

ISSN 1023-2842

中山管理評論 2014 年九月號

第二十二卷第三期 p.469-499

DOI: 10.6160/2014.09.02

# 專業經理人在中國的職涯管理與職涯晉升之研究—探討師徒制的中介與調節效果

## Career Management and Career Advancement in China—the Moderating and Mediating Effect of Mentoring

余明助 *Ming-Chu Yu*

國立台南大學行政管理學系

Department of Public Administration and Management,  
National University of Tainan

李孟修\* *Meng-Hsiu Lee*

國立中山大學人力資源管理研究所

Institute of Human Resource Management,  
National Sun Yat-sen University

---

\* Corresponding author: Meng-Hsiu Lee

## 摘要

對跨國企業而言，建立完整的人才職涯管理系統與師徒制是必要的。然而，組織職涯管理、個人職涯管理與職涯晉升之間的關係仍不清楚。本研究根據社會認知職涯理論及師徒制理論，探討此變項間的關係，及師徒制的影響。抽樣調查樣本為 225 位跨國企業之中階經理人於中國。研究結果顯示，組織職涯管理與個人職涯管理均正向影響職涯晉升。進一步地，師徒制會中介影響組織職涯管理與職涯晉升間的關係。完整的組織職涯管理制度之建立，有助於師徒制的實施，最終可提升員工的職涯晉升。師徒制同時也會調節個人職涯管理與職涯晉升間的關係。當個人接收到師徒制的支持時，會知覺到更多的職涯晉升機會與努力意願。最後，本研究提出管理意涵與未來研究建議。

**關鍵詞：**組織職涯管理、個人職涯管理、師徒制、職涯晉升

## Abstract

It is necessary on building talents' comprehensive career management and mentoring system in multinational companies in China. However, the consideration for organizational career management (OCM) and individual career management (ICM) relate to career advancement opportunities of talents is unclear. This study examines the role of mentoring in the relationships among OCM, ICM and career advancement from the social cognitive career theory and mentoring theory. Data were collected from 225 multinational companies' talents (middle-level managers) and their supervisors (225) in China by questionnaire. Results showed that OCM and ICM are positively related to career advancement, in turn, mentoring plays a mediating role between OCM and career advancement. The pre-positive establishment of OCM programs plays critical roles in encouraging mentoring, and

finally enhances the employees' career advancement. Mentoring also plays a moderating role between ICM and career advancement. Individuals who receive mentoring support will perceive more opportunities for career advancement. Finally, this study discusses managerial implications and highlights future research suggestions.

**Keywords:** organizational career management, individual career management, mentoring, career advancement

## 1.INTRODUCTION

In this constantly changing socioeconomic environment, organizations conduct various organizational restructuring or downsizing strategies (Shin et al., 2012; Lourdes, 2013). These kinds of organizational change practices typically have impacts on employees' career progress and advancement (Lips-Wiersma & Hall, 2007). Therefore, new career concepts, such as the "boundaryless career" (Arthur, 1994; Arthur & Rousseau, 1996; Gerber & Saiki, 2010) and the "protean career" (Hall, 1996; Forrier et al., 2009), have dominated the field of career research in today's turbulent business environment. The notion of the career plan emphasizes the act of individuals to take charge of their own careers (Granrose & Portwood, 1987; Kuijpers et al., 2006), and the crossover of occupational, departmental, and organizational boundaries during career progression (De Vos et al., 2008). To develop a pool of talented people who can supply future manpower needs, support talent development, and ensure employees with adequate skills are at right positions, companies use bundles of career management programs (organizational career management, OCM) which include career workshops, job posting, supportive performance appraisal systems, career counseling, and job design (Savickas, 2009). Practitioners and researchers confirm that effective OCM is essential and serves as a prerequisite for a successful career (De Vos et al., 2008).

Moreover, proactive attitudes of individual career management (ICM) will enhance the valuable and successful career development (Seibert et al., 1999; Crant, 2000). In other words, positive and high personal involvement in ICM will directly relate to career advancement and success.

Making career progress in one's work is more frequently associated with positive emotions and high motivation for knowledge workers and expertise (Amabile & Kramer, 2010). Some studies investigate the relationship between career management policies and outcome variables (Orpen, 1994; Sturges et al., 2005; De Vos et al., 2009), and individuals' attitudes of career development are highly related to individuals' perceptions of matches between individual and organizational career plans (Granrose & Portwood, 1987). However, it still lacks empirical studies to investigate the influences of OCM and ICM simultaneously on career advancement. "Career mentoring" is significantly related to engagement by individuals in career management, and mentoring provides a mechanism of career change for individual employees (Kram, 1985; Noe, 1996; Thurston et al., 2012). Mentorships not only involve changes in the capacity and development behaviors of protégé's, but also changes in relationships that make influential decision makers more aware of the potential of the protégé's, thus positively resulting in the advancement of opportunities of the latter (Tharenou, 2001; Allen et al., 2004). Mentoring also become an increasingly important part of employees' career success in globalization progresses (Briggs et al., 2011; Kraimer et al., 2011; Yang et al., 2011; Bozionelos & Wang, 2012; Laud & Johnson, 2012; Liu et al., 2012; Thurston et al., 2012). Thus, having a mentoring had a significant positive effect on the expatriate's organizational knowledge, job performance, and promotability (Carragher et al., 2008). Unfortunately, how mentoring affects the relationship among OCM, ICM and career advancement still lacks of empirical study.

Given this background, this study will establish a comprehensive understanding of the theoretical framework among OCM, ICM, mentoring, and career advancement. According to social cognitive career theory (SCCT) (Lent et al., 1994, 2000), we consider objective setting features and employees' recognitions of contextual factors to achieve career advancement. Furthermore, based on mentoring theory (Kram, 1985; Eby et al., 2006), sophisticated career

management programs are important antecedents of mentoring. Therefore, the purpose of this research is to understand the talents' OCM, ICM, and career advancement in China, and to investigate the mediating and moderating effect of mentoring. The results are presented along with a discussion of their practical implications.

## **2.THEORETICAL BUILDING**

### **2.1 OCM and career advancement**

OCM reveals the message that an organization values human capital and its contributions, and is willing to help individuals succeed (Greenhaus & Powell, 2000). It facilitates the development of new skills for individuals, exposes the accurate and comprehensive career choices and opportunities, and prepares them for higher level of responsibilities within the organization. Furthermore, the Social Exchange Theory suggests that if employees receive support from their employers, in this case in the form of career management help, such as training and career advice, they will feel obliged to reciprocate (Eisenberger et al., 1990). Career management help is perceived as one form of organizational support. Perceived organizational support has been positively related to job performance and negatively linked to withdrawal behaviors, such as absenteeism and turnover (Rhoades & Eisenberger, 2002). Thus career management help is expected to be associated with superior job performance, and the absence of it with individual career management behavior, such as search for careers outside the organization, absenteeism, and voluntary turnover.

Accordingly, OCM practices, such as assessment for promotion and salary increase, are positively related to career effectiveness (Orpen, 1994). The results suggest that employees feel they have better careers in organizations that provide comprehensive and accurate career information. Eby et al. (2005) provide evidence that career management practices focused on future strategic planning within

organizations (e.g., succession planning, outplacement) are connected to greater satisfaction with the promotion process. The move of organizations to provide career assistance to employees helps result in their career advancement (De Vos et al., 2009). This study proposes the following hypothesis:

***Hypothesis 1: The employee's perception of OCM is positively related to his career advancement.***

## **2.2 ICM and career advancement**

Individuals who take more initiative to develop their careers experience a more satisfying level of career progression and enjoy more promotions and salary progressions (Seibert et al., 2001). Therefore, individuals who engage more in career self-management activities take a more proactive attitude towards what happens to them in their careers. Based on employee proactivity literature, proactive personality is directly related to career success (Seibert et al., 1999), and one of the outcomes of proactive behaviors is a more rewarding and successful career (Crant, 2000). Orpen (1994) indicates that individuals who systematically plan their careers tend to be more successful and feel more positive about their careers than those who do not.

Employees with a high level of career self-management are assumed to look for opportunities that allow them to change their job scope or to make career progress towards their desired positions or jobs within organizations (Crant, 2000). As a result of ICM, individuals not only have more positive feelings about subjective career success, but also increase the advancement options for employment, development, and the extent to which they can negotiate job changes (Claes & Ruiz-Quintanilla, 1998). Therefore, we can propose that:

***Hypothesis 2: Employee's ICM is positively related to his career advancement.***

### 2.3 Mentoring theory and the mediating Influence of mentoring

Mentoring relationships allow young, less experienced employees (protégés) to receive feedback about ideas, perceptions, performance, career development assistance and psychosocial support (Allen & Poteet, 1999; Lankau & Scandura, 2002; Harris et al., 2007). Mentoring career support is the provision of specific functions, such as sponsorship, coaching, and challenging assignments, that helps career development and advancement of protégés (Kram, 1985; Liu et al., 2012). Younger and less experienced employees often lack the necessary information and opportunities that can help them become more competent and effective in their organizations (Kram, 1985; Seibert et al., 2001). Mentors, who serve as coaches, provide information and advice, suggest specific strategies for the protégé to form better understanding of organization's formal structure and informal system, and broaden their access to OCM help (Allen & Poteet, 1999).

Organizations' efforts to reduce the barriers to career management and encourage and flourish mentoring can actually enhance the individual employees' benefits of career development (Thurston et al., 2012). A mentoring is a type of workplace interpersonal relationship and it is often influenced by a broad range of working environment, context and organizational system (Yang et al., 2011). According to mentoring theory (Kram, 1985; Eby et al., 2006), organizational culture and system play powerful roles in encouraging or discouraging mentoring. Mentoring exists in the broad context of an organization, so it is necessary to understand the organizational structure and career management process in order to maintain and encourage supportive relationship and remove the obstacles (Kram, 1985). If an organization supports mentoring and managers encourage mentoring activities, employees will more likely to invest time and effort in individual career advancement (Eby et al., 2006). Given this backdrop, this study supposes that career mentoring mediates the relationship between OCM and career advancement opportunities.

***Hypothesis 3: Mentoring mediates the relationship between OCM and career advancement.***

## **2.4 SCCT and the moderating influence of mentoring**

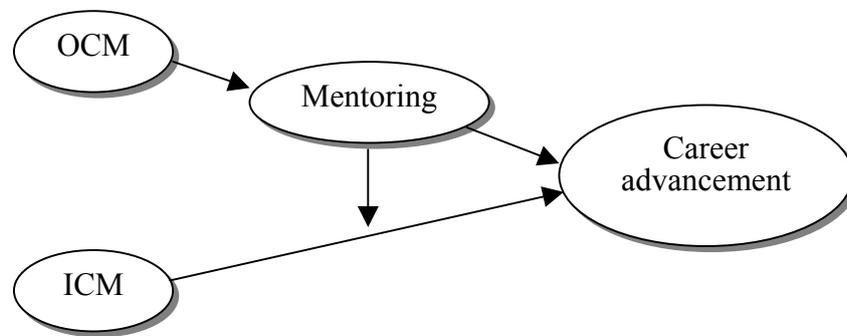
According to SCCT, explicit contextual organizational influences are integrated, and influence individual career choice behavior (Lent et al., 1994, 2000). Thus, explicit integration of contextual factors will affect the individual career development, such as the strength of support and barriers (Lent et al., 1994, 2000; Gushue & Whitson, 2006; Schultheiss, 2009). Either support or barriers from the environment will lead to a change in choice (Bennett, 2008).

Compared with individuals who are not mentored, individuals who enjoy mentoring report greater career mobility (Scandura, 1992). In other words, the lack of mentoring will be the potential barrier to employee's career advancement (Lyness & Thompson, 2000; Briggs et al., 2011). By coaching the protégés, providing them feedback and reinforcement, and entrusting them with challenging responsibilities, mentors help build job-specific competence and self-efficacy of protégés, thereby aiding in their improved performance (Allen & Poteet, 1999). Career-related activities are more directly related to enhancement of the task-related aspects of work and intended to aid in the advancement of protégés (Allen et al., 2004). Higgins & Kram (2001) also indicate that through assistance of a mentor, individuals increase the extent of information and resources they receive, and expand their access to a variety of career possibilities. The acquisition of job-related knowledge, skills, and abilities ultimately enhances the job performance of the protégé (Holland, 2009).

Furthermore, individuals being mentored know their personal strengths and weakness, and are motivated to display ICM behaviors (Noe et al., 2002). Consequently, they are expected to enjoy assorted career-oriented benefits, such as salary growth and hierarchical advancement (Allen et al., 2004). Mentorships not only involve changes in the capacity of protégés to perform work assignments and motivate them to engage in self-career management, but also make supervisors be more aware of the protégés' potential (Pollock, 1995). This awareness positively affects attainment by individuals of opportunities for advancement (Allen & Finkelstein, 2003). Entry into these social networks gives the protégés the chances to display talents and skills, and to send signals to decision makers within the

organization that they are worth investing on (Kram, 1985; Allen et al., 2004). Therefore, mentoring is a powerful explicit contextual factor for employee career thinking (Granrose & Portwood, 1987). Following the social cognitive career theory, employees' perceptions of external factors will affect individual career choice and advancement. Accordingly, this study proposes Hypothesis 4, and Figure 1 shows the research framework of this study.

***Hypothesis 4: Mentoring support moderates the relationship between ICM and career advancement.***



**Figure 1**  
**Research framework**  
 Data source: this research

### 3. Method

#### 3.1 Sample and data collection

Firstly, we conduct informal interview of middle-level managers in multinational companies (MNCs) in China in order to confirm that building comprehensive mentoring system in MNCs is essential (Yang et al., 2011; Bozionelos & Wang, 2012; Liu et al., 2012). And then, choosing MNCs' employees

(middle-level managers) as participators is appropriate because they have more discretion and freedom in deciding on their future moves. This study focuses on middle-level managers who have management experiences because they have more chances to experience OCM practices, they care about individual career planning, and they usually are the key talents within companies.

In order to achieve representative sampling, researchers stayed in China from July 1<sup>st</sup>, 2011 to September 1<sup>st</sup>, 2011. Through social network, researchers visit 23 MNCs in Beijing and Shanghai. After verifying the target companies (samples) which have executed mentoring programs, we adopt “snowball sampling” to collect our samples. Each questionnaire includes 30 RMB mobile credits that regard as incentive. In total, 500 questionnaires were distributed. This study retrieved 234 questionnaires, resulting in a response rate of 46.6 percent. After excluding incomplete questionnaires, 225 questionnaires remained and constituted the sample for the study. Of the valid questionnaires, 140 questionnaires were from manufacturing (including the high-tech industry and the conventional manufacturing industry), 56 questionnaires were from the service industry and 29 questionnaires were from the financial industry.

There are total 225 valid questionnaires and the attributes of respondents are exhibited as Table 1. It was founded that 61.3% of respondents are male and 38.7% are female. Most of them are 31-40 years old and have bachelor degrees.

**Table 1**  
**Demographic of samples (N=225 middle level managers)**

<b>Attributes</b>	<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	138	61.3%
	Female	87	38.7%
<b>Education level</b>	High school or above	1	0.4%
	undergraduate or college	113	50.2%
	postgraduate or above	111	49.3%
<b>Marital status</b>	Single	149	66.2%
	Married	76	33.8%
<b>Age</b>	21-30 years old	27	12%
	31-40 years old	103	45.8%
	41-50 years old	70	31.1%
	>51 years old	25	11.1%
<b>Industry</b>	Manufacturing	140	62.2%

Financial	29	12.9%
Service	56	24.9%

Data source: this research

### 3.2 Common method variance

Employees' unrealistic expectations of promotions may misjudge the perceived opportunities of career advancement (Veiga, 1981; Landau & Hammer, 1986). Thus, career advancement is a subjective dimension, and employees might reluctantly or incorrectly answer questions related to it to produce biased answers (Neuman, 2005). Therefore, we avoid employees' self-reports and request their line manager, one of the employee's mentors in career mentoring project, to finish this part of questionnaire. We confirm that these line managers (supervisors) completely understand their employees' abilities and career advancement opportunities. In other words, to reduce potential errors and common method variance (CMV), this study adopted a paired questionnaire design for its samples, and the ratio of employee and his supervisors is 1:1. The employee finished questionnaires on OCM, ICM, and mentoring support, and his supervisor finished questionnaires on career advancement.

### 3.3 Measures

*OCM*. A range of OCM practices assessed in this research are selected from De Vos et al. (2008) report and implemented by most of contemporary organizations. It included four sub-dimensions: Potential Assessment (4 items), Succession (4 items), Development (5 items) and Feedback (3 items). Responses are indicated on five-point Likert scale and this part of questionnaire was finished by employees.

*ICM* is measured with 12 items which are developed by Sturges et al. (2002). It includes 4 sub-dimensions: networking behavior, visibility activities, mobility oriented behavior, and doing practical things. Responses are indicated on five-point Likert scale and this part of questionnaire was finished by employees.

*Mentoring Support.* This study focuses on career-related mentoring support. It is measured with 9 items which are developed by Ragins et al. (2000) and Ragins & McFarlin (1990). This part of questionnaires had 3 sub-dimensions, sponsor, challenging work, and coach. Responses are indicated on five-point Likert scale and this part of questionnaire was finished by employees.

*Career Advancement.* Career advancement is measured with 2 sub-dimensions: career mobility and opportunities of career advancement. It includes 2 items measure of “mobility”, which are modified by Kraimer et al. (2009). The “perceived opportunities” is measured with 6 items, which are modified by Stahl et al. (2009) and Landau & Hammer (1986). Employers assess the extent of their employees’ opportunities to move, including upward and lateral movement. Responses are indicated on five-point Likert scale and this part of questionnaire was finished by employers.

### **3.4 Control Variables**

The *gender, education level, marital status, age* of subjects and *firm size* were measured to control for perception and implementation of career advancement. There are some reasons: (1) Women may experience fewer developmental job opportunities and senior management positions than men (Ohlott et al., 1994). (2) Formal education level may influence employees’ access to job challenge and career development (Ohlott et al., 1994). (3) Married men may have higher performance rating and more likely to be promoted than single men (Korenman & Neumark, 1991). (4) Age may be a criterion for career mobility, and elders may become more realistic about career management (Landau & Hammer, 1986). (5) Larger companies can provide better working conditions, investment in employee training, and career development opportunities (Eldridge & Nisar, 2006; Cappelli & Hamori, 2008). Therefore, these control variables are considered because of their effect in the regression analysis.

We created dummy codes to measure gender (0 and 1), education level (high school or below, undergraduate or college, and postgraduate or above), marital

status (0 and 1), and firm size (less than 200 employees, 200-10,000 employees, and over 10,000 employees). Otherwise, we use original data in “age” part.

### 3.5 Construct Analysis and Correlations

Table 2 present the results of the confirmatory factor analysis and discriminant validity test. As the results show, the values of CFI in the four dimensions are above 0.9 as well as GFI. The values of AGFI are above 0.8 and the values of RMR are below to 0.05 expect OCM. Hence, the items of each dimension in this research have high level construct validity. Furthermore, the result of discriminant validity test shows that hypothesized four-factor model is better than other models.

Table 3 showing that all construct reliabilities and variance extracted measures were above the cut off values of .70 and .05 (Hair et al., 1998). Table 4 presents the correlations for the studied variables. The correlations among OCM (potential, feedback, succession, and development), ICM (networking, mobility oriented, visibility, and practical), Mentoring (sponsor, challenging, and coach), and Career advancement (career mobility, and opportunity) measures range from 0.008 to 0.636.

**Table 2**  
**Results of Confirmatory Factor Analysis and Discriminant Validity Test of study variables (N=225)**

<b>Dimension</b>	<b><math>\chi^2</math></b>	<b>d.f.</b>	<b>P-value</b>	<b>GFI</b>	<b>AGFI</b>	<b>CFI</b>	<b>RMR</b>
OCM	203.845	95	.000	0.900	0.856	0.927	0.060
ICM	86.911	48	.000	0.939	0.901	0.960	0.034
Mentoring	56.685	24	.000	0.950	0.906	0.980	0.028
Career Advancement	47.900	18	.000	0.956	0.912	0.962	0.027
<b>Model</b>	<b><math>\chi^2</math></b>	<b>d.f.</b>	<b><math>\Delta\chi^2</math></b>	<b>CFI</b>	<b>GFI</b>	<b>NFI</b>	<b>SRMR</b>
Null model	3125.45	435	2988.125**				
One-factor model	547.62	114	410.295**	.713	.682	.654	0.12
Two-factor model	533.18	112	395.855**	.735	.692	.673	0.11
Three-factor model	387.266	98	249.941**	.886	.787	.793	0.06
Hypothesized four-factor model	137.325	95		.923	.896	.884	0.02

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

Note. For the one-factor model, all items are combined into one factor; for the two-factor model, OCM and ICM are combined into one factor, Mentoring and Career Advancement are combined into another factor; for the three-factor model, OCM and ICM are combined into one factor. \*\*p< 0.01.  $\Delta\chi^2$ : compare with four-factor model. Data source: this research

**Table 3**  
**Measurement properties**

	Composite reliability	Variance extracted	No. of items
OCM	.912	.73	17
ICM	.925	.72	16
Mentoring Support	.903	.79	9
Career Advancement	.897	.75	8

Data source: this research

**Table 4**  
**Correlations among variables**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Potential	1.00												
2. Feedback	.558**	1.00											
3. Succession	.617**	.608**	1.00										
4. Development	.415**	.535**	.571**	1.00									
5. Networking	.423**	.336**	.331**	.297**	1.00								
6. Mobility oriented	.015	.102	.148*	.163*	.086	1.00							
7. Visibility	.260**	.188**	.206**	.170*	.450**	.186**	1.00						
8. Practical	.227**	.142*	.187**	.197**	.481**	.238**	.481**	1.00					
9. Sponsor	.377**	.437**	.339**	.210**	.292**	.010	.179**	.133*	1.00				
10. Coach	.465**	.550**	.493**	.362**	.385**	.091	.274**	.153*	.636**	1.00			
11. Challenging	.358**	.506**	.366**	.323**	.328**	.028	.275**	.111	.582**	.603**	1.00		
12. Career mobility	.273**	.124	.203**	.179**	.251**	.046	.267**	.253**	.129	.124	.171*	1.00	
13. Opportunity	.242**	.219**	.217**	.175**	.399**	.008	.445**	.369**	.337**	.311**	.319**	.518**	1.00

\*p<0.05, \*\*p<0.01

Data source: this research

### 3.6 Multiple Regression Analysis

The initial moderated regression analysis (see Table 5) tested the main and moderated effect of contextual determinants on career advancement of employees. OCM, ICM and mentoring support predictor variables were scale-centered to reduce the problems associated with multicollinearity (Aiken & West, 1991). In Equation 1, control variables are regressed as independent variables. In Equation 2, the results reveal a positive relationship between OCM and career advancement ( $\beta=0.196$ ,  $p<0.01$ ) and ICM and career advancement ( $\beta=0.294$ ,  $p<0.001$ ), thus supporting Hypothesis 1 and 2.

**Table 5**  
**Moderating effects of mentoring support on OCM, ICM and career advancement**

	Career Advancement		
	Equation 1	Equation 2	Equation 3
Gender	-0.209**	-0.175**	-0.171**
Education	0.044	0.04	0.054
Marriage	-0.005	0.019	0.002
Age	0.086	0.074	0.08
Firm size	-0.045	-0.042	-0.03
OCM		0.196**	0.092
ICM		0.294***	0.281***
Mentoring			0.179*
ICM*Mentoring			0.123*
F Value	2.725*	7.913***	6.749***
d.f	5	7	10
R <sup>2</sup>	0.039	0.184	0.211
$\Delta R^2$	0.061	0.149	0.021

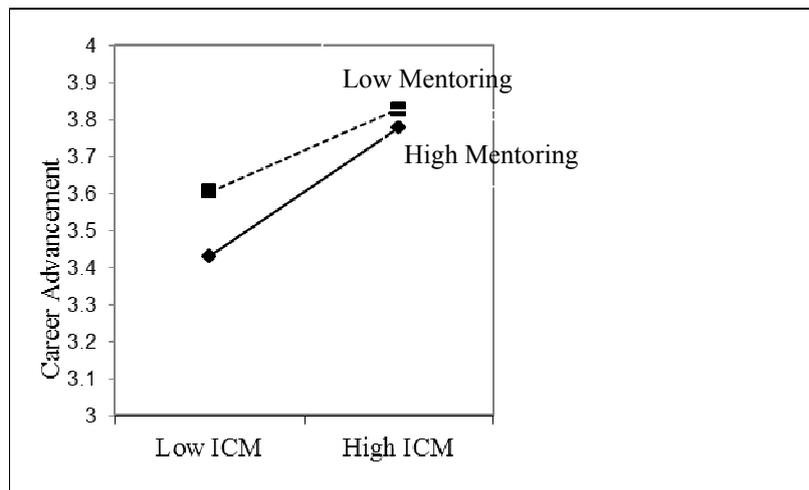
note: \* $p<0.05$ , \*\* $p<0.01$ , \*\*\* $p<0.001$

Data source: this research

Moreover, the moderating effects of mentoring support on the relationship between ICM and career advancement are investigated in Table 5 (Equation 3). The results show that the interaction term variables accounted for an additional 2.1% of the variance in career advancement ( $F= 6.749$ ,  $p<0.001$ ,  $\Delta R^2=0.021$ ). The

Equation 3 also enables the testing of Hypothesis 4, there is significantly positive association between the interaction term (ICM and mentoring support) and career advancement ( $\beta=0.123$ ,  $p<0.05$ ), thus supporting Hypothesis 4.

To assist in the interpretation of interaction, career advanced is regressed on development for mentoring support, consistent with the methods by Aiken & West (1991). In this procedure, the regression equation is algebraically restructured to express the regression of the criterion variable on the predictor at various levels of the moderator variables. Figure 2 shows that, as predicted, employees with strong mentoring support and receiving high-level ICM report greater career advancement than those with weak mentoring support.



**Figure 2**  
**Moderating effects of mentoring support on ICM and career advancement**  
Data source: this research

Furthermore, according to Baron & Kenny (1986) recommended conditions for confirming mediating effect, we tested Hypothesis 3 using regression analysis. As shown in Table 6 (Model 1), OCM was related to mentoring ( $\beta=.558$ ,  $p<.001$ ). Furthermore, the results showed that OCM was related to career advancement ( $\beta=.285$ ,  $p<.001$ ). As is evident from the Model 2 (Table 6), mentoring was significantly related to career advancement when OCM, demographic characteristics and firm size were controlled for.

**Table 6**  
**Mediating effects of mentoring on OCM and career advancement**

<b>Variables</b>	<b>Model 1 Mentoring</b>	<b>Model 2 Career Advancement</b>
Controls		
Gender	-0.091	-0.209**
Education	-0.044	0.044
Marriage	0.052	-0.005
Age	-0.032	0.086
Firm size	-0.051	-0.045
$\Delta R^2$	0.014	0.061*
Direct effects		
OCM	0.558***	0.285***
$\Delta R^2$	0.312***	0.081***
Mediating effects		
OCM		0.151
mentoring		0.201*
$\Delta R^2$		0.108***
Overall $R^2$	0.313	0.128
Overall model F	17.345***	5.514***

note: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

Data source: this research

Confirming to the mediated hypothesis, Model 2 (Table 6) further revealed that the previously significant relationship between OCM and career advancement ceased to be significant in the presence of mediator. Therefore, the support for Hypothesis 3 and it was fully mediating effect. Using the Sobel-test, we found that the OCM has a significant indirect effect on career advancement ( $P < 0.01$ ), in which the indirect influence is 0.112 ( $0.558 * 0.201$ ).

## 4. Conclusion

This study examines the role of mentoring in the relationship between career management and career advancement. Our results indicate that employees'

perception of OCM practices is positive related to career advancement. We also confirm the significantly positive relationship between ICM and career advancement. Career self-management behaviors help individuals collect information and become aware of their strengths and weaknesses, as well as the opportunities and obstacles in their environment (Greenhaus & Callana, 1994). These behaviors increase the knowledge of individuals on career opportunities in the future, motivate them to improve job-related skills and abilities for career success, and allow them to feel in control of their careers. Hence, individuals who proactively develop their careers experience a more satisfying level of career progression, and perceive more promotions and salary growth. Furthermore, De Vos et al. (2009) argued that ICM is the extent to which employees show that they are proactive in managing their careers. The more proactive employees are, the more actions they take. These actions include getting to know influential people and drawing attention to achievements. It increases employee visibility and send out signals to employers that they are worth investing on. The positive relationship also supports previous literature, which states that employee proactivity is an important variable related to career progression (De Vos et al., 2008; Mihail, 2008).

Furthermore, following the social cognitive career theory (Lent et al., 1994, 2000), this study demonstrates the moderating effects of mentoring support on the relationship between ICM and career advancement. Younger and less experienced employees often lack opportunities and access to decision makers in organizations. Mentorship provides access to social networks and changes relationships that make influential decision makers more aware of the potential of protégés, thus providing advancement opportunities for the latter. Mentoring also helps protégés make a connection and become part of the professional networks of high-level decision makers.

Finally, this article confirms the mediating effects of mentoring support on the relationship between OCM and career advancement. Mentoring is a used program which depends on the corporate has well-established human resource development and career management system (Thurston et al., 2012). Accordingly, from the mentoring theory (Kram, 1985; Eby et al., 2006), this study builds up the conceptual model and hypothesis to indicate the mediating role of mentoring

between OCM and career advancement. In conclude, the findings of this study contribute to the theoretical development of a conceptual model for explaining the relationships among OCM, ICM, mentoring and career advancement.

#### **4.1 Research Implications and Theoretical Contribution**

According to SCCT (Lent et al., 1994, 2000), either objective setting features (organizational system or programs) or perceived aspects of the environment (perceived support) are both important to career advancement. After appraisal and response to particular contextual factor, employees implement career choice behavior (Vondracek et al., 1986). This process highlights employees' active and phenomenological role in interpreting contextual factor in career development. Based on SCCT, our study proves that considering objective setting features (OCM) and ICM, employees also need to interpret and cognize contextual factor (Mentoring) to anticipate the goal (career advancement). Compare with past research which focus on the role of self-efficacy in vocational choice and performance, our study confirms that the mentoring is critical contextual (moderating) factor.

Furthermore, according to mentoring theory (Kram, 1985; Eby et al., 2006; Bozeman & Feeney, 2007), sophisticated organizational structure and career management programs are important antecedents of mentoring. In other words, TMT's support and sufficient OCM will positive effect mentoring programs, and will remove the obstacles of conducting mentoring (Kram, 1985). Moreover, Bozeman & Feeney (2007) argued that distinguishing mentoring from related career activities is still impeded. Our study confirms that mentoring is different from other career management programs (OCMs), and mentoring has mediating effect on the relationship between OCM and career advancement.

#### **4.2 Managerial Implications**

Several managerial implications can be inferred from this result. First, the

research shows that the relationship between OCM and career advancement is supported. The assessment of potential is positively related to career advancement. The procedure helps organizations gain better understanding of the potential of their employees and provide appropriate opportunities to utilize them. In addition, it transfers signals that organization value talents and are willing to help them succeed. Moreover, when we considerate the career mentoring, it will fully mediate the relationship between OCM and career advancement. Therefore, the pre-positive establishment of organizational culture and career management programs plays critical roles in encouraging mentoring, and finally enhances the employees' career advancement.

Furthermore, the results confirm that there is a positive relationship between ICM and career advancement. ICM is personal effort to advance and satisfy personal career objectives. Individuals who have a proactive attitude toward career are more aware of themselves, pursue available career goals, and receive more opportunities for advancement. The previous studies also reveal the relationship between proactive personality, and job performance and career success (Mihail, 2008). Organizations can encourage employees to take responsibility over and navigate their own careers, such as by providing workshops that develop knowledge and skills related to career self-management behaviors. Such programs not only help employees gain proactive attitude towards their careers, but also help maintain the quality of human resource. In addition, organizations can select and recruit individuals who have proactive personalities.

Finally, this study finds that career management-career advancement relationship is moderated by mentoring support variables. The results reveal that individuals who receive mentoring support (i.e., in the form of coaching, sponsorships, and challenging assignments) will have more opportunities for career advancement. For this reason, this study suggests that organization implement mentor programs for newcomers or talents. Mentorship not only helps employees get used to an organizational culture, but also gives them more chances to enter a social network, thus increasing their visibility and chances of getting promoted.

### 4.3 Research limitation and future suggestion

As with any research, this study has a number of limitations. First this study heavily relies on the questionnaires and cross-sectional research design to collect the required data. As is well known, many shortcomings are associated with the questionnaire method as a means of collecting data. Future research might address this issue by using longitudinal or qualitative research design in drawing causal inferences. Another limitation of this study is related to the sampling. The samples used in this study are limited to the cases of MNCs' managers located in China markets. The future research can explore the MNCs' managers in different emerging countries within abundant career advancement opportunities. Finally, this research only focuses on the career mentoring. Future research may consider more variables, such as psychosocial mentoring support, or differences in benefits across formal and informal mentorships.

## References

- Aiken, L. S. and West, S. G., 1991, **Multiple Regression: Testing and Interpreting Interactions**, 1<sup>st</sup>, Newbury Park, CA: Sage.
- Allen, T. D. and Finkelstein, L. M., 2003, "Beyond Mentoring: Alternative Sources and Functions of Developmental Support," **Career Development Quarterly**, Vol. 51, No. 4, 346-355.
- Allen, T. D. and Poteet, M. L., 1999, "Developing Effective Mentoring Relationships: Strategies from the Mentor's Viewpoint," **Career Development Quarterly**, Vol. 48, No. 1, 59-73.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., and Lima, L., 2004, "Career Benefits Associated with Mentoring for Protégés: A Meta-Analysis," **Journal of Applied Psychology**, Vol. 89, No. 1, 127-136.
- Amabile, T. M. and Kramer, S. J., 2010, "What Really Motivates Workers?" **Harvard Business Review**, Vol. 88, No. 1-2, 41-46.
- Arthur, M. B. and Rousseau, D. M., 1996, "Introduction: The Boundaryless Career as a New Employment Principle" in Arthur, M. B. and Rousseau, D. M. (eds.), **The**

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

- Boundaryless Career**, First Edition, New York: Oxford University Press, 3-20.
- Arthur, M. B., 1994, "The Boundaryless Career: A New Perspective for Organizational Inquiry," **Journal of Organizational Behavior**, Vol. 15, No. 4, 295-306.
- Baron, R. M. and Kenny, D. A., 1986, "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations," **Journal of Personality and Social Psychology**, Vol. 51, No. 6, 1173-1182.
- Bennett, S. L. R., 2008, "Contextual Affordances of Rural Appalachian Individuals," **Journal of Career Development**, Vol. 34, No. 3, 241-262.
- Bozeman, B. and Feeney, M. K., 2007, "Toward a useful theory of mentoring," **Administration & Society**, Vol. 39, No. 6, 719-739.
- Bozionelos, N. and Wang, L., 2012, "The Relationship of Mentoring and Network Resources with Career Success in the Chinese Organizational Environment," **International Journal of Human Resource Management**, Vol. 17, No. 9, 1531-1546.
- Briggs, E., Jaramillo, F., and Weeks, W. A., 2011, "Perceived Barriers to Career Advancement and Organizational Commitment in Sales," **Journal of Business Research**, Vol. 65, No. 7, 937-943.
- Cappelli, P. and Hamori, M., 2008, "Are Franchises bad employer?" **Industrial and Labor Relations Review**, Vol. 61, No. 2, 147-162.
- Carraher, S. M., Sullivan, S. E., and Crocitto, M. M., 2008, "Mentoring across global boundaries: an empirical examination of home- and host-country mentors on expatriate career outcomes," **Journal of International Business Studies**, Vol. 39, No. 8, 1310-1326.
- Claes, R. and Ruiz-Quintanilla, S. A., 1998, "Influences of Early Career Experiences, Occupational Group and National Culture on Proactive Career Behavior," **Journal of Vocational Behavior**, Vol. 52, No. 3, 357-378.
- Crant, J. M., 2000, "Proactive Behavior in Organizations," **Journal of Management**, Vol. 26, No. 3, 435-462.
- De Vos, A., Dewettinck, K., and Buyens, D., 2008, "To Move or Not to Move? The Relationship between Career Management and Preferred Career Moves," **Employee Relations**, Vol. 30, No. 2, 156-175.
- De Vos, A., Dewettinck, K., and Buyens, D., 2009, "The Professional Career on the Right Track: A Study on The Interaction Between Career Self-Management and Organizational Career Management in Explaining Employee Outcomes," **European Journal of Work and Organizational Psychology**, Vol. 18, No. 1, 55-80.
- Eby, L. T., Allen, T. D., and Brimley, A., 2005, "A Cross-Level Investigation of the Relationship Between Career Management Practices and Career-Related Attitudes," **Group & Organization Management**, Vol. 30, No. 6, 565-597.

- Eby, L. T., Lockwood, A. L., and Butts, M., 2006, "Perceived Support for Mentoring: A Multiple Perspectives Approach," **Journal of Vocational Behavior**, Vol. 68, No. 2, 267-291.
- Eisenberger, R., Fasolo, P., and Davis-LaMastro, V., 1990, "Perceived Organizational Support and Employee Diligence, Commitment, and Innovation," **Journal of Applied Psychology**, Vol. 75, No. 1, 51-59.
- Eldridge, D. and Nisar, T. M., 2006, "The significance of employee skill in flexible work organizations," **International Journal of Human Resource Management**, Vol. 17, No. 5, 918-937.
- Forrier, A., Sels, L., and Stynen, D., 2009, "Career Mobility at the Intersection Between Agent and Structure: A Conceptual Model," **Journal of Occupational and Organizational Psychology**, Vol. 82, No. 2, 739-759.
- Gerber, T. and Saiki, D., 2010, "Success According to Professionals in the Fashion Industry," **Career Development Quarterly**, Vol. 58, No. 3, 219-229.
- Granrose, C. S. and Portwood, J. D., 1987, "Matching Individual Career Plans and Organizational Career Management," **Academy of Management Journal**, Vol. 30, No. 4, 699-720.
- Greenhaus, J. H. and Callanan, G. A., 1994, **Career Management**, 1<sup>st</sup>, Fort Worth, PA: Dryden Press.
- Greenhaus, J. H. and Powell, G. N., 2000, "When Work and Family Collide: Choices and Conflict Between Competing Role Demands," **Academy of Management Proceedings & Membership Directory**, Vol. 7, No. 1, 1-6.
- Gushue, G. V. and Whitson, M. L., 2006, "The Relationship of Ethnic Identity and Gender Role Attitudes to the Development of Career Choice Goals Among Black and Latina Girls," **Journal of Counseling Psychology**, Vol. 53, No. 3, 379-385.
- Hair, J. F. Jr., Anderson, R. E., Tatham, R. L., and Black, W. C., 1998, **Multivariate Data Analysis**, 5<sup>th</sup>, Englewood Cliffs, NJ: Prentice-Hall.
- Hall, D. T., 1996, "Protean Careers of the 21<sup>st</sup> Century," **Academy of Management Executive**, Vol. 10, No. 4, 8-16.
- Harris, J. I., Winskowski, A. M., and Engdahl, B. E., 2007, "Types of Workplace Social Support in the Prediction of Job Satisfaction," **Career Development Quarterly**, Vol. 56, No. 2, 150-156.
- Higgins, M. C. and Kram, K. E., 2001, "Reconceptualizing Mentoring at Work: A Developmental Network Perspective," **Academy of Management Review**, Vol. 26, No. 2, 264-288.
- Holland, C., 2009, **Workplace Mentoring: A Literature Review**, 1<sup>st</sup>, Wellington, NZ: Ako Aotearoa.
- Korenman, S. and Neumark, D., 1991, "Does marriage really make men more productive?" **Journal of Human Resources**, Vol. 26, No. 2, 282-307.

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

- Kraimer, M. L., Seibert, S. E., Wayne, S. J., Liden, R. C., and Bravo, J., 2011, "Antecedents and Outcomes of Organizational Support for Development: The Critical Role of Career Opportunities," **Journal of Applied Psychology**, Vol. 96, No. 3, 485-500.
- Kraimer, M. L., Shaffer, M. A., and Bolino, M. C., 2009, "The Influence of Expatriate and Repatriate Experiences on Career Advancement and Repatriate Retention," **Human Resource Management**, Vol. 48, No. 1, 27-47.
- Kram, K. E., 1985, **Mentoring at Work: Developmental Relationships in Organizational Life**, 1<sup>st</sup>, Glenview, IL: Scott Foresman.
- Kuijpers, M., Schyns, B., and Scheerens, J., 2006, "Career Competencies for Career Success," **Career Development Quarterly**, Vol. 55, No. 2, 168-178.
- Landau, J. and Hammer, T. H., 1986, "Clerical Employees' Perceptions of Interorganizational Career Opportunities," **Academy of Management Journal**, Vol. 29, No. 2, 385-404.
- Lankau, M. J. and Scandura, T. A., 2002, "An Investigation of Personal Learning in Mentoring Relationships: Content, Antecedents, and Consequences," **Academy of Management Journal**, Vol. 45, No. 4, 779-790.
- Laud, R. L. and Johnson, M., 2012, "Upward Mobility: A Typology of Tactics and Strategies for Career Advancement," **Career Development International**, Vol. 17, No. 3, 231-254.
- Lent, R. W., Brown, S. D., and Hackett, G., 1994, "Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance," **Journal of Vocational Behavior**, Vol. 45, No. 1, 79-122.
- Lent, R. W., Brown, S. D., and Hackett, G., 2000, "Contextual Supports and Barriers to Career Choice: a Social Cognitive Analysis," **Journal of Counseling Psychology**, Vol. 47, No. 1, 36-49.
- Lips-Wiersma, M. and Hall, D. T., 2007, "Organizational career development is not dead: a case study on managing the new career during organizational change," **Journal of Organizational Behavior**, Vol. 28, No. 6, 771-792.
- Liu, J., Kwan, H. K., and Mao, Y., 2012, "Mentorship Quality and Protégés' Work-to-Family Positive Spillover, Career Satisfaction and Voice Behavior in China," **The International Journal of Human Resource Management**, Vol. 23, No. 19, 4110-4128.
- Lourdes, S. M., 2013, "decoupling market incumbency from organizational prehistory: locating the real sources of competitive advantage in R&D for radical innovation," **Strategic Management Journal**, Vol. 34, No. 2, 245-255.
- Lyness, K. S. and Thompson, D. E., 2000, "Climbing the Corporate Ladder: Do Female and Male Executives Follow the Same Route?" **Journal of Applied Psychology**, Vol. 85, No. 1, 86-101.
- Mihail, D. M., 2008, "Proactivity and Work Experience as Predictors of Career-Enhancing

- Strategies,” **Human Resource Development International**, Vol. 11, No. 5, 523-537.
- Neuman, W. L., 2005, **Social Research Methods: Qualitative and Quantitative Approach**, 1<sup>st</sup>, Upper Saddle River, NJ: Pearson Education.
- Noe, R. A., 1996, “Is Career Management Related to Employee Development and Performance?” **Journal of Organizational Behavior**, Vol. 17, No. 2, 33-119.
- Noe, R. A., Greenberger, D. B., and Wang, S., 2002, “Mentoring: what we know and where we might go,” **Research in Personnel and Human Resource Management**, Vol. 21, No. 1, 129-173.
- Ohlott, P. J., Ruderman, M. N., and McCauley, C. D., 1994, “Gender differences in managers’ developmental job experiences,” **Academy of Management Journal**, Vol. 37, No. 1, 46-67.
- Orpen, C., 1994, “The Effects of Organizational and Individual Career Management on Career Success,” **International Journal of Manpower**, Vol. 15, No. 1, 27-37.
- Pollock, R., 1995, “A test of conceptual models depicting the developmental course of informal mentor-protégé relationships in the work place,” **Journal of Vocational Behavior**, Vol. 46, No. 2, 144-162.
- Ragins, B. R. and McFarlin, D., 1990, “Perception of Mentor Roles in Cross-Gender Mentoring Relationships,” **Journal of Vocational Behavior**, Vol. 37, No. 3, 321-339.
- Ragins, B. R., Cotton, J. L., and Miller, J. S., 2000, “Marginal Mentoring: The Effects of Type of Mentor, Quality of Relationship, and Program Design on Work and Career Attitudes,” **Academy of Management Journal**, Vol. 43, No. 6, 1177-1194.
- Rhoades, L. and Eisenberger, R., 2002, “Perceived Organizational Support: A Review of the Literature,” **Journal of Applied Psychology**, Vol. 87, No. 4, 698-714.
- Savickas, M. L., 2009, “Meyer Bloomfield: Organizer of the Vocational Guidance Movement (1907-1917),” **Career Development Quarterly**, Vol. 57, No. 3, 259-273.
- Scandura, T. A., 1992, “Mentorship and Career Mobility: An Empirical Investigation,” **Journal of Organization of Behavior**, Vol. 13, No. 2, 169-175.
- Schultheiss, D. E. P., 2009, “To Mother or Matter Can Women Do Both?” **Journal of Career Development**, Vol. 36, No. 1, 25-48.
- Seibert, S. E., Crant, J. M., and Kraimer, M. L., 1999, “Proactive Personality and Career Success,” **Journal of Applied Psychology**, Vol. 84, No. 3, 416-427.
- Seibert, S. E., Kraimer, M. L., and Crant, J. M., 2001, “What Do Proactive People Do? A Longitudinal Model Linking Proactive Personality and Career Success,” **Personnel Psychology**, Vol. 54, No. 4, 845-874.
- Shin, J., Taylor, M. S., and Seo, M. G., 2012, “Resources for Change: the Relationships of Organizational Inducements and Psychological Resilience to Employees’ Attitudes and Behaviors Toward Organizational Change,” **Academy of Management**

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

- Journal**, Vol. 55, No. 3, 727-748.
- Stahl, C., Unkelbach, C., and Corneille, O., 2009, "On the respective contributions of awareness of unconditioned stimulus valence and unconditioned stimulus identity in attitude formation through evaluative conditioning," **Journal of Personality and Social Psychology**, Vol. 97, No. 3, 404-420.
- Sturges, J., Conway, N., Guest, D., and Liefoghe, A., 2005, "Managing the Career Deal: The Psychological Contract as a Framework for Understanding Career Management, Organizational Commitment and Work Behavior," **Journal of Organizational Behavior**, Vol. 26, No. 7, 821-838.
- Sturges, J., Guest, D., Conway, N., and Davey, K. M., 2002, "A Longitudinal Study of the Relationship between Career Management and Organizational Commitment Among Graduates in the First Ten Years at Work," **Journal of Organizational Behavior**, Vol. 23, No. 6, 731-748.
- Tharenou, P., 2001, "Going Up? Do Traits and Informal Social Processes Predict Advancing in Management?" **Academy of Management Journal**, Vol. 44, No. 5, 1005-1017.
- Thurston, Jr. P. W., D'Abate, C. P., and Eddy, E. R., 2012, "Mentoring as an HRD Approach: Effects on Employee Attitudes and Contributions Independent of Core Self-Evaluation," **Human Resource Development Quarterly**, Vol. 23, No. 2, 139-165.
- Veiga, J., 1981, "Plateaued versus nonplateaued managers: Career patterns, attitudes, and path potential," **Academy of Management Journal**, Vol. 24, No. 3, 566-578.
- Vondracek, F. W., Lerner, R. M., and Schulenberg, J. E., 1986, **Career Development: A Life-span Development Approach**, 1<sup>st</sup>, Hillsdale, NJ: Erlbaum.
- Yang, L. Q., Xu, X., Allen, T. D., Shi, K., Zhang, X., and Lou, Z., 2011, "Mentoring in China: Enhanced Understanding and Association with Occupational Stress," **Journal of Business and Psychology**, Vol. 26, No. 4, 485-499.

## Appendix\_ questionnaire

Dimensions		Items	Means	Standard Deviation
OCM	Potential assessment	Assessment of my competencies as a basis for my career planning	3.84	0.870
		Analysis of my potential for promotion	3.75	0.876
		Development centers to evaluate my potential	3.09	1.016
		Interviews to evaluate my potential	3.44	0.962
	succession	Informal overviews of who is considered for which job	3.71	0.770
		Inventory of available skills within a department	3.25	0.931
		Succession planning	3.25	1.032
		Internal placement system	3.35	0.890
	development	Job rotation	3.33	1.044
		In-house training- and development programs	3.77	0.885
		Tuition reimbursement of training activities	3.66	1.066
		Supervisor training in career discussions	3.48	0.996
		Employee orientation programs	3.95	0.924
	feedback	Career discussions with my line manager	3.37	0.932
		Regular feedback about your competencies by my manager	3.63	0.898
Active attention for enrichment of my job		3.34	0.956	
ICM	networking behavior	I have got myself introduced to people who can influence my career	3.62	0.782

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

		I have talked to senior management at company social gatherings	3.70	0.754
		I have built contacts with people in areas where I would like to work	3.89	0.673
		I have pushed to be involved in high profile projects	3.81	0.837
		I have asked for career advice from people even when it has not been offered	3.62	0.843
	visibility activities	I have made sure I get credit for the work I do	3.80	0.746
		I have made my boss aware of my accomplishments	3.88	0.700
	mobility oriented behavior	I have made plans to leave this organization once I have the skills and experience to move on	3.19	1.053
		I have made plans to leave this organization if it cannot offer me a rewarding career	3.63	0.927
	doing practical things	I have read work-related journals and books in my spare time	3.88	.879
		I have looked outside the organization for career related training or qualifications	3.90	.775
		I have taken on extra activities which will look good on my CV	3.52	.887
Mentoring	sponsor	My mentor helps me attain desirable positions	3.12	0.865
		My mentor uses his/her influence to support my advancement in the organization	3.19	0.888

		My mentor uses his/her influence in the organization for my benefit.	3.20	0.864
	challenging work	My mentor gives me tasks that require me to learn new skills	3.28	0.886
		My mentor provides me with challenging assignments	3.40	0.860
		My mentor assigns me tasks that push me into developing new skills	3.35	0.869
	coach	My mentor helps me learn about other parts of the organization.	3.48	0.835
		My mentor gives me advice on how to attain recognition in the organization.	3.40	0.829
		My mentor suggests specific strategies for achieving career aspirations.	3.32	0.827
*Career advancement (*were measured by employees' line manager/ supervisor)	career mobility	Compared to this subordinate's last job position, does his new job position move to a higher level?	3.76	0.875
		Compared to this subordinate's last job, does his new job position have better salary and compensation?	3.36	0.865
	opportunities of career advancement	This subordinate's chances for moving above my present position are high	3.41	0.908
		This subordinate would be easy to find a job in another department	3.41	0.851
		What are the chances this subordinate has to move to another job at the same level as the one him now have, but in a different department?	3.32	0.849

Career Management and Career Advancement in China-the Moderating and Mediating Effect of Mentoring

		What are this subordinate's chances of moving to a job at a higher level?	3.56	0.822
		What is the likelihood that successful performance in this subordinate's will advance his career within his company?	3.52	0.861
		What is the likelihood that successful performance in this subordinate's current company will be important to his career opportunities among other possible employers?	3.84	0.739

Data source: this research

## About the author

### **Ming-Chu Yu**

Ming-Chu Yu is a professor in the Department of Public Administration and Management, National University of Tainan. He received his Ph. D. from Institute of Business Administration, National Cheng Kung University. Dr. Yu's areas of research interest include strategic human resource management, organizational change, and leadership issues. His research has appeared in publications such as Public Personnel Management, Sun Yat-sen Management Review, Journal of Human Resource Management, Management Review, and Asia Pacific Management Review.

E-mail: [yuminchu@mail.nutn.edu.tw](mailto:yuminchu@mail.nutn.edu.tw)

### **Meng-Hsiu Lee**

Meng-Hsiu Lee is an assistant professor at the Institution of Human Resource Management, National Sun Yat-sen University. He earned his Ph.D. at National Sun Yat-sen University. His research focuses on sustainability and green management, international human resource management, and marketing management. His research has appeared in publications such as Asia Pacific Management Review and Journal of Labor Studies.

E-mail: [st87321700@gmail.com](mailto:st87321700@gmail.com)