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BEYOND WORKPLACE DYNAMICS: HOW ORGANIZATIONAL CONDITIONS SHAPE CAREER SUCCESS THROUGH PROFESSIONAL DEVELOPMENT

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Abstract

Professional development is a key component of career success that demonstrates individual ability, as well as organizational conditions. The current study examines the role of organizational support, supervisory support, and developmental experiences in career success, as well as the negative role of role conflict in addition to role ambiguity. The study used a quantitative, cross-sectional design; for analysis purposes, the software used was SPSS as well as SmartPLS 4. Construct reliability as well as validity of the measurement models were evaluated, and the significance of hypothesized relationships was determined in the structural models. The findings confirmed that organizational support, supervisory support, as well as developmental experiences positively influenced career success. On the other hand, role conflict along with role ambiguity had a significant negative impact on career outcomes. Developmental experience proved to be the most powerful predictor, highlighting the need for ongoing development, challenging experiences, as well as opportunities for skill acquisition. Along with good managerial supervision, organisational recognition also reinforced employees' work experience as well as helped them advance in their careers. In contrast, competing priorities, in addition to vague expectations, limited workers' capacity to demonstrate their competencies or to progress. The results indicate that learning in the workplace, constructive feedback, as well as clear responsibilities are critical factors in a supportive work environment. This study examines organizational enablers in conjunction with work-related stressors, providing a more comprehensive understanding of factors influencing career success. The findings offer insights for HR professionals as well as organizational managers on how to foster employee development, job satisfaction, and career progression.

Keywords: Career Success; Organizational Support; Supervisory Support; Developmental Experiences; Role Conflict; Role Ambiguity; Professional Development

1. Introduction

Career success is an important measure of employees' career development, career satisfaction, as well as career accomplishment. Career outcomes are influenced by the organization's support, supervisor relationships, development opportunities, as well as individual talents in today's work environments. A supportive work environment encourages career advancement, while competing demands or not clearly defined responsibilities hinder career advancement. Success in a career is both objective and subjective, such as salary, promotion, career achievements, career satisfaction, as well as meeting personal career aspirations

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(Arthur et al., 2005; Ng et al., 2005). These basic studies have been published in previous years, but the contributions they make to contemporary research in careers are still relevant. Spurk et al. (2019) also highlighted the need to consider career success in addition to the individual's career experiences, especially in relation to career transitions. Organizational support enhances employees' sense of being valued as well as cared for by the organization. These kinds of insights inspire people to work towards their career goals as well as look for career growth. Kurtessis et al. (2017) showed that perceived organizational support (POS) is an important factor in the development of employee attitudes as well as behaviours. Likewise, employers offer job growth opportunities, constructive criticism, as well as positive reinforcement, all of which are supportive. Training, mentoring, as well as challenging assignments further enhance employees' skills as well as readiness for promotion, while developmental experiences contribute to this. But if there are competing demands or vague responsibilities in the workplace, then workplace resources become less effective. Role conflict arises when conflicting expectations are placed upon employees, while role ambiguity is a lack of clarity regarding job responsibilities and/or job standards. The two conditions have a negative impact on the effectiveness of work that hinder workers' ability to show their competency.

1.1 Organizational Support and Career Success

Organizational support is defined as employees' perceptions that their organization cares about them as well as values their contributions. This includes the ability to be recognised, treated fairly, have access to resources, as well as have opportunities for career growth. Organizational Support Theory is a theory that would help to understand the link between these perceptions and employees' attitudes and behaviours in the workplace. The meta-analytical review by Kurtessis et al. (2017) confirmed that P.O.S. is a key factor in positive employee outcomes. Supportive organizational practices support career success through resources, recognition, as well as opportunities for professional development. Companies that employees think are supportive have employees who are more likely to improve their skills, seek promotion, as well as have positive career expectations. Thus, organizational support is associated with objective career outcomes (salary progression as well as promotion), as well as subjective outcomes (career satisfaction). The relationships show the role of organizational practices in supporting employees' professional growth.

1.2 Supervisory Support and Career Success

Supervisory Support includes guidance, feedback, encouragement, as well as professional support from the employee's immediate supervisor. Supervisors help their employees' career development by setting clear expectations, recognizing individual performance, mentoring employees, as well as suggesting employees for promotions or other career opportunities. Positive supervisory relationships are also important for helping employees deal with workplace issues as well as for promoting their involvement in enhancing the organization. In their study, Kundi et al. (2022) investigated the association of workplace social support with subjective career success, which indicates the importance of supportive relationships at work. Supervisory support enhances workers' professional self-assurance, productivity, as well as potential for professional development. For this reason, supervisory relationships are a crucial organizational construct to account for differences in career success.

1.3 Developmental Experience and Career Success

Developmental experience refers to job-related experiences that improve the professional knowledge, skills, as well as qualifications of employees. These experiences include training, mentoring, job rotation, challenging assignments, as well as participation in major organizational projects. Career development opportunities increase the skills of employees to meet evolving work needs as well as show professional competence.

To explore the relationship between employer-sponsored career development practices and employee outcomes, Ng et al. (2025) examined the topic. In a similar study, Rawat et al. (2024) studied networking as well as mentoring in relation to subjective career success. Their findings point to the role of career-related resources as well as employee relationships in employee development. The insights provided here make developmental experience a significant variable in the context of career success, not only by contributing to skill development, but also by contributing to career readiness as well as career advancement.

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1.4 Role Conflict and Career Success

Role conflict is a situation in which employees face conflicting expectations, responsibilities, or demands in the workplace that are not easily met simultaneously. These are happen when there are conflicting directions, various stakeholder needs, or conflicting departmental priorities. It is these conditions that cause work-related stress as well as distract employees from their core duties. Role conflict also has a negative effect on professional development opportunities and make it challenging for staff to showcase their skills and abilities. Sawhney et al. (2020) explored the link between team relationship conflict and subjective career success (career satisfaction as well as job satisfaction). While relationship conflict is a distinct construct from role conflict, its results show how negative work situations are affecting the evaluations of employees' careers. To minimize conflicting demands, priorities must be clearly defined, workloads should be allocated realistically, and communication among members of the organization should be effective. Such practices foster a more positive workplace for staff, professional effectiveness, as well as career growth.

1.5 Role Ambiguity and Career Success

Role ambiguity occurs when staff members don't have enough information about their roles, performance criteria, or desired outcomes. Vague expectations make it hard to prioritize work, assess performance, as well as determine what is needed to advance in the field. This is lead to difficulties in role performance or in matching work with organizational goals for workers with role ambiguity. This ambiguity also reduces the impact of performance feedback as well as career planning. Sawhney et al. (2020) investigated role ambiguity, role conflict, as well as role overload in relation to a number of work outcomes, highlighting the need to differentiate between these occupational stressors. To minimize role ambiguity, job descriptions as well as job standards must be communicated, feedback must be given frequently, and communication within the organization must be consistent. Improved clarity over work responsibilities builds employee understanding of job performance expectations, which helps them to be more effective as well as advance their careers.

Past studies have focused on organizational support, supervisory relationships, career development practices, and workplace stressors, and have yielded important information about employees' career experiences. Kurtessis et al. (2017) summarized the literature on the concept of perceived organizational support, and Kundi et al. (2022) examined the link between social support in the workplace and subjective career success. Likewise, networking as well as mentoring are relevant resources for career development (Rawat et al., 2024). In addition, adverse organizational circumstances have been found to be important in influencing employee outcomes (Sawhney et al., 2024, 2020). Even with these contributions, however, the effect of supportive workplace resources alongside the adverse role conditions provides a more comprehensive look at the relationship between these resources and career success. There are two types of workplace assistance: organizational support and supervisory support, as well as opportunities for professional growth, which are captured by developmental experience. Role conflict as well as role ambiguity, however, are two other ways of describing work-related constraints. By combining these five constructs into one model, a full picture of the relationship between organizational resources as well as occupational challenges as well as employees' career outcomes emerges.

2. Literature Review

2.1 Career Success

Career success is a positive outcome of a person's career experiences that is perceived as positive, for example, promotion, recognition, monetary reward, and job satisfaction. It consists of objective success, which is based on observable success indicators like salary and promotion, as well as subjective success, which is based on people's perceptions of their career success (Arthur et al., 2005; Ng et al., 2005). Both are crucial since career growth doesn't always lead to personal fulfillment. Individual skills, opportunities within the organisation, working relationships, as well as career management behaviours are all important for career success (Spurk et al., 2019). In a study on organizational career growth, Wang and Abu Hasan (2024) pointed out the role of organizational support, employee attitudes, as well as management practices. Likewise, Ng et al. (2025) explored the association between employer-sponsored career development practices and employee

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outcomes, and Rawat et al. (2024) explored networking, mentoring, organizational support, as well as subjective career success. The results of these studies indicate that success in one's career needs to be viewed in terms of one's own capabilities as well as workplace conditions.

2.2 Organizational Support and Career Success

Organizational support is employees' perceptions of their organization's value as well as caring for their contributions. This encompasses recognition, fair policies, provision of resources, as well as development opportunities. According to organizational support theory, a perception of organizational care is a crucial determinant of employees' attitudes as well as behaviours in the workplace (Kurtessis et al., 2017). Supportive organizational practices are used to help employees achieve their professional goals as well as support their success in their careers. In the study by Ng et al. (2025), the authors explored employer-sponsored career development practices and found two mechanisms—perceived organizational support and organizational attachment—that are relevant to employee outcomes. Rawat et al. (2024) also studied P.O.S. as well as its relationship with subjective career success. The results indicate that career-related support as well as recognition should be provided to employees to support their professional development.

2.3 Supervisory Support and Career Success

Supervisory support is the guidance, feedback, encouragement, as well as professional help received by employees from their immediate supervisors. Supervisors affect career development by helping to set expectations, determine training needs, offer mentoring, and/or make advancement opportunities available. Kundi et al. (2022) investigated the relationship between workplace social support and subjective career success, which emphasizes the importance of supportive workplace relationships. Rawat et al. (2024) also studied mentoring as well as networking as career-enhancement resources. Supportive supervisors boost staff confidence, enhance performance, and assist staff in dealing with work challenges.

2.4 Developmental Experience and Career Success

Developmental experience is the opportunity to build up employees' professional knowledge, skills, as well as ability to accept additional responsibilities. Development is provided through training, mentoring, job rotation, as well as challenging assignments to enhance employees' capacities as well as readiness for promotion. De Vos et al. (2019) highlighted the importance of career management from the organizational perspective to career outcomes; in addition, Ng et al. (2025) discussed the relationship between employer-sponsored development practices and employee performance as well as turnover. Rawat et al. (2024) also pointed out the importance of mentoring as well as networking for subjective career success. The results indicate that developmental opportunities within the workplace are used to develop skills as well as demonstrate competency, in addition to achieving professional objectives.

2.5 Role Conflict and Career Success

Role conflict happens when workers are confronted with conflicting expectations, conflicting directions, or conflicting demands that they can't easily meet. These factors lead to a higher level of stress, distraction from work, as well as hindered career growth. Ullah et al. (2024) studied the relationship between team relationship conflict and subjective career success. While relationship conflict is a different type of conflict than role conflict, the study offers relevant context to understanding the impact of negative experiences in the workplace on career evaluations. Sawhney et al. (2020) also conducted a study on role conflict along with other stressors in the workplace. Constantly conflicting demands make it hard for workers to show consistency in their work, as well as work performance, as well as to achieve career goals. Thus, role conflict is likely to be negatively related to career success.

2.6 Role Ambiguity and Career Success

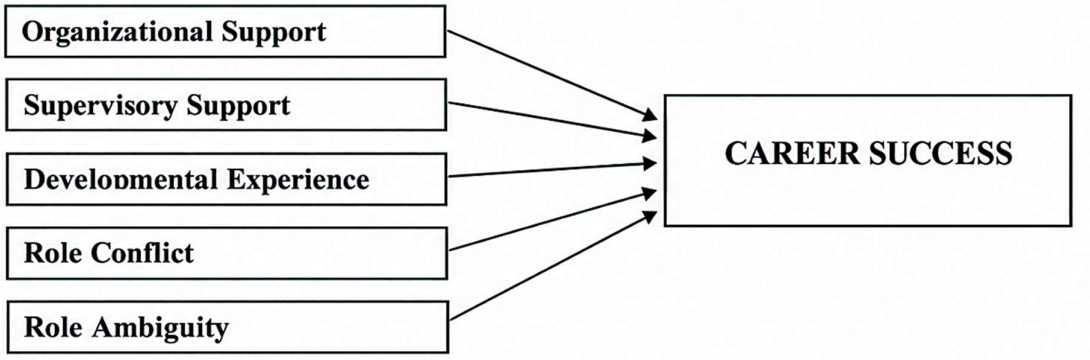
Role ambiguity occurs when employees have insufficient information regarding their role responsibilities, performance criteria, authority, and/or outcomes of their work. Lack of clarity regarding expectations makes it hard to prioritize work, assess performance, as well as determine what is needed to move up. Sawhney et al. (2020) explored the role of role ambiguity as well as other role stressors on workplace outcomes, emphasizing the significance of role stressors in organizational research. The study by Frolova (2025) has shown that ambiguity in career decision-making is a broader phenomenon and has wider

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applicability to clarity in career-related processes. Ambiguity in career decision-making is not the same as decision-making uncertainty about job responsibilities, but both highlight the need for information. Job descriptions, clear performance measures, as well as regular feedback help to guide employees to professional objectives. Thus, role ambiguity is predicted to be negatively related to career success. Prior studies have studied the relationship between organizational support, supervisory relationships, professional development, as well as workplace stressors and employee outcomes (Kurtessis et al., 2017; Ng et al., 2025; Rawat et al., 2024; Sawhney et al., 2020). These factors are usually studied individually or in isolation, however. When they are studied together, they shed light on the relationship between supportive workplace resources and adverse role conditions, as well as how they both relate to career success. In the present study, I have combined the three enabling factors in the workplace: organizational support, supervisory support, and developmental experience, while role conflict and role ambiguity are combined as the potentially constraining factors in the workplace. This framework helps in the study of organizational behaviour as well as career development by incorporating five predictors in the same framework. It also has implications for workplace support, supervisory guidance, professional development, as well as role clarity.

Figure 1

Conceptual Framework Linking Organizational Support, Supervisory Support, Developmental Experience, Role Conflict, and Role Ambiguity to Career Success



Note. The framework depicts five predictors of career success: organizational support, supervisory support, developmental experience, role conflict, and role ambiguity. Figure content as supplied in the source file.

2.7 Hypotheses

H1: Organizational support has a significant positive relationship with career success.
H2: Supervisory support has a significant positive relationship with career success.
H3: Developmental experience has a significant positive relationship with career success.
H4: Role conflict has a significant negative relationship with career success.
H5: Role ambiguity has a significant negative relationship with career success.

3. Research Methodology

The research in this study is quantitative, with a cross-sectional design to find out the relationship between organizational support, supervisory support, developmental experience, role conflict, role ambiguity, and career success. A quantitative approach is used to test predetermined hypotheses as well as quantitatively analyze relationships among measurable constructs (Creswell & Creswell, 2017; Creswell, 2009). Employees in public as well as private sector organizations are sampled at one time and in one place to gather data. To recruit employees who have adequate work experience for the purpose of evaluating organizational support, supervisory relationships, developmental opportunities, role expectations, as well as career outcomes, a non-probability convenience sampling technique is employed. To maximize sample diversity, respondents are chosen from various departments, occupational levels, as well as organizational settings, where possible. The sample size needed is calculated using a statistical power analysis that involves the number of predictors, expected effect size, significance level, as well as desired statistical power (Cohen, 2013).

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Primary data are gathered by using a structured as well as self-administered questionnaire with questions on the demographics as well as measurement scales. The organizational support items are taken from Eisenberger et al. (1986), as well as the role conflict and role ambiguity items, which are based on scales that were developed by Rizzo et al. (1970). Supervisory support is evaluated based on items that measure supervisor support for development experiences (e.g., challenging assignments, learning opportunities, professional growth). The Greenhaus et al. (1990) career satisfaction scale is used to measure career success. Responses are on a 5-point Likert scale that ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

A pilot study is carried out to test the clarity of the questionnaire as well as the time it takes to complete the questionnaire. Data analysis is conducted in SPSS as well as SmartPLS, where descriptive statistics are used to summarize the demographic characteristics of the respondents, and data screening is used to check for missing values, outliers, as well as response quality. Indicator loadings, Cronbach's alpha, composite reliability, too average variance extracted (AVE) are used to test the reliability as well as convergent validity of the measurement model. The heterotrait-monotrait ratio (HTMT) is used to test the discriminant validity in accordance with the guidelines of Hair et al. (2021) as well as Henseler et al. (2015). Path coefficients, coefficient of determination ($\sqrt{R^2}$), effect sizes ($\sqrt{f^2}$), as well as predictive relevance ($\sqrt{Q^2}$) are used to assess the structural model, if applicable. Standard errors, t-statistics, as well as p-values for hypothesis testing at the 5% level are calculated by the method of bootstrapping with 5,000 resamples. Positive relationships between organizational support, supervisory support, developmental experience, and career success are analysed, as well as negative relationships between role conflict, role ambiguity, and career success. Participation is voluntary, and informed consent is obtained prior to filling out the questionnaire. The anonymity and confidentiality of the respondents are ensured, and the data collected are used only for academic research.

4. Results and Discussion

The results as well as discussion of this study on the relationship between organizational support, supervisory support, developmental experience, role conflict, role ambiguity, as well as career success are presented in this chapter. This study used quantitative research, and the data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM) in SmartPLS. The analysis included the following aspects: respondent characteristics, evaluation of the measurement model, reliability as well as convergent validity, discriminant validity, evaluation of the structural model, explanatory power, effect sizes, predictive relevance, as well as testing of the hypotheses. The outer loadings, Cronbach's alpha, the composite reliability, average variance extracted (AVE), as well as the heterotrait-monotrait ratio (HTMT) were used to evaluate the measurement model. The variance inflation factor (VIF), coefficient of determination (R^2), effect sizes (f^2), predictive relevance (Q^2), as well as standardized root mean square residual (SRMR) were used to evaluate the structural model.

4.1 Demographic Characteristics of Respondents

The respondents were 400, and their demographic profile was studied based on gender, age, educational qualifications, as well as work experience. These characteristics give an overview of the subjects that participated in the study.

Table 1

Demographic Characteristics of Respondents

Demographic variable	Category	Frequency	Percentage
Gender	Male	225	56.3
	Female	175	43.7
	Total	400	100.0
Age	20–29 years	105	26.3
	30–39 years	155	38.7
	40–49 years	95	23.8
	50 years and above	45	11.2
	Total	400	100.0
Education	Bachelor's degree	125	31.3

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Demographic variable	Category	Frequency	Percentage
	Master's degree	205	51.2
	MPhil/PhD	70	17.5
	Total	400	100.0
Work experience	Less than 5 years	120	30.0
	5–10 years	155	38.8
	More than 10 years	125	31.2
	Total	400	100.0

Table 1 indicates that 225 males (56.3%), as well as 175 females (43.7%), were the respondents in the sample. The study included both male and female participants, with a slightly higher percentage of males. In terms of age, the highest frequency (155; 38.7%) was in the age group 30–39 years. This was followed by participants aged 20–29 years (26.3%) as well as 40–49 years (23.8%). Eleven per cent (11.2%) of the respondents were 50 years old or older. In terms of educational attainment, the people who had a master's degree (51.2%) were the most common. 31.3% of the population had a bachelor's degree, as well as 17.5% of the population had an MPhil or PhD. Based on the results obtained from this educational profile, it conclude that most of the subjects were university-qualified (having completed a higher degree than a bachelor's degree). The distribution of work experience was fairly even. The respondents who had 5–10 years of experience made up 38.8% of the sample, as did those who had more than 10 years of experience, who made up 31.2% of the sample. 30.0% of the remainder had less than 5 years' experience. The use of respondents at various stages of their careers gave a relevant context for studying the relationship between work conditions and career achievement.

4.2 Measurement Model Assessment

The measurement model was evaluated to assess the reliability as well as validity of the measurement indicators for organizational support (OS), supervisory support (SS), developmental experience (DE), role conflict (RC), role ambiguity (RA), as well as career success (CS). In PLS-SEM, the outer loadings represent the relationship between an indicator and its construct. Cronbach's alpha, composite reliability, as well as AVE (Hair et al., 2021) are commonly used to check for reliability as well as convergent validity.

4.2.1 Indicator Reliability: Outer Loadings. The outer loadings of all 24 measurement items are presented in Table 2.

Table 2

Outer Loadings of Measurement Items

Construct	Indicator	Outer loading
Organizational Support	OS1	0.720
	OS2	0.850
	OS3	0.670
	OS4	0.810
Supervisory Support	SS1	0.700
	SS2	0.820
	SS3	0.740
	SS4	0.640
Developmental Experience	DE1	0.840
	DE2	0.760
	DE3	0.680
	DE4	0.820
Role Conflict	RC1	0.780
	RC2	0.700
	RC3	0.720
	RC4	0.830
Role Ambiguity	RA1	0.790

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Construct	Indicator	Outer loading
	RA2	0.610
	RA3	0.830
	RA4	0.840
Career Success	CS1	0.750
	CS2	Not reported
	CS3	0.880
	CS4	0.660

Note. CS2 loading was not reported in the supplied source table. Values are reproduced as supplied.

Table 2 indicates the outer loadings were in the range of 0.610 to 0.880. The highest loading was observed for CS3 (0.880), followed by OS2 (0.850), RA4 (0.840), DE1 (0.840), RA3 (0.830), RC4 (0.830), as well as SS2 (0.820). The relationships between these indicators, as well as the constructs, were relatively high. Several indicators had loadings below the commonly recommended threshold of 0.708, including OS3 (0.670), SS4 (0.640), DE3 (0.680), RA2 (0.610), as well as CS4 (0.660). Hair et al. (2021) describe those indicators whose loadings are around 0.40 to 0.70 as indicators carefully examined and not discarded. The retention of their scores depends on the overall measurement quality, the theoretical importance, as well as whether removing an indicator enhances reliability as well as convergent validity.

4.2.2 Internal Consistency Reliability and Convergent Validity. The internal consistency reliability, convergent validity, and average variance extracted (AVE) were used to test internal consistency reliability as well as convergent validity. Cronbach's alpha is used to test the internal consistency of indicators, composite reliability to test the reliability of the constructs, as well as AVE to test the proportion of variance of indicators explained by the construct. A reliability guideline of 0.70 or greater is used for these values, as well as an AVE of 0.50 or greater is generally recommended for convergent validity (Fornell & Larcker, 1981; Hair et al., 2021).

Table 3

Reliability and Convergent Validity

Construct	Cronbach's alpha	Composite reliability	AVE
Organizational Support	0.761	0.805	0.704
Supervisory Support	0.742	0.794	0.678
Developmental Experience	0.874	0.714	0.727
Role Conflict	0.621	0.882	0.652
Role Ambiguity	0.633	0.770	0.668
Career Success	0.787	0.722	0.747

According to the conventional reliability guidelines, the internal consistency of the organizational support was satisfactory, with a Cronbach's alpha of 0.761 as well as a composite reliability of 0.805, as reported in Table 3. The Cronbach's alpha as well as the composite reliability of the items were also acceptable, with a Cronbach's alpha of 0.742 for supervisory support as well as 0.874 for developmental experience, respectively, with good internal consistency according to this measure. The values of role conflict as well as role ambiguity were 0.621 as well as 0.633, respectively. These values are lower than the typical value of 0.70, thus signifying relatively low internal consistency. The reported AVE values were from 0.652 to 0.747, which is higher than the recommended AVE value of 0.50.

4.2.3 Discriminant Validity. Discriminant validity is used to determine if a construct is empirically different from other constructs in the research model. This was done with the help of the heterotrait-monotrait ratio (HTMT). Henseler et al. (2015) suggest that HTMT is a sensitive measure of discriminant validity, as a value less than 0.85 is considered conservative, and a value less than 0.90 is considered liberal

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Table 4
Heterotrait–Monotrait Ratio (HTMT)

Constructs	OS	SS	DE	RC	RA	CS
OS	—					
SS	0.720	—				
DE	0.680	0.740	—			
RC	0.310	0.350	0.290	—		
RA	0.340	0.380	0.320	0.690	—	
CS	0.710	0.670	0.730	0.360	0.390	—

Note. OS = organizational support; SS = supervisory support; DE = developmental experience; RC = role conflict; RA = role ambiguity; CS = career success.

The HTMT values were between 0.290 and 0.740, as shown in Table 4. The highest value was between supervisory support and developmental experience (0.740), followed by organizational support as well as supervisory support (0.720), as well as organizational support as well as career success (0.710). The values reported were all below the conservative level of 0.85. The results show that the constructs are empirically distinguishable based on the reported HTMT criterion. The relatively low ratios for role conflict as well as role ambiguity indicate that these are dimensions that are separate from organizational support, supervisory support, developmental experience, as well as career success. The overall results of the HTMT indicate that discriminant validity has been achieved (Henseler et al., 2015).

4.3 Structural Model Assessment

The structural model was then assessed to test the relationships among the five predictors as well as career success after the measurement model assessment. Collinearity diagnostics, explanatory power, effect sizes, predictive relevance, as well as model fit were assessed.

4.3.1 Collinearity Assessment. The variance inflation factor (VIF) was checked to determine if there was collinearity among the predictor constructs that impact the estimated path coefficients. High levels of collinearity may destabilize structural model estimates as well as complicate the interpretation of individual predictor effects. The values below 3 are generally considered a sign of low collinearity in PLS-SEM applications (Hair et al., 2021).

Table 5
Collinearity Assessment

Predictor	VIF
Organizational Support	1.840
Supervisory Support	2.060
Developmental Experience	1.910
Role Conflict	2.670
Role Ambiguity	1.730

The VIF values ranged from 1.730 to 2.670. The VIF value for role conflict was the highest (2.670), for supervisory support, the next highest (2.060), and for role ambiguity, the lowest (1.730). All the predictors were below 3 in absolute value, suggesting that the collinearity within the predictors was not a big issue under the criterion applied. Reported statistics support the interpretation of structural relationships: there is no indication of problems of collinearity among the predictors.

4.3.2 Coefficient of Determination. The coefficient of determination R^2 is the proportion of the variance in an endogenous construct which is explained by its predictors. The adjusted R^2 takes into consideration the number of predictors as well as the size of the sample.

Table 6
Explanatory Power of the Structural Model

Endogenous construct	R^2	Adjusted R^2
Career Success	0.584	0.574

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The R^2 value for career success was 0.584, and the adjusted R^2 was 0.57, meaning that the five factors of organizational support, supervisory support, developmental experience, role conflict, and role ambiguity accounted for 58.4% of the variance in career success. The number of predictors was adjusted, and the explained variance was 57.4%. The results show significant explanatory power of the model in the context studied. This leaves 41.6% of the variance that is not accounted for by the model, as well as is due to other factors such as individual characteristics, career adaptability, professional networks, organizational culture, as well as other labour market factors. These were not specifically evaluated in the current structural model.

4.3.3 Effect Size (f^2). The effect size (f^2) is a measure of the contribution of an individual predictor to the variance of an endogenous construct. Conventional thresholds of 0.02, 0.15, and 0.35 for small, medium, and large effects, respectively, are provided by Cohen (2013).

Table 7

Effect Sizes of the Predictors

Predictor	f^2
Organizational Support	0.078
Supervisory Support	0.051
Developmental Experience	0.142
Role Conflict	0.029
Role Ambiguity	0.044

The developmental experience predictor had the highest f^2 (0.142), which means that it contributed the most to the explanation of career success in relation to the other five predictors. This is at the lower end of the medium effect range of 0.15, but is near that level. Organizational support had an effect size of 0.078, as well as supervisory support, which had an effect size of 0.051. The effect size for role ambiguity was 0.044, while role conflict was 0.029. The results show a relatively low contribution of the latter predictors. However, in the field of organisational research, the small effect is significant, especially if multiple workplace conditions are present at the same time.

4.3.4 Predictive Relevance. Stone-Geisser Q^2 statistic was used to evaluate the predictive relevance of the model. If the Q^2 is positive, this means that the model has predictive relevance for the endogenous construct, in the context of the procedure used to calculate it.

Table 8

Predictive Relevance

Endogenous construct	Q^2
Career Success	0.410

The reported assessment of the predictive relevance of the Q^2 value for career success was 0.410. This indicates that the model has predictive information besides just being a descriptive model of the sample relationships. But Q^2 from blindfolding should not be confused with out-of-sample predictive assessment via PLS (Shmueli et al., 2019).

4.3.5 Model Fit. Standardized RMSEA (SRMR) was used as an additional measure of model fit. The SRMR value of less than 0.08 is a widely adopted benchmark for the approximate fit of a model in PLS-SEM, but it is not a criterion to determine the proper specification of a model (Hair et al., 2021).

Table 9

Model Fit Assessment

Fit index	Value	Guideline
SRMR	0.061	Below 0.080

The SRMR value was 0.061, which is lower than the recommended value of 0.080. This is a good approximation model fit by this measure. However, the SRMR was not used as the only criterion for determining model adequacy, but was taken into account along with the theoretical framework, measurement quality, as well as structural results.

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4.3.6 Hypothesis Testing. Hypothesis testing was used to determine the direction, magnitude, as well as statistical significance of the relationships among the five predictor constructs as well as career success. Standardized path coefficients (β), standard errors (SE), t-statistics, as well as p-values were taken into account in the evaluation. The relationships with p-values less than 0.05 were regarded statistically significant at the 5% level of significance.

Table 10

Structural Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	β	SE	t-value	p-value
H1	OS → CS	0.241	0.061	3.951	0.001
H2	SS → CS	0.187	0.058	3.224	0.001
H3	DE → CS	0.326	0.063	5.175	0.001
H4	RC → CS	−0.142	0.052	2.731	0.006
H5	RA → CS	−0.119	0.049	2.429	0.015

Note. OS = organizational support; SS = supervisory support; DE = developmental experience; RC = role conflict; RA = role ambiguity; CS = career success.

4.3.6.1 Organizational Support and Career Success. The results indicated a positive and statistically significant relationship (β = 0.241, SE = 0.061, t = 3.951, p = 0.001). So, H1 was accepted. A positive coefficient means that an increase in the organizational support variable is related to an increase in the career success variable, while the other variables in the model remain unchanged. Organisational support is an indication that employees feel their work is appreciated as well as that they are being taken care of. Employees who feel that their organisation offers resources, recognition, as well as opportunities have a better chance of meeting their career-related goals. This is in line with organisational support theory as well as the evidence that was analysed by Kurtessis et al. (2017).

4.3.6.2 Effective Supervision and Career Development. H2 explored the link between supervisory support and career success. The estimated coefficient was positive as well as statistically significant (β = 0.187, SE = 0.058, t = 3.224, p = 0.001). The result indicates that workers with higher levels of support from their supervisors report higher levels of career success. Supervisors promote career development by providing feedback, guidance, recognition, mentoring, as well as access to professional opportunities. Supportive supervisory relationships also assist employees to understand the expectations of the organisation as well as how to deal with challenges in the workplace. The outcome underscores the need for supervisors to be able to make organisational resources count in terms of career development opportunities.

4.3.6.3 Developmental Experience and Career Success. The results revealed a positive and statistically significant coefficient (β = 0.326, SE = 0.063, t = 5.175, p = 0.001). Thus, it was determined that H3 was supported. Developmental experience had the highest standardized path coefficient of the five predictors. This means that, according to the estimated model, developmental experience was the most positively correlated with career success. New skills acquired, participation in challenging assignments, professional training, as well as gaining relevant experience help employees develop their skills as well as readiness for a promotion. This is confirmed by the effect-size results, which also showed that developmental experience had the highest f^2 value (0.142). Combined, these results indicate that professional development opportunities could play a special role in achieving career success in the study environment. Structured training, mentoring, job rotation, challenging assignments, as well as opportunities to apply the new skills, advantageous for organisations.

4.3.6.4 Role Conflict and Career Success. The results showed a negative and statistically significant relationship (β = −0.142, SE = 0.052, t = 2.731, p = 0.006). Therefore, it was decided to support H4. The negative coefficient suggests that, when controlling for the other factors, increased role conflict is correlated with decreased career success. Role conflict occurs when the demands of the role are incompatible, when there are conflicting expectations from various stakeholders, or when there are competing demands. This leads to stress, lower productivity, as well as reduced focus on professional development. The results indicate that organisations also recognise the challenge of conflicting work demands. Better prioritisation, cross-

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departmental collaboration, manageable workloads, as well as timely resolution of conflicting expectations help staff deal with their workloads more effectively. The relatively low f^2 value (0.029) suggests that role conflict was not as big an individual contributor to the model's contribution as the other predictors, but it still had a statistically significant relationship with career success.

4.3.6.5 Role Ambiguity and Career Success. H5 explored the negative relationship between role ambiguity and career success. The findings indicated a negative and statistically significant coefficient ($\beta = -0.119$, SE = 0.049, $t = 2.429$, $p = 0.015$). So, H5 was upheld. The findings indicate that the higher the level of uncertainty around job responsibilities, level of performance, authority, or priority, the lower the level of career success. Staff who are not aware of what is expected of them struggle to assess their work, show their skills, as well as identify skills needed for progression. The correlation is negative, reflecting the importance of clarifying job descriptions, ensuring clear performance measures, frequent communication, as well as providing positive feedback. The impact of this was not as strong as organizational support, supervisory support, or developmental experience, but a reduction in role ambiguity could contribute to fostering a more supportive climate for professional development.

4.4 Discussion

The results provide a holistic view of the relationship between the organisational environment, professional development, and career success. All five hypothesized relationships were statistically significant, as reported in the results. There was a positive relationship between organisational support, supervisory support, developmental experience, as well as career success as well as negative relationship between role conflicts as well as role ambiguities as well as career success. If there is a positive correlation between organisational support and career success, then the career success of employees is related to the broader organisational setting. If employees feel that their efforts are valued by the organisation as well as are supported appropriately, then they are given more access to resources as well as opportunities in the organisation to facilitate their professional development. This is in line with organisational support theory, which focuses on employees' perceptions of organisational care as well as recognition (Kurtessis et al., 2017).

Career success was also positively related to supervisory support. The importance of direct managers offering guidance, feedback, encouragement, as well as access to development opportunities is highlighted. While supervisory support had a lower coefficient than organisational support as well as developmental experience, it is still an important factor in the workplace. This contribution implies that career development is not seen only in terms of formal career policies within organisations, but also in terms of the quality of the daily supervisory relationship. Developmental experience was the most significant predictor with regard to the standardized path coefficient as well as effect size. The coefficient of 0.326 was higher than that of organisational support as well as supervisory support. The pattern suggests that real-world experiences for acquiring skills, as well as building work experience, are particularly important for employees' perceptions of career success. It is likely that training programmes are more beneficial when supplemented with opportunities for learning to be put into practice, challenging tasks, as well as constructive feedback. The outcome is that development is an ongoing process within the organisation as well as not a one-off event. The negative coefficient of role conflict as well as role ambiguity also suggests that career success is not only related to having supportive resources but also to not having avoidable barriers at work. When employees are juggling priorities, expectations are not clearly defined, or it is hard to prove their performance as well as plan their careers, effective management of time as well as effort can be challenging. Hence, the findings indicate the need for career development programs to be aligned with appropriate work design, between-departmental coordination, communication, as well as role responsibilities.

This is further supported by the combined importance of these factors as they are explained by the model. The R^2 value of 0.584 suggests that the five predictors accounted for 58.4% of the variance in career success of the study sample. Also, the reported Q^2 value of 0.410 shows that the model is predictive relevant with the assessment used. The statistics are understood in the context of the research design as well as the quality of the measures; however, they do not imply causality. Overall, the findings indicate that there is a relationship between supportive organisational conditions, positive supervisory relationships, as well as

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professional development opportunities, and overall career success. Meanwhile, there are negative career consequences related to role conflict as well as role ambiguity. The results offer a foundation for organisational interventions that increase support as well as development, and minimize unnecessary uncertainty as well as competing demands in the workplace.

The results of the study to investigate organisational support, supervisory support, developmental experience, role conflict, as well as role ambiguity as predictors of career success were presented in this chapter. A total of 400 respondents who had different levels of education, age, as well as experience were included in the demographic analysis. The outer loadings, Cronbach's alpha, composite reliability, AVE, as well as HTMT were used to assess the measurement model. The reported HTMT values were found to be less than 0.85, and the reported AVE values were greater than 0.50. The structural model assessment showed that all VIF values were less than 3, the R^2 was 0.584, the adjusted R^2 was 0.574, the Q^2 value was 0.410, and the SRMR was 0.061. The results of the hypothesis tests indicated that organisational support, supervisory support, as well as developmental experience were all positively and significantly related to career success. There was a negative and significant correlation between role conflict and career success, as well as between role ambiguity and career success. Developmental experience had the largest positive path coefficient as well as effect size among the five predictors.

5. Conclusion and Recommendations

5.1 Conclusion

The purpose of this study is to explore the relationship between organizational support, supervisory support, developmental experience, role conflict, role ambiguity, and career success. The study offers a framework for comprehending the role of organizational conditions as well as professional development opportunities on employees' career outcomes. The study framework was assessed using Partial Least Squares Structural Equation Modelling (PLS-SEM) and examines the direct links between the five workplace factors as well as career success. The results indicate that organizational support, supervisory support, as well as developmental experience are positively related to career success, while role conflict as well as role ambiguity are negatively related to career success. The path coefficient of developmental experience is the highest of the five predictors, indicating that developmental experience is a key factor in professional development, training, mentoring, challenging assignments, as well as opportunities. Organizational supports well as supervisory support are positive related to each other, indicating that institutional support, recognition, guidance, as well as positive feedback are beneficial. However, role conflict as well as role ambiguity create obstacles for employees in their career. Competing responsibilities result in difficulties in handling competing demands, as well as a lack of clarity regarding expectations diminishes employees' understanding of their responsibilities as well as performance demands. These issues in the workplace thus need to be addressed as part of an organizational support as well as employee development program. To summarize, the research context highlights the importance of a combination of organizational practices conducive to learning, as well as professional development and effective role management. The success of a career is not solely an individual responsibility; organizational policies, supervisory behaviours as well as conditions have an impact on employees' career experiences.

5.2 Recommendations

Enhance organizational support: Organisations need to have clear career-development policies, equal opportunities for training, acknowledge employee achievement, as well as make it clear what criteria are being used for promotion. These actions help to support the employees' sense of institutional support. Enhance supervisory support: Supervisors should provide regular feedback, mentoring, professional counselling, as well as positive performance reviews. Leadership-development programmes help to managers build supportive relationships as well as to gain insight into employees' development needs. Invest in opportunities for development: Skill development initiatives, mentoring programmes, job rotation, challenging assignments, as well as professional training should be invested in organizations. Career plans need to match the employees' career goals as well as the needs of the organization. Minimize role conflict: Managers establish reporting relationships as well as establish goals as well as expectations for the departments, talk

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about workloads, as well as establish realistic deadlines. Communication is important in resolving conflict in the workplace, as it to help identify conflicting demands. Reduce role ambiguity: Organizations should be provided with job descriptions, documented job responsibilities, measurable job performance, as well as timely feedback. Staff should be given chances to clarify their responsibilities as well as what is expected of them. Track Career Development: Human resource departments need to track employee satisfaction with development opportunities, clarity of roles, as well as career progression. These assessments used to reveal current gaps as well as the impact of interventions at the organisational level.

Longitudinal research designs are recommended for future research to investigate the longitudinal impact of work-related factors on career outcomes. Mediating variables such as organizational commitment, employee engagements well as career adaptability, as well as the moderating effect of organizational culture as well as job level, can also be explored in further investigations. When research is conducted in a variety of industries as well as geographic locations, it gives a more comprehensive picture of the factors that contribute to career success, as well as increases the generalizability of results. A practical perspective on a career success foundation is to have an integrated organizational approach that includes supportive work environments, effective supervision, professional development opportunities, as well as clear role expectations. However, these relationships have yet to be validated by further empirical study to determine the relative strength as well as significance of these relationships.

Ethics Statement

This study adhered to all ethical standards of research during the conducting of this study. We collected data from secondary sources, and no human participants were involved in the collection of data. Therefore, there is no conflict of interest of any human participant to this study.

Author's Contributions

All author/s participated in ideation, development, and writing the manuscript. All authors read and approved the final manuscript.

Conflict of Interest Statement

The author/s declare that there is no conflict of interest regarding the publication of this article.

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Data Availability

The datasets generated and analysed during the current study are available from the corresponding author upon reasonable request. The authors are committed to transparency and will provide detailed methodological information and analysis protocols upon request.

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