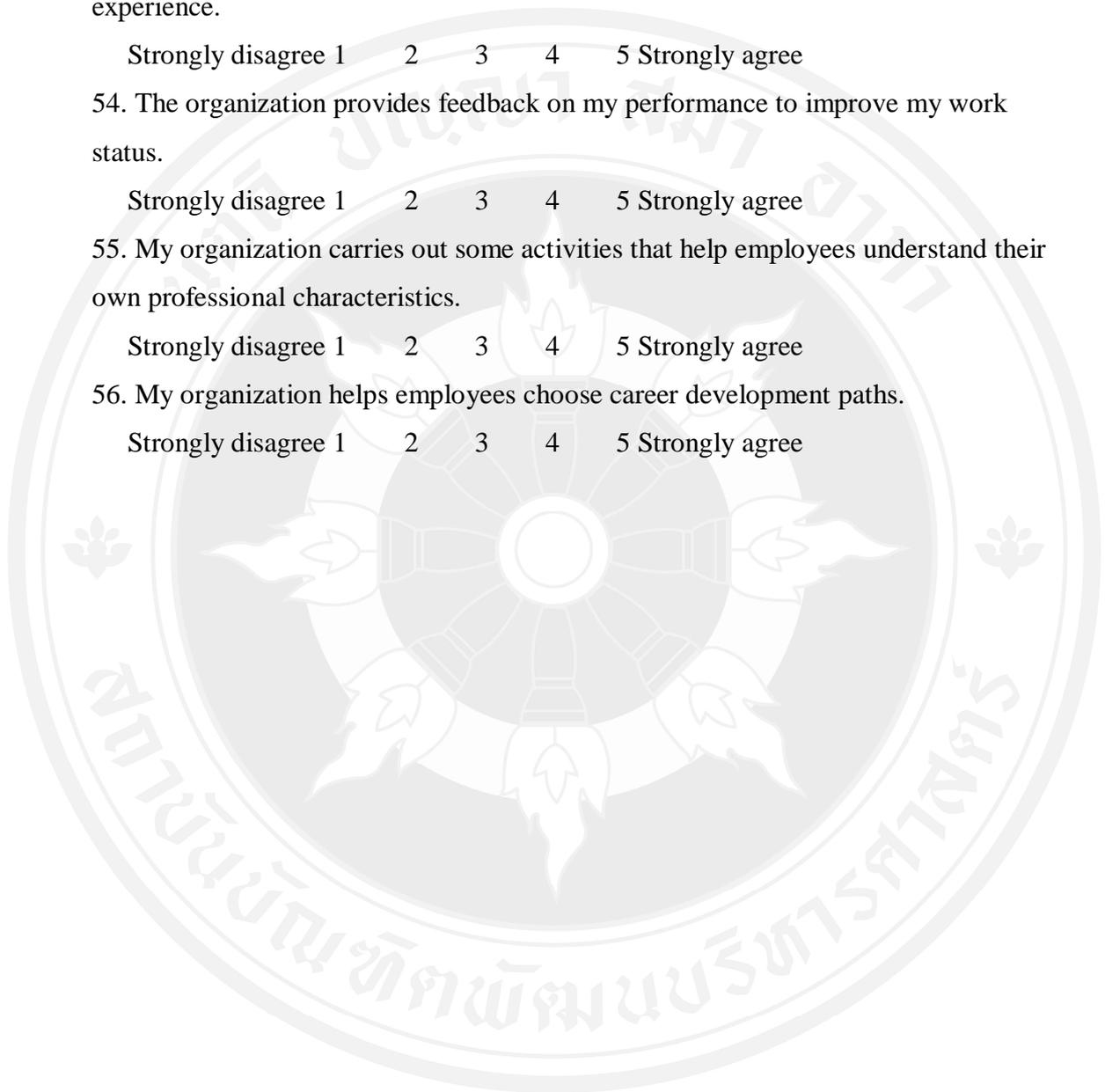
Strongly disagree 1 2 3 4 5 Strongly agree

55. My organization carries out some activities that help employees understand their own professional characteristics.

Strongly disagree 1 2 3 4 5 Strongly agree

56. My organization helps employees choose career development paths.

Strongly disagree 1 2 3 4 5 Strongly agree



BIOGRAPHY

Name-Surname	Miss Dan Lu
Academic Background	Bachelor degree in International Accounting, Yunnan University of Finance and Economics, Yunnan, China in 2005 Master' s Degree in Project Management, University of Greenwich, London, England in 2008
Experience	2008-present, Associate professor, Yunnan University of Finance and Economics, China

