

Education of Economists and Managers

ISSN: 1734-087X | ICV: 83.85

Volume 54, Issue 4, December 2019

Received 6 January 2019; Revised 19 February 2019; Accepted 31 December 2019

DOI: -

Pilch, P. (2019). Identification of Objective and Subjective Predictors of Professional Success in a Group of Employees in Managerial, Specialist and Operational Positions. *Education of Economists and Managers. Problems. Innovations. Projects*, 54(4), 121-137. Retrieved from <https://econjournals.sgh.waw.pl/EEiM/article/view/1835>

Identification of Objective and Subjective Predictors of Professional Success in a Group of Employees in Managerial, Specialist and Operational Positions

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Summary

The aim of the presented study is to look for answers to the question about the relationship between: personality traits, general intelligence, political skills and objective and subjective career success. The study covered postgraduate students in management and related fields at the Kozminski University (173 people, 54% of whom were women and 43% were men) in managerial, specialist and operational positions. The auditorium type survey was conducted in the first half of 2017 and was quantitative in its character (correlation model). A set of psychometric techniques was used – psychological tests of Polish authors as well as adapted to Polish conditions.

Keywords: objective career success, subjective career success, Five-Factor Personality Model, general intelligence, political skills, career satisfaction

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Abstract

The aim of the presented study is to look for answers to the question about the relationship between: personality traits, general intelligence, political skills and objective and subjective career success. The study covered postgraduate students in management and related fields at the Kozminski University (173 people, 54% of whom were women and 43% were men) in managerial, specialist and operational positions. The auditorium type survey was conducted in the first half of 2017 and was quantitative in its character (correlation model). A set of psychometric techniques was used – psychological tests of Polish authors as well as adapted to Polish conditions.

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Introduction

Objective and subjective approach to individual career success should be perceived from a historical perspective, taking into account the 30th anniversary of the partly free elections of June 4, 1989, and the consecutive series of radical changes experienced by the Polish People's Republic and its society. This socialist society whose all aspirations, especially professional and material, were suppressed in the

economy of central planning, hopefully entered the period of political and economic transformation, which resulted in significant changes in the social structure. These hopes were verbalised in the word success, which had positive connotations and covered various areas – different types of success. But these different types had one common denominator – they were to be a success of the individual and for the individual. It is difficult to determine how much at the time of the breakthrough one was aware of the historical uniqueness of the situation and the need to intensify individual efforts to join “successful people” (Palska, 2000), create a middle class (Domański, 1994) or modern middle-class townsmen of the late 20th century before barriers and restrictions will begin to crystallise, and personal resources will lose on their importance (Słomczyński, Mach, 1996; Firkowska-Mankiewicz, 2002; Firkowska-Mankiewicz, Zaborowski, 2002). That is why the question about the current determinants of this success is so important, to what extent does it depend on personal resources – the characteristics of the individual and his actions, and what impact do the external conditions have on him?

Conceptualization and operationalization of career success

The English term career success consists of two components – noun and adjective, which indicates that we are dealing with a success belonging to a certain area of human activity, namely work. It is meaningful because equivalent concepts function in German language – *der Berufserfolg*, in French – *réussite professionnelle*, or Russian – *профессиональный успех*. This is a significant distinction because the English terminology and scientific literature in this language represent thinking about success related to professional work, as a result of a certain process, or a sequence of events, which result in the concept of career understood in many ways (Seibert et al., 1999). For the above reasons, the works of Polish authors will be used in the conceptualisation of career success, while the achievements of researchers belonging to the Anglo-Saxon cultural circle, from which the vast majority of research on these issues originates will be used in its operationalisation.

In the pursuit to understand what the success really is, one should first indicate the Latin origin of the word, which refers to concepts such as “a) approaching, approach; b) progress, result” (Latin-Polish Dictionary, 1983, p. 481) specifying the activity itself and its result. Similarly, after the Polish Language Dictionary (2005, p. 973), where success is denoted “as a successful outcome of an enterprise, success, triumph, achievement of intended goals, especially those which exceed the achievements to date”. So, we deal with the static category – positive result, as a consequence of a dynamic process of achieving it (Uszańska-Jarmoc et al., 2014).

This is not the only polarisation within the subject matter. Gawroński (2015) draws attention to the dual perception of career success, depending on the time perspective. However, after a more detailed analysis of his distinction, we can assign a limited time dimension to a situational success proposed by him and call it a partial success, which allows for the following categorisation:

- a) partial success – a positive summary of one's own achievements in a given professional role for a specified period of time,
- b) reminiscence (crowning) success – a positive balance of career successes and failures which rises as a result of the analysis of one's own achievements at the end of a professional career.

As can be seen from the above line of argument, career success considerations are located in a multidimensional space defined by axes with opposite ends: the state – the process or the whole – the part. The same can be applied to its assessment, which may be objective, based on external, socially accepted criteria, as well as subjective – being a personal feeling, individual experience of emotional nature as a consequence of cognitive evaluation according to the reference points adopted by the individual.

To sum up the above, one can propose a modified definition of career success by Michał Pietruszewski (2015, p. 172): career success is a positive result of the cumulative, work-related achievements of the individual at every moment of his career, expressed on the one hand in the subjective self-evaluation of the individual, and on the other hand, in indicators outside the unit, i.e., in direct material and non-material values achieved as a result of work. The modification made consists in simplifying the definition proposed by Pietruszewski by removing elements relating to comparisons of the individual with others in objective and subjective categories (Heslin, 2005), while retaining its two-component character of career success as the sum of objective and subjective achievements.

The dichotomy of the conceptualisation of career success is reflected in the dichotomy of criteria used in the operationalisation of the concept and measurement procedures. Objective criteria are measurable, observable and quantifiable, among which one distinguishes both static criteria, such as remuneration, position in the hierarchy or range of management, as well as dynamic criteria, e.g., increase in remuneration or promotion pace (Judge et al., 1995). Subjective measures are associated with the idiosyncratic perception of one's own career and the feelings associated with it determined by the ends of contentment and dissatisfaction, able to form together with the behavioural component the attitudes towards career (Nicholson, Waal-Andrews, 2005).

Interestingly, these two types of success can be situated in various types of mutual relations (Cybal-Michalska, 2013). One approach assumes the impact of

objective success on subjective (Poole et al., 1993), another indicates the dominance of subjective success (Aryee et al., 1994). Another one recognizes their interdependence (Seibert et al., 2001). Meta-analyses of studies on the relationship between measures of objective and subjective success showed a moderate level of correlation in the studies of Ng, Eby, Sorensen and Feldman's (2005) $r=0.3$ for remuneration and career satisfaction and respectively 0.22 for promotions and satisfaction with career, which may be conditioned, due to heterogeneity of research results included in the meta-analyses, by the impact of other factors on the mutual dependencies of objective and subjective indicators.

It should be noted that objective indicators of career success are relatively easy to determine because they are located in the area of organisational determinants of the position of the individual. As the literature analyses show, subjective career success is operationalised in many ways and requires the construction of dedicated measuring tools (Arthur et al., 2005).

Pan and Zhou (2015) point to several important characteristics of subjective career success, which are related to the measurement method used in the discussed study:

- a) it is not only a descriptive term that describes the individual's response to the development of a career process, but also an evaluative one that includes an assessment of career achievements;
- b) career success is defined along with the progress towards one/s career goals, thus includes the assessment of past and future states;
- c) career goals are individual declarations of an individual, so they differ between individuals and communities identified among them and are subject to change over time.

It is important to point out that one of the most popular one-dimensional scales is the Greenhaus, Parasurman and Wormley's tool (1990), which measures the degree of achievement of career goals in general and in detail in relation to career goals, income, promotion and development of new skills. In contrast, the Turban and Dougherty's scale (1994) focuses on the overall assessment of the individual's career and his perception of such an assessment performed by his colleagues and significant others (Heslin, 2003).

The scales that take into account the multidimensionality of the construct involve:

- a) a scale created by Gattiker and Larwood containing subscales of interpersonal, financial, hierarchical, job and life success (1986);
- b) a scale by Shockley et al. including such factors as recognition, quality and importance of work, having influence, authenticity, personal life, growth and development, and satisfaction with career (2015),
- c) a scale developed by Pan and Zhou including three subscales: external awards, work-life balance and internal fulfilment (2015).

Hence, in the study described in this text, referring to research tradition and practice, a simple tool by Greenhaus, Parasurman and Wormley (1990) was used, which was repeatedly used in research (Hofmans et al., 2008; Spurk et al., 2015).

A synthetic review of major researches and hypotheses formulation

In order to identify predictors of career success, one should put them into categories. The reference point can be the division proposed by Ng, Eby, Sorensen and Feldman (2005) in their meta-analyses of determinants of career success, together with examples of the most commonly used variables belonging to particular categories:

- 1) socio-demographic variables – gender, age, education;
- 2) individual differences – personality traits (Five-Factor Personality Model), proactivity, localisation of a sense of control;
- 3) human capital – work experience, education level, professional achievements and contacts, political skills;
- 4) organisational patronage – employee training, career development.

To identify correlates of subjective professional success, meta-analyses that take career satisfaction as an indicator of its subjective form are important. For the relationship indicator in the form of weighted corrected correlation, values in the range of 0.24–0.36 were considered average while above 0.37 high. Only three variables from the organisational patronage group adopted high positive values: career and supervisor support, and opportunities for professional development, as well as two variables in the field of stable individual differences: proactivity and sense of control (external) (all of them statistically significant). It is interesting that neuroticism was on the border of the medium and high range (with a negative sign), and the extraversion reached average values (0.27), and the fact that the values calculated for age, sex, race and marital status oscillated around zero.

Similar results in relation to the correlation of neuroticism with subjective success were obtained by Judge et. al. (1999), but it was conscientiousness (measured in childhood) that not only like neuroticism significantly correlated with subjective success, but was also its only statistically significant predictor in the regression equation, among the Big Five personality traits (Costa, McCrea, 1992) and general mental ability (Schmidt, Hunter, 2004). In the continuation of research by Judge et. al. conducted by Bozionelos (2004), the hypothesis related to the impact of conscientiousness on subjective career success, whether in relation to the current workplace (organization-specific) or in general terms (eventual) was not confirmed. On the other hand, neuroticism was a statistically significant predictor of subjective

career success, associated negatively with such aspects as interpersonal, hierarchical and life success in a specific and holistic approach as well as with financial terms, but only in the holistic approach (Bozionelos used the above-mentioned multidimensional Gattiker and Larwood's scale). Interestingly, agreeableness was positively associated with financial success and life satisfaction in both dimensions – general and partial. It is worth noting that “job satisfaction, an indicator of subjective success, which Judge et al. (1999) used, was not associated with any of the features of the PMO model” (Bozionelos, 2004, p. 415).

In the case of objective career success measured by the remuneration, meta-analyses of Ng, Sorensen and Feldman (2005), did not identify any of the predictors reaching high values. Medium values (range 0.24–0.36) characterised factors such as age, cognitive abilities and opportunities for professional development, and four variables in the field of human capital: working time, professional experience, level of education, and organisation-related political knowledge and skills). In the study of Judge et al. (1999), similarly as in the case of subjective success, conscientiousness was his statistically significant predictor, but additionally statistically significant were also general intelligence and extraversion as well as agreeableness and neuroticism with a negative sign (all measured in childhood). Bozionelos's research for financial success (Gattiker and Larwood's scale) confirmed the results of Judge et al. (1999) in relation to neuroticism and agreeableness as well as general intelligence (only in overall terms), while extraversion and conscientiousness did not allow for predictions in the area of remuneration, while openness to experience and agreeableness gave such opportunities. Interestingly, however, in the case of agreeableness, the direction of dependence had the opposite sign. Similar ambiguities of the results are indicated by the analyses of Judge and Kammeyer-Mueller (2007), who make relatively accurate predictions only about neuroticism and (negative relationship with objective and subjective success) extraversion (positive relationship), which gives room for further research.

To sum up the above line of argument and analyses of such authors as, e.g., Haro, Castejon and Gilar (2013), hypotheses regarding the potential relationship between both types of professional success, personality traits in PMO terms and general mental abilities should be formulated very carefully:

H1: neuroticism is negatively associated with subjective and objective career success,

H2: extraversion is positively associated with subjective and objective career success,

H3: general intelligence is positively associated with objective career success.

Political knowledge and skills used by Ng, Sorensen and Feldman (2005) in meta-analyses have a significant impact on achieving career success. The concept of political skills refers to the work of Mintzberg (1983, 1985) and Pfeffer (1981), who treating the organisation as a political entity recognised the role of specific social competences in the context of the accumulation of power, exerting influence and organisational

efficiency. Inspirations of these two outstanding representatives of management sciences have become the basis of the research programme, which resulted in Political Skill Inventory (Ferris et al., 2005). Political skills have been defined as “the ability to effectively understand others at work and to use this knowledge to influence others, to act in a way that will allow the individual and/or organisational goals of the person to be achieved” (Ahearn et al., 2004, p. 311). Factor analysis showed the presence of four elements constituting the construct, which are interrelated but at the same time separate. These dimensions were briefly described below based on their characteristics prepared by Ferris et al. (2005, p. 129).

Table 1. Characteristics of dimensions of political skills

Social insight
People with political skills are insightful observers of others and adapt quickly to various social situations. They understand the essence of social interactions and correctly interpret their behaviour, as well as those of other participants, in given social conditions.
Interpersonal influence
Individuals with high political skills have a subtle and convincing style of action that has a significant impact on the social environment. They are able to adequately adapt and calibrate their behaviour to each situation to elicit the desired response from others.
Networking
Strongly developed political skills help in the formation and use of social networks. People who create them take care of resources considered valuable and necessary for effective personal and professional functioning. Thanks to the delicate strength of their typical subtle style of behaviour, politically competent people easily establish friendly relations and build strong, mutually beneficial alliances and coalitions.
Honesty shown
Political skills are manifested in being perceived as a person with a high degree of integrity, authentic and honest, true in what he says and does. These people are or appear to be open, honest and straightforward.

Source: Ferris et al. (2005, p. 129).

Undoubtedly, meta-analyses by Munyon et al. (2015) confirm the positive relationship between political skills and career determinants such as overall career success, income, position and career satisfaction. The dimensions of political skills most responsible for career success in terms of remuneration and career satisfaction include networking (Todd et al., 2009; Wei, Chiang and Wu, 2012). This is justified in the definition’s specificity of this political skill, which allows the actor not only to mobilise personal resources to achieve professional goals, but also to use the potential of others, including coalition activities (Ferris et al., 2005; Forret, Dougherty, 2004). Therefore, the following hypothesis can be formulated:

H4: political skills are positively associated with subjective and objective career success.

In order to verify the hypotheses formulated in this way, a study was conducted, the results of which were statistically analysed using hierarchical regression analysis.

Aims, course of research, and sample characteristics

The aim of the study was to look for answers to the question about the relationship between personality traits, general intelligence and political skills with subjective and objective career success. The respondents included postgraduate students in management and related fields at the Kozminski University (173 people, 54% of whom were women and 43% were men). The auditorium survey was conducted in 2017 and was quantitative in nature (correlation model). Participation in the study was voluntary, the respondents were informed about the purpose of the study, and confidentiality of data was ensured. A set of psychometric techniques – psychological tests adapted to Polish conditions were used.

The respondents' age ranged from 25 to 58 years ($M = 36.7$ and $SD = 6.65$), and their work experience ranged from 2 to 32 years ($M = 13.56$ and $SD = 6.44$), 86.1% of the respondents had higher education, $\frac{1}{4}$ of them were employed in specialist or operational positions, and others held managerial functions (32.4% at the medium level and 26.6% at the higher level). 88% of them were full-time or part-time employees, and the dominant place of employment were service and trade companies (58.4% in total) with capital in 46.8% Polish, and 32.4% foreign, with a very similar size distribution in individual categories (from 50 to 249 people – 25.4% and the same in category 250–999).

Research tools

The diagnosis of personality traits was based on the Five-Factor Model by Costa and McRea (1992). Ten-Item Personality Inventory (TIPI) (Gosling, Rentfrow and Swann Jr., 2003) in the adaptation of Sorokowska et al. (2014) was used to measure the distinguished personality components. The test consists of 10 statements and uses a 7-point scale of answers from strongly disagree to strongly agree. Cronbach's Alpha values for individual personality traits are within the range of, respectively: extraversion 0.68–0.74, agreeableness 0.50–0.58, conscientiousness 0.75–0.80, emotional stability (inverse neuroticism) 0.65–0.83 and openness to experiences 0.44–0.47 (Sorokowska et al., 2014).

General intelligence was operationalised as the sum of cognitive abilities in the area of verbal intelligence and logical reasoning and measured using the Word Understanding Test – WUT (Advanced Version) (Matczak et al., 2012) and the B scale of 16 PF Cattell's test (Sanocki, 1978). WOT consists of 30 words and the task of the examined person is to match them with one synonym from the 5 answers proposed (Cronbach's Alpha 0.81). The B scale of the PF Cattell's test (problem solving) contains 15 tasks with 3 possible answers (Cronbach's Alpha 0.71 to 0.93).

The political skills study used Political Skill Inventory by Gerald Ferris (Ferris et al., 2005). It is a research tool consisting of 18 statements and, analogical to TIPI, high internal compliance response scale (Cronbach's Alpha 0.93/0.9 – after/everywhere coefficient from own study) and individual subscales (network formation – 6 items – 0.9/0.81; interpersonal impact – 4 items – 0.89 / 0.84; social insight – 5 items – 0.87/0.81 and honesty shown – 3 items – 0.78/0.73).

Response variable – objective career success was operationalised as a remuneration defined as the total average monthly net remuneration for the last 3 months of 2016 (the sum of the basic salary, bonuses, awards and hand allowances, excluding tax and insurance contributions). On the other hand, to measure subjective career success, a tool constructed by Greenhaus, Parasurman and Wormley (1990) was used, consisting of 5 items and characterised by 0.8/0.9 Cronbach's Alpha – it uses a 7-grade scale of responses from definitely not to definitely yes. The scale diagnoses general satisfaction with the professional career, as well as with the achievement of the career goals and goals related to remuneration, professional promotion and development of professional competences.

Study results

To estimate the significance, direction and strength of the impact of the examined personality variables, general intelligence and remuneration on the position in the distribution of subjective career success in the studied sample, a linear model was used – hierarchical multiple regression analysis (Włodarczyk, Pawliszewska, 2015). Controlled variables included socio-demographic variables such as gender, age, marital status and job position.

Descriptive statistics and Pearson's r correlation coefficients for psychological variables are presented in Table 2. From the article's subject perspective, correlations of indicators of objective and subjective career success with the analysed psychological variables are important. The amount of remuneration correlates with general intelligence ($r = 0.16$) and networking ($r = 0.15$), while career satisfaction with two PSI subscales – networking ($r = 0.3$) and social insight ($r = 0.19$), as well as the overall PSI ($r = 0.23$).

Table 2. Descriptive statistics and Pearson's correlation coefficients for psychological variables N=173

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Emotional stability		.06	-.20	.02	.25	.13	.11	.09	.06	.09	.11	.1	.07
2. Extroversion	.06		.23	.17	.18	-.16	.41	.22	.44	.36	.29	.05	-.03
3. Openness to experience	-.20	.23		-.00	-.00	-.03	.25	.17	.23	.18	.23	-.00	-.11
4. Conscientiousness	.02	.17	-.00		.06	-.11	.05	.08	-.01	.05	.03	.15	.04
5. Agreeableness	.25	.18	-.00	.06		.00	.24	.06	.34	.20	.22	-.00	-.07
6. General intelligence	.13	-.16	-.03	-.1	.00		-.13	-.06	-.15	-.14	-.02	-.06	.16
7. PSI overall result	.11	.41	.25	.05	.24	-.13		.81	.84	.87	.58	.23	.11
8. Social insight	.09	.22	.19	.08	.06	-.06	.81		.56	.53	.37	.19	.13
9. Interpersonal influence	.06	.45	.23	-.01	.34	-.15	.84	.56		.68	.42	.13	.01
10. Networking	.09	.36	.18	.05	.2	-.14	.87	.53	.68		.34	.3	.15
11. Honesty shown	.11	.29	.23	.03	.22	-.02	.58	.37	.42	.34		-.00	-.05
12. Satisfaction with career	.1	.05	-.00	.15	-.00	-.06	.23	.19	.13	.3	-.00		.33
13. Remuneration	.07	-.03	-.11	.04	-.07	.16	.11	.13	.01	.15	-.05	.33	
Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
Average	10.58	12.52	10.49	12.05	10.92	.6573	98.93	26.71	22.33	32.08	17.81	24.23	7560.24
Standard deviation	2.425	1.369	1.981	1.793	2.185	.12142	11.198	4.113	2.953	4.784	2.120	5.29	3213.04
Skewness	-.531	-.882	.073	-.861	-.713	-.237	.022	.039	.148	-.116	-.262	-.230	.391
Kurtosis	-.553	.153	-.981	-.195	.155	-.387	-.300	-.439	-.875	-.464	-.575	-.222	-.748
Minimum	5	9	6	8	4	.33	73	17	16	21	12	11	2500
Maximum	14	14	14	14	14	.93	126	35	28	42	21	35	14500.

$p < 0.05$ (two-sided).

$p < 0.01$ (two-sided).

Note: items 8-11 are the PSI subscales - hence the high correlations between them.

Source: own study.

It is worth noting that the correlation between objective and subjective success amounts to 0.33 and reaches values similar to those obtained in the meta-analyses of Ng, Sorensen and Feldman (2005). None of the personality traits representing the Five-Factor Personality Model obtained statistically significant correlations with indicators of objective and subjective career success, therefore they will not be included in the constructed regression model – hypotheses 1 and 2 were not confirmed in the conducted study.

In order to explain the role of individual predictors in shaping both types of career success and to prepare models of the analysed phenomena, a number of hierarchical multivariate regression analyses were carried out. The predictors included in the study were introduced in three blocks starting from the block containing socio-demographic variables (Bedyńska, Cypryńska, 2013).

The first block contained socio-demographic variables: age, gender ($M = 0$, $W = 1$), marital status (single=0, in relationship=1) and job position (operational or specialist = 0, managerial=1). The model did not introduce the variable work experience due to strong correlation with age, nor education due to the high homogeneity in this respect of the studied group. In the second block, a variable characterising cognitive abilities was introduced – a measure of general intelligence, while personality measures were not included because they did not correlate with the response variables. Considering the fact that in the case of PSI the overall result is a linear combination of subscales, a two-step introduction of predictors related to political skills in the organisation was made. In the first stage, the overall PSI score (hypothesis 4) was added, and in the second, the subscales themselves.

Table 3 contains only the coefficients β that take into account the overall nature of the model, i.e., after introducing the described groups of variables in accordance with the sequence presented above. The table summarises the models created for both types of career success that take into account their statistical significance and the corresponding R-values, corrected R^2 and ΔR after the introduction of individual blocks. The results are compared for both types of success – subjective and objective.

The table shows the values of the coefficients β after entering all groups of variables with the exception of Block 3A, whose coefficients are presented after entering Blocks 1 and 2 (hypothesis 4 – overall PSI score). The table contains summaries of each model (model relevance, percentage and increase in response variance) after entering or adding specified group of predictors – firstly, socio-demographic variables, then general intelligence, and then components of political skills. Summary of the 3B model concerns the significance, percentage and increase of variance explained by socio-demographic variables, general intelligence and PSI scales.

Table 3. Hierarchical multivariate regression analysis for response variables

	Response variables			
	Subjective career success – satisfaction with career		Objective career success – the amount of remuneration	
Block 1. Socio-demographic variables	β	t	β	t
age	-0.1	-1.24	0.12	1.63
gender	0.05	0.58	0.24	3.33**
marital status	0.06	.071	-0.03	-0.41
position	0.23	2.77**	0.38	5.2**
Model 1 summary	F(4,144)	3.29**	F(4,144)	14.44**
	R ²	0.06	R ²	0.27
	ΔR^2	0.08*	ΔR^2	0.29**
Block 2. General intelligence	-0.00	-.024	0.12	1.73^
Model 2 summary	F(5,143)	2.68**	F(5,145)	12.06**
	R ²	0.05	R ²	0.27
	ΔR^2	0.00	ΔR^2	0.01
Block 3A. General political skills	0.220	2.77**	0.118	1.661**
Model 3A summary	F(6,142)	3.61**	F(6,142)	10.63**
	R ²	0.1	R ²	0.28
	ΔR^2	0.05**	ΔR^2	0.01^
Block 3B. Dimensions of political skills				
Social insight	0.13	1.35	0.07	0.82
Interpersonal influence	-.18	-1.60	-0.18	-1.76^
Networking	0.41	3.78**	0.28	2.87**
Honesty shown	-0.12	-1.41	-0.05	-0.69
Model 3B summary	F(9,139)	4.16**	F(9,139)	8.02**
	R ²	0.21	R ²	0.31
	ΔR^2	0.13**	ΔR^2	0.05**

β – standardised regression coefficients obtained in the last regression model

t – t test of significance of β coefficient

R² – corrected coefficient of response variance

ΔR^2 – increase in response variance

* p < 0.05; ** p < 0.01; ^ p < 0.1

Source: own study.

It should be clearly stated that the part of response variables variance explained by the proposed independent variables cannot be considered high, as it equals 21% for subjective career success and 31% for objective. Only job position (managerial

position was associated with higher career satisfaction) and political skills – networking were important for predicting subjective career success, but it should be noted that networking was a better predictor than totalled political skills because it explained more than twice more R^2 change (0.05 for the 3A model compared to 0.13 for the 3B model). On the other hand, in the case of objective career success, whose indicator was a properly defined amount of remuneration, statistically significant predictors included gender and the position held – being a man and holding a managerial position was associated with higher remuneration, with a stronger impact of the position held. General intelligence was a predictor at the trend level, but the change in R^2 was not statistically significant. Networking, as in the case of satisfaction with a career, better predicted the amount of remuneration than the overall political skills. Once again, this indicates political skills importance for professional functioning (Todd et al., 2012; Wei et al., 2012).

It is worth mentioning that, as in the case of subjective success, networking was the most important predictor in the analysed model, then for objective success socio-demographic variables played a key role and allowed to explain almost 30% of the variance of remuneration. However, one must be aware of the fact that the importance of political skills, including especially the ability to build useful professional relationships, can be “hidden” in holding a managerial position, whose achieving requires demonstrating competence in influencing others and building job promotion support groups. Analysing the above, the fourth hypothesis can be considered justified with the knowledge that in future studies one could formulate hypotheses detailing the relationships of individual PSI subscales with objective and subjective career success in relation to networking.

One should be aware of the limitations of the presented study, which mainly result from its cross-sectional nature, which does not allow, as in the case of longitudinal studies, not only to take into account the impact of time on the studied variables, but also to clarify the character of the relationships between them. It is particularly important in the case of relations between objective and subjective career success, which remain in the circle of discussion between scientists dealing with the discussed issues. If we refer to the characteristics of the sample, then it should be emphasised that people holding specialist or operational positions constituted only $\frac{1}{4}$ of the respondents, and that the sample was not random, what doesn't allow for a population generalisation of the results obtained.

As for the tools used in the study, the necessity to make pragmatic choices between the psychometric properties of the tests used and the time of their performance results in the use of tools with lower diagnostic accuracy. It is especially clear in the case of adaptation of Polish TIPI (Sorokowska et al., 2014), which contains 10 items in comparison with the Polish version of NEO-FFI comprising 60 items

(Zawadzki et al., 1998) and simplified measurements of the general intelligence. The above reservations indicate recommendations for the use of psychometric tools with better properties, even of such length as NEO-PI-R, which consists of 240 statements and allows not only the diagnosis of factors from the Five-Factor Personality Model, but also the sub-factors that constitute them (Siuta, 2006).

Further research and statistical analyses should take into account variables that go beyond the socio-demographic and psychological characteristics of respondents, directing attention to the variables classified by Ng, Eby, Sorensen and Feldman (2005) in the category of human capital and organisational patronage. These variables related to the professional functioning of the respondents (number of working hours or professional commitment) and support provided by the organisation in the area of professional development in the form of trainings, mentoring classes or career planning activities will allow a more complete explanation of the role of individual factors in shaping career success in the objective and subjective dimension.

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