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An Empirical Investigation of the Predictors of Self- and Other Reported Marketability: Looking Beyond Human Capital

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An Empirical Investigation of the Predictors of Self- and Other
Reported Marketability: Looking Beyond Human Capital

by

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A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
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ABSTRACT

The purpose of this study was to propose and test a comprehensive model of marketability using both individual and situational predictors. Participants in this study were members of professional associations and were recruited from internet listserves. They consisted of 485 employees and 176 co-workers. This study used a matching technique to link participant and co-worker data and was the first study to assess multiple perspectives of marketability. Results demonstrated the relationships of human capital variables, positivity traits, proactive career behaviors, the environment and industry characteristics on internal and external marketability. Interestingly, not all predictors related to both internal and external marketability uniformly, suggesting that the two constructs may have different consequences. The study also highlighted the importance of proactive career development behaviors such as networking and provided practical suggestions for individuals interested in their marketability. Theoretical implications and directions for future research are presented.

Introduction

Over the last two decades, organizations have experienced dynamic changes that have resulted in widespread job loss (Wanberg, 1995). Greater global competition, technological advances, and uncertain economics are responsible for much of the volatility observed in today's companies. Jobs are no longer stable; they are constantly adapting to meet changing demands (Hall, 1996; Howard, 1995). Because of these changes, what employees and employers want and expect from each other, has also been altered (Rousseau, 1995). One of the main pressures felt by employees today is reduced job security. In the past, employers provided employees with suitable jobs with regular advancement opportunities, rewarded loyal employees with promotions, provided benefits and invested money into their development knowing that the new skills acquired by employees would not be promptly lost to other companies (Hall & Mirvis, 1995; Hiltrop, 1995). The worker was essentially guaranteed a job by his employer until retirement. The employer in turn acquired a stable work force for business continuity and managerial succession. Today, both employers and employees have lower expectations for long-term employment, employees are responsible for their own career development, and they are less committed to their organization than in the past (Cavanaugh & Noe, 1999; Mirvis & Hall, 1996). In fact, many employees have shifted the focus of their commitment

from their companies to their professions, causing them to be more reliant on their marketability regardless of the firm in which they work.

To stay viable, individuals need to concentrate on the factors that make them marketable. To sustain a competitive advantage, firms desire individuals who can provide them with unique, value-added characteristics (Lyau & Pucel, 1995). Research maintains that highly marketable individuals fare well in times of job uncertainty, but the question that remains unanswered is precisely what factors contribute to one's marketability? In other words, what characteristics and behaviors enable individuals to market themselves for the purpose of acquiring and maintaining rewarding employment? Although much of the focus on job attainment has traditionally focused on human capital, recent research suggests that factors such as personality and social capital play an equally important role in marketing oneself (Eby, Butts, & Lockwood, 2003; Forret & Dougherty, 2001). Consequently, it is important to understand the traits that are associated with perceptions of marketability as well as the associated behaviors. Although exceptionally pertinent today, these issues have not been addressed comprehensively in prior research. One exception is Eby et al.'s (2003) recent study assessing predictors of success in the boundaryless career. In their study, the authors demonstrated marketability's relationship with proactive personality, openness to experience, career insight, networking, job-related skills and career identity. Seemingly the first to explicitly study predictors of marketability, Eby et al.'s (2003) study calls for the exploration of additional predictors. The current study seeks to answer that call as well as address some of the weaknesses found in past work in this area. For instance, it is important

to assess marketability perceptions in older workers as they have been found to have greater difficulties finding work and often face negative stereotypes concerning their employability (Mirvis & Hall, 1996; Prussia, Fugate & Kinicki, 2001; Vinokur & Schul, 2002). However, this relationship could not be assessed in Eby et al's study because they sampled recent graduates. Over ninety-five percent of their sample was under the age of 40 years.

The main goal of this study was to propose and test the most comprehensive set of theoretical predictors of marketability to date that includes both individual and situational factors. In doing so, prior literature on human and social capital, job loss and employability, personality and career development were integrated. Furthermore, an attempt was made to specifically identify the factors that contribute to an individual's self-perception of marketability, that is, the confidence that one can obtain a desirable job if attempted. A second goal of this study was to explore multiple perspectives of marketability. To date, investigation in this area has implied that self-reported marketability is associated with the benefits that accompany objective marketability such as possessing a competitive advantage over others and providing more value to employers (Eby et al, 2003). Self-reported marketability is also thought to be one indicator of career success (Arthur & Rousseau, 1996; Eby et al.). Although self-reported perceptions of marketability may provide true indications of an individual's standing, assessing both self-perceptions and co-worker perceptions of marketability is worthwhile as it provides an additional viewpoint. Co-workers who know the employee well and who work closely with the employee should be able to offer insight into the employee's degree of marketability. It is also important to assess

alternative ratings of the dependent variable to reduce the effects of common method variance. It is possible that co-workers possess different perspectives than the employee concerning the factors that make a person marketable. For example, co-workers may have a tendency to rate individuals who are high in human capital as high in marketability. Conversely, the employee, having more information at his/her disposal, may rely on additional factors, such as size of network of contacts, to determine his or her ratings of marketability. It is of interest to discover if such rating patterns exist and how the patterns may differ between co-worker and self-ratings.

In this study, two different indicators of marketability are considered: *internal*, the extent that one is viewed as marketable within one's own company, and *external*, the extent that one is marketable to organizations outside one's current job. These variables will be assessed by the individual, and one other individual who he or she works closely with. This individual could be a co-worker or supervisor.

Conceptual Model of Marketability

Besides providing value to one's present employer and evidencing competitiveness to outside organizations, being marketable is advantageous especially in light of the current economy's adverse effects on the job market. Most prevalent in the 1980s and early 1990s, but still a major concern today, people are feeling the threats of downsizing, corporate mergers, buyouts and layoffs where there was once stability and predictability. Among unemployed individuals, those who are optimistic about their future employability have been found to have greater

psychological health and life satisfaction than then those with less optimism towards finding work (Morrison, O'Connor, Morrison, & Hill, 2001).

Many have provided advice as to how to encourage unemployed workers to maintain a motivated job search and to increase their marketability (London, 1990; Wanberg, 1997; Wolf, London, Casey & Pufahl, 1995). However, both research and practice in this area have traditionally been directed toward employees that already have been involuntarily terminated. Little research attention has been focused on perceptions of future marketability in workers that are still employed. What influences those employees to have positive or negative attitudes regarding their marketability? What is it that contributes to the confidence that one can find another job, if needed? These questions are especially important for those in environments where the threat of lay-offs is traditionally high (e.g., airline industry, defense industry). Workers must consider their chances for reemployment if they work in environments plagued with uncertainty (Waterman, Waterman, & Collard, 1994). It is crucial that employees in these environments not only be perpetually prepared for job transitions, have a plan in case of involuntary unemployment, but also keep positive attitudes concerning their future employability. Consequently, as jobs become less stable, individuals who are capable of providing value to their present employer and are marketable to outside organizations will be perceived as more successful than those who are not (Bird, 1994; Eby, et al.2003).

The hypothesized framework of variables related to marketability is displayed in Figure 1. As can be seen, there are five main categories of theoretical predictors that are grouped into individual characteristics and situational characteristics. Next,

each category of predictors is discussed in the order of greatest proposed influence on marketability.

Individual Characteristics

Traditionally, it is the individual characteristics of a person, such as age or experience, that are thought to make him or her marketable. In this section a more comprehensive approach to individual predictors of marketability is presented that includes human capital, positivity traits, and proactive career behaviors.

Human Capital

Assets that an individual brings to an organization such as age, education, prior job training, and professional experience are collectively known as human capital (Becker, 1993). These factors are known to influence career advancement and increase an individual's worth to an employer (Judge, Cable, Boudreau, & Bretz, 1995; Prussia et al., 2001). Those who invest significantly in their human capital are viewed as more competitive and are more likely to be rewarded in terms of pay and promotion (Bartel, 1995; Becker, 1993; Black & Lynch, 1996; Jaskolka, Beyer & Trice, 1985). The human capital variables of most interest in the present study are age and education given that past research has demonstrated their relationship to career success, as well as their ability to predict confidence and reemployment in the case of job loss (Hurley & Sonnenfeld, 1998; Prussia et al, 2001). As in past organizational research, greater education in addition to youth signified high levels of human capital (Malos & Campion, 1995; Prussia et al., 2001; Tan, Cheatle, Mackin, Moberg, & Esterhai, 1997).

Education. Both career advancement and labor economic research have provided an abundance of studies exhibiting a consistent, robust relationship between educational attainment and career attainment (see Becker, 1993). In a study of predictors of executive career success, Judge and his colleagues found that not only did education level (quantity) predict financial success, but education quality, assessed by college ratings, also demonstrated substantial relationships with salary (Judge, Cable, Boudreau, & Bretz, 1995). In terms of job attainment, less educated workers have more difficulty finding work and becoming reemployed after job loss (Austin & Vancouver, 1996). Research has also found that less educated workers tend to seek reemployment to a less extent, remain unemployed longer and are less likely to achieve reemployment than their more educated counterparts (Kanfer & Hulin, 1985; Podgursky & Swaim, 1987; Wanberg, Watt, & Rumsey, 1996). Considering these findings from the career success and employment literatures, it is likely that individuals who have attained high levels of education will be more marketable than those who have attained less education. In making self-ratings of marketability, employees are predicted to take into account their education level and education quality. Co-workers are less likely to weigh education when assessing marketability and less likely to be familiar with, and therefore consider, education when making ratings. Therefore, the following is proposed:

Hypothesis 1: Education is positively related to self-reported employee internal and external marketability.

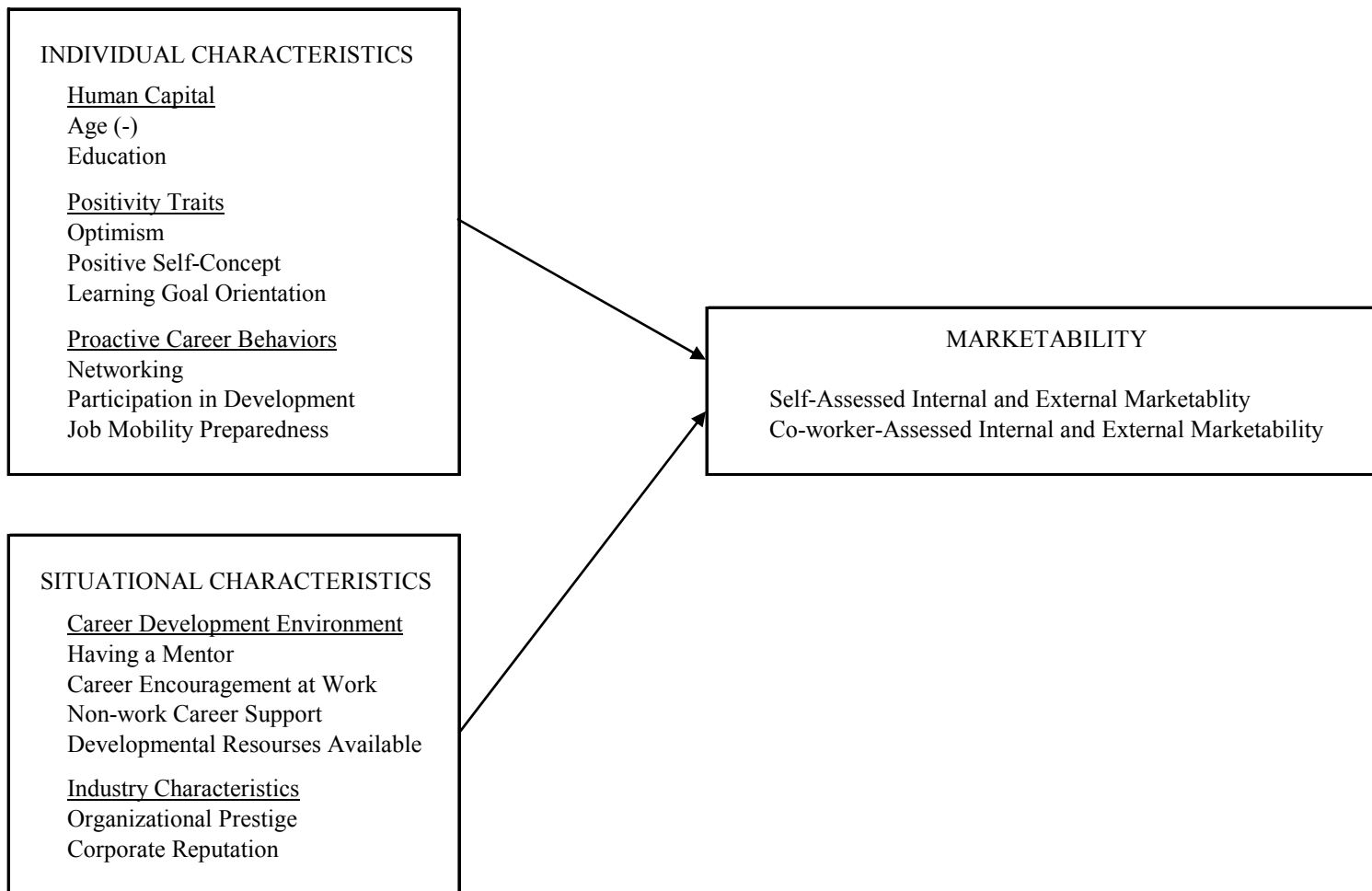


Figure 1. Conceptual model of the theoretical predictors of marketability.

Age. There are several reasons to believe that older workers may be perceived by others to and have lower self-perceptions of marketability. Based on human capital theory, participation in training and development is thought to decline with age because individuals believe that there is less return on investment (Becker, 1993). Not being up-to-date on aspects of one's job should have direct negative effects on marketability. Another approach to gauging the effect that age may have on marketability is to look at the employment literature. Research has also shown that older displaced workers who desire to work, have lower job seeking rates, spend more time unemployed and are reemployed to a less extent than younger workers (Brenner & Bartell, 1983; Prussia et al., 2001; Vinokur & Schul, 2002; Warr & Jackson, 1984). Although there is a vast array of literature concerning the plight of the older worker (e.g., Dennis, 1988; Greller & Nee, 1990), there are still many unanswered questions as to helping them manage their careers and remain marketable. Some have suggested that changing career management policies by paying more attention to career maintenance and career renewal is one solution to managing older workers' careers (Rosen & Jerdee, 1988). However, older workers are often forced into early retirement rather than helped through the job change process (Bailey & Hansson, 1995; London, 1996).

Stereotypes about older workers are rampant in organizations and can sometimes undermine careers of senior employees. In a study meta-analytically examining age discrimination in simulated employment contexts, younger workers were consistently given higher ratings than were older workers in terms of job

qualifications and potential for development. Younger raters consistently gave lower employment ratings to older workers when they were not provided with job-relevant information about the workers and when they were asked to rate old and young workers concurrently (Finkelstein, Burke, & Raju, 1995).

If employers believe that older workers are less capable of learning new skills, more resistant to change, and unable to keep up with the workload, they are less likely to commit training dollars to what is perceived to be poor return on investment (Dennis, 1988; Rosen & Jerdee, 1988). To illustrate, Chiu, Chan, Snape, and Redman (2001) discovered that when employees perceived older workers as being unable to adapt to change, they were also more likely to have negative views regarding training, promoting, retaining and working with older employees. Furthermore, if older workers themselves internalize such stereotypes, they can become self-fulfilling prophecies, and reinforce any age stereotypes that may be held by their employer (Bailey & Hansson, 1995; Mirvis & Hall, 1996; Stagner, 1985). Negative outcomes such as these can lower resilience and decrease self-confidence in older workers triggering them to have doubts regarding their marketability (London, 1990).

In this study, it is hypothesized that older participants will have lower perceptions of marketability than will younger participants. Preliminary support for this hypothesis has been found in a study of job search behavior of employed managers (Bretz, Boudreau, & Judge, 1994). When surveyed about their perceived alternative employment opportunities, older workers were more likely than were their younger counterparts to respond that they had fewer alternatives. Similarly, in a study of professional expertise, a negative relationship between age and self-assessed

employability was found in a sample of middle and higher level employees (Van der Heijden, 2002). The following are expected.

Hypothesis 2a: Age is negatively related to self-reported internal and external marketability.

Hypothesis 2b: Age is negatively related to co-worker-reported internal and external marketability.

Positivity Traits

Possessing a positive outlook on life and approaching tasks with ambitions to learn and improve upon oneself are factors that are expected to relate to marketability. Specifically, individuals high in optimism, positive self-concept and goal orientation are hypothesized to be more marketable than those who are low on these traits.

Optimism. The positive psychology movement spearheaded by Martin Seligman argues that psychological research needs to redirect its preoccupation with studying sickness and adversities and create a science of happiness. This trend towards positive psychology has recently extended into the workplace and has stimulated a host of ‘happy-productive worker’ studies (Cropanzano & Wright, 1999, 2001; Staw, Sutton, & Pelled, 1994; Wright & Staw, 1999). Nevertheless, positive psychology research in the workplace is still uncultivated and thus calls continue to be made for additional research in positive organizational behavior (Lounsbury, Loveland, & Gibson, 2002; Luthans, 2002; Turner, Barling, & Zacharatos, 2002).

Research on optimism consistently has shown relationships with psychological and physical well being, coping, and attribution styles and has been found to be distinguishable from other seemingly similar variables such as neuroticism, anxiety, self-

mastery (locus of control) and self-esteem (see Scheier & Carver, 1992, and Scheier, Carver, & Bridges, 1994 for reviews). Dispositional optimism has also received attention in organizational behavior, specifically in research concerning reemployment. Optimistic individuals generally expect that good things will happen (Scheier & Carver, 1985). They are more likely than are pessimists to believe that their unfavorable circumstances will improve in the future. Consequently, it is reasonable to infer that optimistic employees will have greater perceptions of their own marketability than will those who are less optimistic. This notion was supported in a longitudinal study of laid-off industrial workers, whereby dispositional optimism was related to perceived prospects for future employment (Leana & Feldman, 1995).

Research is still needed to examine the relationship between optimism and marketability in a sample of working individuals not immediately threatened with job loss. In the current study, the relationship between optimism and marketability is expected to relate to both self-reported marketability and co-worker ratings of marketability. Optimistic employees are likely to believe that they can obtain a desirable job if attempted because this belief characterizes optimism. A relationship is expected for co-worker ratings as well because confidence and optimism exuded by employees is likely to be detected by others and hence influence perceptions of marketability.

Hypothesis 3a: Optimism is positively related to self-reports of internal and external marketability.

Hypothesis 3b: Optimism is positively related to co-worker reports of internal and external marketability.

Positive self-concept. It has been suggested that a positive self-concept is key to finding employment (London & Noe, 1997). According to Judge, Erez, and Bono (1998) positive self-concept is a higher order trait indicated by four well-established traits in the personality literature: self-esteem, generalized self-efficacy, locus of control, and (low) neuroticism or emotional stability. The four traits are strongly correlated and consistently have been found to comprise one common factor referred to as positive self-concept or the core self-evaluations. Unlike optimism that involves feelings about external events, positive self-concept is concerned with feelings about oneself. Judge and his colleagues argue that this higher order trait “is a basic, fundamental appraisal of one’s worthiness, effectiveness and capability as a person” (Judge, Erez, Bono, & Thoresen, 2003, p. 304). Recent research has shown that the positive self-concept trait is correlated with job satisfaction, job performance, life satisfaction, motivation and that employees with greater positive self-evaluations attain more challenging jobs than those with less positive self-evaluations (Erez & Judge, 2001; Judge et al., 2003; Judge, Bono, & Locke, 2000). Many studies have examined the four components of positive self-concept separately and have found links with marketability. For instance, anxiety, the major component of neuroticism, has been shown to have negative effects on perceived marketability and the subsequent reemployment of laid-off individuals (Leana & Feldman, 1995). Likewise, job loss literature has demonstrated that locus of control, self-esteem and self-efficacy each play a role in predicting reemployment status (Vinokur & Schul, 2002; Wanber, Kanfer & Rotundo, 1999; Waters & Moore, 2002). No study to date has examined all four positive self-concept variables or the higher order trait core self-evaluations in relation to marketability. It is likely that well-adjusted individuals, who believe in their

own agency, have high levels of self-esteem and self-efficacy will have positive perceptions of their marketability. Positive self-concept is expected to relate to co-worker reports of marketability since behaviors associated with positive self-concept are likely to be observable to others.

Hypothesis 4a: Positive self-concept is positively related to self-reports of internal and external marketability.

Hypothesis 4b: Positive self-concept is positively related to co-worker reports of internal and external marketability.

Goal orientation. According to Dweck and her colleagues, (Dweck, 1986; Dweck & Leggett, 1988; Elliot, & Dweck, 1988) goal orientation describes the type of goal individuals pursue when they approach a task. When a task is viewed with a *learning* goal orientation, individuals seek to gain knowledge of something new and strive to increase their competence and mastery in the activity. Consequently, they are motivated by challenge and choose to exert effort and persist on difficult tasks. They compare their current performance to their past performance instead of evaluating themselves to their peers. They view their mistakes, not as failures, but as indicators that more effort should be applied. As a result, learning goal orientation also prompts a person to believe that skills can be readily improved. Conversely, *performance* goal orientation is characterized by a need to display competence and gain positive evaluations from others.

Learning goal orientation has been suggested to predict participation and persistence in development activities (London & Maurer, 2003; Maurer, 2002), and has been related to learning self-efficacy (Potosky & Ramakrishna, 2002) and performance (Button, Mathieu, & Zajac, 1996; VandeWalle, Brown, Cron & Slocum, 1999). As

discussed, to stay marketable, employees need to take control of their careers by mastering new technologies and competencies. Goal orientation theory suggests that learning goal orientation, may be associated with employability. Due to learning goal-oriented individuals' persistence in their pursuit mastery and their greater likelihood of achievement, they are more likely to be perceived as marketable. They are also expected to be more proficient at keeping their skills current. Co-workers are also likely to take learning goal orientation in to consideration when making assessments of an employee's marketability. The behaviors associated with learning goal orientation (e.g., persisting on difficult tasks) and the products of goal orientation e.g., job performance, are directly observable. Accordingly, the following hypotheses are proposed:

Hypothesis 5a: Learning goal orientation is positively related to self reports of internal and external marketability.

Hypothesis 5b: Learning goal orientation is positively related to co-worker reports of internal and external marketability.

Proactive Career Behaviors

The recent evolution of the career into a dynamic, boundaryless entity has compelled individuals to take proactive stances concerning the management of their careers and commitment to their professions (Rousseau, 1995). Proactive behaviors such as engaging in career planning, learning new skills, seeking information and advice from others and networking are all purported to increase individuals' employability, reputation, and value in the marketplace (Claes & Ruiz-Quintanilla, 1998; Crant, 2000). Although research exists showing a relationship between having a proactive *personality* and indicators of career success and marketability (Eby, et al., 2003; Seibert, Crant, &

Kraimer, 1999), research examining the relationships among specific proactive career *behaviors* and marketability is lacking. The present study explores networking behavior, voluntary participation in development and job mobility preparedness as predictors of marketability.

Networking behavior. In their description of the new boundaryless career era, Arthur and Rousseau (1996) stress the importance of networking. Since the burden of responsibility for managing one's career has shifted gradually from the organization to the individual, careers researchers have continuously advised the use of networking as one method employees can use to stay successful in today's volatile times (Hall & Mirvis, 1996). Networking is defined as "individuals' attempts to develop and maintain relationships with others who have the potential to assist them with their work or career" (Forret & Dougherty, p. 284). A person's network is defined as the pattern of ties linking a defined set of individuals.

Also referred to as social capital, involvement in networking has been related to beneficial career outcomes such as income and promotions (Michael & Yukl, 1993) and to access to information about job openings (Granovetter, 1982). Furthermore, in a study comparing successful and non successful managers, successful managers spent seventy percent more time networking than did less successful managers (Luthans, Hodgetts, Rosenkrantz, 1988). In reviewing literature on social capital theory and career success, Seibert, Kraimer and Liden (2001) credit greater access to information, resources and sponsorship as the key explanatory variables for the effect of social capital on career mobility.

In their study examining predictors of success in the boundaryless career, Eby et al. (2003) found that the extent of one's networks within and outside one's organization was related to self-perceptions of internal and external marketability in a working sample. Because their sample was homogeneous with respect to age, education and race, this study addresses the need to test networking's effects on marketability on a more diverse sample. In addition, this research will extend previous research by exploring the role of networking with individuals at higher organizational levels and individuals outside the subject's functional area. Networking with such contacts has been shown to increase a person's access to information and resources and thus should also serve to enhance one's marketability (Seibert, et al, 2001). As in Eby et al's study, both internal and external networking are predicted to relate to internal and external marketability. Although internal networking may be a better predictor of internal marketability, and external networking a better predictor of external networking, both types of activities should yield career benefits in and outside of ones workplace. A co-worker is less likely to consider networking behavior when producing marketability ratings since co-workers are less likely to recognize and appreciate the extent of their colleagues' networking behaviors. Thus, no relationship is expected between networking and co-worker assessments of marketability.

Hypothesis 6a: Internal networking behavior will positively relate to self-assessments of internal and external marketability.

Hypothesis 6b: External networking behavior will positively relate to self-assessments of internal and external marketability.

Hypothesis 6c: The number of contacts in other functions in a network will positively relate to self assessments of internal and external marketability.

Hypothesis 6d: The number of contacts at higher organizational levels will positively relate to self assessments of internal and external marketability.

Voluntary participation in development. Engaging in learning and development activities to improve one's career is probably more important now than ever.

Organizations are changing rapidly due to increased competition and technological developments. Continuous learning is one method employees can use to avoid getting left behind. Continuous learning is a process whereby knowledge, skills and abilities are obtained throughout one's career in reaction to, and in anticipation of changing performance requirements. The goal of this learning may be to improve performance on one's current job, to sharpen skills needed in future jobs, or to prepare for career opportunities inside or outside the organization (London & Mone, 1999). Development activities include, but are not limited to, on the job training, seminars, work related college courses, computer-based learning programs and learning from those more experienced, like mentors. Voluntary employee development activities are those learning experiences that are not mandated by the organization (Maurer & Tarulli, 1994).

The benefits to participation are ample and involve a sense of achievement and self-satisfaction, employment stability and career advancement. In the current study, participation in development is emphasized as a way to prepare for future employment. London and Mone (1999) suggest that employees who engage in continuous learning are more valuable during downsizings and as a result have greater marketability. In addition, at a time of job loss, those who have not engaged in continuous development may be

more prone to experience negative consequences such as depression and anger (London & Mone, 1999). Thus it seems feasible that those who voluntarily participate in development while on the job, are more likely to have confidence that they can obtain reemployment in the case of job loss.

In the present study, participation in development is expected to relate to self perceptions and co-worker perceptions of marketability. Naturally, the employee will be more familiar with his/her developmental experiences especially if they take place away from the workplace. However, co-workers are likely to be aware of developmental behaviors that occur at work and are expected to take such activities into account when rating the employees' internal and external marketability. Moreover, such behaviors often result in improved performance and increased skills on the job (Noe, 1999) which are be directly observable to others. Therefore, the following hypotheses are proposed:

Hypothesis 7a: There will be a positive relationship between voluntary participation in development activities and self-reported internal and external marketability.

Hypothesis 7b: There will be a positive relationship between voluntary participation in development activities and co-worker-reported internal and external marketability.

Job Mobility Preparedness. Career self-management concerns the extent that one regularly gathers information and plans for career problem solving and decision making (Kossek, Roberts, Fisher, & Demarr, 1998). One who is self-managed has a development plan, anticipates job and career changes and prepares for them (Williams, Verble, Price, & Layne, 1995). Self-managed individuals continuously try to better

themselves by engaging in training to improve their current jobs, in anticipation of later job requirements, or retraining for other job or career opportunities inside and outside the organization (London, & Mone, 1999). Literature on career self-management suggests that these individuals would anticipate and prepare for moves and engage in activities such as updating one's resume to help ensure successful job changes. Also, it has been suggested that employees who are able to manage and develop their own careers will have more employment options than will employees who do not manage their careers (Cavanaugh & Noe, 1999).

One major behavioral component of career self-management is job mobility preparedness. Job mobility preparedness is "the degree to which an individual prepares his or herself to be ready to act on internal and external career opportunities" (p. 939), and includes behaviors such as keeping a current resume, reviewing job postings, and seeking personal connections for the purpose of furthering one's career (Kossek, et al., 1998). Job mobility preparedness is hypothesized to predict self-reported marketability. However, since job mobility preparedness behaviors are often performed without the direct knowledge of ones co-workers, a relationship between job mobility preparedness and co-worker report of marketability is not expected.

Hypothesis 8: There will be a positive relationship between job mobility preparedness and self-reported internal and external marketability.

Situational Characteristics

Career Development Environment

Taking responsibility for career development is key to staying marketable. Although organizations are providing less assistance to employees today with regard to

managing their careers, enabling resources still exist—however often it is up to individuals to seek and take advantage of them within their environments. The environment is important as it creates conditions that encourage and guide individuals to take charge of their careers (Manz & Sims, 1980). Research has found that situational support is crucial to career self-management. To illustrate, Noe and his colleagues found that when managers were supportive of development efforts, employees were more likely to work to improve their skills and acquire new ones (Noe, 1996; Noe & Wilk, 1993). Birdi, Allen, and Warr (1997) found that perceived support from management related to individual's job related learning and career planning. The present study explores mentorship, career encouragement received from colleagues inside the workplace, non-work support from colleagues, family and friends, and learning and development resources available as indicators of a career development environment. Next, each of these sources of support, and their relationship with marketability is discussed.

Mentorship. Apart from human capital variables, extensive empirical research as demonstrated that mentorship is one variable that consistently relates to career success (Allen, Eby, Poteet, Lentz & Lima, 2004). Kram (1985) describes a mentor as a more experienced adult who helps a younger individual learn to succeed in the adult working world, by providing support, guidance and counseling to the protégé. Kram (1985) established two broad categories of mentoring functions: career and psychosocial. *Career functions* are those that promote career advancement and *psychosocial functions* are those that involve social support and encouragement. Career mentoring occurs when the mentor provides sponsorship for the protégé, exposes him or her to new or important projects or increases his or her visibility to significant people or special opportunities

within the organization. Career mentoring may also include coaching the protégé, protecting him or her from poor business choices, as well as providing him or her with challenging assignments (Kram, 1983, 1985). In psychosocial mentoring, the mentor serves as a role model for whom the protégé can emulate and identify. The mentor provides acceptance and confirmation to the protégé as well as advice and friendship, which together help build a sense of competence and self-confidence in the individual (Kram, 1983, 1985).

Having a mentor should improve an individual's marketability for several reasons. First, mentors provide their protégés with visibility and connections to important others inside and outside the organization (Kram, 1985). These contacts often aid in career development by providing information about job opportunities. Second, protégés may bask in the reflected glory of their mentors especially if the mentor is upper-level, more experienced and successful. The so-called "coattail effect" in which a protégé is pulled along as their mentor rises in the organization is purported to enhance the protégé's career (Kram, 1983, 1985; Whitely, Dougherty, & Dreher, 1991). In addition, career tournament theory states that employees need to be promoted early, rather than later, in their careers in order to advance to high levels in the organization, and sponsorship provided by mentors is reported to facilitate this (Rosenbaum, 1984). Finally, mentors often present their protégés with challenging assignments and valuable learning opportunities. These experiences should lead to increased competence and greater marketability.

Eby et al. (2003) found that having a mentor was related to self-perceptions of external marketability but not to internal marketability. The authors suggested that

mentors have less impact on marketability within the company since opportunities and resources are constrained in many organizations. Research confirming these ideas is lacking. Because marketability was assessed by asking the individual to make ratings of his or her own marketability, research was needed to determine if other's perceptions of marketability are affected by the individual's protégé status. A relationship between protégé status and self-reported and co-worker-reported marketability is expected.

Hypothesis 9a: There will be a positive relationship between protégé status and self-reports of internal and external marketability.

Hypothesis 9b: There will be a positive relationship between protégé status and co-worker-reports of internal and external marketability.

Career Encouragement. Research suggests that employees who receive career encouragement are more likely to be motivated about their careers, and participate in career development activities when they perceive their environments as supportive (Maurer, 2001, 2002; Maurer & Tarulli, 1994). Career encouragement, defined as general support for career development and advancement, may originate from one's supervisors, peers, family and friends, and even learning and development resources available from one's employer (Maurer, Weiss, & Barbeite, 2003; Tharenou, Latimer, & Conroy, 1994). Forms of situational support for development on the job might include providing rewards for participation, persuasion about the value of development, and offering assistance and time for participation. (Maurer, Weiss, & Barbeite, 2003). Studies conducted by Tharenou (1997, 2001) have demonstrated that career encouragement predicts advancement into managerial jobs and is the most important predictor of career development over job, demographic and attitudinal variables. Indeed,

social support and encouragement, consisting of developmental policies, resources available, and co-worker, supervisor and non-work support have been shown to predict participation in training and development in both cross-sectional and longitudinal studies (Maurer, et al., 2003; Noe & Wilk, 1993; Tharenou, et al., 1994; Tharenou, 1997).

Research to date has not examined the effects that career support and encouragement have on an individual's marketability from sources other than a mentor. Confidence associated with sustaining a competitive advantage, and providing unique, value-added characteristics to organizations is likely to be enhanced by career encouragement. The current study examines three important sources of career support: career encouragement on the job, non-work support for development, and learning and developmental resources available. Career encouragement on the job consists primarily of support from supervisors and coworkers for development and advancement. Non-work support for development is the extent that family and friends encourage participation in career development and improvement of one's skills. Finally, learning and developmental resources available consists of the amount of resources accessible to the employee that may aid in development of career-relevant skills. Because career encouragement at work has been reliably linked to development and advancement, it is expected to relate to both self assessments and co-worker ratings of internal marketability. However, career encouragement at work is not expected to relate to external marketability since the construct is concerned with advancement and promotion within one's workplace. Non-work support for development, on the other hand, is expected to relate to self-ratings of external marketability, however is less likely to relate to internal

marketability. Support from family and friends outside the workplace is also not likely to be related to co-worker reports of marketability. Developmental resources available should predict both external and internal marketability and is expected to relate to both self and co-worker ratings.

Hypothesis 10a: Career encouragement on the job will positively relate to self-ratings of internal marketability.

Hypothesis 10b: Career encouragement on the job will positively relate to co-worker ratings of internal marketability.

Hypothesis 10c: Non-work support for development will positively relate to self-ratings of external marketability.

Hypothesis 10d: Learning and development resources will positively relate to self-ratings of internal and external marketability.

Hypothesis 10e: Learning and development resources will positively relate to co-worker ratings of internal and external marketability.

Industry Characteristics

Corporate reputation and perceived organizational prestige. Individuals seeking to advance their careers might do so by emphasizing their association with their company if it is viewed by others as successful (Mael & Ashforth, 1992). Having been employed for a prestigious organization could work in the favor of a person seeking another job. According to social identity theory, when employees associate with organizations that have an attractive perceived identity, it enhances their self-esteem as they attain a more positive evaluation of themselves (Dutton, Dukerich & Harquail, 1994; Tajfel & Turner, 1985). They will often feel pride as a result of being part of a well-respected company

because it is suggested to strengthen their feelings of self-worth (Smidts, Pruyn & VanRiel, 2001). The employee's identification is sensitive to how they believe outsiders view their organization as well as how outsiders view them because of their affiliation with the organization (Dutton et al., 1994). Perceived external prestige is the term given to represent this concept, and results from a company's apparent reputation (Carmeli & Freund, 2002; Smidts et al., 2001). People's perceptions of a company's standing are often determined from a multitude of factors, such as the types of products they offer, community relations, the extent of opportunities for employee growth, the organizational culture, familiarity with the company, its size and financial profitability (Cable & Grahm, 2000; Turban & Greening, 1996). An organization's reputation is an intangible asset and is considered a strategic resource (Carmeli & Freund, 2002). It enhances an organization's competitive advantage and causes prospective employees to regard it as more attractive (Carmeli & Freund, 2002; Turban & Greening, 1996).

Because individuals are believed to appraise an employee's character, to some extent, based on his or her organizational affiliation (Dutton & Dukerich, 1991), individuals employed at highly successful organizations may perceive themselves and be perceived by others as more marketable than those employed at less successful organizations. It is believed that the success associated with the organization is, to some degree, transferred to the employee (Dutton & Dukerich, 1991). For example, an advertising associate employed by soft-drink leader Coca-Cola[®] for the last five years may be perceived as more marketable than an advertising associate employed at a small unknown soft drinks company during the same period. Nevertheless, empirical research testing the relationship between organizational reputation and employee marketability is

lacking. The current study uses perceived organizational prestige and corporate reputation as indicators of a company's standing. Corporate reputation, assessed by self-reported appraisals of company products, services, financial soundness, ability to attract talented people, among other factors, is commonly used to assess reputation and has been shown to correlate with actual organizational performance and predict company financial status and stock market value (see Carmeli & Freund, 2002). Perceived organizational prestige, on the other hand, indicates what the employee thinks outsiders believe about the organization. Both corporate reputation and perceived organizational prestige are expected to relate to self- and co-worker reported employee marketability.

Hypothesis 11a: Perceived organizational prestige will positively relate to self-reported internal and external marketability.

Hypothesis 11b: Perceived organizational prestige will positively relate to co-worker-reported internal and external marketability.

Hypothesis 11c: Corporate reputation will positively relate to self-reported internal and external marketability.

Hypothesis 11d: Corporate reputation will positively relate to co-worker-reported internal and external marketability.

Hypothesis 11e: Co-worker rated corporate reputation will positively relate to self-reported internal and external marketability.

Hypothesis 11f: Co-worker rated corporate reputation will positively relate to co-worker-reported internal and external marketability.

To summarize, the following hypotheses were investigated in this study:

Hypothesis 1: Education is positively related to self-reported employee internal and external marketability.

Hypothesis 2a: Age is negatively related to self-reported internal and external marketability.

Hypothesis 2b: Age is negatively related to co-worker-reported internal and external marketability.

Hypothesis 3a: Optimism is positively related to self-reports of internal and external marketability.

Hypothesis 3b: Optimism is positively related to co-worker reports of internal and external marketability.

Hypothesis 4a: Positive self-concept is positively related to self-reports of internal and external marketability.

Hypothesis 4b: Positive self-concept is positively related to co-worker reports of internal and external marketability.

Hypothesis 5a: Learning goal orientation is positively related to self reports of internal and external marketability.

Hypothesis 5b: Learning goal orientation is positively related to co-worker reports of internal and external marketability.

Hypothesis 6a: Internal networking behavior will positively relate to self-assessments of internal and external marketability.

Hypothesis 6b: External networking behavior will positively relate to self-assessments of internal and external marketability.

Hypothesis 6c: The number of contacts in other functions in a network will positively relate to self assessments of internal and external marketability.

Hypothesis 6d: The number of contacts at higher organizational levels will positivity relate to self assessments of internal and external marketability.

Hypothesis 7a: There will be a positive relationship between voluntary participation in development activities and self-reported internal and external marketability.

Hypothesis 7b: There will be a positive relationship between voluntary participation in development activities and co-worker-reported internal and external marketability.

Hypothesis 8: There will be a positive relationship between job mobility preparedness and self-reported internal and external marketability.

Hypothesis 9a: There will be a positive relationship between protégé status and self-reports of internal and external marketability.

Hypothesis 9b: There will be a positive relationship between protégé status and co-worker-reports of internal and external marketability.

Hypothesis 10a: Career encouragement on the job will positively relate to self-ratings of internal marketability.

Hypothesis 10b: Career encouragement on the job will positively relate to co-worker ratings of internal marketability.

Hypothesis 10c: Non-work support for development will positively relate to self-ratings of external marketability.

Hypothesis 10d: Learning and development resources will positively relate to self-ratings of internal and external marketability.

Hypothesis 10e: Learning and development resources will positively relate to co-worker ratings of internal and external marketability.

Hypothesis 11a: Perceived organizational prestige will positively relate to self-reported internal and external marketability.

Hypothesis 11b: Perceived organizational prestige will positively relate to co-worker-reported internal and external marketability.

Hypothesis 11c: Corporate reputation will positively relate to self-reported internal and external marketability.

Hypothesis 11d: Corporate reputation will positively relate to co-worker-reported internal and external marketability.

Hypothesis 11e: Co-worker rated corporate reputation will positively relate to self-reported internal and external marketability.

Hypothesis 11f: Co-worker rated corporate reputation will positively relate to co-worker-reported internal and external marketability.

Method

Participants

The participants of this study consisted of 485 employees and 176 co-workers. Participants were members of professional associations who participated in email list serves. List serves provide a discussion forum for individuals to communicate about specific topics via email distribution lists. Groups included the Civil Engineers Group and the Assessments in Higher Education Group, among others. The groups had memberships ranging from 142 to 4404 individuals. Although most groups touted high membership, many were relatively inactive, as exhibited by the magnitude of participation, e.g., 5 email messages per month by the same 5 individuals. List serves were selected so that a large and diverse array of individuals and job types were represented. See Appendix A for a complete list of list serve groups, membership quantity, and activity levels.

Of the 421 participants who reported their ages, the majority (82%, $n = 344$) were between the ages of 26 and 55. The sample was well represented by each of the age ranges: 25% were 20-30 years ($n = 104$); 28% were 31-40 years ($n = 118$); 27% were 41-50 years ($n = 115$); 15% were 51-60 years ($n = 65$); and 5% were 61-70 years ($n = 19$).

The majority of study participants were Caucasian (66%, $n = 277$) and there were more females (62%, $n = 259$) than males. Most of the respondents (67%, $n = 279$) had earned at least a masters degree [.2% ($n = 1$) completed high school; 6% ($n = 25$) had completed some college; 18% ($n = 75$) completed a bachelors degree; 8.7% ($n = 36$)

completed some graduate work; 40.4% (n = 168) completed a masters degree; and 26.7% (n = 111) completed a doctoral degree]. Participants were primarily white collar employees holding high level positions in a large assortment of industries. See Appendix B and C for tables tallying college and graduate school majors and current job titles respectively.

Procedure

Invitations to participate were emailed to individuals via list serve. The email explained that a career development research project was being conducted as part of a graduate student's dissertation from the University of South Florida. The email described that the study was web- based, and that the questionnaire would take approximately 10 minutes to complete. Individuals were told that participation was voluntary and that responses would remain anonymous and confidential. Individuals needed to be employed and meet a 30-hour per week minimum in order to participate. They were informed that they would be asked to email one of their co-workers to answer brief, career- related questions about them. If interested, participants clicked on the web link in the body of their email to go to the web site. See Appendix D for the complete email solicitation.

Upon arriving to the web page, participants were asked to agree or disagree to an informed consent prior to taking part in the survey. See Appendix E for the complete informed consent. After completing the survey, the participants were given thorough instructions with reference to emailing their colleague. Participants were told that the individual they selected had to be a supervisor or another individual that they work closely with at their organization, and that individual needed to be someone who was very familiar with their work style.

They were first asked to provide a 5-character, private pass-code that they would share with their colleague via email. It was explained that the code would be used to match their survey results with those of their co-worker during the analysis phase of the study. They were told that the 5-digit code could be any combination of letters and numbers and were given examples of creative codes. It was important that the participants be urged to use original or unusual codes to avoid the probability that two individuals would generate the same 5-digit code. The participants entered their code on the participant survey providing the first half of the match needed in the co-worker analyses. No identical codes were obtained. Next they were asked to cut and paste the research invitation into the email to their co-worker. The email was a preassembled message explaining the purpose of the study and requesting that the colleague complete a brief survey. The co-worker was told that they were selected by the participant because they would be best able to answer work related questions about him or her. The email contained the link to the co-worker survey. The participant was to provide their co-worker with the 5-digit code in the email as well. See Appendix F for the complete instructions to the participant and the co-worker email. Upon arriving to the co-worker survey web site, the colleague needed to enter the code provided to them by the participant in order to begin the co-worker survey. This step provided the second half of the match needed to conduct the co-worker analyses.

Sample Attrition

Five hundred-eight initial individuals began filling out the participant survey. Of these 508, only 485 participants completed the survey and provided data that were used in the analyses. Sample sizes varied somewhat because participants were permitted to

skip questions. This primarily affected the demographic data which had sample sizes that ranged from 414 to 421. Of the 485 participants, 313 (65%) chose to enter in a code at the end of the survey indicating their agreement with sending an email invitation to one co-worker. However, the number of participants who actually emailed the invitation to their co-worker is not known. In addition, specific reasons for the co-workers' lack of participation, e.g., the email not being received, the co-worker not understanding the directions, lack of interest, etc., could not be assessed and was most likely outside of the initial participants' direct control. In any event, 216 co-workers proceeded to the online co-worker survey and entered the code provided to them by the participant. Among these 216 co-workers, 176 completed the survey in full and were used in the matched analyses. Of these 176 co-workers, 30 (17%) identified themselves as supervisors, and 145 (82%) indicated that they were co-workers.

As mentioned above, providing a 5-digit code suggested approval by the participant to be rated by his/her co-worker. To determine whether survey responses differed as a function of whether or not they chose to provide the code, demographics and study variables among the two groups were compared. Results indicated that those who did not provide the code ($M = 7.26, SD = 7.50$) had higher levels of organizational tenure than those who did provide a code ($M = 5.41, SD = 5.78$), ($t(408) = 2.26, p < .05$). In addition, those with higher positive self-concepts ($M = 3.71, SD = .55$) were more likely to provide a code and thus agree to be rated by a co-worker than those with lower-positive self-concepts ($M = 3.60, SD = .57$), ($t(473) = -1.98, p < .05$). Additional t-tests demonstrated that the two groups did not differ in terms of job tenure, occupational tenure, gender, race, education or any of the other study variables of interest.

Likewise, to determine if ‘other-responses’ differed as a function of relationship with the participant, responses from co-workers and supervisors were compared on their ratings of ‘other-rated’ variables (internal and external marketability and corporate reputation) as well as all participant-reported predictor variables. As for ‘other’ ratings, Co-workers and supervisors did not differ in their ratings of internal or external marketability but did exhibit differences in terms of corporate reputation. Supervisors ($M = 7.61, SD = 1.58$) provided higher ratings on corporate reputation than did co-workers ($M = 6.84, SD = 1.75$), ($t(174) = 2.38, p < .05$). Of the other self-rated predictor variables, participants who had supervisors provide their ratings had a larger number of networking contacts than participants who were rated by co-workers. Participants who were rated by their supervisors had more networking contacts in other departments ($M = 4.92, SD = .28$) than participants who were rated by co-workers ($M = 4.60, SD = .84$), ($t(174) = 1.86, p < .10$). Likewise, participants who were rated by supervisors had more contacts in higher organizational levels ($M = 4.72, SD = .73$) than did participants who were rated by co-workers ($M = 4.19, SD = 1.20$), ($t(174) = 2.11, p < .05$).

Measures

A 107-item, web based questionnaire included items intended to assess participants’ human capital, positivity traits, proactive career behaviors, career development environment, industry characteristics, marketability as well as demographic information. Co-workers completed a 19-item web-based survey which included items to assess the participants’ internal and external marketability, corporate reputation and one item assessing the relationship to the participant (supervisor or co-worker). Responses to scale items were averaged to produce total scores except where noted. Items for the

participant survey can be found in Appendix G and items for the co-worker survey can be found in Appendix H.

Age. Participants indicated their age by selecting one of twelve age ranges that consisted of five year intervals from under 20 years to over 70 years.

Education. Education level was assessed by asking participants to indicate their highest degree earned. Options ranged from (1) High School/GED to (6) Doctorate.

Optimism. Optimism was assessed using Scheier et al.'s (1985, 1994) 10-item Revised Life Orientation Test (LOT-R). The scale had six items designed to measure expectancies for positive versus negative outcomes, and included four filler items. Sample items include, "In uncertain times, I usually expect the best," and "I hardly ever expect things to go my way". Responses were indicated on a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. Filler items were removed prior to all analyses. Responses were averaged to yield an overall optimism score with higher scores representing greater optimism. Scheier et al. (1994) reported an alpha of .82 using the LOT as did Begley, Lee and Czajka (2000). Coefficient alpha obtained in the present study was .81.

Positive self-concept. Positive self-concept was measured using Judge et al.'s (2003) 12-item core self-evaluations scale (CSES). The measure was designed to assess a unidimensional construct getting at the source of the commonality among the four core traits (self-esteem, self-efficacy, locus of control and emotional stability). The scale has been shown to demonstrate internal consistency, test-retest reliability and inter-source agreement (Judge et al., 2003). Furthermore, it has displayed convergent and divergent validity with other variables and has been found to be a better predictor than the four

individual core traits in predicting focal criteria in industrial and organizational psychology – job satisfaction, performance and life satisfaction (Judge et al., 2003). Sample items include, “Sometimes, I do not feel in control of my work,” and “I am capable of coping with most of my problems”. Responses were made on a five-point scale ranging from (1) strongly disagree to (5) strongly agree. Internal consistencies for the CSES as assessed by coefficient alpha have ranged from .81 to .87 (Judge et al., 2003). Coefficient alpha for the present study was .84.

Learning Goal Orientation. Learning goal orientation was assessed using an 8-item scale developed and validated by Button et al. (1996). A sample item is, “The opportunity to do challenging work is important to me.” Responses were made on a 7-point scale that ranged from (1) “strongly disagree” to (7) “strongly agree.” Agreement indicated a desire to perform challenging tasks, learn new skills and generate strategies for working on difficult activities. This scale has been utilized in previous organizational research with reliabilities ranging from .73 to .88 (Brown, 2001; Button et al., 1996; Fisher & Ford, 1998; Godshalk & Sosik, 2003; Potosky & Ramakrishna, 2002). The reliability coefficient for the current study was .87.

Networking. Networking was assessed by the extent of one’s internal and external networking behavior, the number of contacts in functions other than one’s own, and the number of contacts in higher organizational levels. Extent of networking behavior within the organization (i.e., I am well connected within the organization) was assessed with three-items used by Eby et al. (2003). Extent of networking behavior outside the organization (i.e., I regularly network with individuals outside of my organization) was assessed with Eby et al.’s (2003) four-item measure. Eby et al. (2003)

reported coefficient alphas of .93 and .80 for the internal and external networking scales respectively. Coefficient alphas for the present study were .91 and .87 respectively.

‘Contacts in other functions’ and ‘contacts in higher levels’ were each assessed using one-item measures gauging the number of individuals in one’s network who are identified as members of a different function or the number of individuals in higher organizational levels than the employee. Response options ranged from (1) = 0 to (5) = four or more. These measurements have been used by Seibert et al. (2001) in the assessment of social capital.

Voluntary participation in development. Based on the work of Noe and Wilk (1993) employees were asked to consider courses, workshops, and seminars sponsored by the organization and those provided by outside sites when completing 3 items measuring voluntary participation in development. One item measured the number of courses the respondent has taken in the past year on a voluntary basis. A 7-point scale was provided, ranging from (1) = none to (7) = 6 or more. The second item assessed the amount of time spent in non-mandatory training and development activities per year. A 10-point scale was provided whereby (1) = 0, (2) = 1-8, (3) = 9-16... (10) = 65 or more hours. Finally, the third item measured the number of developmental activities that the employee plans to take in the upcoming year. An 8-point scale was provided whereby (1) = 0 to (8) = 7 or more. As in past research assessing participation in development, number of courses taken, time spent in development, and future plans for development were each analyzed separately in the present study (Noe & Wilk, 1993).

Job mobility preparedness. Job mobility preparedness behaviors were assessed using Kossek et al.’s (1998) 9-item measure. The scale assessed the degree that

individuals are prepared to act on internal and external job opportunities. A sample item is, “Over the past 6 months, to what extent have you actively investigated internal job postings”? Responses were indicated on a 5-point scale whereby (1) denoted not at all, and (5) denoted a great deal, except for the item “How current is your resume” whereby the scale ranged from (1) not at all current, to (5) very current. Answers were averaged to produce a job mobility preparedness score. Kossek et al. (1988) reported a Cronbach alpha of .87. Reliability coefficient for the present study was .86.

Mentorship/sponsorship. To identify the protégé status of the participants, each was asked to respond ‘yes’ or ‘no’ to the following question: “Do you have a mentor? A mentor is an experienced employee who serves as a role model, provides support, direction and feedback regarding career plans and interpersonal development. A mentor is also someone who is in a position of power, who looks out for you, gives you advice and / or brings your accomplishments to the attention of people who have power in the company.” This definition of mentoring has been applied in past research by Day and Allen (2004) and Fagenson (1992), and is based on the work of Kram (1985), Noe (1988), and Fagenson (1988, 1989). Almost half of the sample (47.3%, n = 210) indicated that they had a mentor. Most (64%, n = 134) indicated that the mentor worked at the same organization. Only 8% (n = 17) indicated that they had met the mentor through a formal mentoring program sponsored by the organization and 41% (n = 86) indicated that their mentor was also their supervisor.

Career encouragement at work. General encouragement for career development and advancement from colleagues and more senior staff at work was assessed by Tharenou’s (2001) 3-item scale. A sample item is, “Have colleagues at the same level as

yourself encouraged you in your career development (e.g., in promotion or advancement within the organization)?" Tharenou has reported alphas ranging from .79 to .80 (Tharenou, 1997; 2001; et al., 1994). The coefficient alpha for the present study was .81.

Non-work social support for development. Development support received from important people away from the work place, such as friends, family and counselors, was assessed with Maurer et al.'s (2003) 8-item measure. A sample item is "Members of my family are supportive of my learning new things that improve my career skills." Maurer et al. report an internal consistency of .90. Coefficient alpha for the present study was .82.

Learning and development resources available. Three items from Maurer et al. (2003) were used to assess the availability of learning and development resources to employees. A sample item is "There are learning and skill development resources available to me through my employer that can help me improve my career skills." Maurer et al. reported an alpha of .80. Coefficient alpha for the present study was .76.

Perceived organizational prestige. How an employee thinks outsiders view his or her organization and him-or herself as a member of the organization was assessed using Smidts et al.'s (2001) a four-item perceived external prestige scale. Sample items are, "Our organization has a good reputation" and "Our organization is looked upon as a prestigious company to work for." Responses were indicated on a five-point Likert scale with (1) = disagree to (5) = agree. Smidts et al. (2001) reported a coefficient alpha of .73. Coefficient alpha in the present study was .85.

Corporate reputation. A measure based on *Fortune Magazine's Annual Survey of America's Most Admired Corporations* was used to assess corporate reputation. To limit

possible common method bias observed in single-source data, both employees and their co-workers were asked to complete the measure of corporate reputation. Participants were asked the following: “How would you rate your company on each of the following attributes: quality of management; quality of products or services; long-term investment values; innovativeness; financial soundness; ability to attract develop and keep talented people; community and environment responsibility; and use of corporate assets?” The eight items are rated using 10-point scales whereby (1) = poor and (10) = excellent. Fombrun and Shanley (1990) factor analyzed the eight attributes and discovered that they loaded on a single factor, suggesting that the measure gauges an underlying and stable construct of reputation. They reported an alpha of .97. In evaluating the measure’s suitability for organizational research purposes, Fryxell and Wang (1994) concluded that the measure does not accurately assess the specific constructs implied by the scale’s item content, but instead addresses a firm’s perceived reputation. In the present study, coefficient alphas were .90 and .92 for the participant and co-worker samples respectively. The measure also exhibited acceptable convergent and divergent validity with other relevant study variables. This was evidenced by high inter-correlations with co-worker rated reputation and organizational prestige, and low inter-correlations with dissimilar variables.

Marketability. Perceived internal and external marketability were assessed with a ten-item measure based on Eby et al.’s marketability scale. Eby et al.’s original measure contained three items that tapped internal marketability i.e., “My company views me as an asset to the organization” and three items that tapped external marketability i.e., “I could easily obtain a comparable job with another employer”. To enhance the content

validity and reliability of the measure, two additional items were added to each scale. A review of related scales was used to inform the development of the new items. Specifically, Veiga's (1981; 1983) 1-item marketability scale, Leana and Feldmen's (1990) prospects for future employment scale and Prussia et al.'s (2001) one-item employment expectancy measure were considered when creating the new items for the current measure. Consequently, the adapted scales consisted of 5 items assessing internal marketability and five items assessing external marketability. Responses were rated on a five-point Likert-type scale, ranging from strongly disagree to strongly agree. The internal and external marketability scales were slightly reworded to reflect the co-workers' assessments of the participants' marketability. Eby et al. report internal consistency of .73 and .74 for the original internal and external marketability scales, respectively. Coefficient alphas for the adapted scales were .78 and .87 for the self-rated internal and external marketability, respectively and .83 and .92 for co-worker rated internal and external marketability respectively.

Because the scales were modified from their original form, the items were subjected to a factor analysis to confirm the distinctiveness of the internal and external marketability indicators. Since the scales were intercorrelated, principal axis factoring was used with oblimin rotation. When a two-factor solution was requested, items loaded on the internal and external marketability items as expected. The factor analysis was repeated for co-worker reports of internal and external marketability and similar results were obtained. See Appendix I and J for the factor analytic results.

Demographics and control variables. Participants were asked to answer demographic questions regarding race, gender, marital status, children living at home,

organizational tenure, job tenure and occupational tenure. Because race and job tenure exhibited significant correlations with the dependent variables of self-reported internal and external marketability, they were used as controls in those regression analyses. Regression analyses for co-worker ratings of internal and external marketability did not necessitate the use of control variables.

Results

Table 1 presents descriptive statistics for all study variables. Means, standard deviations and zero-order correlations are presented in Table 2. Correlation analyses were used to conduct all tests of hypotheses. Hierarchical multiple regressions were performed and are presented following the tests of hypotheses.

Self- and Other Ratings of Internal and External Marketability. Although not specifically hypothesized in the introduction, it was important to establish convergent and discriminate validity of the marketability scales. Relationships were expected between self-and co-worker reports of *internal marketability* and self-and other reports of *external marketability*. Correlation analyses supported these predictions. Self-reported internal marketability was significantly related to co-worker reported internal marketability ($r = .22, p < .01$) yet not related to co-worker reported external marketability ($r = -.02, ns$). Self-reported external marketability was significantly related to co-worker reported external marketability ($r = .15, p < .05$) yet not related to co-worker internal marketability ($r = .01, ns$).

Human Capital. As predicted by Hypothesis 1, education was positively related to both self-reported internal ($r = .10, p < .05$) and external marketability ($r = .11, p < .05$) providing full support for the hypothesis. Hypothesis 2a suggested that older participants would have lower ratings of self-reported internal and external marketability. As exhibited by zero-order correlations, the relationship between internal marketability

and age was not significant ($r = -.06$, ns), yet there was a significant negative relationship between age and self-reported external marketability ($r = -.11$, $p < .05$) providing partial support for hypothesis 2a. Hypothesis 2b suggested that age would be negatively related to co-worker reported internal and external marketability. As can be seen in Table 2, there was no relationship between co-worker reports of internal or external marketability and participant age ($r = -.02$, ns; $r = -.02$, ns). Thus, no support was found for hypothesis 2b.

Table 1 Descriptive Statistics of Study Variables

Variable	# of Items	Likert Scale Points	<i>n</i>	<i>M</i>	<i>SD</i>	Observed Range	Alpha
1. Internal Marketability	5	1-5	475	3.57	0.74	1.20-5.00	(.78)
2. External Marketability	5	1-5	475	3.79	0.77	1.00-5.00	(.87)
3. CR Internal Marketability	5	1-5	176	4.08	0.76	1.00-5.00	(.83)
4. CR External Marketability	5	1-5	176	4.40	0.72	1.00-5.00	(.92)
5. Relationship	1	n/a	176	1.17	0.38	n/a	n/a
6. Organizational Tenure	1	n/a	414	5.89	6.29	0-32	n/a
7. Job Tenure	1	n/a	414	4.45	4.57	0-26	n/a
8. Occupational Tenure	1	n/a	414	12.24	9.32	0-44	n/a
9. Gender	1	n/a	418	1.61	0.49	n/a	n/a
10. Race	1	n/a	420	1.32	0.47	n/a	n/a
11. Age	1	n/a	421	5.44	2.27	1-11	n/a
12. Education	1	n/a	416	4.63	1.23	1-6	n/a
13. Optimism	10	1-5	480	3.83	0.67	1.50-5.00	(.81)
14. Positive Self-Concept	12	1-5	475	3.67	0.56	1.50-5.00	(.84)
15. Learning Goal Orientation	8	1-7	482	6.27	0.65	1.00-7.00	(.87)
16. Internal Networking	3	1-5	478	3.74	0.86	1.00-5.00	(.91)
17. External Networking	3	1-5	477	3.56	0.90	1.00-5.00	(.87)
18. Contacts Other Functions	1	1-5	475	4.64	0.91	1-5	n/a
19. Contacts Higher Levels	1	1-5	475	4.34	1.15	1-5	n/a
20. Development Courses	1	n/a	479	4.01	1.95	1-5	n/a
21. Hours in Courses	1	n/a	481	5.18	3.01	1-10	n/a
22. Development Plans	1	n/a	477	3.65	1.85	1-7	n/a
23. Job Mobility Preparedness	9	1-5	475	3.01	0.98	1.00-5.00	(.86)
24. Mentor	1	n/a	475	1.47	0.50	n/a	n/a
25. Career Encouragement	3	1-7	475	3.55	1.80	1.00-7.00	(.81)
26. Non-work Support	8	1-5	475	4.32	0.56	1.88-5.00	(.82)
27. Resources Available	3	1-5	475	4.03	0.83	1.00-5.00	(.76)
28. Organizational Prestige	4	1-5	475	3.82	0.79	1.00-5.00	(.85)
29. Corporate Reputation	8	1-10	475	6.69	1.82	1.00-10.00	(.90)
30. CR Corporate Reputation	8	1-10	176	6.97	1.74	1.38-10.00	(.92)

Note. CR denotes co-worker rated variables.

Table 2
Correlations Among Study Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Internal Marketability	3.57	0.74	(.78)												
2. External Marketability	3.79	0.77	.36**	(.87)											
3. CR Internal Marketability ^a	4.08	0.76	.22**	.01	(.83)										
4. CR External Marketability ^a	4.40	0.72	-.02	.15*	.54**	(.92)									
5. Relationship ^a	1.17	0.38	-.06	-.05	-.05	-.02									
6. Organizational Tenure	5.89	6.29	-.02	-.09	.02	.03	.04								
7. Job Tenure	4.45	4.57	-.11*	-.12*	.04	.04	-.01	.56**							
8. Occupational Tenure	12.0	9.32	-.07	-.09	-.02	.03	.02	.61**	.58**						
9. Gender	1.61	0.49	.00	-.07	-.03	.04	.08	-.06	-.07	-.18**					
10. Race	1.32	0.47	.01	.11*	.04	.02	-.05	-.09	-.09	-.09	-.05				
11. Age	5.44	2.27	-.06	-.11*	-.02	-.02	.10	.52**	.43**	.71**	-.11*	-.13**			
12. Education	4.63	1.23	.10*	.11*	-.01	.07	.08	.10*	.03	.11*	.03	-.27**	.19**		
13. Optimism	3.83	0.67	.34**	.28**	.17*	.04	-.07	.07	.05	.09	.08	-.03	.15**	.07	(.81)
14. Positive Self-Concept	3.67	0.56	.40**	.34**	.11	.13†	-.08	.10*	.05	.07	-.01	-.04	.13**	.13**	.17**
15. Learning Goal Orientation	6.27	0.65	.16**	.19**	.01	.00	-.01	.03	-.01	.01	.06	-.02	.02	.02	.17**
16. Internal Networking	3.74	0.86	.36**	.32**	.04	-.02	.02	.15**	.06	.10*	-.05	-.16**	.07	.10*	.29**
17. External Networking	3.56	0.90	.31**	.34**	.00	.07	.03	.10*	.11*	.18**	.00	-.09	.18**	.20**	.34**
18. Contacts Other Functions	4.64	0.91	.11*	.17**	-.12	-.03	.16*	.22**	.18**	.21**	.01	-.15**	.24**	.11*	.15**
19. Contacts Higher Levels	4.34	1.15	.21**	.24**	-.08	.07	.16*	.11*	.05	.12**	.02	-.11*	.12*	.14**	.22**
20. Development Courses	4.01	1.95	.03	.12*	.02	-.01	.05	.08	.06	.12**	.10	-.07	.16**	.19**	.11*
21. Hours in Courses	5.18	3.01	.07	.13**	.12†	-.02	.10	.09*	.08	.18**	.00	.02	.15**	.07	.04
22. Development Plans	3.65	1.85	.09	.13**	.07	.10	.06	.04	.03	.08	.06	.01	.03	.07	.09*
23. Job Mobility Preparedness	3.01	0.98	.01	.17**	-.10	.08	.02	-.18**	-.17**	-.17**	-.03	.11*	-.18**	-.02	.03
24. Mentor	1.47	0.50	.18**	.15**	.04	.01	.14†	-.07	-.15**	-.14**	.13**	.03	-.19**	.07	.13**
25. Career Encouragement	3.55	1.80	.39**	.20**	.09	-.02	.01	.05	-.01	-.05	.05	-.07	-.06	.15**	.18**
26. Non-work Support	4.32	0.56	.13*	.28**	-.07	.09	-.01	-.06	-.03	-.06	.22**	-.01	-.06	.08	.23**
27. Resources Available	4.03	0.83	.36**	.20**	.13†	-.03	-.10	.10*	.05	.08	.03	-.08	.09	.13**	.20**
28. Organizational Prestige	3.82	0.79	.36**	.12*	.10	-.03	.01	.06	.00	-.02	.04	-.03	.05	.08	.17**
29. Corporate Reputation	6.69	1.82	.49**	.12*	.17*	.01	.00	-.01	-.04	-.04	.01	-.04	.09	.05	.27**
30. CR Corporate Reputation ^a	6.97	1.74	.13†	-.02	.27**	.07	.17*	.06	.08	.06	.11	.00	.05	-.06	.13†

Note. * $p < .05$. ** $p < .01$. † $p < .10$. *N*s ranged from 485 to 475 for study variables and from 414 to 421 for demographic variables due to missing data.

^a CR = Co-worker rated. *N* for Co-worker rated variables = 176. Reliabilities appear in parentheses on the diagonal.

Relationship: Co-worker = 1, Supervisor = 2; Gender: 1 = male, 2 = female. Race: 1 = white, 2 = minority.

Age: 12 point scale ranging from 'under 20 yrs.' to 'over 70 yrs.' Average was 36-40yrs. Education: 6 point scale ranging from 'high school' to 'doctoral degree'.

Table 2 continued

Variable	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1. Internal Marketability																	
2. External Marketability																	
3. CR Internal Marketability ^a																	
4. CR External Marketability ^a																	
5. Relationship ^a																	
6. Organizational Tenure																	
7. Job Tenure																	
8. Occupational Tenure																	
9. Gender																	
10. Race																	
11. Age																	
12. Education																	
13. Optimism																	
14. Positive Self-Concept	(.84)																
15. Learning Goal Orientation	.25**	(.87)															
16. Internal Networking	.36**	.19**	(.91)														
17. External Networking	.39**	.20**	.49**	(.87)													
18. Contacts Other Functions	.21**	.13**	.38**	.36**													
19. Contacts Higher Levels	.22**	.16**	.41**	.35**	.62**												
20. Development Courses	.09	.05	.19**	.26**	.15**	.20**											
21. Hours in Courses	.07	.11*	.14**	.23**	.15**	.17**	.61**										
22. Development Plans	.09*	.07	.22**	.20**	.15**	.18**	.68**	.54**									
23. Job Mobility Preparedness	.04	.05	.18**	.25**	.03	.09	.10*	.17**	.17**	(.86)							
24. Mentor	.13**	.05	.09	.11*	.04	.17**	.10*	.08	.08	.03							
25. Career Encouragement	.20**	.05	.31**	.21**	.15**	.24**	.19**	.17**	.21**	.13*	.28**	(.81)					
26. Non-work Support	.23**	.16**	.15**	.24**	.09	.20**	.13**	.14**	.12*	.11*	.05	.17**	(.82)				
27. Resources Available	.26**	.11*	.13**	.16**	.12*	.17**	.23**	.25**	.21**	.01	.15**	.31**	.18**	(.76)			
28. Organizational Prestige	.25**	.07	.14**	.10*	.04	.08	.11*	.13*	.14**	-.07	.09	.22**	.11*	.29**	(.85)		
29. Corporate Reputation	.32**	.09	.17**	.13**	.04	.08	.11*	.08	.16**	-.14**	.16**	.22**	.05	.36**	.66**	(.90)	
30. CR Corporate Reputation ^a	.08	.07	.01	-.02	-.02	-.01	.13†	.05	.06	-.23**	.05	-.04	-.06	.24**	.24**	.30**	(.92)

Note. * $p < .05$. ** $p < .01$. † $p < .10$. *N*s ranged from 485 to 475 for study variables and from 414 to 421 for demographic variables due to missing data.

^aCR = Co-worker rated. *N* for Co-worker rated variables = 176. Reliabilities appear in parentheses on the diagonal.

Relationship: Co-worker = 1, Supervisor = 2; Gender: 1 = male, 2 = female. Race: 1 = white, 2 = minority.

Age: 12 point scale ranging from 'under 20 yrs.' to 'over 70 yrs.' Average was 36-40yrs. Education: 6 point scale ranging from 'high school' to 'doctoral degree'.

Positivity Traits. Hypothesis 3a predicted that those who reported being more optimistic would report greater self-reported internal and external marketability. The results indicated that optimism was significantly related to self-reported internal marketability ($r = .34, p < .01$) and external marketability ($r = .28, p < .01$). Thus, full support was found for hypothesis 3a.

Hypothesis 3b proposed that optimism would positively relate to *co-worker* reports of internal and external marketability. As shown in Table 2, optimism was significantly correlated with co-worker reports of internal marketability ($r = .17, p < .05$), yet was not significantly related to co-worker reports of external marketability ($r = .04, ns$). Thus, only limited support was found for hypothesis 3b.

Hypothesis 4a predicted that individuals high on positive self-concept would have greater self-reported internal and external marketability. Results indicated that as positive self-concept increased, so did internal ($r = .40, p < .01$) and external marketability ($r = .34, p < .01$), providing full support for hypothesis 4a. Hypothesis 4b predicted a positive relationship between positive self-concept and co-worker reports of internal and external marketability. As seen in Table 2, positive self-concept was not related to co-worker reports of internal marketability ($r = .11, ns$) nor external marketability ($r = .13, p < .10$). Thus, no support was established for hypothesis 4b.

Hypothesis 5a posited that learning goal orientation would be related to self-reports of internal and external marketability. Results indicate a significant positive correlation between learning goal orientation and internal ($r = .16, p < .01$) and external marketability ($r = .19, p < .01$) providing full support for hypothesis 5a. Hypothesis 5b

predicted a relationship between learning goal orientation and co-worker reports of internal and external marketability. As can be seen in Table 2, learning goal orientation was not related to internal ($r = .01$, ns) nor external marketability ($r = .00$, ns). Thus, no support for Hypothesis 5b was found.

Proactive Career Behaviors. A positive relationship between internal networking and self-assessment of internal and external marketability was predicted in Hypothesis 6a. Internal networking positively related to internal marketability ($r = .36$, $p < .01$) and external marketability ($r = .32$, $p < .01$), yielding full support for Hypothesis 6a. Likewise, full support was found for Hypothesis 6b which suggested that external networking would positively relate to internal ($r = .31$, $p < .01$) and external marketability ($r = .34$, $p < .01$). Hypothesis 6c suggested that the number of contacts one has in other functions would positively relate to self-reports of internal and external marketability. Zero-order correlations between contacts and internal ($r = .11$, $p < .05$) and external marketability ($r = .17$, $p < .01$) were significant, providing support for Hypothesis 6c. Similar to above results, Hypothesis 6d, predicted that having contacts in higher levels would positively relate to internal ($r = .21$, $p < .01$) and external marketability ($r = .24$, $p < .01$).

Hypothesis 7a predicted a positive relationship between voluntary participation in development activities and self-reported internal and external marketability. As can be seen by Table 2, participation in development courses ($r = .12$, $p < .05$), hours in courses ($r = .13$, $p < .01$), and development plans ($r = .13$, $p < .01$) each positively related to external marketability but not internal marketability. Thus, only partial support was found for Hypothesis 7a. Hypothesis 7b suggested a relationship between participation in

development and co-worker assessed internal and external marketability. As can be seen in Table 2, the hours spent in developmental courses not related to co-worker ratings of internal marketability ($r = .12, p < .10$), and relationships were not significant for co-worker ratings of internal marketability and number of development courses ($r = .02, ns$), plans for development ($r = .07, ns$) or co-worker ratings of external marketability and developmental courses ($r = -.01, ns$), hours in courses ($r = -.02, ns$) nor development plans ($r = .10, ns$).

A positive relationship between job mobility preparedness and self-reported internal and external marketability was predicted by Hypothesis 8. As in the above findings, job mobility preparedness was significantly related to external marketability ($r = .17, p < .01$) but not internal marketability ($r = -.10, ns$).

Career Development Environment. Hypothesis 9a predicted a positive relationship between protégé status and self-reports of internal and external marketability. Results were supportive in that having a mentor was positively related to both internal ($r = .18, p < .01$) and external marketability ($r = .15, p < .01$). Hypothesis 9b, predicting a positive relationship between protégé status and co-worker ratings of internal ($r = .04, ns$) and external marketability ($r = .01, ns$) received no support.

Hypothesis 10a suggested a positive relationship between career encouragement on the job and internal marketability. As predicted, participants who indicated higher career encouragement had higher internal marketability ($r = .39, p < .01$). Hypothesis 10b suggesting a relationship between career encouragement and co-worker assessments of internal marketability was not supported ($r = .09, ns$), thus no support was found for Hypothesis 10b. Hypothesis 10c suggested a relationship between non-work support for

development and self-ratings of external marketability. This hypothesis was fully supported ($r = .28, p < .01$).

A positive relationship between learning and development resources and self-ratings of internal and external marketability was posited by hypothesis 10d. Bivariate correlations provided support for this hypothesis for internal ($r = .36, p < .01$) and external ($r = .20, p < .01$) marketability. Hypothesis 10e predicted a relationship between learning and development resources and co-worker assessments of internal and external marketability. The relationship between co-worker reported internal marketability and resources was not significant ($r = .13, p < .10$) and no relationship was exhibited between co-worker reported external marketability and resources ($r = -.03, ns$), thus only limited support was found for this hypothesis.

Industry Characteristics. Hypothesis 11a predicted a positive relationship between organizational prestige and self-reported internal and external marketability. Significant correlations were exhibited for both internal ($r = .36, p < .01$) and external marketability ($r = .12, p < .05$) providing full support for the hypothesis. Hypothesis 11b suggested a relationship between prestige and co-worker reported internal and external marketability. Prestige did not significantly relate to internal ($r = .10, ns$) nor external marketability ($r = -.03, ns$). Hypothesis 11c predicted a relationship between corporate reputation and self-reported internal and external marketability. As can be seen in Table 1, bivariate correlations were significant for internal ($r = .49, p < .01$) and external marketability ($r = .12, p < .05$) providing full support for Hypothesis 11c. Hypothesis 11d posited a significant relationship between corporate reputation and co-worker reported internal and external marketability. Corporate reputation was positively related

to co-worker reported internal marketability ($r = .17, p < .05$), but not co-worker reported external marketability ($r = .01, ns$). Thus only limited support was found for Hypothesis 11d.

Hypothesis 11e predicted a relationship between *co-worker rated* corporate reputation and *self-reported* internal and external marketability. The results indicated that there was no significant relationship between co-worker rated reputation and self-reported internal marketability ($r = .13, p < .10$). In addition, co-worker rated reputation was not related to self-reported external marketability ($r = -.02, ns$)

Hypothesis 11f suggested a relationship between *co-worker rated* corporate reputation and *co-worker reported* internal and external marketability. Results supported a significant correlation between co-worker rated corporate reputation and co-worker rated internal marketability ($r = .27, p < .01$), but not external marketability ($r = .07, ns$).

Hierarchical Multiple Regression Analyses

To examine the overall amount of variance associated with the dependent variable explained by the study variables, hierarchical multiple regressions were performed. This procedure allows for shared variance among the predictors to be accounted for and reveals each independent variable's relation to the dependent variable after the effects of the other variables are controlled. Results should be interpreted with caution, however, since this method is intended to isolate shared variance among variables, yet may unintentionally remove true variance related to the dependent variable (Spector, Zapf, Chen, & Frese, 2000). Determining the relative importance or unique effects of independent variables is at times undesirable, especially when they are intercorrelated (Pedhazur, 1997).

All variables thought to be related to the dependent variables were entered into the regression equations in ordered sets. Job tenure and race were entered first as controls for regression equations concerning *self-reported* marketability since they exhibited zero-order correlations with the dependent variable. No demographic variables correlated with *co-worker reported* marketability and thus these regressions did not necessitate the use of control variables. Following the control variables, each group of predictors was entered into the equation in the order of presumed greatest theoretical influence on the dependent variables. Human capital variables were entered in the second step of the equation given that one goal of the study was to explore the effects of predictors of marketability beyond that of human capital. Positivity traits were entered third because, after human capital, they are likely to provide the most influence on marketability being that personality variables consistently demonstrate robust relationships with other important organizational concepts, e.g., performance. Proactive career behaviors were entered fourth into the equation because they were deemed the next most important variables to influence marketability since they are within direct control of the individual. Career development environment was entered into the equation fifth because one's environment is likely to contribute to marketability, yet not as strongly as behaviors or personality. Finally, industry characteristics were entered into the equation last because, although they were predicted to relate to marketability, they had less empirical and theoretical evidence to suggest that they would predict marketability. Results of regression analyses are presented in Tables 3 and 4.

Table 3
Results of Regression Analyses on Self-Reported Internal and External Marketability

Variables	Standardized Regression Coefficients	
	Internal Marketability	External Marketability
	β	β
Step 1: Control Variables		
Job Tenure	-.08*	-.08†
Race	-.08*	.16***
ΔR^2	.01†	.02**
Step 2: Human Capital		
Age	-.10*	-.12*
Education	.04	.10*
ΔR^2	.01†	.03**
Step 3: Positivity Traits		
Optimism	.07	.04
Positive Self-Concept	.08	.12*
Learning Goal Orientation	.02	.09*
ΔR^2	.15***	.11***
Step 4: Proactive Career Behaviors		
Internal Networking	.15***	.14**
External Networking	.14**	.13*
Contacts in other Functions	-.06	.02
Contacts in Higher Levels	.05	.04
Development Courses	-.12*	-.02
Hours in Courses	.03	.03
Development Plans	.03	.00
Job Mobility Preparedness	-.06	.03
ΔR^2	.08***	.07***
Step 5: Career Development Environment		
Mentor	-.02	.03
Career Encouragement at Work	.21***	.02
Non-work Career Support	-.03	.14**
Development Resources Available	.15***	.09*
ΔR^2	.12***	.03**
Step 6: Industry Characteristics		
Organizational Prestige	.01	.01
Corporate Reputation	.32***	.00
ΔR^2	.08***	.00
Total R^2	.45	.27

Note. † $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Listwise $N = 416$; Beta weights presented were obtained from the final equation.

Table 4
Results of Regression Analyses on Co-worker Reported Internal and External Marketability

Variables	Standardized Regression Coefficients	
	Internal Marketability	External Marketability
	β	β
Step 1: Human Capital		
Age	-.04	.02
Education	.07	.07
ΔR^2	.00	.01
Step 2: Positivity Traits		
Optimism	.15†	-.11
Positive Self-Concept	-.00	.18†
Learning Goal Orientation	-.06	-.03
ΔR^2	.03	.02
Step 3: Proactive Career Behaviors		
Internal Networking	-.03	-.07
External Networking	.02	.05
Contacts in other Functions	-.10	-.14
Contacts in Higher Levels	-.00	.14
Development Courses	-.10	-.16
Hours in Courses	.14	-.03
Development Plans	.05	.18†
Job Mobility Preparedness	-.09	.09
ΔR^2	.05	.04
Step 4: Career Development Environment		
Mentor	.01	.01
Career Encouragement at Work	.10	.00
Non-work Career Support	-.07	.05
Development Resources Available	-.01	-.05
ΔR^2	.01	.00
Step 5: Industry Characteristics		
Organizational Prestige	-.09	-.12
Corporate Reputation	.12	.04
CR Corporate Reputation	.23**	.14†
ΔR^2	.05*	.02
Total R ²	.15	.09

Note. † $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Listwise $N = 176$; Beta weights presented were obtained from the final equation.

Self-Reported Internal Marketability. The linear combination of all predictors and control variables was significantly related to internal marketability $R^2 = .45$, $F(21, 463) = 17.72$, $p < .001$. Contrary to correlation results, age significantly related to internal marketability, whereby youth predicted perceptions of internal marketability ($\beta = -.10$, $p < .05$). When controlling for the effects of the other variables, education did not predict internal marketability. None of the positivity traits of optimism, positive self-concept or learning goal orientation predicted internal marketability. However, the change in R squared for that step was significant: R^2 change = $.15$, $F(3, 477) = 28.14$, $p < .001$.

Of the proactive career behaviors, internal networking ($\beta = .15$, $p < .001$) and external networking ($\beta = .14$, $p < .01$) positively predicted internal marketability, while, development courses negatively predicted internal marketability ($\beta = -.12$, $p < .05$). Of the career development environment variables entered in step 5, career encouragement at work ($\beta = .21$, $p < .001$) and development resources available ($\beta = .15$, $p < .001$) each accounted for significant variance in internal marketability. Of the industry characteristics, corporate reputation significantly predicted internal marketability ($\beta = .32$, $p < .001$).

Self-Reported External Marketability. Similar to the internal marketability regression findings, the linear combination of all predictors and control variables was significantly related to external marketability $R^2 = .27$, $F(21, 463) = 7.97$, $p < .001$. Of the human capital variables, both age and education contributed significant variance to external marketability. As predicted, youth ($\beta = -.12$, $p < .05$) and greater education ($\beta = .10$, $p < .05$) related to the dependent variable.

Contrary to the results for internal marketability, positive self-concept and learning goal orientation each contributed unique variance to prediction of external marketability. Those with greater positive self-concepts ($\beta = .12, p < .05$) and learning goal orientation ($\beta = .09, p < .05$) were more likely to also have greater ratings of internal marketability. Similar to the internal marketability findings, internal ($\beta = .14, p < .01$) and external networking ($\beta = .13, p < .05$) each accounted for significant variance in external marketability.

Non-work support for career development uniquely predicted external marketability ($\beta = .14, p < .01$) yet career encouragement at work did not. This indicates that support from family and friends predicts extent of one's marketability outside of one's current job. Developmental resources available also predicted external marketability ($\beta = .09, p < .05$). Finally, neither industry characteristic (organizational prestige or corporate reputation) exhibited a relationship with external marketability when all other variables were in the equation.

Co-worker Ratings of Marketability. The liner combination of predictors concerning co-worker ratings of internal marketability came close to reaching significance $R^2 = .15, F(20, 175) = 1.48, p = .092$, but was not related to external marketability. Corporate reputation was the only unique predictor of co-worker rated internal marketability ($\beta = .23, p < .01$).

Discussion

The concept of marketability has become increasingly important to individuals over the years. Being marketable suggests sustaining a competitive advantage and having the ability and confidence to obtain a desirable job if needed. Due to recent economic changes, employees are gradually more responsible for their own career development and hence, their marketability. This study sought to uncover individual and situational factors that contribute to career marketability, address limitations of past work in this area, and to advance marketability research by using data from multiple sources. Overall results demonstrated that the higher-order groups of human capital, positivity traits, proactive behavior, career development environment and industry characteristics all play a significant role in marketability. These findings were especially true for self-report. Co-workers, on the other hand, were more likely to take positivity traits and industry characteristics than any other study variables into consideration when assessing their colleagues' degree of marketability. Only limited support was found for many of the hypothesized relationships between predictors and marketability using co-worker ratings.

Self- and Other Ratings of Internal and External Marketability.

It was necessary to first establish convergent and discriminate validity of the marketability scales to ensure that they were tapping what was intended. As expected, self-reported internal marketability was significantly related to co-worker reported

internal marketability but not related to co-worker reported external marketability. Self-reported external marketability was significantly related to co-worker reported external marketability but not related to co-worker internal marketability. These results demonstrate that both the participant and the co-worker were assessing participant internal or external marketability.

Human Capital

Human capital variables such as age and education have been known to increase an employee's worth to an employer and influence career advancement (Judge et al., 1995). Investments in education, for example, have been consistently linked to rewards like greater salary and promotions (Bartel, 1995; Becker, 1993; Judge et al., 1995). Education attainment has great implications to marketability seeing that more educated individuals have less difficulty finding work and becoming reemployed after job loss (Austin & Vancouver, 1996). The current study hypothesized that those with higher levels of education would report higher levels of internal and external marketability. As expected, education was significantly related to both internal and external marketability. These results help to corroborate what we understand from human capital theory. Organizations probably view employees with higher levels of education as assets to their company, while such employees are probably more likely to secure desirable employment than those with less education.

This study suggested that older individuals would have lower perceptions of their internal and external marketability than younger individuals. This hypothesis was based on passed literature and theory (London, 1990). Some compelling empirical support for this proposition has already been established. In a study of job search behavior of

employed managers, older individuals were more likely than were their younger counterparts to indicate that they had fewer job alternatives (Bretz, et al., 1994). Likewise, younger workers provided higher ratings of self-assessed employability when compared to older workers in a study of middle and high level employees (Van der Heijden, 2002). Both studies assessed marketability in terms of potential job alternatives *outside* one's currently job. This distinction is an important one. People who have already secured employment may be more confident about maintaining that employment than they are about gaining new employment elsewhere. The current study proposed that older workers would demonstrate less confidence about their internal *and* external marketability. A negative relationship was found between age and external marketability. However, age was not significantly correlated to internal marketability. One possible explanation for this finding is that, stronger age stereotypes are more likely to exist for obtaining new employment outside ones current workplace. Older workers in this study may have felt confident about their marketability at their current job, but may have felt less certain about being able to gain new employment elsewhere.

Contrary to expectations, there was no relationship between age and co-worker rated marketability. The multitude of research on age stereotypes overwhelmingly reports that older employees are more likely to have less training dollars committed to their development (Becker, 1993), are more likely to be forced into early retirement (Bailey & Hansson, 1995; London, 1996) and are more likely to be discriminated against than younger workers. It is reasonable to presume that it is the senior workers' co-workers or supervisors who may hold such discriminatory viewpoints. Consequently,

they were expected to provide lower ratings of marketability for older workers. However, people in general are likely to know who in the organization supports and respects them. Participants were given instructions to select one colleague with whom they work closely, and who was most familiar with their work style. In making this selection, participants most likely chose a co-worker that they trusted and liked. Close confidants at work would probably be less likely to hold discriminatory attitudes towards their colleagues. This rationalization may help to explain the null finding between age and co-worker reports of marketability.

Positivity Traits

Optimistic people essentially believe that good things will happen to them. Hence, employees who scored high on optimism were expected to perceive themselves as more marketable. They were expected to believe in their ability to attain and maintain rewarding employment. Preliminary support for this hypothesis had been found in a longitudinal study of laid-off individuals, whereby optimists reported greater prospects for future employment (Leana & Feldman, 1995). Research was needed to investigate the relationship between optimism and marketability in a sample of working individuals not immediately threatened with job loss. In the current study, optimism was positively related to internal and external marketability. This finding highlights the importance of maintaining a positive outlook on career marketability.

More optimistic people were also expected to be perceived by others as more marketable. Results indicated that co-workers took optimism into account when rating their colleague on internal marketability but not external marketability. Being that the dyad worked together at the same organization, co-workers may have witnessed the

effects of the participant's optimism first hand. Since they had the opportunity to observe the participant they also were likely to appreciate his/her internal marketability directly. Conversely, it may have simply been more difficult for co-workers to generalize what they observed in the participant to other jobs outside their work place.

Positive self-concept, comprising self-esteem, self-efficacy, locus of control and low neuroticism, was expected to relate to internal and external marketability. Recall that positive self-concept differs from optimism; positive self-concept concerns evaluations about oneself while optimism concerns evaluations about the outcomes of external events. This study found that individuals higher on positive self-concept were more likely to perceive themselves as internally and externally marketable than those lower on positive self-concept. Research has demonstrated relationships between positive self-concept and job satisfaction, job performance, life satisfaction, motivation and job attainment (Erez & Judge, 2001; Judge et al., 2000; Judge et al., 2003). The results of the current study are consistent with this growing body of research.

Learning goal orientation was expected to predict marketability because it is linked to persistence and development – two important components for gaining and maintaining worthwhile employment. Recall that learning goal oriented individuals are motivated by challenge and enjoy exerting effort and persisting on difficult tasks. Results indicated that those who were high on learning goal orientation reported greater internal and external marketability than those low on learning goal orientation. This finding is consistent with expectations especially since learning goal orientation has been linked to participation and persistence in training activities and is related to performance.

Contrary to expectations, learning goal orientation was not related to co-worker assessed internal or external marketability. This finding was quite surprising in light that behaviors associated with learning goal orientation should be directly observable to others. In this case, two plausible explanations may shed light on the findings. Either the co-workers were not aware of their colleague's goal orientation or perhaps they did not make the connection between goal orientation and marketability. Future research is needed to determine if learning goal orientation can be successfully assessed by others and if so, whether other-ratings of goal orientation are associated with the same constructs as self-assessed goal orientation.

Proactive Career Behaviors.

It was expected that networking behavior would relate to internal and external marketability. As predicted, networking behaviors taking place within an employee's job, networking behaviors taking place outside the current job, the number of contacts the employee has in departments different from his/her own, and the number of contacts he/she has in higher organizational levels, each positively related to both internal and external marketability. These results replicate and extend the findings of Eby et al.(2003) that found that extent of networks within and outside the organization relate to internal and external marketability. Consistent with expectations, co-workers did not take the participants' networking behaviors in to account when making ratings of internal or external marketability. They were not expected to be familiar with the depth or scope of networking activities performed by their colleagues and hence probably would not take networking into consideration when making judgments of marketability.

An interesting finding was the effect of voluntary participation in development on marketability. It was expected that participation in development (consisting of, number of development courses taken, the amount of time spent on development, and future plans for development) would relate to both internal and external marketability. Surprisingly, each indicator of participation in development significantly related to external marketability yet not to internal marketability. This finding implies that taking work-related classes and seminars may be likely to improve ones chances of gaining employment outside ones current workplace. The question that still remains is why would voluntary participation in development not assist in marketability within one's current place of work as well? There are several possible explanations for these unexpected findings. First, it is possible that individuals are more likely to practice these behaviors solely for the purposes of enhancing their external marketability. They may be less concerned with appearing marketable and impressing their current employer, since they already possess the job. A sense of security at their current job may prevent them from participating in development for the purpose of being more 'value-added' to their present employer. They may regard participation in development as activities that are used to enhance ones marketability to outside companies. Likewise, participation in development may simply have a greater impact on external marketability than on internal marketability. This is especially true if the individual is participating in development for the purpose of changing jobs. For example, an individual may want to change jobs because she is feeling plateaued. She does not feel that there is any room for advancement at her current organization. Thus, she conducts a job search only to discover that her skills are in need of updating. She participates in development with the

intention of one day leaving her current job for one with greater rewards. This study did not explicitly inquire about the participants' reasons for participation nor did the study ask about intentions to leave the company. Future research in this area is needed to reveal potential linkages among these variables.

Results for job mobility preparedness were similar to those of participation in development. The construct was related to external marketability but not internal marketability. This finding is less surprising since job mobility preparedness behaviors are developmental activities that are more closely linked with finding new employment. Although the behaviors associated with job mobility preparedness should also benefit ones current internal marketability, updating ones resume and checking job postings (whether internal or external) are behaviors most often associated with external job hunting and thus external marketability. These findings imply that individuals may not be using these valuable activities as a means of advancing in their own organizations.

Career Development Environment.

Mentoring is associated with numerous career benefits for the protégé, such as higher salaries and promotions and greater career satisfaction (see Allen et al., 2004 for a review). This study added to the list of advantages associated with having a mentor by demonstrating a positive relationship between protégé status and internal and external marketability. This result differed somewhat from that of Eby et al. (2003) that found a relationship between protégé status and external marketability but not internal marketability. As mentioned earlier, Eby et al. (2003) explained the result by suggesting that mentors have less impact on marketability within the company. This was not the case for the current research.

The present study's finding implies that mentoring received contributed to the enhancement of the protégé's internal and external marketability. However, because this study is correlational, it is not possible to establish the direction of causality. Nevertheless we posit that it is most likely bi-directional. For instance, individuals may seek mentors because they believe that having a mentor will lead to increased marketability. Mentors introduce protégés to significant individuals inside of the organization; they expose protégés to important projects and they provide their protégés with challenging assignments to help increase the protégé's visibility. These behaviors should influence marketability. However, it is also entirely plausible for highly marketable individuals to have sought out mentors. This is possible especially in light of the recent praise that mentoring has been receiving in research and in the popular press.

Contrary to expectations, co-worker assessments of internal and external marketability were not related to protégé status. Co-workers may not have taken the participant's mentorship into consideration when making ratings of marketability because mentorships are often personal relationships between the protégé and mentor. Individuals outside this dyad may not be aware of the magnitude of the relationship nor the benefits offered to the protégé.

Although career encouragement at work was expected to relate to marketability *inside* the workplace and development support from family and friends was expected to predict marketability *outside* of work, both career encouragement at work and outside the workplace (non-work support for development) yielded positive relationships with internal and external marketability. Recall that career encouragement was delivered by superiors and colleagues at work and was *organization specific*. A sample item was,

‘Have colleagues at the same level as you encouraged you in your career development (e.g., in promotion or advancement within your organization)?’ Non-work support for development on the other hand was more general, ‘Members of my family are supportive of me learning new things that improve my career skills’. One simple explanation for the finding might be spillover. Encouragement for promotion and advancement at work should influence internal marketability most, but the positive effects are likely to spill over to external marketability. Clearly, promotion and advancement have positive effects on marketability, regardless of whether it is targeted toward one’s current job or externally. Likewise, non-work support may also have positive influences on both career development at work and career development for the purpose of finding new work. Finally, it is important to note that since the data are correlational, we can not be certain of the direction of causality. It is plausible that individuals high on marketability sought out career encouragement and development support from others. Additional research is needed to explore these possibilities. The hierarchical regression discussion below provides further insight into the career encouragement – marketability debate.

In addition to having a mentor, career encouragement at work, and non-work support, the participant’s career development environment was also assessed. This consisted of having learning and development resources available to the employee through his/her employer. Resources available were hypothesized to relate to self and co-worker reports of internal and external marketability. As predicted, resources available were positively related to self-reported internal and external marketability. These findings are notable because although past research has demonstrated a relationship between resources available and actual participation in training and development, no

research to date has demonstrated a relationship between resources and employee marketability. Knowing that this relationship exists has implications for selecting an organization for which to work. It seems reasonable that employees favor organizations that offer a greater number of developmental resources over those that offer less. Nevertheless, the data was correlational and it is possible that individuals higher in marketability self-selected such companies to work for as opposed to the organization contributing to the individual's marketability. A longitudinal study is needed to further clarify these relationships. Additionally, co-workers provided higher ratings of internal marketability to participants who indicated greater developmental resources. Developmental resources offered to the participant are probably also offered to the co-worker being that they work together at the same organization. In any event, co-workers seemed to have taken developmental resources provided by the company into consideration when making judgments of how marketable the participant was within the organization.

Industry Characteristics

Social identity theory suggests that individuals may form an opinion of a person's character based on his or her organizational affiliation (Dutton & Dukerich, 1991). Employees working at prestigious organizations may perceive themselves and be perceived by others as more marketable than those employed at less prestigious organizations. Likewise, working for an organization with a favorable reputation may benefit a job seeker looking for new employment. In this study, perceived organizational prestige signified what the participants thought outsiders believed about their organization. In addition, self-reported and co-worker-reported corporate reputation were

used as indicators of the company's perceived standing. As expected, a relationship was found between organizational prestige and self-rated internal and external marketability. Contrary to expectations, there was no relationship between co-worker assessed marketability and organizational prestige. Corporate reputation exhibited a significant relationship with self-assessed internal and external marketability, as well as co-worker assessed internal marketability. Finally, co-worker assessments of corporate reputation exhibited a significant relationship with co-worker reported internal marketability. As discussed earlier, it is believed that the success associated with an organization can be, to some extent, transferred to the employee (Dutton & Dukerich, 1991). The present study is the first to test the relationship between company reputation and marketability.

Overall, the results are supportive.

Regression Analyses

Hierarchical multiple regression analyses were conducted to measure the unique variance contributed by the study variables on each of the dependent variables. Control variables were entered into the equations first, followed by each block of higher-order groups of variables entered in sequence of theoretical influence on the dependent variables.

Self-reported marketability. As expected, age negatively predicted *both* internal and external marketability. Youth was related to higher internal and external marketability ratings when all of the other variables of interest were entered into the equation together. Surprisingly this finding was contrary to correlation results which revealed a significant relationship between age and external marketability exclusively. Past literature and research in this area suggests that older workers are more likely to

perceive themselves and be perceived as less able to attain employment than are their younger counterparts (Brenner & Bartell, 1983; Prussia et al., 2001; Vinokur & Schul, 2002; Warr & Jackson, 1984). However, it is also feasible that this relationship is more prominent in job seekers than in working employees. Although regression results demonstrate that older workers perceive themselves as less marketable both within and outside the workplace, research is needed to determine if the phenomenon is more prominent for older job seekers than for older employed individuals in general.

Interestingly, regressions results revealed that education predicted external marketability but not internal marketability. Education is perhaps the most important human capital variable. It has been reported to predict career attainment and reemployment after job loss (Austin & Vancouver, 1996; Becker, 1993). However, these results imply that individuals may not fully appreciate the importance of education in furthering their careers at their current organizations. Perhaps increases in education are more saliently associated with enhancing external marketability. Likewise, rewards for furthering one's education may be greater externally, especially in organizations where promotions are rare or seniority based.

None of the positivity traits (optimism, positive self-concept and learning goal orientation) uniquely predicted internal marketability when entered into the equation with all other study variables. However, the change in *R* squared for that step was significant, indicating that together, the positivity traits explained variance in internal marketability. Positive self-concept and learning goal orientation each explained significant variance in external marketability. Contrary to correlation results, optimism did not exhibit a relationship with external marketability.

Of the proactive career behaviors, only internal and external networking demonstrated significant positive relationships with internal and external marketability. Perhaps the most intriguing regression finding was that the number of development courses taken negatively related to internal marketability. That is, the more classes taken, the less likely the individual feels that they can advance at the company. Exploration into the reasons for participation may help to provide a plausible explanation for this finding. Individuals may participate in development to improve their chances of obtaining new employment outside the organization because they feel that there is little room for advancement and that they are not internally marketable. Additional research is needed to further examine these assumptions.

Mentoring did not add unique variance to internal or external marketability in the regression analyses. Findings for career encouragement at work and non-work support for career development produced interesting results that help to clarify the correlation findings reported earlier. Recall that both variables exhibited bivariate correlations with both internal and external marketability. This finding was peculiar since career encouragement at work primarily concerned support from co-workers and superiors for career development *within* the organization. Non-work support for development, on the other hand, was encouragement received from family and friends for developing career skills in general. Consequently, career encouragement at work was expected to relate to internal marketability and non-work support was expected to relate to external marketability. These propositions were fully supported by regression analyses. Career encouragement at work explained significant variance in *internal* marketability while non-work support did not. Non-work support, in contrast, explained significant variance

in *external* marketability, while career encouragement at work did not. These results suggest that career support on the job is more likely to provide benefits *on the job* whereas career support received off the job is more likely to impact ones career outside the current workplace. This finding highlights the value of receiving career support from multiple sources. Finally, of the career development environment variables, development resources available explained significant variance in both internal and external marketability.

Contrary to correlation results, organizational prestige did not explain unique variance in marketability when entered into the equation with the other independent variances. Equally perplexing, corporate reputation explained significant variance in internal marketability but not external marketability. As mentioned earlier in this manuscript, it has been suggested that working for an organization with a favorable impression benefits individuals who are being considered for other jobs. This implies a relationship between organizational standing (prestige or reputation) and *external* marketability. However, corporate reputation should also contribute to ones internal marketability because companies with more favorable reputations are known to promote the development of their employees. In fact, many organizations gain such favorable reputations specifically because of their commitment to developing their workers.

Co-worker reported marketability. Regression results for co-worker assessments of internal and external marketability were far less stimulating. Neither human capital variables nor career development environment variables explained significant variance in co-worker assessed internal or external marketability. Finally, co-worker reported corporate reputation explained significant variance in internal marketability.

Results of these regression analyses were useful as they demonstrated the unique variance each independent variable had on the dependent variables while controlling for all other variables. Considered along side the correlation results, they help to offer a more complete picture of the relations among study variables.

Theoretical Implications

The present study confirms several of the suggestions and findings from previous literature and research. Results of this study are valuable because they extend past research by presenting a more comprehensive model of marketability. This study also answers several calls made by Eby and her colleagues (2003). First, the authors called for additional research on the predictors of marketability. This study examined predictors from past research and incorporated new predictors, such as corporate reputation. Second, Eby et al. (2003) recognized the need for additional research to be conducted employing their newly created networking scale in order to add to what is known about the measure's psychometric properties. Likewise, the present study took the opportunity to lengthen and improve upon Eby et al's original internal and external marketability scales. Factor analyses provided support for the modified scales used. This study also addressed two limitations found in the previous study. First, this study did not rely solely on self-report. Internal and external marketability and corporate reputation were each measured from two different sources to overcome problems associated with common method variance. Finally, Eby et al. note that their sample was homogeneous with respect to age, education level, and race. Fortunately, we were able to obtain a very diverse sample by strategically recruiting from various professional internet groups.

Diversity with respect to age proved fundamental in this study being that age was a robust predictor of marketability.

The conceptual model of the theoretical predictors of marketability portrayed a novel way of presenting marketability's nomological network. Further theory building on marketability should consider its use.

Applied Implications

Results of the present study yielded practical implications for individuals and employers. Although this study did not demonstrate a relationship between marketability and true job attainment, the reemployment literature suggests that perceptions of one's marketability predict actual employment after job loss. In a longitudinal study of manufacturing employees, individuals with higher expectations of their future employability were more likely than those with lower expectations to have found a job 18 months after displacement (Prussia, et al., 2001). While no studies to date have examined the causal link between perceptions marketability and true job attainment in a sample not threatened by job loss, Prussia, et al's (2001) research provides some insight into the possible relationship.

Individuals should understand that they have control over their marketability. They should have confidence in knowing that there are proactive steps they can take to bolster their marketability. It is not a stagnant trait, but is flexible and varies depending on several individual and situational characteristics. Especially in light of the current economy's effects on the job market, it is important to not be passive about one's career. Individuals may use the information provided in this study as a starting point to developing and promoting their marketability. Although this study was correlational and

did not demonstrate direct cause and effect relationships between the independent variables and marketability, individuals should utilize the model of theoretical predictors of marketability to recognize the different groups of variables that potentially predict marketability. They can then identify the variables that are within their control and develop a plan for enhancing their marketability. For example, in this study we learned of a relationship age and marketability. Individuals can do nothing to modify their age, but they can focus on improving malleable features such as education and networking.

Organizations can benefit from this study's findings as well. It is important for employers to realize that individuals are concerned with both their internal and external marketability and they take proactive steps to cultivate them. Several points should be noted. First, career encouragement at work uniquely predicted internal marketability. Since employers value having internally marketable workers, they should foster climates of verbal support and encouragement by rewarding such behaviors from co-workers and supervisors. Secondly, number of development classes taken correlated with external marketability yet not internal marketability. Also, number of development classes taken negatively predicted internal marketability in regression analyses. Although there may be several plausible explanations for these findings, one possibility is that individuals are participating in development because they feel that they are not marketable within their organizations. Consequently employers should appreciate the importance of providing opportunities for advancement (and hence opportunities to increase one's internal marketability) to their best employees as a means of preventing turnover. Finally, job mobility preparedness was negatively related to both self-reported and co-worker reported corporate reputation. Recall that job mobility preparedness consists of updating

one's resume, checking job postings and networking for the purposes of furthering one's career. These behaviors, although very beneficial for employees of today, may seem threatening for employers trying to maintain their workforce. Understanding the relationship between job mobility preparedness and corporate reputation suggests that employees may perform less of these behaviors if they worked for organizations that they regarded as prestigious or highly reputable. Fortunately, organizations can take proactive steps in improving their reputations. Maintaining better community relations, presenting greater opportunities for employee growth, and being more innovative are just a few ways companies can enhance their reputations and possibly increase employee pride in the company and prevent workers from searching for jobs elsewhere (Cable & Graham, 2000).

Limitations and Future Research

Limitations of the current study should be noted. The study was cross-sectional; all data were collected from a single point in time. Consequently, causality should not be inferred from the correlations that were used to test the study's hypotheses. As discussed, several alternative explanations of the findings presented are plausible. For example, it is possible that marketable individuals sought out mentors rather than mentoring making a contribution to individuals' marketability. However, variables such as age, optimism, positive self-concept, and learning goal orientation are considered stable variables and hence unlikely to be caused by marketability.

While several of the study's hypotheses were supported, many of the effects sizes were small. For example, the correlation between education and self-reported internal marketability was only $r = .10$ and the correlation between age and self-reported external

marketability was only $r = -.11$. Consequently, the small effect sizes obtained in this study limit the practical use of recommendations concerning such variables.

Although this study employed multi-source ratings, much of the data received was self-report. Significant relationships found may be due, in part, to common method variance. Future research should make an attempt at obtaining ‘other-ratings’ of a greater number of variables.

Sample attrition presented another limitation for this study. This was especially true for the co-worker population. Less than half of the original participants obtained ratings from a colleague. In some instances, the participant did not provide a code, or the code was provided but the co-worker did not go to the website, or the co-worker went to the website, entered the code, but did not complete the survey. On the whole, probable reasons for these losses were difficult to pinpoint. Some potential causes include, loss of interest, insufficient time, email or internet failures, lack of trust of the online process etc. One indication of the participants’ motive to have his/her colleague provide ratings was the participants’ self-concept. Recall that those with low self-concepts were less likely to provide a code. Although intuitive, more research is needed to confirm these findings and explain why individuals with high self-concept may be more willing to be rated by others.

Another limitation of this study was that participants were permitted to select whomever they wished to complete their co-worker ratings. Although they were given specific instructions on obtaining a rater who was best able to provide reliable information about them, participants may have simply selected individuals whom they thought would provide the most favorable ratings. Future research assessing self and

other ratings of marketability may consider obtaining all data from supervisors rather than providing the participant with a choice. Of course, this method presents more problems (e.g., individuals may be less likely to participate for fear that their supervisors will learn about their job search activities, etc.) however, the data might be more trustworthy.

Future research exploring the predictors of marketability should consider the inclusion of several unexplored variables. For example, knowing whether or not the participant intends to leave the company would have provided additional explanatory power in this study. Recall that participation in development courses negatively predicted internal marketability. It would have been worthwhile to ascertain the role of ‘intent to leave’ in this relationship. Likewise, uncovering the motivations behind participation in development would have also provided insight this relationship. Each indicator of participation in development was correlated with external marketability, yet not internal marketability. Why wouldn’t participation in development also relate to internal marketability? Individuals may have been participating in development with the intent of increasing their appeal to outside organizations. Conversely, their intent may have simply been to update their skills. The current study was unable to verify these points. It would also be interesting to test whether individuals high on external marketability actually are more likely to voluntarily turn over. As Eby et al.(2003) suggested, external marketability may be associated with greater opportunities elsewhere while internal marketability may be related (negatively) to involuntary job loss. Research is still needed to investigate these suppositions.

Another idea for future research is to examine the roles of job satisfaction and organizational commitment to internal and external marketability. Are individuals high on job satisfaction more likely to have greater internal marketability than those low on job satisfaction? Does organizational commitment moderate the relationship between participation in development and external marketability? Future research should continue to explore additional predictors of marketability.

Quasi-experimental studies would provide needed insight into cause and effect relationship between the independent and dependent variables examined in this research. For example, to determine if career encouragement causes marketability, one could study two similar departments within the same organization. One department would receive an intervention involving career development encouragement strategies. The other department would act as a placebo group and receive no treatment. One year after the intervention, scores on pre and post measures of marketability should be compared for both groups. Ensure that there are no significant differences between the two groups on pre-test scores. Next, subtract post-test scores from the pre-test scores for each group to observe the potential change. If the change in score for the treatment group was significantly greater than that of the non-treatment group, we can say with some degree of certainty that the intervention (career development encouragement) caused perceptions of marketability. The same method could be used to establish a causal link between mentoring and marketability by implementing a formal mentoring program for one department but not another. Although these examples are overly-simplified, they provide some future research suggestions that would help to confirm some of the present study's findings. Longitudinal studies might also be valuable in verifying that the predictors do,

indeed, contribute to one's marketability and that perceptions of marketability do, in fact, predict actual job attainment.

Conclusion

The issues addressed in this manuscript will become increasingly more important as individuals progressively have to rely on themselves for their career development and employability. This study extended past research regarding the predictors of marketability. It was the first study to utilize a sample of working adults recruited from internet professional listserves. As a result, the sample was diverse, highly educated and we believe, highly motivated to participate. This study was also the first to obtain co-worker information on internal and external marketability and corporate reputation.

A comprehensive model was presented and predictors were categorized into individual and situational characteristics. Results demonstrated the importance of human capital variables, positivity traits, proactive behaviors, the environment and industry characteristics to marketability. Theoretical and practical implications were discussed and directions for future research were suggested. The findings from this study make a valuable contribution to the careers literature and hopefully prompt further empirical research in the area.

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Appendices

Appendix A

Professional Internet Listserves Solicited

Professional Internet Listserves Solicited

	Listserves	Members	Activity Level
1.	Accounting Net	586	Moderate
2.	AERA ^a -E Human Development	557	Moderate
3.	AERA-GSL Grad students	738	Low
4.	AERA-K Teachers	967	High
5.	ASSESS Assessment in Higher Ed	788	High
6.	ASTD ^b Training (Discussion Board)	N/A	Moderate
7.	Black Data Processors BDPA-NY	811	Moderate
8.	Civil Engineer	1304	Moderate
9.	EAWOP-L European Assoc. of Work Psy	533	Low
10.	Eval Talk	2730	Low
12.	HR Consultants	142	Low
13.	HR DIV Net	800	High
14.	HR Experts	410	High
15.	HR Net	1308	Moderate
16.	JAVA Computer Testing	1200	Low
17.	Judgment and Decision Making Society	N/A	Moderate
18.	Mechanical Engineering	1128	Low
19.	MG-ED-DV Mangmt Edu Devel	N/A	High
20.	OD ^c Net	1600	High
21.	ODC Net	N/A	Moderate
22.	Recruiters Network	1596	Low
23.	ROI Net (HRD Professionals)	1431	Moderate
24.	SIOP ^d Student Discussion List	N/A	High
25.	STLHE-L ^e Teaching & Learning in Higher Ed	680	Moderate
26.	Tech Republic	N/A	Moderate
27.	TR Dev -Trainers and Developers	3314	High
28.	Training Ideas	4404	Moderate
29.	Young Journalists	908	Moderate
	TOTAL	22,623	

^a American Educational Research Association

^b American Society for Training and Development

^c Organization Development Network

^d Society for Industrial and Organizational Psychology

^e Society for Teaching and Learning in Higher Education

Activity level. low: 0-5 messages per week, moderate: 6-10 messages per week, high: more than 10 messages per week.

Appendix B

Top 15 Most Common College or Graduate School Majors Reported

Top 15 Most Common College or Graduate School Majors Reported ^a		
	Major	<i>n</i>
1.	Education	61
2.	General Psychology	45
3.	Business / Management	42
4.	Computer Science / IT	20
5.	Industrial Psychology / Org Development or Org Behavior	19
6.	Library Science	18
7.	Human Resources	17
8.	Engineering	16
9.	Social Work	15
10.	Journalism	13
11.	Counseling	12
12.	Public Administration	11
13.	English	10
14.	Accounting	9
15.	Medicine	5
Total		313

^a Only the top fifteen most common majors are reported.

Less popular majors (e.g., gerontology) were reported, but are not presented in this table.

Appendix C

Top 15 Most Common Job Titles Reported

Top 15 Most Common Job Titles Reported ^a		
	Job Title	<i>n</i>
1.	Director ^b	41
2.	Professor (Assistant, Associate or Full)	36
3.	Researcher (Research Associate, Coordinator, Fellow, etc.)	35
4.	Human Resources Associate / Specialist	32
5.	Project Manager	28
6.	Psychologist	25
7.	Librarian	18
8.	Engineer	16
9.	Executive	15
10.	Computer Scientist	14
11.	Social Worker	13
12.	Reporter / Journalist / Editor	13
13.	Teaching or Graduate Assistant	12
14.	Training and Development Specialist / Manager	10
15.	Physician	4
Total		312

^a Only the top fifteen most common job titles are reported.

Less popular job titles (e.g., family support worker) were reported, but are not presented in this table.

^b Director was followed by such titles as 'of Academic Affairs', 'of Client Relations', 'of Public Relations' etc.

Appendix D

Initial Email Solicitation

Dear Professional^a:

I'm Rachel Day, a PhD student at University of South Florida's Industrial and Organizational psychology program. I am conducting research for my doctoral dissertation on career development issues facing workers today. I am looking for working individuals to volunteer to participate in this research. Obtaining a large sample of individuals from different occupational backgrounds is exceptionally important to me. I would be eternally grateful if you decide to participate.

Participation consists of completing a 10 minute online survey. The only requirement for participation is that you are currently working at least 30 hours per week. If you are ineligible to complete the survey, would you please pass this email along to someone you know who is employed full time?

All responses will remain anonymous and confidential. The survey is secure and uses SSL encryption for your protection. The method of data collection that I am using does NOT permit me access to your email address or any other personal or identifying information.

When you have completed filling out this brief survey, you will be asked to email one of your coworkers. To increase the study's validity, it is important to get a second perspective on some of the measures. Your co-worker will simply be asked to answer a couple of harmless questions about you. This will take them no longer than 1 minute. I know this may seem like a lot to ask of you, but this step is crucial to the success of my dissertation research. I appreciate your support immensely!

Here is the link to my survey:

<https://www.surveymonkey...>

If you are unable to click on it, please copy and paste it into your browser.

If you would like more information about the study or a summary of the study's results, please contact me via email: rday@cas.usf.edu. Again, your participation is greatly appreciated!

Rachel Day, M.A.
Doctoral Research Associate & Instructor
Industrial & Organizational Psychology
University of South Florida
4202 E. Fowler Ave. - PCD 4118G
Tampa, FL 33620

^a *When appropriate, the greeting would correspond with the type of professional being invited, e.g., "Dear Engineering Professional", "Dear Human Resources Professional", etc.*

Appendix E

Informed Consent on First Page of Web Survey.

Thank you very much for volunteering to complete this survey. My name is Rachel Day and I am a doctoral candidate at the University of South Florida's Industrial Organizational Psychology PhD program in Tampa. I am conducting this study in fulfillment of my dissertation requirement.

I am interested in career development issues facing today's workers. Factors that I am examining in this study include marketability, mentoring, personality and proactive career behaviors. This survey should take you no longer than 10 minutes to complete.

If you decide to participate, your responses will be averaged with the responses of other participants. You may decide not to participate at any time or may skip any questions that make you feel uncomfortable.

There are no risks involved in participating and all responses will remain anonymous and confidential. This survey is secure and uses SSL encryption for your protection. The method of data collection that I am using does NOT permit me access to your email address or any other personal or identifying information.

I have one more very important favor to ask of you. When you have completed filling out this brief survey, you will be asked to email one of your coworkers or peers. To increase the study's validity, it is important to get a second perspective on some of the measures. Your co-worker will simply be asked to answer a couple of questions about you. This will take them no longer than 1 minute. I know this may seem like a lot to ask of you, but this step is crucial to the success of my dissertation research. I appreciate your support immensely!

If you would like more information about the study or a summary of the study's results, please contact me via email: rday@cas.usf.edu.

If you have questions about your rights as a person who is taking part in a research study, you may contact the Division of Research Compliance of the University of South Florida at (813) 974-5638.

Authorized research personnel, employees of the Department of Health and Human Services, the USF Institutional Review Board and its staff, and other individuals, acting on behalf of USF, may inspect the records from this research project.

Please click next if you agree to participate.

NEXT

Appendix F

Participant's Invitation Instructions for the Co-Worker on the Final Page of the Survey.

Thank you very much for completing my survey and participating in this research study!

Next, I would like to pose a couple of brief questions of someone who knows you and is very familiar with your work style. Remember that I simply need to gain a second perspective on some of my research questions. It would be exceptionally helpful to me if you do this.

The person you select could be your supervisor or another individual who works closely with you at your organization. This person will be asked to complete a brief survey that will take no longer than ONE MINUTE to complete. Remember, their participation is essential to the success of this research. The person you select will not have access to any of your survey responses at any phase of this study. Again, this data is being used strictly for research purposes.

First, I need you to come up with a 5 character code that you will share with your co-worker via email. The code will be used to match your survey results with those of your co-worker during the analysis phase of this study. The 5 digit code can be any combination of letters and numbers and is not case sensitive.

Here are some do's and don'ts:

- Please be creative and choose something that others would not, e.g. 'sun76' or '8beer'.
- Please DO NOT use the same character five times, e.g. '33333'.

Would you please enter your 5 digit code in the box below:

Instructions for email:

Please COPY and PASTE the following text into the email to your co-worker and swap the name Jonathan Doe with your own name. Also, include your 5-digit code at the end of the email. *Please don't forget these two important steps!! YOUR NAME AND YOUR 5-DIGIT CODE!*

Dear Co-Worker,

You have been sent this email because Jonathan Doe, with whom you work, has voluntarily participated in a career development research study as part of my doctoral dissertation. As part of this research, it is necessary to get your opinion on some career related questions. Jonathan Doe has suggested that you would be best able to answer work related questions about him/her. In addition, we would like for you to answer a couple of work-related survey questions.

Filling out the survey should take no longer than 1 minute and is essential to the completion and success of this important research study. Your assistance in this research will help us to more clearly understand career development issues, including the factors associated with staying marketable. Please click on the link below to complete this brief survey (please copy and paste the link into your browser if you are unable to click on it). Next, simply enter the 5 digit pass code provided in this email when prompted at the start of the survey.

You may email me at: rday@cas.usf.edu with any questions about the research or for a summary

Appendix F (Continued)

of the results. Please note that the survey is hosted on a secure web site using SSL encryption for your protection. Your responses will remain completely anonymous and confidential. I thank you so much for your time and cooperation. Your participation is greatly appreciated!!

Link: <https://www.surveymonkey.com/s.asp?u=9...>

Code: _____

Sincerely,

Rachel Day, M.A.

Industrial Organizational Psychology Doctoral Candidate

University of South Florida

4202 E. Fowler Ave. - PCD 4118G

Tampa, FL 33620

You're all done! If you have any questions about the study or would like a summary of the results after the data has been analyzed, please feel free to email me at rday@cas.usf.edu.

Thanks again for your participation. It is much appreciated!

Appendix G
Participant Survey Scale items

Participant Survey Scale Items (*Presented in this order*)

Learning goal orientation scale. (Button, Mathieu, & Zajac, 1996).

Response options: (1) = strongly disagree to (7) = strongly agree.

1. The opportunity to do challenging work is important to me.
2. When I fail to complete a difficult task, I plan to try harder the next time I work on it.
3. I prefer to work on tasks that force me to learn new things.
4. The opportunity to learn new things is important to me.
5. I do my best when I'm working on a fairly difficult task.
6. I try hard to improve on my past performance.
7. The opportunity to extend the range of my abilities is important to me.
8. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.

Voluntary participation in development. (Noe & Wilk, 1993).

Number of courses. (1) = none to (7) = 6 or more.

1. How many professional and personal development workshops, management programs, seminars or courses have you attended in the past year on a voluntary basis?

Number of hours. (1) = 0, (2) = 1-8, (3) = 9-16, (4) = 17-24, (5) = 25-32, (6) = 33-40, (7) = 41-48, (8) = 49-56, (9) = 57-64, (10) = 65 or more.

1. Give your best estimate of the number of hours you tend to spend in non-mandatory training and development activities each year. This includes programs, workshops, and seminars offered both in-house and externally offered.

Future activities (Development plans). (1) = 0 to (8) = 7 or more.

How many professional and personal development courses do you plan on taking in the upcoming year?

The Revised Life Orientation Test *Optimism*. (Scheier, Carver, & Bridges, 1994).

Response options: (1) = strongly disagree to (5) = strongly agree.

1. In uncertain times, I usually expect the best.
2. It is easy for me to relax.
3. If something can go wrong for me, it will.*
4. I'm always optimistic about my future.
5. I enjoy my friends a lot.
6. It's important for me to keep busy.
7. I hardly ever expect things to go my way.*
8. I don't get upset too easily.
9. I rarely count on good things to happen to me.*
10. Overall, I expect more good things to happen than bad.

*These items were reverse scored prior to analyses.

Appendix G (Continued)

Positive self-concept. (Judge, Erez, Bono, & Thoresen, 2003).

Response options: (1) = strongly disagree to (5) = strongly agree.

1. I am confident I get the success I deserve in life.
2. Sometimes I feel depressed.*
3. When I try, I generally succeed.
4. Sometimes when I fail I feel worthless.*
5. I complete tasks successfully.
6. Sometimes, I do not feel in control of my work.*
7. Overall, I am satisfied with myself.
8. I am filled with doubts about my competence.*
9. I determine what will happen in my life.
10. I do not feel in control of my success in my career.*
11. I am capable of coping with most of my problems.
12. There are times when things look pretty bleak and hopeless to me.*

Internal and External Networking Behavior Scales. (Eby et al., 2003)

Response scale: (1) = strongly disagree to (5) = strongly agree.

Internal:

1. Co-workers say I know a lot of people within the organization.
2. I am well connected within the organization.
3. I have a lot of contacts within the organization.

External:

4. I have extensive contacts within the industry in which I work.
5. Co-workers say I know a lot of people outside the organization.
6. I regularly network with individuals outside of my organization.
7. I do not have many professional contacts

Contacts in other functions, and Contacts in higher levels, are adapted from Seibert, Kraimer, and Linden (2001).

Response scale options are (1) = 0, (2) = 1, (3) = 2, (4) = 3, (5) = 4 or more.

8. Approximately how many work-related contacts do you have that work in departments different than your own?
9. Approximately how many work-related contacts do you have that work in higher organizational levels than you do?

Mentorship. (Fagenson, 1992).

Response: (1) = No, (2) = Yes.

1. Do you have a mentor? A mentor is an experienced employee who serves as a role model, provides support, direction and feedback regarding career plans and interpersonal development. A mentor is also someone who is in a position of power, who looks out for you, gives you advice and / or brings your accomplishments to the attention of people who have power in the company.
2. Is your mentor also your supervisor? (1) = No, (2) = Yes.

Appendix G (Continued)

3. Does your mentor work at the same organization that you do? (1) = No, (2) = Yes.
4. Did you meet your mentor through a formal mentor program sponsored by your organization? (1) = No, (2) = Yes.

Job mobility preparedness (Kossek, Roberts, Fisher, & Demarr, 1998)

Response options: 1 = not at all, 5 = a great deal, *except where noted*.

1. How current is your resume? (scale: 1 = not at all current, 5 = very current).
- Over the past 6 months, to what extent have you:
 2. Reviewed internal job postings?
 3. Have you actively investigated internal job postings?
 4. Have you discussed future job openings within your internal network?
 5. Have you discussed future job postings within your external network?
 6. Have you thought about what position you would like to have next?
 7. To what extent do you actively seek out information about job opportunities outside the organization?
 8. To what extent have you sought out any new personal connections at work in the past 6 months for the purpose of furthering your career?
 9. To what extent have you sought out any new personal connections outside of work for the purpose of furthering your career?

Perceived organizational prestige scale (Smidts, Pruyn & Riel, 2001).

Response options: (1) = strongly disagree to (5) = strongly agree.

1. Compared to other companies in the same industry, our company is seen as a model/example.
2. Our organization has a good reputation.
3. Generally speaking, our customers are satisfied with our service.
4. Our organization is looked upon as a prestigious company to work for.

Career encouragement at work. (Tharenou, 2001).

Responses options: (1) = never to (7) = six or more times.

1. Has a person more senior in position than yourself encouraged you in your career development (e.g., in promotion or advancement within your organization)?
2. Have colleagues at the same level as you encouraged you in your career development (e.g., in promotion or advancement within your organization)?
3. Have you been encouraged by other to apply for, or express interest in, promotion when opportunities become available?

Appendix G (Continued)

Corporate reputation. Based on Fortune Magazine's annual survey of America's most admired corporations. Response options: (1) = poor to (10) = excellent.

How would you rate your company on each of the following attributes?

1. Quality of management
2. Quality of products or services
3. Long-term investment values
4. Innovativeness
5. Financial soundness
6. Ability to attract, develop and keep talented people
7. Community and environmental responsibility
8. Use of corporate assets

Non-work social support for development. (Maurer et al., 2003) *8-items*

1. Members of my family are supportive of my learning new things that improve my career skills.
2. Friends outside of work are supportive of my efforts to improve my career skills.
3. People I know "off-the-job" are supportive of my efforts to improve my career skills.
4. People I trust and confide in (friends, family) are supportive of my efforts to improve my career skills.
5. Individuals I spend time with after work are supportive of my efforts to improve and develop my career-relevant skills.
6. My family encourages me to believe that I can learn and improve at work.
7. Friends outside of work have persuaded me to think that I am capable of improving and developing my work skills.
8. People I trust (family, friends) have discouraged me from believing in myself when it comes to expanding my career skills.*

Learning and development resources available. (Maurer et al., 2003) *3-items*

1. There are learning and skill development resources available to me through my employer that can help me improve my career skills.
2. Skill development options or learning materials can be obtained by me that will assist in improving my job/career skills.
3. There are no effective development options or resources available that can help me improve my career skills.

Internal and external marketability (Modified scale is based on Johnson unpublished manuscript, 2001, as cited in Eby, Butts, & Lockwood, 2003).

Response options: (1) = strongly disagree to (5) = strongly agree.

Appendix G (Continued)

Self-reported Internal Marketability

1. My company views me as an asset to the organization. (Eby et al.)
2. Given my skills and experience, the company that I work for views me as a value-added resource. (Eby et al.)
3. There are many opportunities available for me at this company. (Eby et al.)
4. I would be highly competitive if I chose to apply for other job opportunities at my current organization. (new item, Day, 2004)
5. I am confident that I could obtain a different, but equally rewarding position within this company. (new item, Day, 2004)

Self-reported External Marketability

1. I could easily obtain a comparable job with another employer. (Eby et al.)
2. There are many jobs available outside my current organization for me given my skills and experience. (Eby et al.)
3. Given my skills and experience, other organizations view me as a value-added resource. (Eby et al.)
4. When it comes to finding work outside my current company, I consider myself highly competitive. (new item, Day, 2004)
5. Regardless of the current economic situation, I expect that I could easily find another job. (new item, Day, 2004)

Demographics

Age: (1) under 20, (2) 21-30, (3) 31-40, (4) 41-50, (5) 51-60, (6) 61-70, (7) over 70.

Gender: (1) male, (2) female

Race: (1) Caucasian/White, (2) African American/Black, (3) Hispanic, (4) Asian, (5) Native American or Alaskan Native, (6) Other. These were re-coded into (0) nonminority and (1) minority.

Marital Status: What is your marital status? (1) Single (2) Married (3) Divorced (4) Widowed (5) Cohabiting

Children: Do you have any school aged children living with you?

Job type: What is your job title?

Organizational tenure: How long have you worked in your current organization?

Job tenure: How long have you worked in your current job? I.e. how long have you had your current or a similar job title?

Occupational Tenure: How long have you worked in your field, area or discipline?

Education: Please check the highest degree that you have earned:

(1) High School/GED, (2) Some College or Associate, (3) Bachelors degree

(4) Some Graduate work, (5) Masters degree, (7) Doctoral

1. Please provide the name of the university or school from which your highest degree was granted.
2. What was your major, field or area from which your highest degree was earned? I.e., Psychology, Civil Engineering etc.

Appendix H

Co-Worker Survey Scale Items

Co-Worker Survey Scale Items (*Presented in this order*)

Please answer the following questions based on how marketable you think the employee is.

Co-worker-reported Internal Marketability. *Instructions: Answer the following questions based on how marketable you think the employee is. Response options: (1) = strongly disagree to (5) = strongly agree.*

1. I think our company views this employee as an asset to the organization. (Eby et al.)
2. Given his/her skills and experience, the company that I work for views this employee as a value-added resource. (Eby et al.)
3. I think that there are many opportunities available for this employee at this company. (Eby et al.)
4. He/she would be highly competitive if he/she chose to apply for other job opportunities at our current organization. (new item, Day, 2004)
5. I am confident that this employee could obtain a different, but equally rewarding position within this company. (new item, Day, 2004)

Coworker-reported External Marketability

1. I think that this employee could easily obtain a comparable job with another employer. (Eby et al.)
2. There are many jobs available outside our current organization for this employee given his/her skills and experience. (Eby et al.)
3. Given his/her skills and experience, other organizations view this employee as a value-added resource. (Eby et al.)
4. When it comes to finding work outside our current company, I think that he/she is considered highly competitive. (new item, Day, 2004)
5. Regardless of the current economic situation, I expect that this employee could easily find another job. (new item, Day, 2004)

I am this individual's _____ (1) Co-worker (2) Supervisor.

On a scale of 1 to 10, how would you rate your company on each of the following attributes? Response options: (1) = poor to (10) = excellent.

1. Quality of management
2. Quality of products or services
3. Long-term investment values
4. Innovativeness
5. Financial soundness
6. Ability to attract, develop and keep talented people
7. Community and environmental responsibility
8. Use of corporate assets

Appendix I

Internal and External Marketability Factor Loadings for Participant Sample

Internal and External Marketability Factor Loadings for Participant Sample			
#	Marketability Item	Principal Axis Factoring	
		External Marketability	Internal Marketability
IM 1	My company views me as an asset to the organization.	0.200	0.776
IM 2	Given my skills and experience, the company that I work for views me as a value-added resource.	0.244	0.815
IM 3	There are many opportunities available for me at this company.	0.186	0.588
IM 4	I would be highly competitive if I chose to apply for other job opportunities at my current organization.	0.394	0.567
IM 5	I am confident that I could obtain a different, but equally rewarding position within this company.	0.357	0.536
EM 1	I could easily obtain a comparable job with another employer.	0.750	0.231
EM 2	There are many jobs available outside my current organization for me given my skills and experience.	0.732	0.200
EM 3	Given my skills and experience, other organizations view me as a value-added resource.	0.756	0.347
EM 4	When it comes to finding work outside my current company, I consider myself highly competitive.	0.809	0.337
EM 5	Regardless of the current economic situation, I expect that I could easily find another job.	0.756	0.336
	Eigenvalue	4.15	1.98
	Percentage of total variance	36.9	15.3

Appendix J

Co-worker Reported Internal and External Marketability Factor Loadings

Co-worker Reported Internal and External Marketability Factor Loadings			
#	Marketability Item	Principal Axis Factoring	
		CR-External Marketability	CR-Internal Marketability
IM 1	My company views me as an asset to the organization.	0.246	0.713
IM 2	Given my skills and experience, the company that I work for views me as a value-added resource.	0.269	0.772
IM 3	There are many opportunities available for me at this company.	0.147	0.642
IM 4	I would be highly competitive if I chose to apply for other job opportunities at my current organization.	0.480	0.666
IM 5	I am confident that I could obtain a different, but equally rewarding position within this company.	0.372	0.610
EM 1	I could easily obtain a comparable job with another employer.	0.692	0.280
EM 2	There are many jobs available outside my current organization for me given my skills and experience.	0.625	0.145
EM 3	Given my skills and experience, other organizations view me as a value-added resource.	0.572	0.234
EM 4	When it comes to finding work outside my current company, I consider myself highly competitive.	0.866	0.334
EM 5	Regardless of the current economic situation, I expect that I could easily find another job.	0.641	0.367
	Eigenvalue	3.97	1.85
	Percentage of total variance	34.7	13.5

About the Author

Rachel Day was born in Queens, New York in 1976. She was raised in Long Island and received her Bachelors Degree from State University of New York at Stony Brook in Psychology in 1998. She then moved to Tampa, Florida to pursue a masters degree and doctorate in Industrial and Organizational Psychology from the University of South Florida. Her experiences at USF have been very memorable. She is of Haitian decent and is very fond of Caribbean culture, food, and music. She loves spending time with her family and friends and appreciates their love and support immensely. She currently works as a research scientist in the Washington, DC area.