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A. Shakti Priya, B. Prabu Christopher

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The role of organisational career management in enhancing employees' self-competence and the influence of organisational learning culture as moderator with specific reference to the IT industry

A. Shakti Priya and B. Prabu Christopher*

VIT Business School,
Vellore Institute of Technology,
Vellore – 632 014, India
Email: shaktipriya.a2019@vitstudent.ac.in
Email: prabuchristopher.b@vit.ac.in

*Corresponding author

Abstract: This study aims to understand better how organisational learning culture (OLC) and organisational career management (OCM) collaborate to increase employees' self-competence (SC). This study surveyed 228 prominent information technology (IT) professionals from India using a quantitative methodology. Structural equation modelling with partial least squares was employed to test the study's hypothesis. According to the findings, how an individual's career manages within an organisation substantially affects their perception of SC. The interaction between OLC and OCM has a cumulative effect on employees' SC. When an organisation fosters a learning culture, the advantages of career management for employees are amplified. Since most of the sample comprises young adults, this study suggests that current generations expect an organisation to have a resilient learning culture. This finding is essential to the IT industry, given that work-from-home culture persists post-COVID and the extent to which learning culture could effectively implement at this juncture.

Keywords: organisational learning culture; OLC; organisational career management; OCM; self-competence; SC; signalling theory; experiential learning theory; Erikson's re-envisioned stages; young adulthood.

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Biographical notes: A. Shakti Priya is pursuing her Doctorate degree in the VIT Business School at the Vellore Institute of Technology. She has an MPhil in HRM. She received her qualification certificate for the CSIR-UGC NET (HRM). Her research interests include employee development, organisational learning culture (OLC), labour legislation, and corporate social responsibility.

B. Prabu Christopher is an Assistant Professor (Sr-Gr 2) of the VIT Business School, Vellore Institute of Technology. He has been working in the fields of research and education for 14 years. He also has six years of experience in the corporate sector. His research interests encompass cross-cultural management, psychological well-being, human resource development, and organisational learning.

1 Introduction

In response to the expanding gig economy, the fallout from the COVID-19 crisis, and the increased competition for talent, businesses are attempting to equip their employees with the skills they need to succeed (Koranteng, 2023; Okunkova et al., 2023; Rasit et al., 2023; Tripathi et al., 2023). Professionals in human resource management and development (HRM&D) are constantly refining their methods to maximise the potential of their human capital to accomplish their organisations' goals. Moreover, businesses today recognise the significance of nurturing an organisational learning culture (OLC). Specifically, they intend to cultivate a culture that encourages employees to increase their expertise over time (Deutscher and Braunstein, 2023), benefiting the organisation in all aspects.

Self-competence (SC), also known as self-efficacy, is a person's belief in their capacity to make wise decisions and take effective action to pursue their objectives (Spreitzer, 1995). SC is employee competency that directly explains the individual's self-concept, self-confidence, and self-efficacy. A person's perception of self-efficacy can predict optimism and productivity at work (Salanova and Ortiz-Maldonado, 2019). Consequently, a self-competent employee demonstrates a person-job-fit philosophy (Song and Chon, 2012). Self-efficacy has been the subject of research in numerous disciplines, including education (Ugalingan et al., 2022), nursing (Campbell et al., 2022), banking (Salman et al., 2022), and healthcare (Teh et al., 2023). There is a lack of research in the IT sector, where attrition has increased due to techno-stress, the COVID-19 disease, and shifts in job demand (Bhattacharyya and Sarkar, 2021; Sharma and Tiwari, 2023; Nikoloski et al., 2023), although high SC reduces depression (Azizah et al., 2021) and anxiety and increases individuals' resilience (Teh et al., 2023).

According to Jiang et al. (2012), human resource management (HRM) practices directly affect employee attitude, especially regarding employees' competencies. Training and development, team building, performance evaluation, and career development are ways to increase employees' skills and productivity (Potnuru and Sahoo, 2016). Salman et al. (2022) observed that recruitment, selection, training and development are precursors to SC in the Indian banking industry. They also determined that performance appraisal and employee involvement do not significantly affect SC. As a result, they recommended that researchers examine career management as a precursor to SC. According to Boselie et al. (2005), organisational career management (OCM) refers to a system of resources and procedures to help employees advance their careers. This includes career mentoring, training, and succession planning. Training and education programmes aid employees in advancing their careers, gaining valuable experience, and broadening their horizons. Even though self-efficacy is a significant factor in professional success (Byrne et al., 2008), researchers have not examined how career management techniques affect an employee's perception of SC.

An environment conducive to learning is required for effective career management to motivate employees' SC. Human resource development (HRD) professionals can benefit from a more self-aware (Attar, 2023) and productive (Froehlich et al., 2014) workplace by nurturing a learning environment in organisations. Potnuru et al. (2019, 2021) investigated how OLC moderates HRD practises (including training and development, team building, performance appraisal, and career development) and employee competencies in the Indian cement manufacturing industry. However, there is a paucity of research on the relationships between OCM and enhanced employee competency and

the role of OLC in this process. Van Esch et al. (2018) recommend research on the influence of HRM&D practises on particular employee competencies. HRM&D practices focusing on enhancing specific competence could improve employee outcomes.

India's information technology (IT) industry contributed 7.4% of its GDP in FY2022, and FY2025 anticipates an additional 10%. According to NASSCOM, India's IT sector earned \$227 billion in FY22, a 15.5% increase from the previous year. The exports of IT services account for over 51% of the industry's total exports, which includes hardware. In FY22, the IT sector employed 50 million people, an increase of 4.45 million from the previous year (IBEF, 2023). India's established IT centres are the National Capital Region (NCR) of Delhi, Bangalore, Pune, Mumbai, Chennai, Hyderabad, and Kolkata. Companies in this industry typically have comparable human resource policies (Noopur and Dhar, 2021; Bhat and Kaur, 2022). Studies on employees' SC and its relationship with OCM and learning culture are scarce in this industry. Consequently, this study empirically evaluates the effectiveness of an integrative strategy for developing employees' SC in India's IT industry.

Thus, despite the increasing emphasis on OCM, there is a need for more empirical evidence on how such initiatives influence employees' SC. It is also necessary to conduct additional research on OLC's potential for enhancing the effectiveness of OCM to foster individual competence development. By investigating the following research questions, this study seeks to address the research gaps mentioned earlier (Van Esch et al., 2018; Potnuru et al., 2021; Salman et al., 2022).

- 1 How much do the SC of Indian IT professionals improve due to OCM?
- 2 Does OLC moderate the relationship between OCM practises and employees' SC?

Co-variance-based structural equation modelling (CB-SEM) has been used to investigate the relationship between the study constructs by previous research (Potnuru et al., 2019, 2021; Salman et al., 2022). This study employs a quantitative methodology, partial least squares structural equation modelling (PLS-SEM). The research of OLC within the context of the relationship between OCM and employee SC contributes to signalling and experiential learning theories. At last, the paper discusses the study's implications and possible future initiatives.

2 Conceptualisation of variables

2.1 Organisational career management

OCM is the process of influencing employees' career development through formal and informal activities conducted by the organisation. Career management encompasses a variety of activities, including training courses, assessment centres, mentoring, and career counselling (Arnold, 1997; Sturges et al., 2002). It assists workers in navigating their career paths and achieving their objectives (Wesarat et al., 2014). A personal development plan can enhance individual and organisational performance (Greenan, 2016). Moreover, Yarberry and Sims (2021) have highlighted the significance of career development in COVID-19-driven work environments.

2.2 Self-competence

SC is one of the elements of global self-esteem (Tafarodi and Swann, 1995). Rather than experiencing positive or negative emotions, SC indicates a person's strengths or weaknesses. SC is defined as "the overall sense of oneself as capable, effective, and in control" [Tafarodi and Swann, (1995), p.325]. It can have a high or low level. High SC plays a motivating and adaptive function in demonstrating intentional behaviour and effectively dealing with stress (Smith, 1968; Bandura, 1982; Seligman, 1975). It also contributes to organisational psychological capital as an important dimension (Arora and Dhiman, 2020). Low SC, on the other hand, manifests as suppressed motivation, anxiety, and depression (Gecas, 1989). Highly self-competent people are predicted to be intellectual and successful (Fibell and Hale, 1978). SC is gained by achieving goals and managing one's surroundings (Kwao et al., 2022). When a person's activities are internally calibrated or autonomously defined, they are likely aware of their objectives and outcomes. When people's aspirations and legitimate objective results of their efforts are linked, their SC grows. Despite threats, it eventually becomes a potential power source (Adler, 1979).

2.3 Organisational learning culture

An organisation with a learning culture encourages the professional development of its employees through collaboration and the exchange of ideas. Workers frequently change professions and may be reluctant to share their knowledge (Marsick and Watkins, 2003); therefore, modern workplaces must provide opportunities for lifelong learning. With OLC, employees are better able to achieve their goals, are more likely to be creative and motivated as a group, and are required to constantly learn and develop through teamwork (Senge, 2009).

3 Hypothesis development

3.1 Organisational career management and self-competence

Ahmad et al. (2019) state that knowledge-based, job-based, contract-based, and alliance-based business employees have similar expectations for their organisations' career development programmes. Hirschi and Freund (2014) stated that career management interventions should increase social support and self-efficacy. SC improves individual performance and organisational success (Chenet et al., 2012; Gautam et al., 2021). It is a key to professional achievement and advancement (Byrne et al., 2008).

Both career management within an organisation and a person's perception of competence have been extensively studied. For instance, Jiang et al. (2016) argue that unpleasant management styles negatively affect employees' perceptions of their professional competence. Salminen et al. (2021) demonstrate that high-involvement work practices influence career self-efficacy. It displays a significant correlation between HRD practises and self-confidence. According to Crant (2000), role breadth self-efficacy is a crucial component of proactive behaviour, and the career management domain focuses on encouraging such behaviour. According to Wang and Jiao (2022), career social support significantly impacts confidence in making career decisions.

Byrne et al. (2008) discovered that the effectiveness of mentorship influences employees' perception of career self-efficacy. Ayoobzadeh (2019) emphasises the significance of a healthy mentor-mentee relationship for developing professional confidence. Renkema et al. (2009) observed that workers who perceive advancement opportunities in their positions perform better than those who do not. In other words, employees want to increase their confidence in performing their tasks well through career development. Therefore, it is essential to investigate how OCM affects individuals' SC.

Furthermore, Runhaar et al. (2019) disclosed a substantial influence of OCM on occupational self-efficacy among Dutch school teachers. Potnuru and Sahoo (2016) determined a link between career development practises and employee competencies. Employees' feeling of personal self-efficacy improves their career-based self-efficacy. According to Byrne et al. (2008), SC predicts career success. Al-Zoubi et al. (2022) investigated the effects of training, mentoring, job rotation, and working conditions on tacit knowledge transmission. In their research, they confirmed the powerful direct impact of supervisory and peer assistance on employees' capacities to learn and apply tacit knowledge in the workplace. Thus, in light of the preceding discussion, the following hypothesis is framed:

H1 OCM has a significant influence on employees' SC.

3.2 OLC moderates organisational career management and employee self-competence linkage

OCM is a process that aids employees in navigating their career paths and achieving their career goals. The information, skills, and talents an individual acquires over time and are crucial for success in the workplace are called SC. An OLC is a setting developed within a company where workers are encouraged to advance their knowledge and abilities continuously. When OLC supports OCM, it successfully increases employees' SC. The link between these constructs has been established by signal and experiential learning theories. According to the signalling theory (Spence, 2002), businesses that foster a learning culture indicate to employees that management values and encourages sharing knowledge and expertise acquired through their experience (Bloor and Dawson, 1994; Spence, 2002).

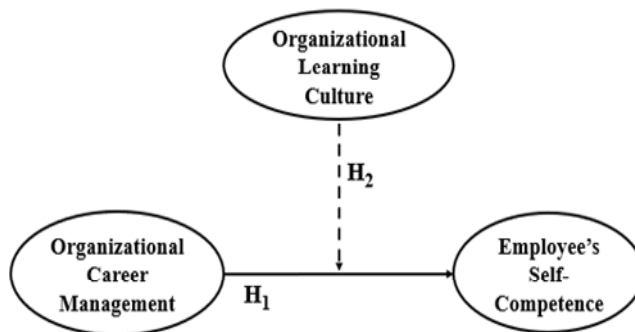
According to Kolb's (1984) experiential learning theory, two factors significantly impact the learning process: exposure to multiple constituents and feedback from superiors and peers. According to Clark et al. (1993), employees are self-inspired to develop and share skills and knowledge when they believe their organisation fosters a learning culture through continuous feedback and mentoring opportunities. By promoting a culture of learning, it is possible to increase employee capabilities (Jeong et al., 2017). Therefore, OLC substantially moderates the relationship between employee development practises and employee capabilities in light of signalling and experiential learning theories.

According to Lyons and Bandura (2017), operational managers internalise automated learning processes. It encourages employees to become more ambitious, self-confident and goal-oriented. The learning objective concentrates primarily on the workforce's mindset, SC, and career-related challenges (Kyndt and Baert, 2013). Likewise, Kim and Hyun (2017) argued that HRM&D practises should foster a learning environment in the workplace to gain the benefits of high self-efficacy. Reining and Kauffeld (2022) have

analysed learning facilities. They observed that learning factories increased an individual's competency and asserted that task-based instruction improved employees' skills. According to Chasserio and Bacha's (2023) research, an intervention to promote self-efficacy can trigger a transformative learning experience on an individual level, transforming the individual's perspective on their profession. It implies that when HRM&D practises integrate with a learning culture, personal competence increases.

Yamazaki et al. (2018) found a connection between organisational learning orientation and self-efficacy development. They argued that confidence in one's abilities is correlated with an emphasis on learning through direct experience. The correlation between learning style and self-efficacy development remained constant for some employees. Robson and Hansson (2007) found that career management and continuous learning positively influence employees' perceptions of their accomplishments. According to previous research (Joo and Park, 2010; Joo and Ready, 2012), coaching and mentoring practises facilitate the adoption of a learning culture in Korean companies. According to Rosengarten and Callum (2021), nurturing a sense of competence in the workplace requires opportunities for professional growth and a supportive learning culture. Developing human capital through an organisation's learning culture enhances individual proficiency (Islam and Amin, 2022). Idris et al. (2021) and Freiha and Sassine (2023) argue that an organisation's willingness to invest in its employees' professional development is essential for nurturing a positive work environment.

Figure 1 Research model



Moreover, since the importance of a learning culture in practice has been established in several studies (Van der Rijt et al., 2012; Moon and Choi, 2017; Van Vianen et al., 2018), OCM supported by an OLC would effectively increase employees' career self-efficacy and occupational competencies. Further, Potnuru et al. (2019, 2021) asserted that OLC significantly strengthens connections between HRD practises and employee capabilities. As Lee et al. (2018) reported, top management support moderates the relationship between HRD practises and employee attitudes. Kayani et al. (2023) also postulated that OLC moderates the link between organisational support and employee creativity. Consequently, the following hypothesis is proposed based on the discussion mentioned above.

H2 OLC moderates the significant relationship between OCM and employee SC, such that a high OLC would strengthen this substantial relationship.

The conceptual framework and hypotheses of the investigation are depicted in Figure 1. It describes the influence of OCM on employees' SC and the interaction effect of career management and OLC on employees' SC.

4 Methodology

The data for this study were collected using a quantitative research approach and a cross-sectional method. Quantitative research methods are suitable for evaluating hypotheses and validating theories. This method aids in generalising the data to the population (Bell et al., 2022; Dubey and Kothari, 2022). This methodology seems appropriate given that the purpose of this study is to generalise the study's findings to Indian IT professionals.

Table 1 Descriptive statistics of the demographic variables

<i>Variables</i>	<i>Classifications</i>	<i>Sample count</i>	<i>(%)</i>
Gender	Male	177	77.6
	Female	51	22.4
Age	Young adulthood (18–29)	203	89.0
	Middle adulthood (30–48)	25	11.0
Education	Engineering	211	92.5
	Non-engineering	17	7.5
Experience (years)	Below 1	13	5.7
	1 to 3	167	73.2
	4 to 6	24	10.5
	7 to 9	7	3.1
	10 and above	17	7.5
Job locations (IT Hubs)	Bangalore	63	27.6
	Chennai	48	21.1
	NCR-Delhi	31	13.6
	Hyderabad	28	12.3
	Kolkata	16	7.0
	Mumbai	9	3.9
	Pune	33	14.5

The analysis tool, G*Power, was used to determine the sample size (Faul et al., 2009; Hair et al., 2017; Memon et al., 2020). According to Hair et al. (2017), the power setting should be 0.80, the effect size should be 0.15, and the α should be 0.05 for social and business studies. 68 samples are therefore required for this study. During the survey period of February 2023 to April 2023, this study would only cover IT professionals who work for the top five IT organisations based on their FY22 attrition rate (Naik, 2022). The study sample included intermediate and entry-level IT professionals working in various technical specialities in the chosen firms. Therefore, HR specialists and managers at the selected IT firms were excluded. A quota sampling method followed by a convenience sampling technique was used to determine the respondents. This technique

aids in minimising sampling bias. To obtain a representative sample and keep their identities anonymous, 100 individuals from each IT hub were requested to complete a survey. To eliminate researcher bias and to assess the respondent's perceptions of the study's constructs, a self-administered questionnaire (an online form) was employed in this study (Ahamed, 2022; Bell et al., 2022; Dubey and Kothari, 2022). Using the LinkedIn platform, data from the target audience was acquired. Community members have benefited from using LinkedIn to network and obtain information (Kohl et al., 2023; Nault et al., 2023). Of the 800 IT employees who were approached, 264 agreed to participate and share their opinions. The self-administered questionnaire was distributed to these IT employees. Finally, 246 respondents completed the survey, of which 228 were found valid. The survey data were analysed using SPSS version 25, SMART PLS version 4 (Ringle et al., 2022), and stats tools (Gaskin, 2016).

The majority of survey respondents are male (78%), young adults (89%) and one to three years of work experience (73%). In addition, 93% of survey respondents are engineering graduates and 28% work in Bangalore City. This research examines age using Erikson's eight re-envisioned stages, as proposed by Sacco (2013). The descriptive statistics of the demographic profile are exhibited in Table 1.

4.1 Measurement

The questionnaire measures opinions on OCM, SC, views on the OLC, and demographic information. Using a 5-point Likert scale, standardised measures were adapted to evaluate the constructs. We evaluated OCM using the scale devised by Sturges et al. (2002) in this study. It examines how effectively the organisation's programmes, tools, and benefits assist employees in advancing their careers and acquiring new skills. According to our analysis, the Cronbach alpha for these six items was 0.856. The level of OLC was assessed using a six-item scale designed by Yang et al. (2004). It evaluates how well a company supports the education and development of its employees. Cronbach's alpha for the items in this investigation is 0.880, indicating high levels of reliability. The four items of the SC scale developed by Tafarodi and Swann (1995) were adopted. It is a reliable (Cronbach alpha = 0.831) instrument for measuring an employee's self-confidence.

5 Data analysis and hypothesis testing

This study evaluated the data and verified the hypothesis using PLS-SEM. PLS-SEM is a second-generation multivariate analysis technique that combines multiple linear regression, path analysis, and confirmatory factor analysis. (Hair et al., 2014) When examining a structural model, the variation in the dependent variable is revealed. This method is ideal for novel phenomena in which prediction is more crucial than parameter estimation (Chin et al., 2003). This study aims to predict the effects of organisational characteristics (career management and learning culture) on employees' SC (a perception of individual efficacy). In addition, this method is appropriate for this study because it concentrates on explaining the variance in SC (the dependent variable) when evaluating the integrative model. PLS-SEM examines the model in two phases:

- a assessing the measurement model
- b assessing the structural model. The following section elaborates on the PLS-SEM results.

Table 2 Results of the measurement model

<i>Construct</i>	<i>Items</i>	<i>Loadings</i>	<i>Cronbach's alpha</i>	<i>CR (rho_a)</i>	<i>CR (rho_c)</i>	<i>AVE</i>
Organisational career management	CM1	0.830	0.841	0.853	0.886	0.610
	CM2	0.736				
	CM4	0.719				
	CM5	0.794				
	CM6	0.820				
Organisational learning culture	OLC1	0.735	0.881	0.884	0.910	0.628
	OLC2	0.806				
	OLC3	0.787				
	OLC4	0.820				
	OLC5	0.754				
	OLC6	0.849				
Self-competence	SC1	0.832	0.835	0.850	0.881	0.666
	SC2	0.782				
	SC3	0.872				
	SC4	0.774				

5.1 Measurement model

The factor loadings, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) should be examined to evaluate the measurement model. The reliability of the models was assessed using Cronbach's alpha (α). The construct values range from 0.835 to 0.881, exceeding the recommended value of 0.65 (Hair et al., 2014). It indicates that the scale is highly reliable. The measurement model's outer loadings were utilised to examine the questionnaire's internal consistency. Hair et al. (2014) state that the outer loading threshold should be more than 0.7 and that if items with outer loadings between 0.4 and 0.7 are considered for deletion, the AVE and the CR increase due to the deletion. One career management item in this study scored 0.696, under the cutoff of 0.7. The CR and AVE both improve when that item is eliminated. It was therefore presumed to have been removed. The final outer loadings for each item range from 0.719 to 0.872, which is higher than a threshold of 0.7 (Hair et al., 2014).

Additionally, the AVE from the constructs ranges from 0.610 to 0.666, which is greater than 0.5 (Hair et al., 2014), and the CR rho_a and rho_c range from 0.850 to 0.884 and 0.881 to 0.910 for all the constructs, respectively, which is greater than 0.7 (Hair et al., 2014). These factors assure convergent validity. As a result, the validation of the model demonstrates how reliable and consistent the measurement model is. Table 2 summarises the results of the measurement model.

Using the heterotrait-monotrait (HTMT) measure of correlation, discriminant validity was examined. According to Henseler et al. (2015), the HTMT criterion should align the values with a 0.85 threshold. The findings of this study's HTMT ratio of correlation are less than 0.85, which supports the discriminating criterion displayed in Table 3. In conclusion, the measurement model demonstrates that it is accurate and reliable.

Table 3 Result of discriminant validity

<i>Constructs</i>	<i>CM</i>	<i>OLC</i>	<i>SC</i>
CM	-	-	-
OLC	0.684	-	-
SC	0.482	0.360	-

5.2 Structural model assessment

The research hypothesis was evaluated using a structural model with the bootstrapping technique with 5000 samples (Hair et al., 2017). Falk and Miller (1992) established a cutoff value 0.10 for the R² statistic; the observed value of 0.223 exceeds this threshold. According to this finding, 22.3% of the variance in an employee's SC is accounted for by the interaction between OCM and learning culture. Table 4 displays the results of the hypothesis test with pertinent statistical data. The path coefficients and t-values in the path model (see Figure 2) demonstrate the relationships between the constructs. According to the analysis, OCM significantly influences employees' SC (Beta = 0.383, $p < 0.01$). Accordingly, H1 was supported. In addition, OLC has no appreciable and direct effect on employees' SC (Beta = 0.139, $p > 0.05$). Furthermore, OLC moderates the relationship between OCM and an employee's SC (Beta = 0.141, $p < 0.01$). Accordingly, H2 was supported.

Table 4 Summary of the structural model

<i>Relationship</i>	<i>Path coefficient</i>	<i>t value</i>	<i>P value</i>	<i>Decision/Result</i>
CM → SC	0.383	4.080	***	Supported
OLC → SC	0.139	1.536	0.125	No impact
OLC × CM → SC	0.141	2.605	***	Supported

Note: *** $p < 0.01$.

According to Cohen (1988) and Chin et al. (2003), effect sizes (f^2) below 0.02 are considered to have no impact, between 0.02 and 0.14 are considered to be small, between 0.15 and 0.34 are considered to be moderate, and over 0.35 are considered to be large. This study's effect size (f^2) is 0.04, a value of negligible significance. Even though the effect size (f^2) is small, Chin et al. (2003, p.211) argue that this does not imply that the moderator effect should be ignored: 'Even a small interaction effect can be meaningful under extreme moderating conditions; if the resulting beta changes are meaningful, then it is important to take these conditions into account.' When the beta coefficient increases, even a minor influence in moderation can have a substantial effect. According to the study's findings, OLC moderates the relationship between OCM and employee SC, which is supported by the fact that the beta coefficient of this study is greater than 0.100 and statistically significant at 1% (Huber et al., 2007). In the second phase of the

moderation assessment, slope analysis was used to examine the findings (Hair et al., 2022). Using the Stats tool package (Gaskin, 2016), the simple slope analysis (Aiken and West, 1991) was employed to assess the interaction effect's intensity. It illustrates how the magnitude of the impact on the correlation between the independent and dependent variables changes as the quantity of the moderating variable increases or declines.

Figure 2 Results of PLS-SEM (see online version for colours)

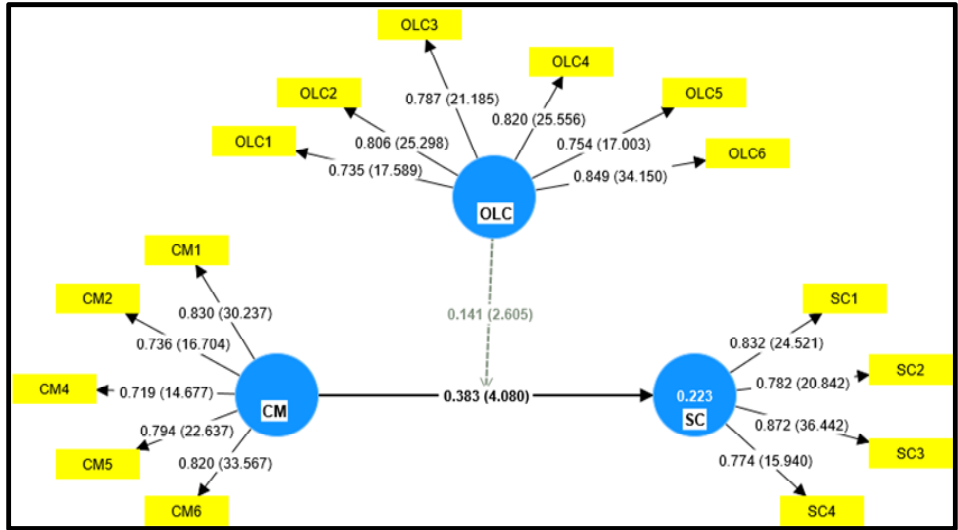


Figure 3 Simple slope plot between OCM and OLC on self-competence (see online version for colours)

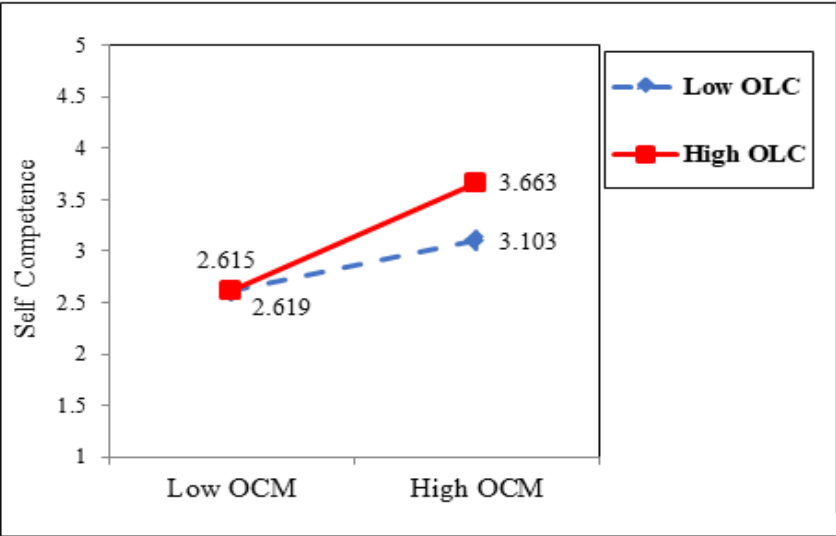


Figure 3 depicts the examination of the interaction effect using OLC values that were one standard deviation above and below the mean. The findings of the slope analysis indicate

that a group of employees with a high OLC is more likely to develop higher SC levels than a group of employees with a low OLC. It is because organisation-wide career management improves as the OLC rises. Figure 3 demonstrates that when OLC is high (the slope is steeper, from 2,615 to 3,663), there is a stronger relationship between OCM and an employee's SC than when OLC is low (the slope is shallow, from 2,619 to 3,103). Therefore, the results indicate that OCM has a greater impact on employees' SC when learning culture levels are high than when they are low.

6 Discussion

This study's findings emphasise the significance of fostering an environment where employees are encouraged to learn and develop their skills. First, the study found that career management programmes implemented by organisations have a significant impact on employees' sense of personal competence. The results of this study confirm the previous researchers' (Sullivan et al., 2003; McDonald and Hite, 2005; McGraw, 2014; Potnuru and Sahoo, 2016) findings that career development substantially impacts employees' competencies. Particularly, it increases employees' confidence in their abilities to learn and advance in their employment (Runhaar et al., 2019; Salminen et al., 2021; Al-Zoubi et al., 2022). When companies invest in the career management of their employees, they help them become more self-reliant and successful. Employees develop because career management activities allow them to assess their skills and identify areas for improvement. Consequently, they may feel more competent in handling difficult circumstances.

The second main outcome of this study is that a company with a robust learning culture can maximise the positive impact that career management has on employees' perceptions of their competence. This finding supports the argument made by previous researchers (Turgut and Neuhaus, 2020) that companies should invest in the personal development of their employees to foster a culture of innovation and expansion. Also, researchers (Kim and McLean, 2008; Park, 2010; Moon and Choi, 2017; Potnuru et al., 2021) demonstrated the moderation of OLC in the relationship between career development and overall employee competencies. It indicates that organisations must cultivate a culture that encourages and supports education and training to assist employees in developing their SC. One of the primary outcomes of this study is that organisational support for career management enhances employees' SC in organisations with high OLC strategies compared to those with low OLC strategies. It reveals that, although OCM promotes the development of SC, employees believe that opportunities for continuous learning and knowledge sharing are crucial to their SC development.

7 Theoretical implications

This research has contributed to the HRD literature. First, it determines that individual career management practice increases employees' SC, improving the performance essential to achieving both personal and organisational objectives. Self, social, and team competence were investigated by Salman et al. (2022) to determine the impact of HRM practises (including training and development, performance appraisal, employee involvement, and recruitment). This study addresses an oversight in the literature by

providing empirical evidence of career management strategies' impact on individuals' perceptions of competence. In addition, the study sheds light on the competency-based perspective of HRD, which proposes that HR practises should be tailored to the competency requirements of an organisation to attain the performance threshold by placing a premium on intangible psychological capital.

Second, it determines that integrating career management activities and an organisation-wide learning culture could boost the SC of individual employees. Employee competencies have traditionally been studied as a unified concept; however, less attention has been paid to the impact of HRD practises and OLC on employee competencies (Potnuru et al., 2019, 2021). This study examined the role of OLC as a moderator between OCM and worker SC. It is argued that HRD practices that aim to improve employees' abilities are essential for achieving desired production levels. The employee outcome could accomplish by fostering a learning environment where employees are encouraged to share their expertise and develop as industry leaders. Following experiential learning theory, Nguyen et al. (2019) report that employees believe firms that establish a healthy corporate learning culture through feedback and mentoring will inspire people to learn and share their knowledge.

Third, this research contributes to the existing literature on self-esteem theory (Tafarodi and Swann, 2001) by investigating the historical roots and contemporary relevance of SC. When people place a greater value on their talents, they improve them. SC is a fundamentally subjective concept that necessitates more exercises that affect a person's fundamental nature (Tafarodi and Swann, 1995). Consequently, this study contributes to the self-efficacy theory by demonstrating that career management practises (personal development plan, mentoring, impartial career advice, ensuring adequate training, and networking) influence the intrinsic character of employees, thereby enhancing their SC.

Fourth, in this study, the interaction effect of OLC and OCM improving employees' SC has a minor effect and little influence. This conclusion could examine by comparing intrinsic and extrinsic motivational components (Warr et al., 1979). The instrument to evaluate OLC (Yang et al., 2004) combines intrinsic and extrinsic factors, such as rewards, recognition, teams changing their thinking, sharing lessons learned, community building, and leaders pursuing learning opportunities. Studies (Potnuru et al., 2021; Salman et al., 2022) have found that some HRM practises (recruitment and selection, and training and development) have a positive effect on SC, while others (employee involvement and performance appraisal) do not. Certain practises that influence SC are intrinsic factors, wherein such scales directly improve employees' knowledge, skills, and attitude (KSA), as measured by the instrument that measures the respective practises. Similarly, some HRM practices that do not enhance SC appear extrinsic; however, these assessments primarily evaluate the efficacy of such HRM practices. This claim corroborates the findings of Kusumah et al. (2021) and Montagano and Sheehan (2021), who assert that when employees are motivated by internal factors, their SC increases.

8 Practical implications

A high level of SC could achieve by accomplishing quantifiable objectives through one's efforts. It develops into a powerful hub despite attempts to destabilise it (Adler, 1979). Numerous factors influence a person's notion of SC. Due to the social character of the

workplace, the objectives of individual employees may vary from organisation to organisation. This study's findings have several practical implications for improving employees' SC and achieving organisational success. At first, this study suggests that companies could invest more effort in career management practise to enhance employees' SC. The development activities, namely providing numerous training opportunities, facilitating a knowledge-sharing environment, and providing career guidance and assistance, could contribute to the achieve this objective.

Besides, in the exceptionally competitive business environment of the twenty-first century, a culture that encourages a commitment to lifelong learning is essential. As a result of increased competition and the emergence of the gig economy, companies are now coordinating their efforts to attract, develop, and retain employees for the long term. Nonetheless, retaining young adults in a competitive business environment is challenging but essential (Niemisto et al., 2016). Based on the demographic profile of this research, which comprises young adults (89%), this study recommends that HRD specialists improve the workplace learning culture to retain young adults within organisations in this complex scenario successfully. Similarly, a company with a robust learning culture encourages employees to take risks and believe in their abilities (Turgut and Neuhaus, 2020).

Moreover, the results of this integrated model suggest that HRD specialists should emphasise intrinsic factors to increase employees' SC, which consistently encourages them to become high-performers who meet individual and organisational performance objectives. The study's findings also revealed that conventional approaches to career management are associated with enhanced learning outcomes. The OLC has no discernible impact on personal competency. It suggests that HRM&D specialists in the IT sector promote OLC through HRM practices that increase employee SC. Therefore, this study suggests that HRM&D professionals strengthen the OLC through substantial HRM practises to cultivate employee talents.

Employee SC influences employee performance (Crant, 2000; Pierce et al., 1989), commitment (Salminen et al., 2021), and engagement (Cotter and Fouad, 2013). Therefore, investing in cultivating a learning culture among employees will assist them in becoming more independent and productive. In light of this, it follows that an organisation's learning culture and career management practises strongly predict organisational commitment, thereby boosting both employees' intention to stay (Joo and Park, 2010; Joo and Ready, 2012) and their organisational citizenship behaviour (Idris et al., 2021). HRD specialists can increase organisational effectiveness (Potnuru and Sahoo, 2016), performance (Salman et al., 2022), and employee satisfaction (Kramer and Engelmann, 2022; Lin et al., 2022) over time.

9 Limitations and future scope

Some limitations of the study are highlighted, along with suggestions for future research in this section. First, this study examined OCM as a potential predictor of employee SC. Future research could examine the influence of OCM on other forms of employee competencies (such as teamwork SC, social competence, and diversity competence), allowing for a more in-depth examination of the factors. It will assist companies in establishing effective career management strategies and learning culture to maximise employee performance.

Second, the study's findings are pertinent to the Indian IT industry. According to the literature review, the conceptual framework proposed in this study has the potential to apply across industries. Women in the promotional industry (Marsh et al., 2021) and the aviation industry (Germain et al., 2012) have reported low levels of SC, for instance. This negative state could address by implementing the integrative framework evaluated in this study by incorporating the primary HRM practises of the particular organisation into this model. Therefore, this research could apply in industries where employee SC plays a significant role in career success, such as the fashion industry (Aziz et al., 2019) and the advertising domain (Digout et al., 2017).

Third, the study was limited to investigating the impact of OCM on the SC of employees. Other HRM&D practices, such as compensation management and organisational development, could be examined as antecedents of SC to disclose the impact of diverse employee development practices at the individual level. At last, even though some outcome factors directly related to employee SC have been investigated, including them in this study would be broad. Therefore, future research could explore the outcome variables (organisational performance and effectiveness) in greater depth to comprehend the integrative framework at the organisational level.

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