

Identifying Perceptual Factors Affect Intrinsic Career Success by Delphi Method

Mohsen Jajarmizadeh*, Tahereh Feizi**, Narges Abbasi*** & Hojat Moshtaghian Abarghooi****

Abstract

Models are central to scientific thinking and essential to many kinds of practical problem solving. Given the importance and application of models and lack of any theoretical model of intrinsic career success, and also taking into account the importance of intrinsic career success in new career paradigm, the purpose of this research was design model of perceptual factors affecting intrinsic career success in service firms of Fars Province. In this regard initially with literature study, perceptual factors were considered. Then through the Delphi process using expert opinion in four steps, the most important factors in research population were identified. Finally with consensus of experts, after the fourth round of the Delphi, seven factors, as most perceptual factors were selected and on the basis of theoretical foundations, the model designed. These factors were: perceived organizational support, person-organization fit, perceived career path, learning climate, career self-efficacy, intrinsic motivation at work and organizational self-esteem. Conclusions and recommendations of study can help the career success of employees in service organizations and other similar companies in Iran.

Keywords: Intrinsic career success, Perception, Model building, Delphi method

Introduction

In the past, organizations were described as hierarchical structures were working in static environments thus jobs were predictable and safe. Nowadays, organizations and environments are quite dynamic and careers are unpredictable and multi directional (Wiese, Freund & Baltes, 2002, Baruch, 2006). These changes at the micro level have been followed by change in norms, values and attitudes to work (Abele &

* Mohsen Jajarmizadeh, Assistant Professor, Faculty of Management, Payame Noor University, Shiraz, Iran. Email: m.jajarmizadeh@yahoo.com

** Tahereh Feizi, Associate Professor, Faculty of Management, Payame Noor University, Tehran, Iran

*** Narges Abbasi, Associate Professor, Faculty of Management, Payame Noor University, Shiraz, Iran

**** Moshtaghian Abarghooi, PhD Student, Faculty of Management, Payame Noor University, Tehran, Iran

Spurk, 2009). In new paradigm intrinsic career has overcome extrinsic career (Fourie & Van Vuuren, 1998). Schein separate concept of job in two branches, internal and external. External job is defined as opportunities and constraints that exist in a career or organization that is in accordance with organizational definition of success, and intrinsic career involves the person's career developments over time and how the person understands it (Schein, 1990). Also in literature of career success, unlike extrinsic success is defined on the basis of organizational criteria such as wage and hierarchical promotion, intrinsic success focuses on the role of person and individual's perception of success and self-actualization (Arnold & Cohen, 2008; Baruch, 2006; Dries Nicky, 2010). The emergence of the knowledge based economy followed by a range of new challenges for theory and research of career. A key challenge is emphasizing on growing importance of subjective career and related outcomes. Analysis of behavioral science theory in the fields of psychology, social psychology and sociological theories, boundary less career theory, smart career theory, growth and consistency theory and ... shows that today, although objective measures of career such as hierarchies, promotion and compensation are important, but due to limitations in the scope of the career and the organization, exclusive emphasis on these criteria can lead to problems. Considering the importance of perception in subjective career success, the purpose of this research is answer the question that in personnel of Fars service companies what are the most important perceptual factors affect subjective career success and these factors how affect each other?

Literature Review

Scientific understanding of the world is often expressed as models. Scientists, utilize models to predict and control the world. In fact, most of knowledge in social and behavioral science is based on statistical models. The model can be defined as an abstraction of reality, (while still expressing its essential features) that is designed to simplify and regularize our view of reality (Nakmyas, 1992: p. 44, quoted in Houman, 2011: p. 67).

Model, is a small and reconstructed part of an object, or a large phenomenon; that, in terms of functionality, is same with the real object or phenomenon. Thus, when access to all the details and relations is difficult, expensive and time-consuming, the model with providing the ability to analyze and predict the results makes it easy (Gorji et al, 2009: 33). Model is a structure for the theory. An effective model should be able to help predict events. Models create the relationship between the theory and the collection and analysis of information. Models embody certain aspects of the real world that are related with the object under investigation, clear significant relationships among these aspects and

finally, provide the possibility of testing theories regarding the nature of relationships (Farhangi & Safarzadeh, 2006: 69). The first step in modeling is identification and determination of related variables. In this study, for identify the most important perceptual factors affecting subjective career success Delphi method was used.

In contemporary studies of careers, career success has received considerable interest as an important outcome of the individual's career experiences (Arthur et al., 2005; Heslin, 2005). Career success is defined as the positive psychological or work-related outcomes or achievements one accumulates as a result of work experiences (Seibert, et al, 1999). In other studies, career success is also described as positive outcomes of a person's career experiences (Abele & Spurk, 2009; Arnold & Cohen, 2008; Heslin, 2005). A conceptual distinction between objective and subjective measures of career success has frequently been made (Arthur, et al., 2005). Objective career success mostly relates to observable attainments such as salary, salary growth, number of promotions or hierarchical status (Arnold & Cohen, 2008). On the other hand, subjective career success may be defined as the individual's personal and internal apprehension and evaluation of career across any aspects that are important to that individual (Hall & Moss, 1998). Subjective career success takes the internal perspective using a person's own preferences in the career experience (Arthur, et al., 2005). Even though objective career criteria have dominated career research for several decades, recently, subjective criteria have increasingly been discussed (Heslin, 2005). As the modern career context emphasizes mobility and unpredictability, subjective career success has been a construct of considerable interest to career scholars. Through critical analysis, Arnold and Cohen (2008) identified two broad strands of career research. According to their argument, one strand concerns the ways of construing career success and the other concerns predictors of the success. The current study falls within the latter strand, and considering importance of perception in subjective career success, aimed to investigate the perceptual predictors of subjective career success. In this research initially to identify perceptual factors, related articles, dissertations and research projects, were studied. Considering literature of career success is seen that there is no macro and holistic vision, and most studies have partial perspective and consider two or more factors only. And although in behavioral and personality factors affecting career success extensive researches is done, but about perceptual factors affecting subjective career success, there is no comprehensive research. So research plan does not underlie on a particular theory of career success. So with identifying perceptual factors affecting career success and their relations, in inductive plan, the model of perceptual factors affect subjective career success has been suggested. For this purpose by studying the literature,

15 perceptual factors that directly or indirectly affect subjective career success were identified that shown in the Table 1.

Table 1: Perceptual factors affecting subjective career success identified from literature

Row	Perceptual factors	Researches
1	Perceived job security	Nabi (2003), Sidika (2011), Ditsela (2012)
2	Wage perception	Wanga (2011), Ditsela (2012)
3	Perceived career path	Nabi (2003), Aryee, et al., (1994), Ans De Vos (2011), Wanga (2011), Alberto Ismaael, et al, (2011)
	Organization's reputation	Wanga (2011)
5	Perceived organizational support	Ng, et al, (2005), Aryee, et al, (1994), Supangco (2010), Yu Chen (2010), Rasdi (2009), Kapoutsis & Thanos (2007)
6	learning climate	Feldman & Barton (1998)
7	Career self efficacy	Valcour & Ladge (2008), Ng, et al., (2005), Wanga (2011), Abele & Spurk (2009), Ditsela (2012), Riordan & Potgieter (2011), Kim, et al, (2008), Day & Allen (2004), Higgins, et al, (2008)
8	Leader member exchange	Wanga (2011), Supangco (2010), Guohong (2010)
9	Person organization fit	Wanga (2011), Wahiza (2011), Zoharah (2011), Yu Chen (2010), Rasdi, et al, (2009)
10	Work centrality	Rasdi, et al, (2009)(2011)
11	Protean career attitude	Seibert, et al, (1999), Hall & Chandler (2005), Enache, et al, (2011), Zella (2002)
12	boundary less career Orientation	Ebi, et al, (2003), Arthur & Khapova (2005)
13	Perceived organizational trust	Guohong (2010)
14	Organizational based self esteem	Callanan (2003), Kim (2005), John Kammeyer, et al, (2008), Lee & Peccei (2007)
15	Perceived organizational justice	Koay Poh Cheng (2010)

Material and Methods

The usual process in quantitative research is reviewing literature for selecting an appropriate theory, making hypotheses, and then statistical analysis and testing the model. In contrast, in the qualitative approach

may there is no theory related to the study or researchers maybe have been reluctant to limit their work to the existing theories. Thus, the qualitative approach could be used to build a new theory or explain new patterns in data. However, qualitative approach emphasizing the depth and quality of data (Hussey & Hussey, 1997: p. 55-65). In such studies that are mainly exploratory and seek to build conceptual models and theoretical frameworks, often the final results are not known (Baumard & Ibert, 2001: pp. 79-80). In this study, with reviewing literature we found that although a career success is investigated in historical, philosophical or ideological view point (Nicky Dries, 2010), but in researches that have examined the factors affecting career success, there is no macro and holistic view point and most of research just has investigated two or more factors. And although extensive researches done in behavioral or personality factors influencing career success, but there is no comprehensive research about perceptual factors. For this reason, the quantitative approach in this study, may lead to neglect some perceptual factors, because in quantitative approach, construction of theoretical frameworks which is a prerequisite to the hypothesis, puts the research in the definite and predetermined form which not have the necessary flexibility to deal with new situations. Therefore, for identifying perceptual factors, a qualitative approach was used; that there is no a predetermined framework, theory or model (Coyer, 2000: pp. 78-79; Easterby, 2002: pp. 46-47). To do this, firstly by reviewing literature, a comprehensive understanding of antecedents of subjective career success was obtained. And the results were completed using the Delphi method with experts' opinions. Results of reviewing literature are shown in table 1. Then, through a Delphi process in four stages, seven factors select as the most important factor affecting subjective career success in the statistical community, and finally using theoretical foundations, the path model was developed.

Delphi Method

In this study, Delphi method was used for identifying the most important factors. Delphi is a systematic method that is used to extract opinions from a group of experts on a topic or question (Powell, 2004). The validity and reliability of findings of Delphi method come from combining expert judgments. In addition, the anonymity of Delphi participants allows them to interact, rethink, and compare their thoughts in a 'non-threatening forum', without being influenced by each other's opinion (Miller, 1993). The Delphi technique, mainly developed by Dalkey (1972) at the Rand Corporation in the 1950s, is a widely used and accepted method for achieving convergence of opinion concerning real-world knowledge solicited from experts within certain topic areas. Predicated on the rationale that, 'two heads are better than one, or...n

heads are better than one'. The Delphi technique is designed as a group communication process that aims at conducting detailed examinations and discussions of a specific issue for the purpose of goal setting, policy investigation, or predicting the occurrence of future events (Ludwig, 1997).

The Delphi technique is well suited as a means and method for consensus-building by using a series of questionnaires to collect data from a panel of selected subjects (Young & Jamieson, 2001). Ludwig (1994) indicates: Iterations refer to the feedback process. The process was viewed as a series of rounds; in each round every participant worked through a questionnaire which was returned to the researcher who collected, edited, and returned to every participant a statement of the position of the whole group and the participant's own position. A summation of comments made each participant aware of the range of opinions and the reasons underlying those opinions (p. 55). Other notable characteristics inherent with using the Delphi technique are the ability to provide anonymity to respondents, a controlled feedback process, and the suitability of a variety of statistical analysis techniques to interpret the data (Douglas, 1983). These characteristics are designed to offset the shortcomings of conventional means of pooling opinions obtained from a group interaction (i.e., influences of dominant individuals, noise, and group pressure for conformity). (Hasson & McKenna, 2000). The required condition for the application of Delphi are: need to opinions and judgment of experts, the need for a broad consensus of the group in achieving results, the complex, large and interdisciplinary problems or incomplete knowledge, the availability of experienced and skilled professionals, the need for anonymity of data collection, lack of time constraints and the lack of other effective methods (Harold et al, 2002; Windle, 2004). In Delphi, the data is transferred without physical contact. And the participants do not know the other individuals involved in the study. Or at least their responses are anonymous. Anonymity of participants, with each group member the opportunity to express their opinions, and the present ideas without stress, this would facilitate the open responses and leads to insight and knowledge acquisition in the study. In some cases, people may know each other, However, the responses are typically not available (Hsu, et al, 2008; Okoli, et al, 2004).

High flexibility of approach, applied in different areas, using different communication approaches, usability in a wide geographic area, no need for training interviewers, anonymity, and providing an open discussion to identify and understand the underlying issue of are the advantages of Delphi. Other benefits of achieving consensus in opposition groups is to validate the content and program design with partial support from the participants (McKenna et al, 2002); no effect of

panel beliefs on group, freedom from pressure, facilitating honestly in panel and offer honest unbiased opinion are other features of Delphi. Also feedback between stages, resulting in the creation of new ideas and the knowledge, innovation and the education to participants. Delphi avoids wasting time and energy for irrelevant or biased decisions. Because Delphi predictions take place with an analytical and systematic approach (Powell, 2003).

Formation and Composition of the Panel

Choose experts for Delphi, unlike some quantitative surveys will not be done based on probabilistic sampling; Because Delphi, is a mechanism for group decision-making, and requires qualified professionals who have deep understand and knowledge in the subject, selection of group members usually done through non-probability sampling. One of the techniques used in the field is judgmental sampling. This approach assumes that the researcher's knowledge about the selection of group members are usable (Harold et al, 2002). If the researcher himself does not know all appropriate people to join the group can make use of serial sampling which is other kind of non-probability method. In this way, the researcher begins with identify an eligible individual or group of them and through them achieve other appropriate people. This method is used especially when it is difficult to identify appropriate people. Appropriate number of members is an important thing that must be noted on the formation of group. Like any other type of sampling, sample size depends on factors such as access to people, the time required and the cost of data collection. In Delphi method, building consensus among panel as the purpose of this method with increase in number of panel becomes more difficult. Although the number of panel in previous studies have ranged from 10 to 1685 people, but when there is heterogeneity among group members, about 10 to 20 members is recommended (Mashayekhi et al, 2005: pp. 201). In this research in selection of Delphi experts, expertise, knowledge and experience in the field of human resource management and organizational behavior, their teaching years on related topics, their articles and writings, have been considered. And through judgmental sampling, the agreement of 24 experts was obtained, whose characteristics are as follows:

Table 2: Characteristics of Delphi panel

Average of experience	Number of people	Type of experience
10 years	18	Faculty member in Shiraz university , Payame Noor university and Azad university of shiraz in human resource management, organizational behavior , education management and

psychology		
15 years	4	Senior director of human resources management , organizational behavior and organizational development in organizations linked to the target population
11 years	2	Senior specialist of companies working in the field of human resource management, organizational behavior and organizational development

After selecting the panel and the design of the questionnaire and the necessary coordination, four round of Delphi performed. Table 3 shows the distribution and collection date of questionnaires in each round.

Table 3: The four round of Delphi

Distributions the questioners		Return of questionnaires		The mean number of follow-up	Round
Distribution Date	The number of panel	Last date of return	Number of Return		
2012/12/10 to 2012/12/20	30	2013/1/5	24	9 times	First
2013/1/9 to 2013/1/19	24	2013/1/28	24	4 times	Second
2013/1/29 to 2013/2/8	24	2013/4/6	24	3 times	Third
2013/4/9 to 2013/4/14	24	2013/4/19	24	3 times	Fourth

Results and Discussion

The first round of the Delphi

With literature studies, 15 perceptual were identified that directly or indirectly impact on subjective career success. These factors were used in the questionnaire of first round. These factors have been described in Table 4.

Table 4: Factors affecting subjective career success extracted from the literature

Variable	Row
Perception of career security	1
Perception of the rights and benefits	2
Perceived career path	3
Perceived corporate reputation	4
Perceived organizational support	5
Perceived learning climate	6
Career self efficacy	7
Perception of the relationship with the supervisor	8
Person-organization fit	9

Work centrality	10
Protean Career Attitudes	11
Boundary less career orientation	12
Perceived organizational trust	13
Organizational based self esteem	14
Perceived organizational justice	15

In the first round, a list of mentioned factors were give to panel to determine their importance in influencing subjective career success. Furthermore, in an open-ended question asked them to present other perceptual factors that are not in list. The results of first round showed that from 34 factors, perceived learning climate with average of 4.62 and perceived trust with average of 2.66, had highest and lowest scores respectively. Moreover, at the end of the first round questionnaire was placed an open ended question for the experts' opinions about other factors affecting the subjective career success, resulting in identification of other 15 perceptual factors. These 19 factors were used in the questionnaire of second round, which have been mentioned in Table 5.

Table 5: Perceptual factors introduced in the first round of the Delphi

Perceptual Factor	Row
Optimism	1
Role clarity	2
Change acceptance	3
Perceived organizational participation	4
Perception of the potential growth of employability	5
Perception of a lack of gender discrimination	6
Perceived ethical behavior	7
Perceived spirituality at work	8
Perceived stress at work	9
Perceived conflict	10
Intrinsic motivation at work	11
Career resilience	12
Perceived discretion at work	13
Public service motivation	14
Perception of overall success in life.	15
Perceived social capital at work	16
Perception of occupational prestige	17
Perceived meritocracy	18
Perceived family support	19

The Second Round of the Delphi

In the second round, viewpoints of panel in relation to the impact of perceptual factors introduced in the first round were evaluated. The second round results indicate that intrinsic motivation at work with score

of 4.56 and ethical behavior with score of 3.38 had the highest and lowest scores respectively. In general in first and second round of Delphi, 34 perceptual factors were evaluated by panel, which from these 34 factors, 15 factors were extracted from the literature and 19 factors were extracted from expert's opinion. Results of first and second rounds are described in table 6.

Table 6: significance test of comparison between mean score of panel view and criterion score in the first and second rounds

Acceptance **	Significance	Degree of freedom	Chi- square	Rating mean of criteria	Rating mean	Numerical mean	Perceptual factor	row
	0	1	13.11	1.79	1.20	3.22	Perception of job security	1
**	0.046	1	4	1.33	1.67	4.33	Perceived learning climate	2
**	0.004	1	8.33	1.29	1.71	4.41	perceived organizational support	3
**	0.013	1	6.23	1.31	1.69	4.37	Perceived career path	4
	0	1	13.23	1.81	1.19	3.20	Perception of corporate reputation	5
	0.109	1	2.57	1.63	1.38	3.70	Perceived organizational justice	6
	0.005	1	8.06	1.73	1.27	3.50	Perceived organizational participation	7
	0.008	1	7.11	1.73	1.27	3.33	Role clarity	8
	0.002	1	9.94	1.77	1.23	3.25	Perception of stress at work	9
	0	1	16	1.83	1.17	2.70	Perceived conflict at work	10
	0.011	1	6.4	1.67	1.33	3.55	Protean career attitude	11
	0	1	18	1.88	1.13	3.95	Perceived family support	12
	0.005	1	8	1.75	1.25	3.2	Perceived occupational prestige	13
**	0.005	1	8.06	1.27	1.73	4.45	Perceived meritocracy	14
	0	1	17	1.85	1.15	2.87	Lack of gender discrimination	15
**	0.001	1	11.84	1.19	1.81	4.62	Intrinsic motivation at work	16
**	0.008	1	7.11	1.27	1.73	4.37	Person-organization fit	17
**	0.366	1	0.82	1.44	1.56	4.12	Career self efficacy	18
	0	1	17	1.85	1.15	3.12	Work centrality	19
	0.02	1	9.3	1.73	1.27	3.50	Perception of wage and salary	20
	0.011	1	6.4	1.67	1.33	3.54	Boundary less career orientation	21
	0.317	1	10	1.56	1.44	3.79	Optimism	22
	0.013	1	6.23	1.69	1.31	3.58	Change acceptance	23
	0.020	1	5.40	1.69	1.31	3.50	Growth of employability	24
	0.033	1	4.57	1.67	1.33	3.54	Career resiliency	25
	0.109	1	2.57	1.63	1.38	3.70	Perception of overall success in life.	26
**	0.001	1	12	1.25	1.75	4.50	Organizational based self esteem	27

	0.090	1	2.88	1.65	1.35	3.54	Perceived social capital at work	28
	0.166	1	1.92	1.6	1.4	3.66	Perception of the relationship with the supervisor	29
	0	1	12.8	1.83	1.17	2.66	Perceived Organizational Trust	30
**	0.020	1	5.4	1.31	1.69	4.33	Public service motivation	31
	0.083	1	3	1.63	1.38	3.58	Perceived spirituality at work	32
	0.405	1	0.69	1.56	1.44	3.79	appropriateness of authority and responsibility	33
	0	1	14.22	1.83	1.17	3.12	Perception of ethical behavior	34

The third round of the Delphi

In the third round, viewpoints of panel on the factors that their importance in the first and second rounds were high and very high (mean of more than 4 on a Likert scale of 1 to 5), re-received. For this purpose, the mean score and the score of each of the nine factors introduced in the last period sent to panel and they were asked, if necessary, according to the group idea, correct their previous opinions. The results showed that the mean score of factors at this stage, varied from 4.25, corresponding to career self efficacy to 3.58, corresponding to the perceived meritocracy. The results of the Friedman test showed that, at this stage, the mean score of all factors, except the perception of meritocracy and public service motivation are more than 4, and the differences are significant. So, all factors except perception of meritocracy and the public service motivation were accepted. Results of third round are shown in Figure 7.

Table 7: Significance test of difference between mean scores of panel view and criteria in the third round

Acceptance **	Significance	Degree of freedom	Chi- square	Rating mean of criteria	Rating mean	Numerical mean	Perceptual factor	row
**	0.003	1	9	1.25	1.75	4.50	Perceived learning climate	1
**	0.001	1	10.28	1.25	1.75	4.50	Perceived organizational support	2
**	0.007	1	7.36	1.31	1.69	4.37	Perceived career path	3
-	0.000	1	13.23	1.81	1.19	3.62	Perceived meritocracy	4
**	0.005	1	8.06	1.27	1.73	4.46	Intrinsic motivation at work	5
**	0.005	1	8.06	1.27	1.73	4.45	Person-organization fit	6
**	0.109	1	2.57	1.38	1.63	4.25	Career self efficacy	7
**	0.003	1	9	1.31	1.69	4.37	Organizational self esteem	8
-	0.000	1	16.23	1.90	1.16	3.52	Public service motivation	9

The fourth round of the Delphi

In the fourth round, the views of members on factors that their importance were high and very high in third round, re-received. For this purpose, the mean score of each variable and the panel scores, sent back to them and they asked correct it, if necessary. The results showed that the mean scores ranged from 4.27 for perceived career path to 4.25 for career self efficacy. Also Friedman test showed that the mean scores for all factors have significant differences with the criterion. Results of fourth round are described in Figure 8.

Table 8: Significance test of difference between mean scores of panel view and criteria in the fourth round

Acceptance **	Significance	Degree of freedom	Chi- square	Rating mean of criteria	Rating mean	Numerical mean	Perceptual factor	row
**	0.021	1	5.33	1.33	1.67	4.33	Perceived learning climate	1
**	0.003	1	9	1.31	1.69	4.37	Perceived organizational support	2
**	0.000	1	17	1.15	1.85	4.70	Perceived career path	3
**	0.001	1	12	1.25	1.75	4.50	Intrinsic motivation at work	4
**	0.000	1	13	1.23	1.77	4.54	Person organization fit	5
**	0.014	1	6	1.38	1.63	4.25	Career self efficacy	6
**	0.002	1	10	1.29	1.71	4.41	Organizational based self esteem	7

Consensus of Experts

The consensus of experts is in an effort to reach agreement on the reviewed issue and sometimes tries to identify the differences. Consensus doesn't mean finding the right answer, but is merely agreement of the participants in a particular subject (Kennedy, 2004). Smith provides a measure to make decisions about the agreement or further rounds of Delphi. This measure reflects the strong consensus among group members that is determined based on Kendall's coefficient of concordance. Kendall's W (also known as Kendall's coefficient of concordance) is a non-parametric statistic. It is a normalization of the statistic of the Friedman test, and can be used for assessing agreement among raters. Kendall's W ranges from 0 (no agreement) to 1 (complete agreement). Kendall's coefficient of concordance shows that people who have arranged a number of categories based on their importance, have the same criteria to judge the importance of each of the items and in this respect they agree with each other. In the absence of such consensus, be constant or negligible growth in two consecutive rounds, proves that consensus is not increased, and the survey should be stopped (Siegel and Castellan, 1988). In this research, to determine the degree of consensus among the panel, Kendall's coefficient of concordance was used. The results showed that Kendall's coefficient of concordance in Stage III was 0.511 and in stage IV was 0.546 that only has increased 0.035, that means adequacy of rounds. Another criterion that demonstrates the adequacy of results, as well as the adequacy of the number of rounds of

Delphi, is the standard deviation of factors in periods. The results of reviewing standard deviation of the Delphi rounds indicates that the average of standard deviation of 34 factors in the first and the second rounds was 0.76, and the mean of standard deviation of nine factors in the first and second rounds was 0.68, that for nine factors in the third round dropped to 0.55, and for 7 factors in the fourth round dropped to 0.51. Reduction in standard deviation of the responses of the experts in rounds, represents the consensus among experts.

Conclusion

In general, using the experts opinions in Delphi, seven perceptual factors were identified and were used as the main factors in the model building. That they are: (1) perceived organizational support, (2) career self efficacy, (3) intrinsic motivation at work, (4) perceived career path, (5) organizational based self esteem, (6) perceived learning climate (7) person organization fit. The following, are briefly described:

Perceived organizational support

Perceived organizational support is the general belief of personnel about the contribution of organization in caring about their welfare and commitment to them (Eisenberger, et al, 2002). Concept of perceived organizational support is on the basis of interpretation of social exchange theory that the employees expand their efforts to improve their social and financial earning. Of course there is an alternative view of organizational commitment that emphasizes emotional ties rather than economic outlook. In this definition, commitment is the sense of integrity that results in increasing productivity and reducing turnover and absenteeism (Arizi & golparvar, 2010: pp. 149-150). The impact of perceived organizational support on career success has been studied in researches of Rasdi (2009), Supangco (2010), N.G. (2005), Aryee and Tan (1994), Yuchen (2010), Kapoutsis & Thanos (2011).

Person-organization Fit

Person's behavior is a common function of the relationship between person and environment. When there is satisfaction in this relationship, productivity, creativity and stability increases (Vilela, et al, 2008). Person-organization Fit represents compatibility of personality, attitudes and values of individuals with organizational values, goals, structures, processes and culture (Carless, 2005; Vilela, et al, 2008).

Perceived Career Path

Extended integration, structural reconstitution and miniaturization, which severely restricted the opportunity for hierarchical promotion, often leads to the perception of plateau in career path. In addition lack of intrinsic

motivation, job stress and burnout are other causes of career plateau (Barber, 1992: 1). Experts such as Barber (1992) speak of two factors, plateau factor and stagnation factor cause career plateau. Situational Career plateau simply is lack of promotional opportunities. It means the labor has reached the hierarchical level that have any hope for increasing salaries and benefits, position, title, authority and their social status.

Perceived Learning Climate

Organizational climate is perceptions of individuals about the content, features, events and processes of the organization. People in manner that is meaningful for them, interpret and respond to situational variables. Persons interaction in response to situations, produce an agreement that is the basis of organizational climate. Organizational learning climate is defined as what strengthens or prevents learning in organization (Argyris & Schon 1996). N. G., et al, (2005) have stated that the learning climate has an impact on subjective career success (Yongho Park, 2010). Learning climate in the organization facilitates the learning of new knowledge (Nabi, 2003). In this regard, Parker (2004), propose notion of career association .They define job association as a social structure defined by members through which individuals may obtain support for the success in their career.

Intrinsic Career Motivation

For understanding intrinsic motivation at work, it is necessary to understand its relevance to career self management. In contrast extrinsic motivation based on rewards and threats controlled by organization, internal motivation based on positive values that person experiences directly from his duties. These positive experiences cause a person to enjoy his work, be involved with it and takes energy from it (Thomas & Tymon, 1997). These feelings lead to self-management and self-actualization in a job (Quigley & Tymon, 2005). Today, career literature focuses on career self-management, while in the past mostly focused on organizational practices including training, job rotation, job enrichment, job ladders and organizational planned advancements (Feldman, 2000). In today's chaotic environment, organizations are not able to offer regular programs for employees advancements and career self-management behavior is one of the most important roles that has been delegated to individual. Also intrinsic motivation at work is an important predictor of career self-management behavior (Quigley and Tymon, 2005).

Career Self Efficacy

Bandura (2001), consistent with the idea of Weick (1996), describes people through active action who try to become consistent with social

environment, discover ways to overcome the limitations of it, redesign and restructure environment and make behavioral styles to enable them to achieve the desired results. In Bandura's self-efficacy theory, it is said that people who have a strong belief in their ability, insist on doing their duty more, and have higher performance. According to Bandura, knowledge, skills and previous achievements are not good predictors of future performance, but beliefs about one's abilities affect his performance (Latham & Pinder, 2005).

Organization-based Self Esteem

Organization-based self-esteem answers the question how much a person perceives he/she has valuable assistance in organization. High organization-based self-esteem means that the individual considers himself important and effective in realization of organizational goals (Pierce & Gardner, 2004). The researches results indicate that this personal belief system has important organizational implications. Personnel with high organizational self-esteem are more effective than others. Because they try further to improve their performance, have more favorable attitudes about their employer, solve crisis and complicated issues, have more voluntary self-guiding and self-control behaviors and have less intention to leave organization (Pierce & Gardner, 2004). Protection and promotion of organizational Self-esteem is one of the most important ways to maintain and improve employee motivation and consequently increase their productivity.

The Conceptual Model

After that researcher identifies a variety of variables and their relationships, he can develop a conceptual model or framework of the study. Conceptual framework is the basis that outline of the research is based on it. This framework, is the network of relationships between variable, have been identified based on the results of the interviews, observations and literature review. Literature review provides a coherent basis for developing conceptual framework (Danaeefard, et al, 2008, 111). In this study, based on results of Delphi, and theoretical literature of classification of the perceptual factors, conceptual model was developed, which is shown in Figure 1. Triandis (1970) and Richard (1994) have detailed arguments concerning potential factors affecting the perception of the person, that part of their views regarding the division of perceptual factors has been considered in this study. In formation process of perception, two sources involved. One source refers to all external stimuli that encounters the perceiver and creates objective information for him; the second source refers to all the data associated with a perceiver's mind that is stored in person. A person cannot absorb and exploit all of the information; Thus in perception process, firstly,

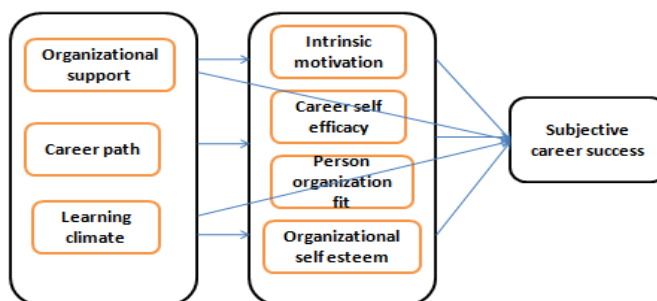
selective screening of external stimuli, and elimination of non-relevant stimuli, and secondly, selective retrieval of information stored, to provide information relevant to the shaping of perception are involved. Thus, perception can be considered as a combination of objective data and subjective performance of perceiver, including screening, review and processing. This distinction between objectives subjective can be understood as a basis for classification of perceptual factors based on source of perception. First category is external stimuli, and the second is person features, which affect the perceiver mental functions. The stimulants of first category includes all factors that originate from verbal or physical behavior, other persons, the content or the environment .The second group refers to all factors that cover needs, values, expectations, standards and aspirations of perceiver and impact on the method of perceptual screening, reviewing and processing on the mind. Although these two categories of perceptual factors interact, but often perceptual factors with external stimulus affect perceptual factors with internal stimulus And have temporal priority towards it (Richard, 1994). Accordingly, we can classify the perceptual factors of Delphi, as follows and formulate perceptual factors affecting subjective career success in figure 1.

Table 9: Classification of identified perceptual factors based on the origin of perception

perceptual factors with internal stimulus	perceptual factors with external stimulus
Intrinsic career motivation	Perceived organizational support
Career self efficacy	Perceived career path
Person-organization fit	Perceived learning climate
Organizational based self esteem	

Based on the above classification, the conceptual model can be depicted as follows.

Figure 1: Conceptual Model



As Figure 1 suggests, organizational support, career path and learning climate, as perceptual factors of external origin, not only have positive impact on subjective career success, but with effect on intrinsic motivation at work, career self-efficacy, person-organization fit and organizational based self-esteem, impact indirectly on subjective career success. Due to the transition of the traditional career paradigm to new career paradigm in firms of population, increasing knowledge workers, the rapid obsolescence of skills, reduced job security and lifetime employment, limitation in hierarchical promotion, the importance of these identified perceptual factors become more known. Division of perceptual factors as mentioned above helps enterprise policy makers to priorities policies and programs in order to promote subjective career success of employees. However, planning in order to reinforce perceptual factors with internal origin, due to differences in people and difficulty of internal changes, require long planning and enterprise-wide changes, but perceptual factors with external origin are transparent and programmable that can be included in human resource planning. Also according to the unique needs of knowledge workers, organizational support, planning for growth and career advancement and establishing a learning organization are the most important factors that reinforce motivation in this category of employees (Anvari & Moshtaghian, 2013). When employees feel that their organizations are supportive, ensure their career advancement and feel that they can improve their skills with learning initiatives, follow job duties with more career self-efficacy, focus on the common points with organization, make broad their participation, become committed to their organization and with self-management behaviors facilitate their career success. Also in relation to perceptual factors with internal origin, with enrichment of jobs, delegating responsibilities to staff and empowerment and matching the organizational needs with skills of employees, staff will flourish in their careers.

The aim of the research was designing conceptual model of perceptual factors affecting subjective career success. Using of expert opinion in Delphi method for identifying perceptual factors, in addition to help in complementing the information of perceptual factors, also resulting in localization of the model. The theoretical model proposed in this study with fill the theoretical gap in this area and by providing practical solutions for related companies can result in career success of personnel. Custodians of human resources in relevant companies, must with reinforcing introduced factors, and consequently enhanced subjective career success, provide grounds for the growth and development of their personnel. Also perceptual factors that have external origin, it is necessary that in human resource planning considered a high priority, because of with impact on other factors plays

a major role in the career success of employees. Results of this study will provide guidelines for successful transition from the traditional career paradigm to the new career paradigm, with an emphasis on knowledge workers. Considering that objective consequences of job (including salary and benefits, and promotion) are costly, and limited organizational resources, in new employment paradigm, strengthen the self-control behaviors in staff is required. Implementation of research findings and the proposed model, with strengthen the role of the individual, and focus on the perceptions and reducing expectations from the organization, can overcome the limitations of enterprise, and reinforce participation and deployment of staff capacity. Given the importance of perception in career success, it must be considered that in many corporate events, not reality itself, but the perception of it, affects mind of personnel and strengthen or weaken the morale of employees. In this context, it is necessary that custodians of human resources with surveying thoughts and perceptions provide fertile ground for corporate planning. Because many organizational policies due to the lack of acceptance and understanding in staff, fail in action. Also effects of perceptual factors identified in this study should validate on an experimental basis in the service firms of Fars Province. Thus, it is possible that with examine theoretical foundations of research and relationships between variables, design the path or structural equation model and test the proposed relationships with statistical methods. Also measurement of introduced perceptual factors and career success in the service firms helps human resources planners to identify strengths and weaknesses in relation to the enablers of career success. In addition, examine the impact of demographic factors, including age, marital status, education and ...on career success, , will provide useful information for decision making in human resources management. Like any research conducted using the Delphi method, the results of this research is based on the judgment of experts. Since the selection of members has been done with non-probability sampling, is not representative of a particular community, nevertheless necessary criteria considered in selecting members of the panel. Another limitation of this study is the lack of a theoretical foundation for the model. As mentioned above, the researchers conducted in this area usually examine one or two factors affecting subjective career success. However, research findings could be a first step to build a theory. In this study, only perceptual factors affecting subjective career success have been investigated. Future studies can analyze other factors like personality factors, behavioral factors, and others. Also interaction of objective and subjective career success, and differences of career success in private and public sectors can be considered in new studies.

Reference List

- Abele, A. E. & Spurk, D. (2009) The Longitudinal Impact of self-efficacy and career goals on objective and subjective career success. *Journal of Vocational Behavior*, 74(1), 53–62.
- Anvari, A., & Mshtaghian, H. (2013) Identifies the factors affecting the motivation of knowledge workers. *The Twenty-Eighth International Conference on Electrical*, Tehran.
- Arizi, H., & Golparvar, M. (2011) The path model of perceived organizational support and their relationship with occupational, professional and organizational variables. *Managerial Studies in Iran*, 15(4), 147-173.
- Arnold, J. & Cohen, L. (2008) The psychology of careers in industrial-organizational settings: a critical but appreciative analysis. *International Review of Industrial/Organizational Psychology*, 23, 1-44.
- Arthur, M. B., Khapova S. N. & Wilderom C. P. M. (2005) Career success in boundary less career world, *Journal of Organizational Behavior*, 26(2), 177-202.
- Aryee, S., Chay, Y. W. & Tan, H. H. (1994) An examination of the antecedents of subjective career success among a managerial sample in Singapore. *Human Relations*, 47(5), 487-509.
- Bandura, A. (2001) Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1-26.
- Barber, (1992) E.H. Plateauism in the Workplace. Leisure Research Symposium, *NRPA National Congress*, Cincinnati, OH.
- Baruch, Y. (2006) Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 16(2), 125-138.
- Baumard, P., & Ibert J. (2001) What approach with which data. In *Doing Management research: a comprehensive guide*, London, Sage.
- Bretz, R. D. (1992) The relationship between person-organization fit and career success practices. CAHRS Working Paper Series. *Cornell University*. [Online] Available from: <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1294&context=cahrswp>.
- Callanan, G.A. (2003) What price career success ?. *Career Development International*, 8(3), 126-133.
- Carless, S.A. (2005) Person-Job fit versus person-organization fit as predictors of organizational attraction and job acceptances intentions: a longitudinal study. *Journal of Occupational and Organizational Psychology*, 78(3), 411-429.

- Cesinger B. (2011) Career and success A literature review, *Stiftungslehrstuhl für Unternehmensgründungen und Unternehmertum (Entrepreneurship) an der Universität Hohenheim*. [Online] Available from: http://www.dcc-selbstaendig.de/WP/WP_01_2011.pdf
- Chen, Y. (2011) Chinese knowledge employees' career values, perceived organizational support and career success. *iBusiness*, 3(3), 274-282.
- Chu, H., Hwang G. J. (2008) A Delphi-based approach to developing expert systems with the cooperation of multiple experts. *Expert Systems with Applications*; 34(4): 2826-40.
- Colakoglu , N. S. (2011) The impact of career boundary lessens on subjective career success: the role of career competencies, career autonomy, and career insecurity. *Journal of Vocational Behavior*, 79, 47–59.
- Cryer, P. (2000) *The Research Students Guide To Success*. 2nd Ed, Buckingham, Open university.
- Cummings, L. L., Dunham, R. B., Pierce, J. L., & Gardner, D. G. (1989) Organization-based self-esteem: Construct definition, measurement, and validation. *Academy of Management Journal*, 32(3), 622-648.
- Danaeefard, H., Alwani, S. M., Azar A. (2008) *Quantitative Research Methodology in Management: A Comprehensive Approach*, Eshraghi, Saffar publishing,
- Daniel, C. F., & Barton A. W., (1988) Career plateaus reconsidered. *Journal of Management*, 14(1), 69-80.
- Day, R. & Allen, T.D. (2004) The relationship between career motivation and self Efficacy with protégé career success, *Journal of Vocational Behavior*, 64(1), 72-91.
- De Vos, A., & Soens, N. (2008) Protean attitude and career success: The mediating role of self-management. *Journal of Vocational Behavior* 73(3), 449–456.
- De Vos, A., De Hauw, S., & Van der Heijden, B. I. (2011) Competency development and career success: The mediating role of employability. *Journal of Vocational Behavior*, 79(2), 438-447.
- Ditsela, N. J. (2012) *Factors involved in subjective career success of soldiers in the south african national defense force: an expletory study*, Thesis submitted in partial fulfillment of the requirements for the degree of master of commerce in industrial psychology at Stellenbosch University.
- Douglas, D. C. (1983) *A comparative study of the effectiveness of decision making processes which utilize the delphi and leaderless group methodologies*. Unpublished doctoral dissertation, The Ohio State University, Columbus.

- Dries, N. (2010) The meaning of career success a closer inspection of historical, cultural, and ideological contexts. *Career Development International*, 16(4), 364-384.
- Easterby-Smith, M. T. R. & Lowe, A. (2002) *Management Research: An Introduction*, 2nd (ed), London, Sage.
- Eisenberger, R., Huntington R., Hutchison S., & Sowa D. (1986) Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507.
- Enache, M., Sallan, J. M., Simo, P., & Fernandez, V. (2011) Examining the impact of protean and boundaryless career attitudes upon subjective career success. *Journal of Management & Organization*, 17(4), 459-473.
- Fink, A., Kosecoff, J., Chassin, M., & Brook, R. H. (1984) Consensus methods: characteristics and guidelines for use. *American Journal of Public Health*, 74(9), 979-983.
- Guohong H. (1996) Trust and career satisfaction: the role of LMX. *Career Development International*, 15(5), 437-458.
- Hall, D.T. & Chandler, D.E. (2005) Psychological success: when the career is a calling. *Journal of Organizational Behavior*, 26(2), 155-176.
- Hasson, F., Keeney, S., & McKenna, H. (2000) Research guidelines for the Delphi survey technique. *Journal of Advanced Nursing*, 32(4), 1008-1015.
- Helmer, O., & Rescher, N. (1959) On the epistemology of the inexact science. *Management Science*, 6(1), 25-53.
- Higgins, M. C., Dobrow, S. R., & Chandler, D. (2008) Never quite good enough: The paradox of sticky developmental relationships for elite university graduates. *Journal of Vocational Behavior*, 72(2), 207-224.
- Hooman, H. A. (2011) Understanding the scientific method in the behavioral sciences, The Study And Compiling Books of Social Sciences (Samt), Tehran.
- Hsu, C. C., & Sandford, B. A. (2007) The Delphi technique: making sense of consensus. *Practical Assessment, Research & Evaluation*, 12(10), 1-8.
- Hui, C., & Lee, C. (2000) Moderating effects of organization-based self-esteem on organizational uncertainty: Employee response relationships. *Journal of Management*, 26(2), 215-232.
- Hussey J., & Hussey R. (1997) *Business Research*. London, Mac Millan.
- Kammeyer, Mueller, J. D., Judge, T. A., & Piccolo, R. F. (2008) Self-esteem and extrinsic career success: Test of a dynamic model. *Applied Psychology*, 57(2), 204-224.
- Kapoutsis, I., & Thanos, I. (2007), Subjective career success: the role of individual, structural and behavioural determinants, department

- of business administration, Athens University of Economics & Business, Athens.
- Keeney, S., Hasson, F. & McKenna, H. P. (2001) A critical review of the Delphi technique as a research methodology for nursing. *The International Journal of Nursing Studies*, 38(2): 195-200.
- Kennedy, H. P. (2004) Enhancing Delphi research: methods and results. *Journal of Advanced Nursing*, 45(5): 504-11.
- Kim, S., Mone, M. A., & Kim, S. (2008) Relationships among self-efficacy, pay-for-performance perceptions, and pay satisfaction: A Korean examination. *Human Performance*, 21(2), 158-179.
- Koay, P. C. (2010) *A study of determinants of the intrinsic career success*. Master's thesis, University Utara Malaysia.
- Latham, G.P. & Pinder, C. C. (2005) Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56,485–516.
- Lauver, K. J., & Kristof-Brown, A. (2001) Distinguishing between employees' perceptions of person–job and person–organization fit. *Journal of Vocational Behavior*, 59(3), 454-470.
- Ludwig, B. (1997) Predicting the future: Have you considered using the Delphi methodology? *Journal of Extension*, 35(5), 1-4.
- Mashayekhi, Alinaghi, F., Momeni, A. A. M., & Sirous A. (2005) Key Factors affecting the use of information technology in government agencies - the application of the Delphi method. *Modarres Humanities*, 9(3), 191-231.
- McKenna, H., Hasson, F., Smith, M. (2002) A Delphi survey of midwives and midwifery students to identify no midwifery duties. *Midwifery*, 18(4), 314-22.
- Miller, L. E. (2006) Determining what could/should be: The Delphi technique and its application. Paper presented at the *meeting of the 2006 annual meeting of the Mid-Western Educational Research Association*, Columbus, Ohio.
- Moran, E. T. & Volkwein, J. F. (1992) The cultural approach to the formation of organizational climate. *Human Relations*, 45(1), 19-47.
- Nabi, G. R. (2003) Situational characteristics and subjective career success: the mediating role of career-enhancing strategies, *International Journal of Manpower*, 24(6), 651-671.
- Ng, T. W. H., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005) Predictors of objective and subjective career success. A meta-analysis. *Personnel Psychology*, 58(2), 367–408
- Okoli C., & Pawlowski, S.D. (2004) The Delphi method as a research tool: an example, design considerations and applications, *Information and Management*, 42(1),15–29

- Pierce, J. L., & Gardner, D. G. (2004) Self-esteem within the organizational context: A review of the organization-based self-esteem literature. *Journal of Management*, 30(5), 591-622.
- Powell, C. (2003) The Delphi technique: myths and realities. *Journal of Advanced Nursing*, 41(4), 376-382.
- Rasdi, R. M., Ismail, M., Uli, J., & Noah, S. M. (2009). Career aspirations and career success among managers in the Malaysian public sector. *Research Journal of International Studies*, 9, 21-35.
- Riggs W. E. (1983) The Delphi technique: an experimental evaluation, *Technological Forecasting and Social Change*, 23(1), 89-94.
- Riordan, S., & Louw-Potgieter, J. (2011). Career success of women academics in South Africa. *South African Journal of Psychology*, 41(2), 157-172.
- Seibert, S. E., & Kraimer, M. L. (2001) The five-factor model of personality and career success, *Journal of Vocational Behavior*, 58(1), 1-21.
- Singh, R., & Greenhaus, J. H. (2004) The relation between career decision-making strategies and person-job fit: A study of job changers. *Journal of Vocational Behavior*, 64(1), 198-221.
- Supangco, V. T. (2010) *Organizational and individual determinants of career success*, UP College of Business Administration Discussion Papers.
- Tate, R. L. (1994) *An investigation of the vantage-point effect on perception of individual behavior in an organization*, unpublished thesis, college of the university of Illinois at Urbana-Champaign.
- Thomas, K. W., & Tymon Jr, W. G. (1997). Bridging the motivation gap in total quality. *Quality Management Journal*, 4(2), 80-96.
- Valcour, M., & Ladge, J. J. (2008) Family and career path characteristics as predictors of women's objective and subjective career success: Integrating traditional and protean career explanations. *Journal of Vocational Behavior*, 73(2), 300-309.
- Verbruggen M. (2011) Psychological mobility and career success in the 'new' career climate. *Journal of Vocational Behavior*. 81(2), 289-297
- Vilela, B., Varela González, J.A., & Fernández, F. P. (2008) Person-organization fit, OCB and Performance Appraisal: evidence from matched supervisor-salesperson data set in a Spanish context. *Industrial Marketing Management*, 37(8), 1005-1019.
- Wahiza N. & Wahat, A. (2011) Towards developing a theoretical framework on career Success. *Asian Social Science*, 7(3).
- Wanga, Y., Jeou-Shyan H., & Shu-Yun, C. (2011) Factors influencing food and beverage employees' career success: a contextual

- perspective. *International Journal of Hospitality Management*, 30, 997-1007.
- Wiese, B. S., Freund A. M., & Baltes, P.B. (2002) Subjective career success and emotional well-Being: longitudinal predictive power of selection, optimization, and compensation. *Journal of Vocational Behavior*, 60, 321-335.
- Young, S. J., & Jamieson, L. M. (2001) Delivery methodology of the Delphi: A comparison of two approaches. *Journal of Park and Recreation Administration*, 19(1), 42-58.
- Zella King, (2002) Career self-management: Its nature, causes and consequences. *Journal of Vocational Behavior*, 65, 112-133.
- Zoharah, O., Krauss, S. E., Sail, R. M., & Ismail, I. A. (2011) Exploring career success of late bloomers from the TVET background, *Education Training*. 53(7), 603-624.