

**INFLUENCE OF EMPLOYEE PERSONAL REPUTATION ON CAREER
SUCCESS IN NANDI HEKIMA SACCO LIMITED, KENYA**

BY

ABIGAEL CHEPKOSGEI SONOI

BMS/PGMBM/01/011

**A THESIS SUBMITTED TO THE SCHOOL OF BUSINESS MANAGEMENT
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
OF MASTER OF BUSINESS MANAGEMENT DEGREE OF
UNIVERSITY OF ELDORET**

NOVEMBER, 2014

DECLARATION and APPROVAL

Declaration by the Candidate

This thesis is my original work and has not been presented to any other institution. No part of this thesis may be reproduced without my consent or that of University of Eldoret.

Abigael Chepkosgei Sono

Reg no: BMS/PGMBM/01/011

Sign.....Date.....

Approval by the Supervisors

This research thesis has been submitted with the approval by university supervisors.

Dr. Bernard K. Nassiuma

University Supervisor

Sign.....Date.....

Dr. Paul .O. Odwori

University Supervisor

Sign.....Date.....

DEDICATION

I dedicate this thesis to my beloved family for financial and moral support.

ABSTRACT

Personal reputation is construed to be critical to career success. Despite the existence of a growing body of literature on personal reputation to date, misunderstandings still exist regarding the phenomenon. This study was based on the psychological contract and leader member exchange theories. The specific objectives of the study were: to determine the relationship between influence tactics and career success, to establish the relationship between career success and social effectiveness, to determine the relationship between career success and personality and to establish relationship between career success and challenges faced by employees. This study adopted a survey research design. The target population for the study was 54 respondents consisting of strategic level, middle level and operational level managers. Data was collected from the entire population in the study. Questionnaires were the main data collection instruments. Data analysis was achieved using Statistical Package for Social Scientists. The results of this study showed a positive relationship between career success and influence tactics ($F=8.727$, $R^2=0.214$, $P=0.006$), social effectiveness ($F=16.075$, $R^2=0.341$, $P=0.000$), personality ($F=34.105$, $R^2=0.516$, $P=0.000$). The study concludes that, exchange influence tactic, social astuteness and conscientiousness trait of personality influence career success with conscientiousness contributing more to variation in career success and exchange tactics made least contribution. This study recommends that, personality be aligned with the job of an individual during the recruitment process for the organization to gain competitive advantage. The implications of this study indicate that management should consider employee personal reputation as an integral component of career success and by extension organizational success.

TABLE OF CONTENTS

	PAGE
DECLARATION and APPROVAL	i
DEDICATION	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
OPERATIONAL DEFINITION OF TERMS	xii
ACKNOWLEDGEMENT	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Overview	1
1.1 Background to the Study	1
1.2 Problem Statement	5
1.3 Objectives of the Study	6
1.3.1 Main Objective	6
1.3.2 Specific objectives	6
1.5 Significance and Justification of the Study	7
1.6 Assumptions.....	7
1.7 Scope and Delimitations of the Study	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Review of Theories	9
2.1.1 Psychological Contract.....	10
2.1.2 Leader Member Exchange Theory (LMX).....	11
2.2 Criticisms of Theory.....	15
2.2.1 Criticism of LMX theory.....	15
2.3.1 Personal Reputation.....	17
2.3.2 Exchange Influence Tactics and Career Success.....	21
2.3.3 Social Astuteness and Career Success.....	24

2.3.4 Personality and Career success	29
2.3.5 Career Success	34
2.4 Conceptual Framework for the Study	36
CHAPTER THREE	38
MATERIALS AND METHODS	38
3.0 Overview	38
3.1 Study Area.....	38
3.2 Research Design.....	38
3.3 Population and Sample.....	39
3.4 Sampling and Sampling strategy.....	40
3.5 Data and Data collection Instruments	40
3.5.1 Primary Data.....	40
3.5.2 Questionnaire.....	40
3.5.3 Response Rate.....	41
3.6 Validity of the Instrument	41
3.7 Reliability of the Instrument	41
3.7.1 Pilot testing.....	42
3.8 Data Analysis	42
3.9 Ethical Consideration	44
CHAPTER FOUR.....	45
RESULTS	45
4.0 Overview	45
4.1 Cronbach's alpha reliability coefficient for the study variable	45
4.2 General Characteristics of the Respondents.....	46
4.3 Relationship between Exchange Influence Tactics and Career Success.....	47
4.3.1 Exchange Influence Tactics Used by Employees.....	47
4.3.3 Correlation of Exchange Influence Tactics Used and Career Success	49
4.3.4 Regression of Exchange Influence Tactics on Career Success and	
Hypothesis Testing	49
4.4 Relationship between Social Astuteness and Career Success.....	50

4.4.1 Employees Social Astuteness	50
4.4.3 Regression of Social astuteness on Career Success and Hypothesis testing ...	52
4.5 Relationship between Conscientiousness Personality and Career Success.....	53
4.5.2 Correlation of Personality and Career Success.....	54
4.6 Cross Tabulation Results.....	56
CHAPTER FIVE	57
5.0 Overview	57
5.1 General Characteristics of the Respondents.....	57
5.1.1 Gender	57
5.1.2 Age of the Employees.....	57
5.1.3 Current Level/ Status in the Organization	58
5.1.4 Working Experience of the Respondents	58
5.1.5 Highest Level of Education	58
5.2 Relationship between Exchange Influence Tactics Used by Employees and Career Success.....	59
5.2.1 Exchange Influence Tactics used by Employees.....	59
5.2.2 Career Success	60
5.2.3 Correlation of Exchange Influence Tactics and Career Success	60
5.2.4 Regression of Exchange Influence Tactics on Career Success and Hypothesis Testing	60
5.3 Relationship between Social Astuteness and Career Success.....	61
5.3.1 Employees Social Astuteness	61
5.3.2 Correlation of Social Astuteness and Career Success	62
5.3.3 Regression of Social astuteness on Career Success and Hypothesis Testing..	62
5.4 Personality and career success	63
5.4.1 Employee Personality	63

5.4.2 Correlation of Personality and Career Success.....	64
CHAPTER SIX.....	66
6.0 Overview	66
6.2 Conclusions	66
6.3 Recommendations	67
6.3.1 Recommendations for Management.....	67
6.3.2 Recommendations for Further Research	67
6.3.3 Recommendations for Policy Making	67
REFERENCE	68
QUESTIONNAIRE	79
Research Authorization	85
Regression output of Exchange Influence Tactics on Career Success.....	87
Regression output of social astuteness and career success	88

LIST OF TABLES

Table 3. 1: Target Population.....	39
Table 4.1: Cronbach's alpha reliability coefficient for the study variable	45
Table 4.4:Employee Career Success.....	48
Table 4. 5: Correlation of Exchange Influence Tactics and career success.....	49
Table 4. 6: Employee Social Astuteness.....	51
Table 4. 7: Correlation of Social Astuteness and Career Success	52
Table 4. 8: Personality of Employees	54
Table 4. 9: Correlation of Personality and Career Success.....	55

LIST OF FIGURES

Figure 2. 1: Conceptual Framework 37

LIST OF APPENDICES

Appendix I	79
Appendix II	85
Appendix III.....	87
Appendix IV.....	88
Appendix V.....	89

ABBREVIATIONS AND ACRONYMS

LMX: leader member exchange

TMX: team member exchange

SPSS: statistical package for social sciences

IT: Information Technology

OPERATIONAL DEFINITION OF TERMS

Career success: This refers to positive psychological or work related outcomes or achievements one has accumulated as a result of work experience. It can be view as extrinsic Career Success to refer to observable features of one's career such as promotion or intrinsic career success to refer to an individual's attitudes and reactions towards his/her career expressed as job satisfaction, life satisfaction (Judge, Higgins & Chad, 2005).

Influence Tactics: This refers to the ability to exercise power in order to overcome resistance in achieving a desired objective or result (Yulk, 2002). In this study, influence tactics for upward influence that included rationality, exchange, and consultation were tasted.

Personal Reputation: This refers to perceptual identity formed from collective perceptions of others, which is reflective of the complex combination of salient personal characteristics and accomplishments, demonstrated behavior and intended images presented over a period of time observed directly or indirectly which reduces ambiguity about expected future behavior (Zinko, 2007).

Political Skill: This refers to the ability of an individual to manipulate performances in relationship to expected norms.

Personality: This refers to set of characteristics within an individual influencing his/her behaviors in different context.

Social astuteness: This refers to use of persuasion, explanation and other influence mechanisms to reveal the ability to control others (Ferris, Blass & Laird, 2002).

ACKNOWLEDGEMENT

The success of this study is attributed to the kind and enormous support from my supervisors Dr. B.K. Nassiuma and Dr. P. Odwori to whom I wish to extend my sincere gratitude. I thank Dr. Nassiuma for his advice during the study and for the penetrating questions that taught me to question more deeply hence enlarged my vision in my area of study. I offer my enduring gratitude to the school of business staff and my fellow students who inspired me to continue with my study in this field. I also thank the head of department Dr. Odwori for his approval and endorsement of this work. I also appreciate the support I received from Nandi Hekima Sacco Chief Executive Officer and staff for assistance during the data collection period in the organization. My special thanks are owed to my family who supported me throughout my years of study, both morally and financially.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter presents the background to the study, the problem statement, research objectives, and significance of the study, assumptions and scope of the study.

1.1 Background to the Study

Personal reputation is a social construct that results from interpersonal relationships which are considered important aspects in career advancement (Blakemore & Frith, 2004). In workplace, reputations focus on issues related to individuals' capacity to perform their jobs effectively and to be cooperative and helpful towards others (Hall, Blass, Ferris & Massengale, 2004). Personal reputation develops through consistent demonstration of distinctive and salient behaviors on repeated occasions or over time (Ferris, 2003; Zinko, 2007). Buildup of personal reputation can be developed through direct observation or transfer of information from secondary sources and it is a form of signaling that affects individuals by aiding their career progress (Ferris, Blass Douglas, Kolodinsky & Treadway, 2003).

The development of employee personal reputation involves management of impressions in order to achieve the desired objective of good reputation in the eyes of others, which then contributes to acquisition of rewards (Varma, 2007). Individuals may attempt to manipulate reputational signaling to their advantage through social and political influence efforts. Individuals send signals in order to transmit information that influence their observers' beliefs in intended and desired ways. Signal transmission help individuals develop relationships with their supervisors and

co-workers which facilitate the establishment of positive personal reputations actions that generate obligations such as pay increases and promotions (Blickel, 2010).

Researches by Roberts (2005) and Rosenfeld (2002) argue that interpersonal interactions regulate impressions and people continuously look out for signals which indicate how people recognize them. Moreover, Tsai (2004) and Varma (2006) argue that perceptions influence managerial decisions on the following basis; career applications, performance appraisals, capability and ability demand, future promotional opportunities and career development and advancement.

Audiences look for clues for assistance in making decisions concerning an individual's behavior. These clues consist of such things as past associations and performance of and individual towards others in the workplace. This builds upon previous works characterizing reputations in the work place by work related behavior and personal characteristics that others perceive over time, with the emphasis on the performance and character dimensions (Kolodinsky, Ferris, Blass, Douglas, & Treadway, 2003; Zinko, & Haird, 2007).

Knowledge regarding personal reputation is of greater value to the individual because it gives people an opportunity to tell others beyond their immediate cohort, something about themselves that they deem important. Besides signaling, reputation affects individuals by aiding their career progress. Pfeffer, 2010a suggests that a reputation for being powerful brings even more power. Hall, Blass, Ferris, and Massengale (2004) suggest that as individuals reputation increases, their accountability decrease.

This belief follows not only theories in organizational behavior, but also supported by work in the field of marketing. When customers do not have complete information about a product in the market, they will choose familiar brands expecting the some level of quality in the product created by that brand (Grassley, 1999). With increased autonomy, reputation builders will have even more opportunities to excel beyond expectations thus increasing their reputations.

Career success has been found to be determined by many factors such as networking, organizational politics, performance record and social effectiveness competencies (Ng, Eby Sorensen & Feldman, 2005). Political perspectives on organizations have argued that, these factors are strongly affected by organizational politics (Ferris, 2002). Today's competitive environment has magnified the importance of social effectiveness that facilitates effective interactions, performance and career progression. One such pattern of competencies is reflected in the construct of political skill as suggested by Ferris & Treadway, (2005).

Ferris (2007) characterized political skill a dimension of personal reputation as comprehensive pattern of social competencies with cognitive, affective and behavioral manifestations. Ferris and Treadway (2005) suggested a major benefit of political skill as the ability to navigate effectively between multiple constituencies in creating and managing positive perceptions made by observers. Those with positive personal reputations are capable of managing different interests in a manner that inspires positive ratings of promotability and compensation from different evaluations.

Employees' political activities play an important role in shaping perception of others, assessment of their characteristics, performance and potential. These perceptions influence the degree to which individuals are successful in their careers as indicated by their ability to obtain organizational resources and rewards such as positions and pay (Ferris, Fedor & Judge 2003). Empirical evidence from past studies suggests a relationship between career success and tactics of influence (Higgins, Judge and Ferris, 2003). However, the relationship has not been examined hence need empirical verification.

Political skill inspires the support, confidence and trust of others and influences their attitudinal and behavioral responses towards elites (Ferris, 2007). As such political skill has been found to influence performance and career-success evaluations by decision makers through personal reputation (Ferris, Davison & Perrewe, 2005; Ferris, 2007). Liu (2007) suggested that political skill shapes perceptions and impressions of employees with specific reference to impressions of trust, confidence and credibility of others all of which go into formation of personal reputation.

Although personal reputation has been argued by researchers to demonstrate influence on career success, a few attempts have been made to show how personal reputation influences these outcomes. There is very little theory and research on personal reputation in the field of organizational behavior (Ferris, 2003). The presence of little theory and research is surprising considering the extensive amount of literature regarding impression management (Sosic & Junk, 2003), career advancement (Singh, 2000), and political skill (Ferris, 2005). The phenomenon's have been shown to have direct link to personal reputation, but there is no empirical evidence supporting it.

In today's organizations, political side of human resources are so prevalent that it has led some to suggest that perceptions of raters exhibit more influence on decisions than the objective conditions of the target employees' behaviors and aggregate contribution (Ferris, Munyor, Basik and Buckley, 2008). From organizational politics point of view, careers can be seen as political campaigns (Inkson, 2004) involving self-promotion (Higgins, 2003), impression management and use of influence tactics (Bolino & Turnley, 2003). Successes of such campaigns are dependent on individual competencies that enable effective management and projection of positive reputations that influence assessment of performance and career potential.

This study was conceived due to a report on empirical research that, there is strong, consistent and positive relationship between reputation and job performance ratings (Ferris, Treadway, 2005; Ferris & Hochwarter, 2008; Kolodinsky, Treadway & Ferris, 2007) and salary, promotion and career satisfaction (Ng, 2005), yet it is only limited to political skill and has not focused on other constructs of personal reputation such as social effectiveness and personality. The study was therefore intended to provide a better understanding of competencies that facilitate effective interpersonal and career progression in the work environment.

1.2 Problem Statement

Personal reputation is a socially constructed reality deemed to be an integral employee asset that could bring value to an organization through employee career success. Personal reputation has been used by employees globally to influence career success evaluations through social exchange interactions and perceptions. Today's organizations are inherently political and have led to over reliance on perceptions than objective conditions in making decisions regarding target employees' behavior. The

view is that careers are more like political campaigns whose success is dependent on an individual's social competencies. Previous studies have focused on political skill yet there are other constructs such as social effectiveness, personality and influence tactics that can be used by individuals to inspire positive ratings of performance, promotability, and compensations from different evaluators. To date there are limited studies on employee personal reputation and career success, hence the need for this study.

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study was to examine the relationship between employee personal reputation and career success amongst employees in Nandi Hekima Sacco.

1.3.2 Specific objectives

The specific objectives of the study are:

- i. To determine the relationship between exchange influence tactics and career success
- ii. To find out the effect of social astuteness on career success
- iii. To determine the relationship between conscientiousness and openness personality traits and career success

1.4 Research Hypotheses

The study was guided by the following null hypotheses:

H₀₁: There is no significant relationship between exchange influence tactics used by employees and career success.

H₀₂: There is no significant relationship between social astuteness of the employees and career success.

H₀₃: There is no significant relationship between conscientiousness of the employee and career success.

1.5 Significance and Justification of the Study

The results from this study will be useful to the researchers in extension of knowledge. The results of the study are also expected to improve the practice of self-management amongst the employees by enhancing the ability to effectively understand one another and to use knowledge to influence others in ways that enhance their career progress.

Findings and recommendations of the study will help managers to base decisions regarding an individuals' personal reputation on concrete knowledge. The findings will help managers in the assessment of personal reputation for the purpose of recruitment, selection, training and managerial development.

1.6 Assumptions

It was assumed that, the proposed models were exhaustive of all possible indicators of personal reputation and career success and that they were representative reflection of the key variables that play an important role in the nature of personal reputation of an individual. It was also assumed that, the variables were normally distributed and linearly correlated.

1.7 Scope and Delimitations of the Study

The study was basically concerned with the study of influence of personal reputation on career success. The population selected for the study was limited to strategic, middle and operational level managers. It was conducted in Nandi Hekima Sacco limited, Kapsabet between the months of March and May 2013.

1.8 Limitations of the Study

Firstly, data collection was undertaken during a period when several activities including preparation for end of a financial year and time for field trips for the employees in the organization hence it took a longer than the expected period to gather data for the study. However, communication was maintained between the researcher and the contact person in the organization who kept reminding the respondents to fill the questionnaires. Secondly, the study was conducted in one organization that could limit generalizability of research findings to other research settings. The problem was solved by choosing unique organization that enabled the researcher to explain trends in the research setting.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter examined literature related to the study. The review examined relevant theories to the study and models, criticism of theories. The review then examined literature related to personal reputation, social astuteness, personality and challenges faced by employees and conclude with a conceptual framework based on the variables in the study.

2.1 Review of Theories

Other researchers have suggested that, salient individual characteristics that go into formation of personal reputation impact interactions between leaders and members (Graen & Uhl-Bien's, 1995). These interactions characterize high quality relationships that trigger obligations on the part of leaders making them produce more positive attitudes towards subordinates compared to initial attitudes (Ilies, 2007). The quality of such relationships has implications on ones' career such as performance ratings and promotions (Kamdar & Van Dyne, 2007).

Researchers have been interested in leader-member relationships because of its' important outcomes that include job satisfaction, performance and employee behaviors. Relatively little research has explored how these relationships occur and how they impact employee attitudes and behaviors (Humphrey, Nahrang & Morgeson, 2007). Among the key issues regarding leader-member relationship is to understand development of these relationships and what influences the relationships at all stages.

Theories supporting leader-member relationship examine the relationship from the members' perspective (Greenhaus, 2003). This study seeks to address the development of relationships from both leader and member perspective by examining constructs that influence the quality of the relationships and its outcomes. The study examined the influence of personality characteristics, interpersonal skills and influence tactics which have been given little attention by previous studies (Bauer, Erdogan, Liden & Wyne, 2006).

2.1.1 Psychological Contract

Psychological contract represents the honesty of parties to form psychological expectations and relationships of trust (Costa, 2003). Psychological contract indicates that, trust is not only a psychological state built on other peoples' expectations and intentions, but also a feeling in behavioral tendencies on the performance (Rousseau, 2002) and that exchange is not only limited to material wealth but also social wealth (Yang, 2008). In places of work, psychological contract refers to the system of beliefs that an individual and his/her employer hold regarding terms of their exchange agreement (Rousseau, 2002).

Beliefs are shaped by factors such as on-the-job experience that entail socialization practices and norms. Psychological contracts are characterized as schemes shaped by multilevel factors (Rousseau, 2002), which affect the creation of meaning around commitments subordinates and supervisors make to each other. Value in creating psychological contract lies in the capacity to reduce insecurities and anticipate future exchanges that help individuals meet their needs (Rousseau, 2002). When employees agree on terms of contract, their future exchanges develop into actions predictable by each party, facilitating planning, coordination and effective performances (Rousseau,

2002). Psychological contracts are influenced by individuals' predispositions such as cognitive biases and motives such as career aspirations (Rousseau, 2002).

Relatedly, LMX recognizes that managers develop differentiated relationships with their subordinates. Although psychological contract adopts dyadic perspective to investigate manager-subordinate relationship, it only examines the nature of the commitments the parties exchange (Maslyn & Uhl-Bien's, 2001). It does not investigate the quality exchange as a function of the similarity between leader and member characteristics, values, cognitive styles and consequences associated with exchange agreements (Yang, 2008).

2.1.2 Leader Member Exchange Theory (LMX)

In the field of organizational behavior, most research on work relationships has focused on leader member exchange (LMX). According to LMX theory, leaders do not use the same style or set of behaviors with all subordinates, but develop unique relationships with each member (Graen & Cushman, 1975). Further, high-quality LMX relationships are characterized by mutual trust and support, whereas low LMX relationships are based on the fulfillment of the employment contract. Also, research has suggested that high quality exchange attract valuable rewards to members and leaders. For example, high-quality exchange employees, who are also referred to as in-group members, receive special benefits and opportunities, such as favorable performance appraisals, support in career development, promotions and interesting positions (Graen, 1998; Yukl, 2002). In return, supervisors benefit from competent, hard-working and committed employees whose actions meet their expectations.

LMX relationships quality has been associated with a variety of positive employee perceptions and effective reactions. For example, research has found a positive relationship between LMX relationship quality and perceived organizational support, effective commitment and satisfaction with supervisors, co-workers, pay, work, and career (Graen, 1976). Although most studies have investigated the consequences of LMX relationship quality, an important stream of research has also focused on the development of LMX relationships. In particular, there are two primary models that offer theories about LMX relationship development process.

The first, is known as the role-making model (Graen, & Scandura, 2000), suggests that employees either choose a role-taking or a role-making path. When employees opt for role-taking path, they perform their jobs as per the formal employment contract. However, employees who choose the role-making path actively negotiate their roles and relationships (Graen, 1976). The second model is a three-stage model of LMX development (Liden's, 1987). During the initial interaction, leader and member characteristics such as perceived similarity and liking influence LMX relationship development. In the second stage, leaders test members by delegating tasks to them. In the third stage, leaders assess the follower's job performance.

Leader member exchange theory was used in the study to explain development of workplace relationships. Findings from past studies show that, positive relationships between supervisor and subordinates are closely related to increased job satisfaction and performance (Gerstener & Day, 1997, Llies, Nahrgang & Morgeson, 2007). Other theories supporting LMX have no concrete evidence to support the leader-member relationship but instead speculate. Existing research has examined the relationship

from member's point of view (Scandura & Scrieschein, 1994). Employees manage their own careers (Green-haus, 2003) and viewing the relationship from both perspectives helps the employee understand the way in which he/she and the leader influences the quality of the relationship.

Previous research works have addressed the gaps related to development of relationships between leaders and members from initial interaction through to early development of the relationships and the findings show variability in types of relationships leaders develop with their subordinates which is a basic tenet of LMX theory. Personality is important initial in early development of LMX relationships and as the relationship develops, performance becomes important. This was echoed from previous research examining the impact of personality traits on relationship quality which has received little attention (Liden & Wayne, 2006; Kamdar, 2007).

Leader member exchange relationships are negotiated over time through series of interactions between leaders and subordinates (Liden & Wayne, 2006). Borrowing from social exchange theory, LMX argue that leaders form differentiated exchanges with members based on the effort, resources and support exchanged between the two parties (Graen & Haga, 1975; Graen & Uhl-Bien, 1995; Liden, Graen, Haga & Dansereau, 1997). Similarity between LMX and social exchange theory is that LMX extends beyond formal job description (Liden, Graen & Dansereau, 1997). The result is a high quality relationship characterized by mutual trust, support and rewards which obligates subordinates to reciprocate high-quality performance. Lower quality relationships are limited to employment contracts.

Leaders with high LMX relationships with subordinates reward outstanding subordinates. They may also introduce such employees to key individuals in other parts of the organization (Liden & Sparrowe, 2000). The best interest of the subordinate is to be regarded highly by the supervisor and this is achieved by establishing a social exchange relationship between the supervisor and the subordinate. For the relationship to occur, leaders need to develop a positive image (reputation) in the context of workplace. The positive image of the leader is then expected to be replicated by the subordinates (Zinko, Ferris, Perrewe, & Laird, 2007).

Leader-member exchange develops as a series of steps beginning with interactions between team members. Initial interaction is followed by a series of exchanges in which individuals test one another to determine whether participants can build relational components necessary for high-quality exchange relationships (Graen & Scandura, 2000). To measure high quality exchange, three dimensions of LMX comprising of affect, loyalty and contribution were used by Zinko (2007).

2.1.1.3 Measures of LMX

To measure LMX, Hoye (2004) in measuring board executive relationships adopted relationship based approach which focuses on the relationship between leader and follower. The focus is on valuing reciprocal influence between leaders and followers and how effective leaderships can be developed, maintained and combined into leadership structure. The questionnaires were structured to elicit a response based on the respondents' view of the respective group. Results from the survey were then analyzed using multiple regressions (MR) and structured equation modeling (SEM) (Ragin, 2008). These techniques were considered suitable for this study as they explain connections such as those in this research.

2.2 Criticisms of Theory

2.2.1 Criticism of LMX theory

Although a number of studies have established the outcomes of LMX relationship quality, there is still some ambiguity about how LMX relationships are developed (Blakemore & Frith, 2004), “it is not clear what behaviors on the part of the subordinates and on the part of the leaders result in subordinates becoming members of each of the exchange groups”. In support of this theory, research has found a positive relationship between LMX relationship quality and member reports of ingratiation (Dulewicz, Higgs, & Suls, 2004), as well as reports of follower ingratiation

Similarly, member self-promotion tactics also have been found to share a positive relationship with LMX relationship quality (Dulewicz, Higgs, & Suls, 2004). Clearly, most of the research on the relationship between influence tactics and LMX relationship quality has focused on ingratiation and self-promotion. However, Liden (2000) suggested that the range of tactics members might use to influence leaders is quite wide. Five identified weaknesses in LMX theory and research are these: generalizability is limited; LMX theory is not yet to the point of being useful as a guide to practice mainly because there is not yet a standard model of LMX; the way in which LMX quality develops has not yet been well researched, and better measurement methods are needed.

Generalizability is limited because a small number of occupations at the middle level of organizational structures have been studied. Furthermore, a small number of outcome variables have been explored by a select group of colleagues who are interconnected throughout the literature. Consequently, there is a need for a great deal

of independent and corroborating research. Ideally, it will be based on improved theory. An important reason why LMX theory is not yet sufficient to be a useful guide to practice is that there is no standard model of the dimensionality of LMX (Dulewicz, Higgs; & Suls, 2004).

Various alternative models have appeared, such as Liden's (2000) proposal of three LMX dimensions. Other models have proposed moderating factors, such as dual attachment model and (Seibert & Sparrowe, 2003) TMX model. Further investigations of these models, comparing and contrasting their usefulness to LMX theory, will refine and improve the models and also provide an opportunity for extending LMX theory itself.

The lack of attention to developmental issues has hindered the growth of LMX theory. Liden and Mitchell (2000) suggest that empirical research is needed on the process involved in the development of LMX in general. Flynn (2003) pointed out that there are many alternative concepts as to how the LMX relationship develops and suggests research in the areas of communication style, social interaction style, adaptability, control, conflict, and autonomy. In addition, research needs to investigate who is the most influential in building the relationship. Katz and Kahn (2003) suggested that the leader is the most influential. However, other researchers have suggested that some supervisory behaviors are determined by the behavior of the subordinate.

2.3 Empirical Evidence

Empirical evidence in the study covered personal reputation, influence tactics and career success, social astuteness and career success, personality and career success and challenges faced by employees and career success.

2.3.1 Personal Reputation

Flynn (2003) conducted a study in which she examined how social status was affected by generosity. She defined social status as “awarded to people on the basis of their apparent possessions of attributes held as ideal by other members of the social group... facilitated by other members’ beliefs that the individual possesses a unique value or has provided something of unique value to the group”. Flynn (2003) discussed reputation in the light of the perceived comparability of the construct domains. The results of the study showed that increased giving can positively affect “social status” reputation. This suggests that although reputation is an agreed upon assessment of others, an individual’s actions play a part in this assessment. Tinsley, O’connor, and Sullivan (2002) examined the personal reputation of negotiators. They found that when negotiators had a negative reputation, they were less likely to do as well against novice opponents who knew their reputation. The novice group preferred to use more distributive and less integrative tactics. This suggests that, reputation is a significant factor in how others approach an individual.

Reputation gives individuals in an organization to communicate intentions and beliefs through actions (Carroll, 2003). This communication is an opportunity to be seen and heard by more than one’s immediate supervisor. Individuals can focus on specific or trait for which they wish to acquire a reputation and convince others including their supervisors. If they are successful, they will gain a reputation for that particular characteristic and as such individuals outside their immediate influence will know them for their positive reputation. Blass (2002) suggested that these communications occur during “episodic events”, which are observed by others and reported to a wider

group. The group then assigns a few characteristics to the individual based on the communicated episodic events for which the individual becomes “known”.

Zinko, Ferris, Higgins, Chad, Perrewe & Blass (2007) defined personal reputation as “a perceptual identity formed from the collective perceptions of others, which is reflective of the complex combination of salient personal characteristics and accomplishments, demonstrated behavior and intended images presented over some period of time as observed directly and/or reported from secondary sources, which reduce ambiguity about expected future behavior”. Based in this definition, one must question how individuals evaluate the quality of their personal reputations.

Just as performance evaluations; promotions and salary are measures of organizational success, they also are indicators of an effective personal reputation. In most organizations, very few positions can be evaluated objectively, so job performance typically is operationalized as supervisory ratings of employee performance. Unfortunately, supervisory ratings can be subject to influence, bias and distortion and can even depart from strict focus on job performance behaviors to be driven by other issues (Ferris, 2003). For example, research has found that as leaders’ personal reputation increases, they are given less monitoring and accountability (Hall, Blass, Ferris & Massengale, 2004), which ultimately should exhibit a positive effect on performance evaluations. Similarly, in two studies, Liu, (2007) found personal reputation to fully mediate the relationship between political skill and performance.

The number of promotions an individual receives within a specified period of time is an indicator of an effective personal reputation. Much like performance appraisals, subjective evaluations of characteristics that have little to do with objective work

behavior can exhibit a strong influence on hiring and promotion decisions (Ferris, 2003). For example, regardless of a job applicant self presentation styles, individuals with superior personal reputations are viewed as most suitable for employment (Rosen, Cochran & Musser, 1990). Once hired, reputationally effective managers are rewarded more and promoted faster, thus enhancing their personal reputation.

When multiple organizations are aware of an individual's positive reputation, that individual is more likely to leave his or her organization (Kydd, Ogilvie & Slade, 1990), to acquire upward mobility. In conjunction with job performance and upward mobility, compensation also indicates the effectiveness of individual's personal reputation. For example, helpful individuals with good personal reputations receive more rewards than helpful individuals with bad personal reputations (Johnson, Erez, Kiker & Motowildo, 2002). Similarly, Bartol (1990) found that managers awarded higher pay raises to employees when the managers were dependent on the employees' expertise, suggesting that an expert personal reputation is related to financial reward.

Much like human resource decisions, individual strain reactions can be affected by an individual's personal reputation. For example, when employees' personal reputation is threatened in front of their supervisors, such individuals are likely to experience anxiety that spills over from work into the home (Doby & Caplan, 1993). Conversely, when individuals with favorable reputations participate in political behavior, they experience more job satisfaction, less uncertainty and emotional exhaustion (Hochwarter, Ferris, Zinko, Arnell & James, 2007).

Just as individuals' personal reputations can affect their reaction it can also impact the reactions of others. For example, research has found that negotiators with a negative

personal reputation are less likely to do well against opponents who know their personal reputation because these opponents are more likely to use distributive tactics themselves (Tinsley, O'Connor & Sullivan, 2002), suggesting that when information about an individual is limited, personal reputation is a significant approach factor.

Ferris, (2003) suggested that reputation is related to performance evaluations, mobility and compensation. This assessment was based on research that demonstrated that career success often is based more on social factors than performance (Higgins, Judge & Ferris, 2003 ;). Factors suggested by Ferris, (2003) included goal setting, early impressions and the actual "purchase" of reputation. Goal setting has been shown to demonstrate a positive relationship with evaluations regardless of actual performance (Dossett & Greenberg, 1981). Because reputation is often related to performance (Herbig & Milewicz, 1993), a supervisor may expect more from those with a positive reputation. Whether or not an individual who holds the positive reputation fulfils the prophecy set out by the supervisor (Kierein & Gold, 2000), research suggests that an employee with a strong reputation will excel over less prominent due to expectations of the supervisor.

Members who enjoy high quality relationships with their supervisors often are given greater access to information, influence, professional growth opportunities, decision making latitude and supervisory support than individuals in low quality relationships (Graen & Scandura, 1987). Harris (2007) investigated the moderating role of political skill on the relationship between influence tactics and supervisor evaluations of employee job performance. The results suggested that politically skilled individuals who use influence tactics receive higher supervisor performance evaluations than those who use such tactics, but are low in political skill.

It can be suggested that leader's personal reputation might affect the personal reputation of their followers. In support of this, (Herbig & Milewicz, 1993), found that individuals' reputation was partly a function of possessing a prominent friend and partly a function of their job performance. Most employees are dependent on their immediate supervisors for their task assignments. Supervisors also control important processes and work outcomes such as performance appraisals, promotions and compensation (Ferris, 2003). Employees may wish to establish strong relationships with their supervisors to facilitate high level job performances.

2.3.2 Exchange Influence Tactics and Career Success

Influence is one among the most important determinants of managerial effectiveness (Yukl, 2002). The success of a subordinate to influence the target person depends on the tactics used by the subordinate. Influence tactics are classified based on their effectiveness on specific behavior (Yukl & Chavez, 2002). If a subordinate wishes to influence someone to carry out an immediate request, then he/she will use proactive tactics. Reactive tactics may be used to resist unwanted influence attempts.

Early research by Kipnis, Schmidt, Wilkinson (1990) identified several distinct types of proactive influence tactics for upward influence attempts with a boss that included; Rationality (The agent uses logical arguments and factual evidence to show that a request or proposal is feasible and relevant for important task objectives). Exchange (The agent offers something to the target person to reciprocate at a later time, if the target will do what the agent requests). Ingratiation (The agent uses praise and flattery before or during an attempt to influence the target person to carry out requests or support a proposal). Pressure (The agent uses demands, threats, and persistent

reminders to influence the target to do something). Consultation (The agent asks the target person to suggest improvements or help plan a proposed activity or change for which the target person's support is desired). Assertiveness (The agent forces the target person to get what he/she wants). Coalition (Agent uses support of others as to influence the target).

These classifications have been adopted by researchers studying impression management and development of personal reputation (McFarland, 2007; Tsai, 2010 & Zinko, 2007). Previous studies examined the directional differences in influence behavior (Yulk & Chavez, 2006; Higgins, Judge & Ferris., 2003; Yukl & Tracy, 1992). Their findings showed that, use of influence tactics is connected to hierarchical relationship between the agent and the target. There also was a report that tactics could be classified as strong, weak and rational where hard tactics signified use of authority and power, soft tactics involved the use of personal power and rational tactics relied on the use of logic. Studies on categories of tactics grouped by Fu(2002) to examine strategies used by supervisors on their subordinates allows investigation of combined tactics, as most managers tend to use more than one influence tactic.

Riggio (2008) suggested that, choice of agents' influence tactic is based on his/her evaluation of the parameters of leader-member relationship including the relative status of each individual. Success of an influence tactic is dependent on factors such as relative power of parties, the direction of influence attempt and the political skill of the influencer (Ferris, Perrewe, Anthony & Gilmore, 2003). Choice of influence tactic also affects the success of an influence attempt.

Even though these influence tactics have been proposed and believed to be relevant in organizational setting, only self-promotion and ingratiation have received substantial attention in literature (Yukl, 2005). In a study to examine the relationship between LMX and subordinate use of impression management with the boss (Wayne & Ferris, 2005) it was found that ingratiation correlated positively with LMX. Although more studies suggested a link between LMX and influence tactics, only ingratiation and assertiveness tactics used in upward influence attempts with superiors were examined. A study by Yukl (2005) provided an extensive coverage of ingratiation literature and included self-promotion as a tactic of ingratiation. However, empirical evidence provided by Higgins, Chad & Judge (2003) show that self-promotion and ingratiation are indeed distinct influence tactics and should be treated as such. Therefore, theoretically and conceptually, it is important to distinguish self-promotion and ingratiation as independent influence tactics. Yukl (2003) found that, using a single tactic such as consultation was more effective than a single hard tactic such as self-promotion. This implies that, different tactics have differing degrees of effectiveness.

Despite vast research on the effects of influence tactics on work outcomes for some time now, there has been little attention devoted to obtaining a comprehensive assessment of the effects of influence tactics on career outcomes (Higgins, Judge & Ferris, 2003). In addition, previous attempts to analyze the effects of influence tactics have suffered several shortcomings that limit the confidence one can have in the results of such studies (Higgins, Judge, Ferris & Chad, 2003). Ng (2005), suggested that, influence tactics generates positive perception in others and may also enhance individual's subjective judgments about career attainments such as career satisfaction.

In a qualitative study investigating success of high-reputation managers in a plant, benefits of technology and newest analytical tools did not seem to be effective in influencing the success of plant managers but effective application of political skill did (Smith, Donde, Quinn, 2009). Managers show consistent patterns “interpersonal styles and abilities to influence others organizational politics”. This is borrowed from the theory by Minzberg (1985) that organizations are inherently political and managers gain competitive advantage by acquiring political skills.

Organizational politics have been described as exercise of influence through persuasion, manipulation and negotiation. Organizational politics are now broadly seen to include those activities used to advocate for goals and influence that earn an individual a favorable image (Bendoly, 2008). Although use of influence tactics have been reported to be important in aligning strategic operations and management priorities (Bendoly, 2008) strategic management has only associated it with strategic level management. Lower level management has not been looked into to see how they apply their influence tactics not just upwards but to enhance success in their careers.

2.3.3 Social Astuteness and Career Success

Individuals building reputations influence individuals around them in a manner that they develop behaviors consistent with the reputation they wish to develop. Social effectiveness is an aspect that helps an individual build reputation (Ferris, Blass & Laird 2002). In organizational context, social effectiveness refers to effective use of persuasion, explanation and other influence mechanisms to reveal the ability to control others (Zinko, Ferris, Blass & Laird in press).

Social effectiveness increases perceived credibility of an individual in the eyes of those around their network (Ferris, Treadway, Adams & Perrewe, 2005). Ability to develop and manipulate a network is important in development of personal reputation since it gives an individual to convince immediate audience who will then transfer then transfer the reputational message to others. The immediate audience makes communication more effective by reinforcing the reputational message sent by reputation building individual. Social interaction between leaders and members increases the chance of passage of the intended message to the target audience.

Political skill is used to measure social effectiveness and it is defined as the ability to effectively understand others at work and to use knowledge to influence others to act in a ways that enhance one's personal and organizational objectives (Ferris, Kolodinsky & Frink 2005). Political skill is related to self-monitoring, personality, interpersonal skill and intuition (Ferris, 2005). In the study of political skill which is a social effectiveness construct (Ferris, 2002) suggested that the ability to network enables politically skilled individuals to develop a favorable social identity which is necessary component in building and maintaining identity. Social competence enables individuals to influence those around them and improve their social standing.

Empirical evidence show that, during the development of individual and leader relationship process, roles must be defined by the participants and in the process, individuals use their political skills to help create the image that a supervisor has of them (Zinko, 2007). Employees insert themselves into close relationships in order to gain supervisor's favor. The groupings lead to development of memberships that develop quickly and remain stable after they have formed resulting in automatic categorization (Zinko. 2007). Once the subordinates have been 'categorized',

supervisors will then rely on the image of workers in these categories to make decisions. Members will always strive to belong to high group to 'high quality' exchange groups. Members of 'high quality' group, report enhanced levels of satisfaction and effectiveness as well as mutual influence, more open and honest communication and greater access to resources (Perrewe, Kacmar & Rason2004).

Members in the low-quality relationships have less access to supervisor information and restricted to fewer resources, low organizational commitment hence disadvantaged in terms of job benefits and career progress (Kamdar & Van Dyne, 2007). Employees are dependent on their immediate supervisors for their task assignment. Supervisors control important processes and work outcomes such as performance appraisal, promotions and compensations (Ferris & Perrewe, 2007). The study was intended to establish relationships between employees and supervisors that facilitate career advancement.

Socially effective individuals move easily in societies they live in since they can comprehend their surroundings properly. They easily adopt behaviors as situations warrant and possess the ability to change as situation demand them to. Furthermore, socially effective individuals are able to exert a strong influence on people around them. They can easily adapt to conflicting management using the appropriate tactic for each and every given situation (Ferris, 2002).

They possess social competencies that enhance personal and organizational goals through understanding and influence of others in social interactions (Blickle, 2010).

Research by Liu, Ferris, Zinko, Perrewe, Weitz, & Xu, (2007) empirically demonstrated a link between social effectiveness and performance rating of an

individual. The study associated these individuals with titles and degrees and defined them as individuals who excel beyond their peers at a task. Forret & Dougherty (2004) reported that, these individuals develop and maintain relationships with those people who have the potential to assist them in their work or career. They are members of professional networks such as mentoring networks which are beneficial to career development. Studies show that social networks are related to access to information, compensation and promotion (Forret & Dougherty, 2004).

From the social perspective, human resource decision such as promotion and pay raises are used by decision makers to justify their decisions among multiple constituencies. Selecting reputable individuals who demonstrate high level of social effectiveness help decision makers justify their choice and reduce the potential liability of making wrong decisions when chosen person delivers poor performance (Judge, Ferris, Kolodinsky, Dobbins & Cardy, 2007). Empirical research by Baron, (2000) shows that, fewer resources to maintain and develop social networks reduces the likelihood of accessing information from mentors linked to compensation.

Interpersonal skill is a style that combines social astuteness and the ability to execute appropriate behaviors in an engaging manner that inspires confidence, trust and genuineness (Perrewe & Nelson, 2004). Individuals high on interpersonal skill find themselves more engaged in more helping behaviors at work and demonstrate better job performance (Carmeli, 2003). Such individuals are rated highly by supervisors (Ferris, *et. al.*, 2005). In a study examining productivity of faculty members in institutions (Bergeron, Bilimnia & Liang, 2010) shows that faculty members with good interpersonal skills are able to resolve interpersonal issues with colleagues easily

and respond well to comments from reviewers. They exhibit high teaching rates and may also be in a position to manage their service obligations while maintaining positive relationships with colleagues and administrators.

Because organizational decisions are often made in political environment, socially effective individuals may have a competitive advantage at getting information pertaining to organizational politics and power structures (Wolf, Klein & Gardener, 1994). Individuals need support of colleagues at all organizational levels in order to execute their activities effectively (Janasz & Sullivan, 2004). Higher levels of political knowledge are associated with increases in annual salaries (Seibert, 2003). Individuals with greater social skills may have more knowledge of important issues within the organization and more awareness of political issues. Thus, the organizational members possessing good interpersonal skills may have better job outcomes. In sum, individual differences influence an individual's career outcomes.

In self-determined environment, proactive individuals may have an advantage over less proactive individuals. Proactive individuals are likely to take initiative in establishing social networks. In organizations, collegial networks may be critical in influencing career success. Social networks may engage colleagues in relationships that involve collaborating together and dialoguing about efficient and effective ways of solving organizational problems and other personal issues which may lead to higher career outcomes (Thompson, 2005). Proactive individuals may find ways such as trading off expertise for data access to get resources helpful in career advancement.

Thompson (2005) found out that, proactive individuals had higher job performance because they worked to establish relationships with others who had resources and influence to help them achieve their objectives. These individuals may also have access to organizational resources due to their personal efforts. Individuals with better interpersonal skills are more sensitive to social cues and can judge better and adapt well to interpersonal situations. They may also be good at dealing and influencing others effectively (Perrewe & Ferris, 2004). Influence may lead to negotiation for lighter work load and assignments without creating a rift between colleagues.

2.3.4 Personality and Career success

Personality indicates an individuals' ability to sustain a reputation. Because reputation is built over time (Ferris, 2003), individuals consistently exert a level of social influence over time. If they portray an image that is not a picture of who they are but feel must portray to gain benefits of the reputation, they are depressed as a result of surface acting. Riggio & Reinhard (2003) highlighted that, individuals high in neuroticisms are more likely to show negative emotions at work, suggesting that, highly neurotic individuals lack the capacity to engage in reputation building.

Credibility of an individual is enhanced by reputation of the individual. Related work on credibility examining characteristics of authentic leaders (Avolio, Gardner & May, 2004) such as positive emotions and self-efficacy suggested that, the characteristics aid in perceiving authenticity. Low neuroticism and self-efficacy are dimensions of core self evaluations which are measures used to evaluate personality construct aid in perceived credibility by others (Harvey, Martinko & Gardner, 2006).

Five-dimension personality model presented by Goldberg termed as big-five model is used in personality research (Goldberg, 1998). The big-five personality model include, openness to experience which is the inclination to be imaginative, independent and interested in variety. Secondly, extraversion which is propensity to be fun-loving and warm. Thirdly, Agreeableness, which is the tendency to be sympathetic, trusting and supportive. Fourthly, conscientiousness, which is the affinity to be prepared and disciplined. Lastly, neuroticism, tendency to be anxious, emotionally stable and self-blaming (Goldberg, 1993). Research on personality suggests a significant relationship between personality type and career success. In practice, wrong career choices are made due to ignorance of specific personality type of individuals (Hirsch, & Akos, 2010).

Agreeableness is a trait that holds people to be accommodating and helping (Burch & Anderson, 2008) they resolve issues by creating win-win situations through their flexible attitudes (Cattell & Mead, 2008). People with this type of personality trait are friendly, generous in negotiations and highly social (Mount, 2005). People who rank high in this trait attain cooperation and social harmony and help others built their future while people with low level of agreeableness are unfriendly, selfish, and do not care for others concerns. They are self-centered and believe that others work on their own personalities and are less likely to help them develop their personal interests.

People who are open to experience tend to be highly spatial, imaginative and creative in their intellect. They are sensitive to inner thoughts and have the capability to analyze matters differently (Cattell & Mead, 2008). They are curious to know hidden things and to be deductive from different angles (Mount, 2005). People who are

deficit of openness to experience trait are more conventional in their problem solving approach and do not try new tactics to solve a particular problem (Burch & Anderson, 2008). They love to stick to status quo. Individuals with extraversion trait are more talkative, interact with every one so frankly and seek excitement in every bit of life (Cattell & Mead, 2008). Introverts on the other hand are less open with others. Research suggests that, this personality dimension have a healthy role in predicting career success (Judge, 1999).

Conscientiousness on the other hand is a personality trait that has been proven to have high influence on career success in any organization (Burch, 2008). People with this type of trait tend to be very careful about their future planning (Burch & Anderson, 2008) and they tend to be predictable and risk free. This type of individuals work in a way that they have no flaw and do everything right. People with level of conscientiousness trait are not inclined to concise ways of doing things such that their work would be free of faults (Grandey, 2003).

Neuroticism trait of personality has been associated with individuals who possess pessimistic approach, who always react over mistakes and faults made by them. Such individuals easily get stress, tend to be emotional and anxious (Hussain, Abbas, Shalзад & Bulkhari, 2011). Most of the time, these individuals are hopeless and emotional when expressing their feelings. They lack emotional intelligence and easily caught by mental disorder and depression (Burch & Anderson, 2008). People with this trait usually fail to achieve success in their careers including intrinsic and extrinsic success (Judge, 2002). People with low neuroticism are optimistic, emotionally stable

and have more strength to face stressful situations soundly (Roberts & Robins, 2002). They seem not to react in stressful environments (Cattell & Mead, 2008).

Managerial positions demand strong social interaction ability and readiness to accept changes in external environment. It also requires socially dominant behavior to adapt to frequent changes and get things done effectively and efficiently. Empirical evidence show that people who can control their activities and perform their tasks under stress and pressure, can manage their planned tasks according to their own will and mental satisfaction (Ackerman & Beier, 2003). Managers give directions to others to get things done and it's for this reason that they need to be more social, warm and able to interact and negotiate with others. They need to match their personalities with the need to be highly efficient in time, resources and ability management.

Junior managers and new employees require personal efficacy initiative to reach to the climax of career success. Initial stages in work environment requires openness to experience and beginners always need to have great social interactions and propensity to be dominant in their moves and need to be creative to achieve optimal outcome in their step forward (Zhao & Seibert, 2006). In this way, they will be more likely to be effective in coping with hindrances and difficulties they may face (Aldridge, 2000).

Work environments demand that individuals help each other to move up the professional ladder (Barrick & Mount, 2005). Considering others is not possible without a high ranking in personality traits. Personality help individuals to be more accommodating and helping on the cost of their personal resources (Cattell & Mead, 2008). Personality traits help individuals move beyond their self-interest and restrict

them from becoming selfish (Howard, 2005). Self-centered people are not likely to be successful in their professions as there is a great need to be social, friendly interactive and be familiar with others to accommodate others in crucial moments (Cattell & Mead, 2008). Extraversion helps individuals to become inclined to getting success through social services and to have satisfaction for themselves (Ackerman, 2003).

During the development of LMX relationship, personality plays an important role in the initial interaction. This is the extension of previous research on the impact of big-five personality characteristics on LMX relationship quality, which has received little attention (Liden & Wayne, 2006; Kamdar & Van Dyne, 2007). Personality characteristics of extraversion and agreeableness have been found to influence social (Dar & Johns, 2004). Empirical evidence shows that extraversion and agreeableness are salient characteristics which can be reliably judged by strangers within a short time of interaction (Carney, Colvin & Hall, 2007). Studies have examined leader-member exchange from leader perception members' point of view but quality of a social relationship is dependent on personality of both parties.

Empirical supported linkages between personality and career success showed that personality leads individuals to possess jobs of interests. Personality also influences individuals' performances on the job in a way that will lead to higher job compensation, increased responsibilities and promotions into higher organizational ranks (Judge, Chad, Carl & Murray, 2007). Personality has also been found to influence ways in which individuals engage in social interactions that may lead to outcomes ranging from improved knowledge on the job and visibility of an individual in the organization. Although literature on personality is extensive the results are

relatively inconsistent (Judge, 2007). The study was intended to provide an appraisal of the influence of personality a dimension of personal reputation on career success.

2.3.5 Career Success

Career success refers to real or perceived achievements individuals have accumulated as a result of their work experiences (Judge, Cable, Boudreau & Bretz, 1995). Career success can be viewed as intrinsic or extrinsic. Extrinsic career success is observable and consists of highly tangible outcomes such as pay and ascendancy. Intrinsic success is individual's appraisal of his/her success and most commonly expressed in terms of job, career or life satisfaction (Judge, Higgins & Chad, 2005).

Career success is determined by factors such as combination of specific competencies and a performance record, along with network development, organizational politics and reputation building. Career success is not only determined by traditional factors including job-related skills and performance records but also by networking, politics and social effectiveness (Sorensen & Feldman, 2005). Political perspectives of organizational politics argue that performances, promotions, compensation which manifest career success are strongly affected by organizational politics.

Today's competitive environment calls for social effectiveness to facilitate effective interpersonal interactions and career progression (Ferris, Treadway, 2005). Socially effective individuals pose social awareness that enable them to adjust and calibrate behavior to different situations in a genuine and sincere manner. The competencies of these individuals inspire others and as such performances and career success evaluations decisions makes through linkages such as reputation (Perrewe, 2007).

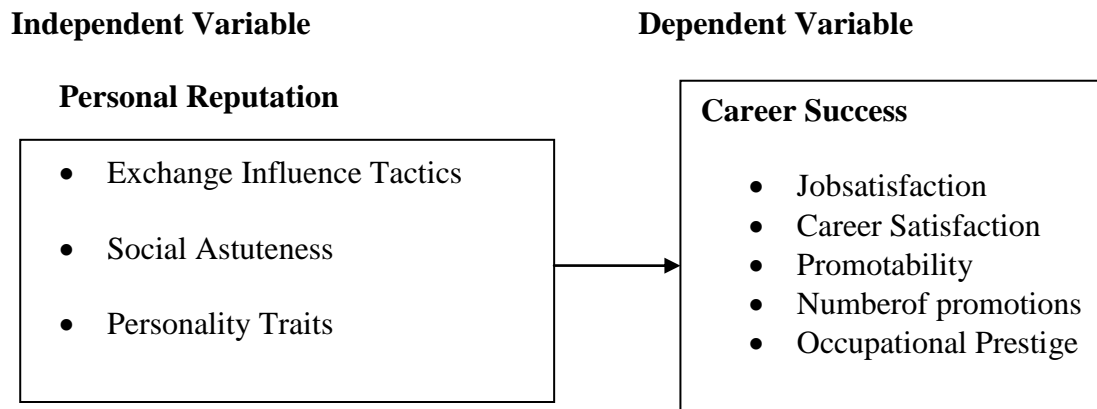
Personal reputation build by socially effective individuals tend to be effective because they make use of network-building activities and influence tactics to transmit signals that establish a favorable image to recipients (Ferris, 2007). It has been suggested that, socially effective individuals form strong relationships with supervisors in order to get rewards associated with their personal reputations. Social activities of employees play an important role in shaping perceptions and assessment of their characters and potentials. Perceptions influence the degree to which individuals are successful in their careers through their ability to obtain organizational resources such as rewards and positions (Judge, 2007). Empirical evidence shows that, there is a link between career success and tactics of influence (Ferris, 2003) although consideration has been give to ingratiation and self-promotion.

Organizational politics especially those linked to human resource decisions are so prevalent such that perceptions of raters exhibit more influence on decisions than the target employees behavior and aggregate contribution (Ferris, Basik & Buckley, 2008). From organizational politics perspective, careers can be seen as political campaigns (Inkson, 2004) involving contact hunting, self promotion (Higgins et al., 2003) and use of influence tactics (Ferris, 2007). The success of such campaigns depends on individual competencies that enable the effective management and projection of positive image across work environments that influence the assessment of performance and career potential. Empirical evidence show social effectiveness to be related to salary, promotion, and career satisfaction (Ng, 2005) yet the research is limited in scope and focused on general organization politics.

2.4 Conceptual Framework for the Study

The conceptual framework was built upon independent variables of personal reputation and dependent variables of career success. In Figure 2.1, personal reputation indicators comprised of influence tactics, social effectiveness and personality traits. Influence tactics are used by individuals' to create a favorable reputation and to build closer relationships at work. The influence tactics tested in the study were exchange influence tactics. Influence tactics were measured using a 10 item, five point likert scale. Social astuteness was measured using a 14 item, five point likert scale that was developed by modifying 18-item scale developed by Ferris, (2005).

Personality is a construct of personal reputation referring to a set of characteristics within an individual influencing his/her behaviors in different contents. Personality was measured using a five-point evaluation likert scale with 12-items developed by Judge, (2003). The scale reflected the five personality traits of openness to experience and conscientiousness. Intrinsic and extrinsic career success variables were tested. According to judge, (2005), intrinsic career success referred to individual's attitudes and reactions towards regarding his/her work while extrinsic career success refers to observable features of one's career. Subjective/intrinsic career success comprised of job satisfaction, career satisfaction, life satisfaction and promotability. Extrinsic components of career success were taken to be income, number of promotions, occupational prestige and employability. Career success was measured using a five-point, 7-item likert scale whose items were operationalized to reflect career success. Figure 2.1 shows the relationship between personal reputation and career success.



(Figure2.1, Conceptual framework)

2.5 Chapter Summary and Research gap

Personal reputation is a social phenomenon that suggests predictable patterns of behavior of an individual in a given situation. Improved knowledge regarding personal reputation is of great value to an individual since personal reputation can be a form of “signaling” and gives people an opportunity to tell others something important about them. The key to a successful professional career is a good reputation at the onset of employment, through the career ladder climb in spite of professional achievements. Every employee in all organizations relies on the perceptions of others as a means to progress or decline at work. Organizations today exist in dynamic environments and organizational politics are prevalent such that human resource decisions such as promotion are dependent on perceptions and not individuals’ objective competencies. This therefore, calls for investigation of social competencies that enhances an individuals’ reputation hence career outcomes.

CHAPTER THREE

MATERIALS AND METHODS

3.0 Overview

Chapter three presents the study area, research design, population and sample, sampling strategy, data and data collection instruments, reliability and validity, pilot testing, data analysis procedure.

3.1 Study Area

The study focused on Nandi Hekima Sacco Limited in Kapsabet Municipality one of the four Sacco's found in Kapsabet town Kenya in former Rift Valley province. It is located about 300km North West of Nairobi on the Trans-African highway and 30km north of the equator. The elevation of Kapsabet varies from 2100 meters above sea level to 2700 meters. Nandi Hekima Sacco has Branches located in different parts of Nandi County. The main Administrative office is located in Kapsabet Town. It is run by a team of 145 staff headed by a Chief Executive. In addition to the chief Executive department, the Sacco has Operations Management department, internal audit department, Credit and Recovery Department, Compliance Department, Business Development, Accounting, I.T and Human resource department. These departments are interdependent and managers need to use social skills to acquire reputations that places them in a better position to access the organizational resources and decision making power.

3.2 Research Design

Survey research design was used in the study to predict the past and present reputations of employees in Nandi Hekima Sacco. Survey research involves collection of information from individuals through responses to questions (Lewis and Saunders,

2009). Survey research was used in the study because it is efficient method for systematically collecting data from respondents that can be used to suggest possible reasons for relationships between variables and to produce models for the relationships. The respondents were surveyed to assess their opinions and attitudes regarding personal reputation of colleagues. The study was concerned with examination of employee's reputation and was specifically intended to investigate the relationship between an employee personal reputation and career success. Such issues are best investigated through survey. The survey design generally entails the use of procedures to explore and describe relationships between variables and the questionnaire was used as the major tool for data collection. For the purpose of this study, the survey design allowed collection of quantitative data that was analyzed quantitatively using descriptive and inferential statistics.

3.3 Population and Sample

3.3.1 Target Population The study targeted 54 employees in Nandi Hekima Sacco as shown in Table 3.1

Table 3. 1: Target Population

Management level	Frequency	Percentage (%)
Strategic level	3	5.6
Middle level	14	25.9
operational	37	68.5
Total	54	100

The population for this study consisted of strategic level, middle level and operational level administrators in Nandi Hekima Sacco that added up to 54. In determining the population for the study, the researcher adopted Saunders and Lewis, 2009 method of

selecting samples that if data can be collected from the entire population then there is no need to sample.

3.4 Sampling and Sampling strategy

Lewis and Saunders (2009) advise against sampling where population is 50 and below. He argues that data should be collected from the entire population as the influence of a single extreme case on subsequent statistical analyses is more pronounced than for larger samples. It is for this reason that data was collected from all the 54 managers in Nandi Hekima Sacco.

3.5 Data and Data collection Instruments

3.5.1 Primary Data

The researcher utilized primary data that was collected using questionnaires that formed the primary source of data.

3.5.2 Questionnaire

Questionnaire was used to collect data from the entire population. According to Saunders & Lewis (2009), most techniques for measuring perceptions and attitudes rely heavily on verbal material in form of interviews or questionnaires. Therefore, a five point likert type questionnaire was used to collect data. The questionnaire comprised of five sections with the first section containing information on characteristics of the respondent while the other four sections reflected the research objectives. The questions in section two to four were designed to measure the respondent's attitudes and opinions. Section two comprised of two parts with questions meant to answer objective one. Questions in section three measured objective two, section four answered objective three and section five answered

objective four. The questionnaire allowed collection of quantitative data from a large number of individuals easily (Kombo, 2006) that was easy to analyze.

3.5.3 Response Rate

The study targeted 54 respondents in collecting data with regard to influence of personal reputation on career success with reference to Nandi Hekima Sacco Limited, Kapsabet. From the study, 36 out of 54 target respondents filled in and returned the questionnaire contributing to (66.7%). The results show that 66.7% response rate falls within the confines of a large sample size ($n \geq 30$). This compares favorably with response rates in Kenya of between 30% - 85% that other researchers have reported in their work (Ng'ang'a, 2004). Albright, (2003) referring to widely accepted rule of thumb puts the acceptable minimum response rate at 30%.

3.6 Validity of the Instrument

An instrument is said to be valid if it measures what it intended to measure and achieve the purpose for which it was designed (Saunders & Lewis, 2009). In reference to validity of the questionnaire, the following were considered; internal validity and content validity. To establish the validity of the instrument, appropriateness, meaningfulness and usefulness of inferences made by the researcher based on the data collected was used to revise the instrument.

3.7 Reliability of the Instrument

Reliability test was done to determine the ability of the questionnaire to produce consistent findings at different times and under different conditions. The reliability was assessed by Cronbach's alpha using SPSS software. Cronbach's alpha as 0.829 for influence tactics, 0.927 for social effectiveness, 0.892 for personality, 0.800 for

career success and 0.850 for challenges faced by employees. The results demonstrated the questionnaires as highly reliable (Sekeran, 2000).

3.7.1 Pilot testing

Prior to using the questionnaire to collect data, it was pilot tested. The purpose of the test was to refine the questionnaire so that respondents would not have problems in answering the questions and to reduce problems in recording the data. The test also intended to enable the researcher to obtain the questions' validity and the likely reliability of the data collected. Mugenda & Mugenda, (2003) allude that pilot testing of questionnaires assist in identifying deviance and finding out how long the questionnaire takes to complete. Pilot testing was done by administering 15 questionnaires in Eco Bank. The findings were then analyzed using SPSS (Statistical Package for Social Scientists) and internal consistency was tested by computing cronbach's alpha reliability coefficients.

3.8 Data Analysis

This section addresses analysis of data as per objective. Objective one entailed the determination of relationship between tactics of influence and career success. Multiple set analyses were used to identify the most frequent influence tactic. Significance of the relationship between influence tactics was then analyzed using Pearson's product moment correlation since both variables satisfied the parametric statistics assumption that both variables must contain the same data for the analysis to be valid Blumberg, Cooper & Schindler, (2008). To determine the cause-effect strength of influence tactics and career success, simple linear regression was used. The regression equation ($CS = \beta_1 + \beta_2 TAC + E$)

Where CS= Career success, β_1 = Y Intercept, β_2 =Gradient of the regression, TAC= Influence Tactics and E= error term normally distributed about a mean of 0.

Objective two tested the relationship between social effectiveness and career success. Pearson's product moment correlation was used to test the direction, strength and significance of this relationship. The strength and significance of the cause-effect relationship was then tested using simple linear regression. Multiple response analysis was used to test the frequency of the most prevalent social effectiveness skill.

The regression equation ($CS = \beta_1 + \beta_2 SA + E$)

Where CS= Career success, β_1 = Y Intercept, β_2 =Gradient of the regression, SA= Social effectiveness.

Objective three involved testing of relationship between personality and career success. Pearson's product moment correlation was used to test the significance, direction and strength of this relationship. Simple linear regression was then done to test the strength of the cause and effect relationship between personality and career success. The most frequent personality trait was determined by carrying out multiple set response analysis. The regression equation ($CS = \beta_1 + \beta_2 PER + E$)

Where CS= Career success, β_1 = Y Intercept, β_2 =Gradient of the regression, PER= Personality

Objective four was descriptive in nature. Multiple set response analysis was used to test the frequency of the most prevalent challenge faced by employees. The direction, strength and significance of the relationship between challenges faced by employees and career success were tested using Pearson's product moment correlation analysis. The cause-effect relationship was tested using simple linear regression analysis.

The regression equation ($CS = \beta_1 + \beta_2 CHA + E$) Where CS= Career success, β_1 = Y Intercept, β_2 =Gradient of the regression, CHA= Challenges

3.9 Ethical Consideration

Major ethical problem in this study was the privacy and confidentiality of the respondents. Obtaining respondents opinions entailed gaining access to specific lists and files which itself was an infringement on the privacy and confidentiality of the respondents. However, privacy, confidentiality and anonymity of the data collected was assured to the respondents.

CHAPTER FOUR

RESULTS

4.0 Overview

To obtain the data for this study, semi structured questionnaires were administered on the managers. These questionnaires generally sought information on opinions and attitudes regarding the respondents' personal reputation. This chapter presents the results as per the set objectives.

4.1 Cronbach's alpha reliability coefficient for the study variable

Internal consistency of the instrument used to collect data was tested by computing Cronbach's alpha reliability coefficients at the piloting stage. The Cronbach's alpha reliability for the environmental factors is given in Table 4.1.

Table 4. 1: Cronbach's alpha reliability coefficient for the study variable

Factor	Cronbach's Alpha coefficient	Remarks as per Sekeran (2000)
Tactics Used	0.829	Good
Social Astuteness	0.927	Good
Career Success	0.800	Good
Personality	0.892	Good
Challenges	0.85	Good

(Source: primary Data, 2013)

The average Cronbach's alpha reliability coefficient for the instrument was found to be 0.859, which is good as per Sekeran (2000) standards of having the coefficient be greater than 0.7. Therefore, for this research, the instrument was a reliable measure.

4.2 General Characteristics of the Respondents

The evaluated employee's gender, age, educational background and status in the organization were analyzed and the results presented as shown in Table 4.2

Table 4.2 General Characteristics of Respondents

		Percentage
Gender	Male	52.8
	Female	47.2
	Total	100
Age Bracket	20-25	8.3
	26-30	72.2
	31-35	11.1
	Above 36	8.3
	Total	100
Management Level	Operational level	63.9
	Middle level	30.6
	Strategic level	5.6
	Total	100
Work Experience	0-5	50.0
	6-10	30.6
	11-15	13.9
	Above 16	5.6
	Total	100
Highest level of education	Certificate	13.9
	Diploma	41.7
	Degree	41.7
	Other	2.8
	Total	100

The results in Table 4.2 show that 52.8 % of the evaluated employees were male while 47.2% of them were female. The age distribution of the evaluated employees shows that majority (72.2%) of the respondents are in the age bracket of 26-30. Only 11.1% of the respondents are in the age bracket of 31-35 years. The results further reveal that the least (8.3%) are in the age category of 31-35 and above 36 years old. The results further depicted that, majority of the evaluated employees were of junior cadre (45.9%) while the minority were in the top management (5.4%). Majority of the evaluated employees had worked in the organization for less than 5 years (48.6%) and

that 13.9% attained certificate level, 41.7% have a diploma, 41.7% attained a degree and 2.8% had CPA (K).

4.3 Relationship between Exchange Influence Tactics and Career Success

The tactics used by the employees and career success were first presented in form of frequency tables before their relationship was established using correlation analysis.

The corresponding hypothesis was then tested using regression analysis.

4.3.1 Exchange Influence Tactics Used by Employees

The tactics used by the employees to influence their career success were evaluated and the results are as shown in Table 4.3. To determine the influence tactic with the highest frequency, multiple set analyses was done and frequencies obtained were as shown in Table 4.3. The study sought to investigate the influence tactic mostly used by employees to influence success in their careers. The results in Table 4.6 show that, the most frequent influence tactic (75.8), friendliness and consideration for others is used by employees to influence perception of others. Employees share experiences with others (63.6). Influential employee gives good technical advice (60.6%).

Table 4. 3: Exchange Influence Tactics Used by Employees to influence Career Success

Influence Tactics	Frequency of Cases (N)	Percent of Cases (%)
The Employee:		
Places organizations' interest before his/her interest	8	25.0
Possesses the required skills and knowledge	22	66.7
Is friendly and has consideration for others	25	75.8
Is trustworthy, honest and believable	21	63.6
Perform the required tasks independently and accurately	22	66.7
Gives me good technical advice	20	60.6
Shares with me his/her experiences in training	21	63.6
Provides me with sound job related advice	19	57.6
Ask feedback from colleagues	19	57.6

Influential employees possess the required skills and knowledge 66.7%. Most influential employees place organizational interest before their own interest 25.0%. Employees who are influential ask feedback from colleagues 57.6%.

4.3.2 Career Success

The respondents were asked to rate their perception on the evaluated employee's career success using a five point likert-scale. The responses were then analyzed using multiple response analysis and the frequencies captured in Table 4.4. The results in Table 4.4 show that the most prevalent characteristic of career success exhibited by the evaluated employees is high productivity with a frequency whose percentage is 60.7%. Having greater promotions than non-social employees was deemed to be the least exhibited attribute shown by the evaluated employees with the lowest frequency of 2 and a percentage of 7.1%.

Table 4.4: Employee Career Success

The Employee:	Frequency (%)	Percentage of Cases (%)
Has higher salary compensation than non-social employee	2	7.1
Has greater promotions than non-social employees	6	21.4
Productivity his high	17	60.7
Provides subordinates with sound job related advice	13	46.4
Completes tasks with less effort	7	25.0
Receives greater attention from elites in the organization	13	46.4
Has improved knowledge on the job	16	57.1
Is more visible in the organization	17	60.7

(Source: Primary data, 2013)

4.3.3 Correlation of Exchange Influence Tactics Used and Career Success

Correlation analysis was performed to determine the relationships between influence tactics used by evaluated employees and career success. The correlation coefficient (r) was used to measure the strength and direction of the relationship between tactics used by evaluated employees and career success.

Table 4. 5: Correlation of Exchange Influence Tactics used and career success

Correlation of influence tactics and career success		Tactics used by employees	Career Success
Tactics used by employees	Pearson Correlation	1	.463**
	Sig. (2-tailed)		.006
	N	36	34
Career Success	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.006	
	N	34	34

(Source: primary data, 2013)

Results showed a moderate positive relationship ($R=0.463$, $p=0.006$) relationship between influence tactics used by evaluated employees and career success that was statistically significant at 99% confidence level.

4.3.4 Regression of Exchange Influence Tactics on Career Success and Hypothesis Testing

In order to investigate the relationship between influence tactics used by evaluated employees and career success, hypothesis one was set.

Hypothesis One

H_{01} : There is no significant linear relationship between tactics used by evaluated employees and career success.

Regression analysis was carried out to test the null hypothesis. From the regression output (Appendix 3) and hence the regression parameters β_1 and β_2 obtained the hypothesis was tested by constructing the following linear model: $CS = \beta_1 + \beta_2TAC$ where: CS is Career Success (the dependent variable) β_1 is the y-intercept, β_2 is gradient of the regression line and TAC denotes Tactics (the independent variable).

The values of the coefficients β_1 and β_2 were found to be 1.328 and 0.533 respectively from the regression output in Appendix 3. Thus the linear equation relating career success and tactics used took the form $CS = 1.328 + 0.533TAC$. This model has correlation of determination, $R^2 = 0.214$, which meant that 21.4% of the variation in career success is explained by tactics used by the employees. This model is significant ($F = 8.727$ and $p = 0.006$ which is less than the significance level of 0.01, and $t=2.954$ that is greater than the threshold of 2 for t-values) while $\beta \neq 0$. Hence the researcher rejected the null hypothesis and concluded that there is sufficient evidence, at 99% significance level, that there is a significant positive linear relationship between career success and influence tactics.

4.4 Relationship between Social Astuteness and Career Success

The Social astuteness of the employees was first analyzed and presented in form of frequency tables before their relationship was established using correlation analysis. Then the corresponding hypothesis tested using regression analysis.

4.4.1 Employees Social Astuteness

The respondents were asked to rate their perception on the evaluated employee's social astuteness. Their responses were then analyzed using multiple set analyses as captured in Table 4.6.

Table 4. 6: Employee Social Astuteness

The Employee:	Frequency (N)	Percentage of Cases (%)
This employee communicates easily and effectively with others	18	56.3
This employee is seen as someone of high integrity	19	59.4
This employee is known for producing good results	22	68.8
Has the respect of colleagues and associates	22	68.8
Has high level of motivation	18	56.3
Appraise situations more positively	12	37.5
Has ability to influence immediate colleague	19	59.4
Has strong network ties with multiple mentors	17	53.1
Has higher access to the departments administrative staff assistance	8	25.0
Has higher access to information and ideas from books and database	15	46.9
Receive regular feedback from subordinates	15	46.9
Has strong relationship with experts	8	25.0
Is independent and has freedom on how to do his/her work	16	50.0
The job allow him/her to use initiative and innovation	18	56.3
Has autonomy in determining how to do his/her work	15	46.9

(Source: Primary data, 2013)

From the results in Table 4.6, majority of the evaluated employees had effective social skills that could make them attain career success with the most frequent skill being respect for colleagues (68.8%) and producing good results (68.8%). Skills used less frequently were developing relationship with experts (25.0%) and access to administrative staff for assistance (25.0%).

4.4.2 Correlation of Social Astuteness and Career Success

Correlation analysis was performed to determine the relationships between social astuteness of evaluated employees and career success. The correlation coefficient (r) was used to measure the strength and direction of the relationships between social astuteness and career success. The results are as shown in Table 4.7.

Table 4. 7: Correlation of Social Astuteness and Career Success

Correlations		Social astuteness	Career Success
Social Effectiveness	Pearson Correlation	1	.584**
	Sig. (2-tailed)		.000
	N	35	33
Career Success	Pearson Correlation	.584**	1
	Sig. (2-tailed)	.000	
	N	33	34

(Source: Primary Data, 2013)

Results showed a moderate positive relationship ($R=0.584$, $p=0.000$) between Social Effectiveness and Career Success that was statistically significant at 99% confidence level.

4.4.3 Regression of Social astuteness on Career Success and Hypothesis testing

In order to investigate the relationship between career success and social effectiveness of the evaluated employees, hypothesis two was set and tested as follows:

Hypothesis Two

H₀₂: There is no significant linear relationship between career success and social effectiveness of the evaluated employees.

Regression analysis was carried out to test the null hypothesis. From the regression output (Appendix 4) and hence the regression parameters β_1 and β_2 obtained the hypothesis was tested by constructing the following linear model: $CS = \beta_1 + \beta_2 SE$ where: CS is Career Success (the dependent variable) β_1 is the y-intercept, β_2 is gradient of the regression line and SE is Social Effectiveness (regressor variable).

The values of the coefficients β_1 and β_2 were found to be 0.917 and 0.642 respectively from the regression output. Thus the model relating career success and social effectiveness took the form: $CS = 0.917 + 0.642SE$. This model has correlation of determination, $R^2 = 0.341$, which meant that 34.1% of the variation in career success is explained by the social effectiveness of the employees. This model is significant ($F = 16.075$ and $p = 0.000$ which is less than the significance level of 0.01, and $t=4.009$ that is greater than the threshold of 2 for t-values) while $\beta \neq 0$. The null hypothesis was rejected and concluded that at 99% significance level, there is a significant positive linear relationship between social effectiveness and career success.

4.5 Relationship between Conscientiousness Personality and Career Success

The personality of the employees was first analyzed and presented frequency tables before their relationship with career success was established using correlation analysis. Then the corresponding hypothesis tested using regression analysis

4.5.1 Employee Conscientiousness Personality

The respondents were asked to rate their perception on the evaluated employee's personality using a likert-scale. Multiple responses are captured in Table 4.8

Table 4. 8: Personality Conscientiousness of Employees

The Employee:	Freq (n)	Percent of Cases (%)
Has authority to delegate tasks	8	26.7
Supervisor turns to the employee on some situations	15	50.0
Is regarded highly by the supervisor	7	23.3
Easily develop good rapport with most employees	12	40.0
Is genuine with what she/he say	14	46.7
Good at using connection to make things happen	19	63.3
Pay attention to people	9	30.0
Is good at sensing motives of others	9	30.0
Has network of others at workplace who can call for support	9	30.0
Accept responsibility for failure	9	30.0
Is imaginative	10	33.3

The results in Table 4.8 show that, the desired personality to enhance career success is using connection to make things happen (63.3%). The least desired personality is being regarded highly by the supervisor (23.3%). Using connection to make things happen is a personality trait that reflects an individual as being accommodating. It also shows that, such an individual is friendly and social.

4.5.2 Correlation of Personality and Career Success

Correlation analysis was performed to determine the relationships between personality of evaluated employees and career success. The correlation coefficient (r) measured the strength and direction of the relationships between personality of evaluated employees and career success. The results are as shown in Table 4.9.

Table 4.9. Correlation of Personality and Career Success

Correlation		Personality	Career Success
Personality	Pearson Correlation	1	.718**
	Sig. (2-tailed)		.000
	N	34	34
Career Success	Pearson Correlation	.718**	1
	Sig. (2-tailed)	.000	
	N	34	36

The results in Table 4.9 show that there is a strong positive correlation between personality and career success ($r=0.718$, $p=0.0000$) which is statistically significant at 99% confidence level. For individuals to be efficient, they need to match their personalities with their careers. The findings support this argument as it shows a strong relationship between personality and career success that personality explains 78% variation in career success. The values of the coefficients β_1 and β_2 were found to be 0.615 and 0.751 respectively from the regression output in Appendix 5.

The model relating career success and social astuteness took the form: $CS = 0.615 + 0.7512PER$. This model has a high correlation of determination, $R^2 = 0.516$, which meant that 51.6% of the variation in career success is explained by the personality of the employee. This model is significant ($F = 34.105$ and $p = 0.000$ which is less than the significance level of 0.01, and $t=5.840$ that is greater than the threshold of 2 for t-values) while $\beta \neq 0$. Hence the researcher rejected the null hypothesis and concluded that, at 99% significance level, that there is a significant positive linear relationship between career success and personality of the evaluated employee.

4.6 Cross Tabulation Results

To determine whether the influence of exchange influence tactic, social astuteness, conscientiousness' personality trait and career success was statistically significant, comparisons were conducted using chi-square tests as shown in Table 4.10. Results of the tests indicated that, conscientiousness' did had a significantly strong influence on career success than social astuteness ($X^2=0.9089$, $P= 0.003$). Exchange influence tactic was found to have a weak influence on career success ($X^2= 0.610$, $P=0.003$). As with social astuteness, analysis showed a significantly strong effect on career success ($X^2=0.860$, $P=0.003$).

Table 4.10: Cross Tabulation of Career Success, Social Astuteness, Personality and Exchange influence Tactics

		conscientiousness			
		Career Success	Social Astuteness	Exchange	
Career Success	Pearson X^2	1			
	Sig. (2-tailed)	1			
Social Astuteness	Pearson X^2	0.860	1		
	Sig. (2-tailed)	0.003			
conscientiousness	Pearson X^2	0.9080	0.249	1	
	Sig. (2-tailed)	0.003	0.003		
Exchange	Pearson X^2	0.610	0.109	0.0860	1
	Sig. (2-tailed)	0.003	0.003	0.003	

CHAPTER FIVE

DISCUSSIONS

5.0 Overview

In chapter four, the data collected was analyzed, presented and interpreted. This chapter presents the discussion of the findings.

5.1 General Characteristics of the Respondents

The discussion of findings on employee's gender, age, educational background and status in the organization were as follows.

5.1.1 Gender

From the results in Table 4.2, the number of male respondents was slightly higher than the number of female respondents. This resulted to a sample size to estimated ratio of 6:5 which exceeds the recommended minimum ratio of 5:1 (Zinko & Ferris, 2004). This ratio was good considering the fact that male respondents perceive reputation differently as opposed to female respondents. This implies that, the results were not biased towards one gender in terms of opinions.

5.1.2 Age of the Employees

The age distribution of the respondents as shown in Table 4.2 shows that, majority of the respondents (72.2%) are in an active age of 26-30. Employees in active age group wish to gain reputation of being tougher than those around them and become known for excelling in specific tasks (Tsai, 2010). Employees in this category insert influence in order to acquire upward mobility. The findings imply that, majority of the employees in the organization are youthful and may wish to improve their image as a step towards gaining good reputation.

5.1.3 Current Level/ Status in the Organization

From the results in Table 4.2, majority of the employees are in the junior cadre. For a reputation to exist, individuals must be aware of expected norms of their positions and take advantage of their positions in relation to these norms and hold characters that will allow them to stand out. This implies that, majority of the employees are junior and are likely to exhibit strong influence in exchange of upward mobility.

5.1.4 Working Experience of the Respondents

Results in table 4.2 indicate that majority of the employees in the organization hard work experience not exceeding five years. Personal reputation must be built and maintained over time. The time that an employee has worked in the organization, affect socialization and career progress (Sosik, 2003). Work experience of employees relates to personal reputation, in that the longer individuals have been in the organization, the more likely they will develop workplace behaviors consistent with their personal reputations. This implies that employees evaluated were likely to possess behaviors related with their day to day interactions in the workplace.

5.1.5 Highest Level of Education

Results in Table 4.2 shows that majority of the employees had either a degree or a diploma. Education helps an individual increase his/her worth through acquisition of knowledge, skills and abilities. Education also increases an individuals' general mental ability and expertise, the two dimensions that predict performance and career success (Zinko, Blass, Ferris &Liard, 2007). Education is important in building and maintaining personal reputation. The findings imply that, majority of the employees had acquired skills and knowledge that equipped them with expertise.

5.2 Relationship between Exchange Influence Tactics Used by Employees and Career Success

Influence tactics used by employees to manipulate their career success were sought and the findings in Table 4.3 discussed as follows;

5.2.1 Exchange Influence Tactics used by Employees

The study sought to find out tactics of influence that enabled effective management and projection of positive image that influences assessment of career outcomes. The findings showed that, rationality, coalition, exchange, ingratiation and consultation are influence tactics mostly used by employees to exert influence on their supervisors. Ingratiation influence tactic was found to be used by majority of the employees. This tactic had majority of respondents (75.8%) in agreement.

In reference to classification of tactics adopted by Zinko (2007), McFarland (2007), & Tsai (2010), rationality, coalition, exchange, ingratiation and consultation are used by employees to influence the perception of their supervisors. Rationality in this case was represented by use of required skills and technical advice to influence. Coalition was represented by sharing of training experiences. Exchange was reflected by giving technical advice. Ingratiation was reflected by friendliness and consideration for others and consultation was represented by asking feedback from colleagues.

Subordinates use influence tactics to develop favorable reputations and build closer relationships with their supervisors. Proactive influence tactics are used by employees to acquire immediate request from supervisors and use reactive influence tactics to resist any unwanted influence attempt from either top management or bottom management or across. Choice of influence tactic will always affect success of

influence. Use of more than one influence tactic reinforces the strength of influence. Employees use influence tactics to generating positive perceptions in the eyes of observers that enhance judgments about their career attainments such as job satisfaction. This implies that, all influence tactics examined have a positive relationship with career success with most prevalent influence tactic (75.8%) being friendly and having consideration for others being used by employees.

5.2.2 Career Success

The findings in Table 4.4 shows that employees in Nandi Hekima Sacco have accumulated observable and subjective career achievements characterized by higher productivity, recognition and job satisfaction. The findings lent support to argument by Sorensen& Feldman (2005) that career success is not only determined by tangible outcomes such as pay but can also be expressed by intrinsic outcomes such as job satisfaction and occupational prestige. The results show that productivity (60.7%) and recognition (60.7%) are the most prevalent characteristics of career success exhibited by employees with personal reputations.

5.2.3 Correlation of Exchange Influence Tactics and Career Success

The results in Table 4.6 suggest that, career success is not only determined by factors such as job related performance but also by influence tactics. This implies that, there is a relationship between influence tactics and career success.

5.2.4 Regression of Exchange Influence Tactics on Career Success and Hypothesis Testing

The results from regression output (Appendix 3) support the empirical evidence by Judge and Moser (2009) that there is a link between influence tactics and career success. From these results, it can be argued that, influential individuals form strong

and positive relationships with their supervisors with the aim of attaining rewards associated with positive personal reputations. Supervisors in reciprocation to appropriate behavior exhibited by individuals will then reward them by assigning positive reputations. Responses were gathered from employees from strategic, middle and operational level management to mean that employees in all levels of management use influence tactics to improve their career outcomes as opposed to findings by Bendoly (2008) that tactics of influence were only positively related to career success in strategic level management. This study therefore lend to the body of literature on relationship between use of influence tactics and career success especially on levels of management.

Regression analysis suggested that, relationship between influence tactics and career success were not by chance but linearly related. Correlation determinant $R^2=21.4\%$ showed that, 21.4% variation in career success of an individual is explained by influence tactics used by the employee. The contribution of these findings is, tactics of influence are not only positively related to strategic level management as per the empirical evidence but also positively related to career success of employees in other levels of management including operational and middle level management.

5.3 Relationship between Social Astuteness and Career Success

Multiple set analysis results on social effectiveness of employees were discussed before discussing their relationship with career success.

5.3.1 Employees Social Astuteness

From the results in Table 4.8, it can be said that, Social effectiveness skills are used by employees to gain support from colleagues for them to execute their activities in

the organization effectively. This implies that, employees in Nandi Hekima Sacco use social skills to build relationships that enhance their performances and careers.

5.3.2 Correlation of Social Astuteness and Career Success

This study sought to establish the relationship between social astuteness and career success of an individual. The correlation findings confirmed that, there is a positive linear relationship between social effectiveness and career success of an individual.

The findings were in support of empirical evidence by Liu, Ferris, Zinko, Weitz, Perrewe & Xu, (2003) that demonstrated a link between social astuteness and career success of an individual. These findings show that, 58% of variation in career success is attributed to the social astuteness of an individual.

5.3.3 Regression of Social astuteness on Career Success and Hypothesis Testing

The study sought to establish if employees in Nandi Hekima Sacco used their social astuteness to develop relationships that enhanced career advancement. The findings of the study from regression output (Appendix 4) showed that 34.1% of variation in career success is explained by social effectiveness. This was in support of findings by Zinko (2007) that, social astuteness a dimension of personal reputation, increase credibility of individuals and it is through social astuteness that employees get their performances appraised and enable them earn rewards such as promotions, job satisfaction, career satisfaction and compensation.

The findings also lend support to the body of literature that there is a link between social astuteness and performance rating of an individual (Zinko, Perrewe, Weitz & Xu, 2006), that socially effective individuals develop relationships with elites in the organization who help them excel in their performances. The findings also supported the findings by Forret & Dougherty, (2004) suggesting that, social networking is

related to compensation and promotion. It was also found out that, findings supported Thompson, (2005) and Perrewe, (2004) who concluded that, socially effective individuals have high job performance because they tend to establish relationships with people who possess resources and influence that enable them achieve their objectives. This implies that, social effectiveness influences career success positively. These findings supported the empirical evidence by Zinko, Perrewe, Weitz & Xu, (2006) which suggested a link between social effectiveness of an individual and his/her performance rating. In addition, the findings also supported findings of a study by Janasz & Sullivan (2004) which suggested that, people with strong interpersonal skills are likely to have better job outcomes. Strong interpersonal skills attract great rewards such as positive personal reputation, promotability and higher rating from supervisors. Socially effective individuals transmit signals that create a favorable perception in the eyes of raters.

5.4 Personality and career success

The study sought to find out the most frequent personality trait before discussing the relationship between personality traits and career success.

5.4.1 Employee Personality

The results in Table 4.9 imply that Managerial positions demand socially dominant behavior in order for an individual to adapt to frequent changes and be in a position to get things done effectively. This means that, successful employees are more sociable and in a position to give directions to others to get things done as opposed to less sociable employees in managerial positions (Perrewe, 2004).

5.4.2 Correlation of Personality and Career Success

The study sought to establish the relationship between personality a dimension of personal reputation and career success. The findings in Table 4.9 showed that, 51.7% of variation in career success is explained by personality of an individual. This is in support of empirical evidence by Judge, Chad, Carl & Murray, (2007) that personality influences job performances of employees in a way that lead to increased responsibilities and promotions into higher organizational ranks. The findings also added value to the empirical evidence by Dyne (2007) that quality of social relationships is dependent on personality of both parties involved in a social exchange. This support is drawn from the fact that, responses from all management levels were given consideration.

Findings of this study were also in support of empirical evidence by Zhao and Seibert (2006) suggesting that, operational level managers as well as new employees need to be open to experience for them to gain great social interactions and propensity to be dominant in their moves and to be effective in handling hindrances and difficulties.

Operational and middle level management employees need to identify their personalities and match them with career choices. This is because empirical evidence by Hirschi, 2010 shows a significant relationship between personality types and career choices that has significant consequences on career development of an individual. The findings showed a statistically significant positive relationship between personality and career success showing that, personality influence performances of an individual in a manner that, the individual gains competitive advantage when it comes to rewards related to career success such as addition of duties and upward mobility.

Personality has been found to influence performance and career choice of an individual. The findings of this study made a contribution to the body of knowledge that, openness to experience trait of personality is commonly used by new and operational level managers to strengthen the quality of their relationship with parties in the organization. They also use this trait to develop resistance to unwanted workplace influence and to endure challenges they encounter while delivering the duties. Also, career choices are determined by personality of an individual.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This study sought to establish the influence of personal reputation on career success.

In this chapter, the discussion of the findings in chapter five will be summarized and conclusions and recommendations made based on these findings

6.2 Conclusions

From the findings of the study, the following conclusions were made; First, there is a significant positive relationship between influence tactics and career success. Influence tactics help employees generate positive perceptions in the eyes of the observers hence enhancing their judgments' about career attainments of these employees. Employees mostly use rationality, praise and exchange skills to portray reputations that influences the viewers assessment positively.

Secondly, there is a significant positive relationship between social astuteness and career success. Social astuteness help employees get their performances appraised and earn those rewards that enhance career success. Individuals who posses strong interpersonal skills demonstrate good reputations and attract higher ratings from supervisors.

Thirdly, there is a significant strong positive relationship between personality and career success. Personality has significant influence on career development of an individual. Individuals who are open to experience, accommodating and helping are associated with good personal reputations and are likely to use flexible attitudes and try different approaches to solve problems.

The study concludes that, exchange, social astuteness and conscientiousness and openness to experience constructs of personal reputation are positively related to career success with personality constructs contributing more variation in career success while exchange influence tactic contributed the least.

6.3 Recommendations

6.3.1 Recommendations for Management

From the findings and conclusions of the study, the following recommendations were made:

- i. The organization should create an environment that supports development of positive reputations of its employees in order to place them in a position to develop their careers and increase their productivity.
- ii. For the organization to gain competitive advantage in terms of human resources, human resource management need to focus on aligning the reputation of an individual with the job during recruitment selection process since personal reputation affects career development of an individual.

6.3.2 Recommendations for Further Research

The study suggest further search on the influence of social effectiveness on career success by finding out the link between social networks and promotion.

6.3.3 Recommendations for Policy Making

The study suggests that, there is need to adopt and implement rules guiding behaviors of employees at work in order to set a serious and professional tone right at the entry level and hence enhance consistent professional achievements.

REFERENCE

- Ackerman PL, Margaret EB (2003). Intelligence, Personality, and Interests in the Career Choice Process. *J. Career Assess.*, 11(2):205–218.
- Albright N.K., (2003). *Data Analysis and Decision Making*. McGraw Hill.
- Aldridge JH (2000). ‘An occupational personality profile of the male entrepreneur as assessed by the 16PF Fifth Edition’, unpublished doctoral dissertation, Cleveland State University
- Ahmed, Ali M. (June 2007). “Group Identity, Social distance and Intergroup Bias”. *Journal of Economic Psychology* 28(3): 342-377
- Anderson, J. C., & Shirako, A. (2007). Are individuals’ reputations related to their history of behavior? *Journal of personality and social Psychology*, 94, 320-333.
- Allen, T. D., Barnard, S., Rush, M. C., & Russell, J. (2006). Ratings of organizational citizenship behavior: Does the source make a difference? *Human Resource Management Review*, 10(1), 97-114.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801-823.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1: 164-180.
- Barrick, M. R., Mount, M. K., & Judge, T. A. (2005). Personality and job performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment*, 9, 9–30.
- Barrick, M. R., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87, 43–51
- Baron, R. A., & Markman, G. D. (2000). Beyond social capital: How social skills can enhance entrepreneurs’ success. *Academy of Management Executive*, 14: 106-116
- Bartol, K.M., & Martin, D.C. (1990). When politics pays: Factors influencing managerial compensation decisions. *Personnel Psychology*, 43: 599-614.
- Bauer, T. N., Erdogan, B., Liden, R. C., & Wayne, S. J. (2006). A longitudinal study of the moderating role of extraversion: Leader–member exchange, performance, and turnover during new executive development. *Journal of Applied Psychology*, 91, 298–310.

- Bendoly, (2008) Bendoly, Bacharach D. G& Powell G., The role of operational interdependence and supervisory experience on management assessments of resource planning systems, *Journal of Operations Management* 17, pp. 93–106.
- Bergeron, G., Bilinoria C., Liang, X.Y., (2010). Thriving in the Academy, *Western Reserve University Journal*, 3, 76
- Blakemore, S. J., & Frith, U. (2004). How does the brain deal with the social world? *Neuroreport*, 15, 119–128.
- Blickle, G., Meurs, J. A., Zettler, I, Solga, J., Noethen, D., Kramer, J., (2008). Personality, political skill, and job performance. *Journal of Vocational Behavior*, 72, 377–387
- Blickle, G. (2010). Convergence of agents' and targets' reports on intraorganizational influence attempts. *European Journal of Psychological*, 19, 40-53.
- Blumberg., Copper, D.R & Schindler, D.S., (2008). *Business Research Methods*, Maiden head: McGraw-Hill.
- Bolino, M. C., & Turnley, W. H. (2003). Counter normative impression management, likeability, and performance ratings: The use of intimidation in an organizational setting. *Journal of Organizational Behavior*, 24, 237–250.
- Bromley, D. B. (1993). *Reputation, image, and impression management*. New York: John Wiley & Sons
- Burch G St. J, Neil A (2008). Personality as predictor of Work Related Behavior and Performance: Recent advances and directions for future. *International Review of Industrial and Organizational Psychology*. Edited by G.P. Hodgkinson & J. K. Ford. Vol. 23, JohnWiley & Sons Ltd
- Carroll, A., Green, S., Houghton, S., & Wood, R. (2003). Reputation enhancement and involvement in delinquency among high school students. *International Journal of Disability, Development and Education*, 50, 253-272.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology*, 18, 788-813.
- Carney, D. R., Colvin, C. R., & Hall, J. A. (2007). A thin slice perspective on the accuracy of first impressions. *Journal of Research in Personality*, 41, 1054–1072
- Cattell H.E.P, Alan D.M (2008). *The Sage Handbook of Personality Theory Assessment*, pp. 135-159.
- Cohen, J., Cohen, P., West, S., & Aiken, L. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences*. Mahwah,NJ: Lawrence Erlbaum

- Costa .A.C (2003). Work Team Trust and Effectiveness. *Personal Rev.*32(5): 605-622.
- Dansereau, F., Graen, G. B., & Haga, W. (1975). A vertical dyad linkage approach to leadership in formal organization. *Organizational Behavior and Human Performance* 13, 46-78.
- Dar, W. & Johns, G. (2004). Political decision-making climates: Theoretical processes and multi-level antecedents. *Human Relations*, 57, 169-200.
- Deluga, R. J., & Perry, J. T. (1991). The relationship of subordinate upward influencing behavior, satisfaction and perceived superior effectiveness with leader-member exchanges. *Journal of Occupational Psychology*, 64, 239-252.
- Doby, V. J., & Caplan, R. D. (1995). Organizational stress as threat to reputation: Effects on anxiety at work and at home. *Academy of Management Journal*, 38, 1105–1123.
- Doney, P. M., & Cannon, J. P. (1997). An examination of the nature of trust in buyer-seller relationships. *Journal of Marketing* 61, 35-51.
- Dossett, D. L., & Greenberg, C. I. (1981). Goal setting and performance evaluation: an attributional analysis. *Academy of Management Journal*, 24, 767-779.
- Dulewicz, V., & Higgs, C., & Suls, J.M. (2004). Flawed self-assessment: Implications for health education, and the workplace. *Psychological sciences in the public interests*, 5, 69-82.
- Fairweather, J. S. (2005). Beyond the rhetoric: Trends in the relative value of teaching and research in faculty salaries. *Journal of higher Education*, 76, 401-422.
- Ferris, G. R., Blass, F. R., Douglas, C., Kolodinsky, R. W., & Treadway, D. C. (2003). Personal reputation in organizations. In J. Greenberg (Ed.), *Organizational behavior: The state of the science* (2nd ed.): 211-246. Mahwah, NJ: Lawrence Erlbaum
- Ferris, G. R., Hochwarter, W. A., Douglas, C., Blass, R., Kolodinsky, R. W., & Treadway, D. C. (2002). Social influence processes in organizations and human resources systems. In G. R. Ferris & J. J. Martocchio (Eds.), *Research in personnel and human resources management*, Vol. 21: 65-127.
- Ferris, G.R., Blass, F.R., Douglas, C., Kolodinsky, R.W., & Treadway, D.C. (2003). Personal reputation in organizations: political influence perspective. *Journal of management*, 17, 447-488.
- Ferris, G. R. Semadar, A., & Robbins, G., (2006). Comparing the validity of multiple social effectiveness constructs in the prediction of managerial job performance. *Journal of Organizational Behaviour*, 27, 443–461

- Ferris, G.R., Treadway, D.C., Perrewe, Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33, 290-320.
- Ferris, G.r., Zinko, R.A., Brouer, R.H., Buckley, M.R., & Harvey, M.G. (2008). Strategic bullying as a supplementary, balanced perspective on destructive leadership. *Leadership Quarterly*, 18, 195-206.
- Ferris, G. R., Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the political skill inventory. *Journal of Management*, 31, 126–152.
- Ferris, G. R., & Hochwarter, W. A. 2011. Organizational politics. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology*, Vol. 3: 435-459. Washington, DC: American Psychological Association.
- Feldman Barrett, L., & Pietromonaco, P. R. (1997). Accuracy of the five-factor model in predicting perceptions of daily social interactions. *Personality and Social Psychology Bulletin*, 11, 1173–1187.
- Forret, M. L., & Dougherty, T. W. (2004). Networking behaviors and career outcomes: Differences for men and women? *Journal of Organizational Behavior*, 25, 419-437.
- Flynn, F. J. (2003). How much should I give and how often? The effects of generosity and frequency of favor exchange on social status and productivity. *Academy of Management Journal*, 46, 539-553.
- Flynn, F.J., Reagans, R.E., Amanatullah, E.T., & Ames, D.R. (2006). Helping one's way to the top: self-monitors achieve status by helping others and knowing who helps whom. *Journal of Personality and Social Psychology*, 91,1123-1137.
- Fu, P. P., & Yukl, G. (2002). Perceived effectiveness of influence tactics in the United States and China. *Leadership Quarterly*, 11, 251-266.
- Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct ideas. *Journal of Applied Psychology* 82, 827-844.
- Goldberg LR (1992). The development of markers for Big Five Factor Struct. *Psychol. Asses.*, 4 (1): 26-42.
- Goldberg LR (1998). The Structure of Phenotypic Personality Traits. *Am. Psychol.*, 48 (1): 26-34.
- Gordon, R. A. (1996). Impact of ingratiation on judgments and evaluations: a meta-analytic investigation. *Journal of Personality and Social Psychology*, 71, 54-70.

- Gotsi, M., & Wilson, A. M. (2001). Corporate reputation: Seeking a definition. *Corporate Communications: An International Journal*, 6, 24-30.
- Graen, G., & Cushman, J. (1975). A role-making model of leadership in formal organizations: A development approach. *Leadership Frontiers*. J. G. H. L. L. Larson. Kent, OH, Kent State Press: pp. 143-165.
- Graen, G., & Uhl-Bien, M. (1995). Relationship based approach to leadership: Exchange theory of leadership over 25 years. *Leadership Quarterly* 6, 219-247
- Graen and Uhl-Bien (1991 Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219-247.
- Graen, Dansereau and Haga (1975) Gray, P. H., & Meister, D. B. (2004). Knowledge Sourcing Effectiveness. *Management Science*, 50(6), 821-834.
- Graen, G. B., & Scandura, T. A. (2000). Toward a psychology of dyadic organizing. In L. L. Cummings & B. M. Shaw (Eds.), *Research in organisational behaviour* (Vol. 9, pp. 175-208). Greenwich CT: JAI Press.
- Grandey, A. A. (2003). When "the show must go on": Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, 46, 86-99
- Greenhaus, J. H. (2003). Career dynamics. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.). *Handbook of psychology industrial and organizational psychology* (Vol. 12, pp. 519-540). Hoboken, NJ: John Wiley & Sons.
- Hall, A.T., Blass, F.R., & Massengale, R. (2004). Leader reputation and accountability: implications for dysfunctional leader behavior. *The Leadership Quarterly*, 15, 515-536.
- Hall, A.T., Zinko, R., Perryman, A., & Ferris, (2009). Organizational citizenship behavior and reputation: Mediators in the relationships between accountability and the job performance and satisfaction. *Journal of Leadership & Organizational Studies*, 15, 381-392.
- Harris, K. J., Kacmar, K. M., Zivnuska, S., & Shaw, J. D. (2007). The impact of political skill on impression management effectiveness. *Journal of Applied Psychology*, 92(1), 278-285.
- Harvey, P., Martinko, M. J., & Gardner, W. (2006). Promoting authentic behavior in organizations: An attributional process. *Journal of Leadership & Organizational Studies*, 12(3), 1-11.
- Herbig, P., & Milewicz, J. (1993). The relationship of reputation and credibility to brand success. *Journal of Consumer Marketing*, 10, 18-24.

- Higgins, C. A., Judge, T. A., & Ferris, G. A. (2003). Influence tactics and work outcomes: A meta-analysis. *Journal of Organizational Behavior*, 24, 89–106.
- Hirschi A, Niles SG, Akos P (2010). Engagement in adolescent career preparation: Social support, personality, and the development of choice decidedness and congruence. *J. Adolescence*, 34, 173-182.
doi:10.1016/j.adolescence.2009.12.009
- Hochwarter, W. Ferris, G. & Mannor, J. (2007). Reputation as a moderator of political behavior-work outcomes relationships: A two study investigation with convergent results. *Journal of Applied Psychology*, 92, 567-576.
- Humphrey, S.E., Morgeson, F.P., & Mannor, M.J., (2009). Developing a theory of the strategic core of teams: A role composition model of team performance. *Journal of Applied Psychology*, 94, 48-61.
- Humphrey, S.E., Morgeson, F.P. (2007). Integrating motivational, social and contextual work design features; A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92, 1332-135.
- Hussein A., Abbas.c., Shalzand and Bulkhari U., (2011). Personality and Career Choices; *Journal of Business Management*;6, 2250-2255
- Ilies, R., Nahrgang, J. D., & Morgeson, F. P. (2007). Leader–member exchange and citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 92, 269–277.
- Ilies, R., Wagner, D. T., & Morgeson, F. P. (2007). Explaining affective linkages in teams: Individual differences in susceptibility to contagion and individualism–collectivism. *Journal of Applied Psychology*, 92, 1140–1148.
- Inkson, K. (2004). Images of career: Nine key metaphors. *Journal of Vocational Behavior*, 65, 96–111
- Janasz, S. C. & Sullivan, S. E. (2004). Multiple mentoring in academe: Developing the professorial network. *Journal of Vocational Behavior*, 64, 263-283.
- Johnson, D.E., Erez, A., Kiker, D.S., & Motowidlo, S. J. (2002). Liking and attributions of motives as mediators of the relationships between individuals' reputations: Helpful behaviors and raters' reward decisions. *Journal of Applied Psychology*, 87, 808-815.
- Judge, T. A., Thoresen, C. J., Bono, J. E. & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127, 376-407.
- Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job satisfaction and life satisfaction: the role of self-concordance and goal attainment. *Journal of Applied Psychology*, 90, 257-268.

- Kamdar, D. & Van Dyne, L. (2007). The joint effects of personality and workplace social exchange relationships in predicting task performance and citizenship performance. *Journal of Applied Psychology*, 92, 1286-1298.
- Kierein, N.M., & Gold, M.A. (2008). Pygmalion in work organizations: A meta-analysis. *Journal of Organizational Behavior*, 21, 913-928.
- Kim, P.H., Ferris, D.L., Dirks, K.T., & Cooper, C.(2004). Removing the shadow of suspicion: The effects of apology versus denial for repairing competence-versus integrity-based trust violations. *Journal of Applied Psychology*, 89,104-118.
- Kipnis, D., & Schmidt, S. M. (1990). Upward influence styles: Relationship with performance, evaluation, salary, and stress. *Administrative Science Quarterly*, 33, 528-542.
- Kombo, D. K. and Tromp, D. L. A. (2006)'. Proposal and Thesis Writing: An Introduction. Paulines Publications' Africa, Nairobi.
- Kolodinsky, R. W., Treadway, D. C., & Ferris, G. R. (2007). Political skill and influence effectiveness: Testing portions of the expanded Ferris and Judge (1991) model. *Human Relations*, 60, 1747–1777.
- Kumar, N., Scheer, L. K., & Jan Benedict, E. M. (1997). The effects of supplier fairness on vulnerable resellers. *Journal of Marketing Research* 32, 54-65.
- Kydd, C. T., Ogilvie, J. R., & Slade, L. A. (1990). "I don't care what they say, as long as they spell my name right": Publicity, reputation and turnover. *Group and Organizational Studies*, 15(1), 53-74.
- Lewis P., Saunders M., & Adrian T., (2009). *Research Methods for Business Studies*, 5THED, Prentice Hall.
- Liu, Y., Ferris, G. R., Perrewe, P. L., Weitz, B., & Xu, J.(2007). Dispositional antecedents and outcomes of political skills in organizations: A four-study investigation with convergence. *Journal of Vocational Behavior*, 71, 146-165.
- Liden, R. C., Wayne, S. J. & Sparrowe, R. T. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships and work outcomes. *Journal of Applied Psychology*, 85, 407-416.
- Liden, R. C., Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: an empirical assessment through scale development. *Journal of Management* 24, 43-73.
- Liden, R. C., Wayne, S. J., & Stilwell, D. (2006). A longitudinal study of the early development of leader-member exchanges. *Journal of Applied Psychology* 78, 662-674.

- Masllyn, J. M., & Uhl-Bien, M. (2001). Leader-member exchange and its dimensions: Effects of self-effort and other's effort on relationship quality. *Journal of Applied Psychology*, 86,697-708.
- Mayor, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review* 20, 709-734
- McFarland, L.A., Yun, G., Harold, C.M., Viera, L. & Moore, L.G. (2007), "An examination of impression management use and effectiveness across assessment center exercises: the role of competency demands", *Personnel Psychology*, Vol. 58, pp. 949-81.
- McFarland, L.A., Ryan, A.M., & Kriska, S.D. 2002. Field study investigation of applicant use of influence tactics in a selection interview. *Journal of Psychology*, 136, 383-39
- Morgeson, F.P., & Humphrey, S.E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measures for assessing job design and the nature of work. *Journal of Applied Psychology*, 91, 1321-1339.
- Mount M K, Murray RB, Steve MS (2005). Higher-Order Dimensions Of The Big Five Personality Traits And The Big Six Vocational Interest Types. *Pers. Psycho.*, 58: 447–478
- Mugenda. O.L., & Mugenda. A.G., (2003). *Research Methods; Qualitative and Quantitative Approaches*, African Center of Technology Studies , Nairobi
- Ng, T. W. H., Eby, Ng'ang'a S.I, (2005). Technology Adaptation and Banking Agency in Rural Kenya. *Journal of Sociological Research*; 4 (1)
- Perrewe', P. L., Zellars, K. L., Ferris, G. R., Rason, A. M., Kacmar, C. J., & Ralston, D. A. (2004). Neutralizing job stressors: Political skill as an antidote to the dysfunctional consequences of role conflict stressors. *Academy of Management Journal*, 47, 141–152.
- Pfeffer, J. (2010a). *Managing with power: Politics and influence in organizations*. Boston: Harvard Business School Press.
- Ragin, C. (2008). *Redesigning Social Inquiry: Fuzzy sets and Beyond*. Chicago: University of Chicago Press.
- Riggio, R. E., & Riggio, H. R. (2001). Self-report measurement of interpersonal sensitivity. In J. A. Hall & F. J. Bernieri (Eds.), *Interpersonal sensitivity: Theory and measurement* (pp. 127-142). Mahwah, NJ: Lawrence Erlbaum.

- Riggio, R. E., & Reichard, R. J. (2008). The emotional and social intelligences of effective leadership. *Journal of Managerial Psychology*, 23, 2, 169-185.
- Roberts, J., McNulty, T., & Stiles, P. (March 2005). Beyond Agency Conceptions of the Work of the Non-Executive Director: Creating Accountability in the Boardroom. *British Journal of Management, Supplement 1, Vol. 16*, 5-26.
- Rosenbaum, J. E. (1990). Organization career systems and employee misperceptions. In M. B. Arthur, D. T. Hall & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 329-353). New York: Cambridge University Press.
- Rosenfeld, P., Giacalone, R.A. and Riordan, C.A. (2002), *Impression Management: Building and Enhancing Reputations at Work*, Thomson Learning, London.
- Rousseau, D. (2002). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology*, 74, 511-541.
- Saunders, M; Lewis, L and Thornhill, A. (2009) *Research Methods for Business Students* (4th Edn). Harlow: FT Prentice Hall.
- Seibert, S.E; Sparrowe, R.T., Liden, R. C (2003). "A group exchange structure approach to leadership in groups." In peace, C.L; Conger, J. A. *shared leadership. Reframing the hows and whys of leadership*. Thousand Oaks, CA; Sage publications.
- Sekeran, U. (2000). *Research methods for business: A skill-building approach* (3rd ed.). New York: John Wiley & Sons.
- Scandura, T. A., & Schriesheim, C. A. (1994). Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research. *Academy of Management Journal*, 37, 1588-1602
- Schmitt, N. (2004). Beyond the Big Five: Increases in understanding and practical utility. *Human Performance*, 17, 347-357.
- Singh, V., & Vinnicombe, S. (2000). What does "commitment" really mean? Views of UK and Swedish engineering managers. *Personnel Review*, 29, 228-256.
- Smith, A. D., Plowman, D., Duchon, D., & Quinn, A. (2009). A qualitative study of high-reputation plant managers: Political skill and successful outcomes. *Journal of Operations Management*, 27, 428-443.
- Sparrowe, R.T., and Liden, R.C. (1997). Process and structure in leader-member exchange. *Academy of Management Review*, 22(2), pp.522-552
- Sosik, J., & Jung, D. (2003). Impression management strategies and performance in information technology consulting. *Management Communication Quarterly*, 17, 233.

- Sorensen L T., & Feldman, D.C.(2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel Psychology*, 58, 367-408.
- Tajfel., & Turner, L. H. (1979). Introducing Social Identity theory; Analysis and application. Mountain view, CA; May field.
- Tinsley, C. H., O'Connor, K. M., & Sullivan, B. A. (2002). Tough guys finish last: The perils of a distributive reputation. *Organizational Behavior and Human Decision Processes*, 88,621-642.
- Thompson, J. A. (2005). Proactive personality and job performance: A social capital perspective. *Journal of Applied Psychology*, 90, 1011-1017.
- Tsai, W., Huang, T., Wu, C. & Lo, I. (2010). Disentangling the Effects of Applicant Defensive Impression Management Tactics in Job Interviews. *International Journal of Selection and Assessment*, 18: 131-140.
- Tsui, A. S. (2004). A role set analysis of managerial reputation. *Organizational Behavior and Human Performance.*, 34, 64-96.
- Uhl-Bien, M., Graen, G., & Scandura, T (2000). Implications of leader member exchange (LMX) for strategic human resource management systems: Relationships as a social capital for competitive advantage. Research in personnel and human resources management. G. R. Ferris. Greenwich, CT, JAI Press. 18: pp. 137-185.
- Uhl-Bien, M. (2003). Relationship development as a key ingredient for leadership development. In Murphy, S. E., Riggio, R. E. (Eds). The future of leadership development. Lawrence Erlbaum Associates, Mahwah, NJ, 129-147.
- Varma, Arup. & Pichler, S. (2007)."Interpersonal affect: Does it really bias performance appraisals?" *Journal of Labor Research*, 28. 2.
- Wayne, S. J., Shore, L. S., Liden R. C. (1997). "Perceived organizational support and leader-member exchange: a social exchange perspective." *Academy of Management Journal* 40, 82-111.
- Yang Y, Long J (2008). Employees' Knowledge Sharing Behavior Structure and Measurement [J]. *Psychol. Newspaper*. 40(3): 350-357.
- Yukl, G., & Chavez, C. (2006). Influence tactics and leader effectiveness. In L. L. Neider & C.A. Schriesheim (Eds.), *Leadership* (pp. 139-165). Greenwich, CT: Information Age.
- Yukl, G., Macdonald., & Seifert, C. F. (2005). Assessing the construct validity and utility of two new influence tactics. *Journal of Organizational Behavior*, 26(6), 705-725.
- Yukl, G., & Chavez, C. (2002). Influence tactics and leader effectiveness. In L. L. Neider & C.A. Schriesheim (Eds.), *Leadership* (pp. 139-165). Greenwich, CT: Information Age.

Zinko, R. A., Ferris, G. R. , Blass, F. R. , & Laird, M. D. (2007). Toward a theory of reputation in organizations. In J.J. Martocchio (Ed.) *Research in personnel and human resources management*. Oxford, UK: JAI Press/Elsevier Science Ltd

Zhao H,& Scott ES (2006). The Big Five Personality Dimensions and Entrepreneurial Status: A Meta-Analytical Review. *J. Appl. Psychol.*, 91(2): 259–271.

Appendix I

QUESTIONNAIRE

Dear Respondent

I am a student in University of Eldoret pursuing a Master of Business Management Degree and currently gathering data for research project. The title of the project I am researching is the influence of personal reputation on career success. The questionnaire forms a major part of my research and I would value it highly if you agree to participate by filling it in. All the information you provide will be dealt with anonymously and confidentially and will only be used for the purpose of this study. You are required to provide information regarding an employee who demonstrates outstanding performance in the questionnaire.

PART 1: PERSONAL INFORMATION

1. Gender of the employee you are evaluating: Male () Female ()

2. What is the age bracket of this employee?

20-24

25-30

31-35

40 and above

3. What is this employees' current level in the organization

Junior

Supervisor

Middle level

Top level

4. For how long has he/she worked for this institution in years?

0-5 years

6-10 years

11-15 years

16 and above years

5. What is her/his highest level of Education?

Certificate ()

Diploma ()

Degree ()

Other (Specify)

PART 2: Exchange Influence Tactics used by Employees to Earn Positive Reputations

6. Instructions; please indicate with a tick () the extent to which you agree with the following statements regarding the employee you are evaluating. Where 1=strongly agree, 2=mildly agree, 3= neutral, 4=mildly disagree, 5=strongly disagree

	1	2	3	4	5
This employee places the organizational interests before his/her own					
The employee possesses the required skills and knowledge					
This employee is friendly and has consideration for others					
The employee is trustworthy, honest and believable					
This employee is able to perform the required tasks independently and accurately					
This employee gives me good technical advice					
This employee shares with me his/her experiences in training					
This employee provides me with sound job related advice					
This employee ask feedback from colleagues					

PART 3: Influence of Social astuteness on Career Success

7. Instructions; you are required to tick the appropriate point basing on you agreement with the following statements. (The strength of your agreement ranges between 1=strongly agree, 2=mildly agree, 3=undecided, 4=mildly disagree and 5=strongly disagree)

Statements	1	2	3	4	5
This employee communicate easily and effectively with others					
This employee is seen as someone of high integrity					
This employee is known for producing good results					
This employee has the respect of colleagues and associates					
This employee has high level of motivation					
This employee appraise situations more positively					
This employee has ability to influence immediate colleague					
The employee has strong network ties with multiple mentors					
The employee has higher access to the departments administrative staff assistance					
This employee has high access to information and ideas from books, journals, database					
This employee receives regular feedback from his/her subordinates					
This employee has strong relationship with experts					
The employee has received several nominations and awards					
The employee is independent and has freedom on how to do his/her work					
The job allow him/her to use his/her initiative and innovation					
The employee has autonomy in determining how to do his/her job					

8. Statements below indicate the relationship between the employee's social effectiveness and his/her career success. You are required to fill the spaces provided with appropriate numbers based on your agreement with the statements. (Where 1=strongly agree, 2=mildly agree, 3=neutral, 4=mildly disagree, 5=strongly disagree)

Statements	1	2	3	4	5
The employee has higher salary compensation than non-social employee					
The employee has greater promotions than non-social employees					
The productivity of the employee is high					
The employee provide subordinates with sound job related advice					
The employee complete tasks with less effort					
The employee receives greater attention from elites in the organization					
The employee has improved knowledge on the job					
The employee is more visible in the organization					

PART 4: Relationship between Personality and Career success

9. Instructions; you are required to rate the following statements by ticking the appropriate box. (1=strongly agree, 2=mildly agree, 3=agree, 4 =mildly disagree, 5=strongly disagree)

	1	2	3	4	5
This employee has the authority to delegate tasks					
The supervisor turns to the employee to handle some situations					
The employee is regarded highly by the supervisor					
It's easy for this employee to develop good rapport with most people					
This employee is genuine in what he/she says					
This employee is good at using connection to make things happen					
This employee pay attention to people					
This employee is good at sensing motives of others					
This employee has network of colleagues at work who can call for support when he/she wants things done					
This employee accept responsibility for failure					
This employee accepts responsibility for a joint outcome					
This employee is imaginative					
Has significant autonomy in determining how to do his/her work					
Can decide on her/his own on how to do his/her work					
The job allows him/her use his/her own initiative and judgment					
The employee has received several rewards					

10. The following statements suggest the relationship between the employee's ability to influence others socially and his/her career success. Tick the box that matches your view closely. Where 1=agree, 2=tend to agree,3=not sure, 4=tend to disagree, 5=disagree


Statements	1	2	3	4	5
The employee is satisfied with his/her career					
The employee is more successful in influencing others					
The employee share considerable experience with subordinates					
The employee has high level of loyalty					
The employee has received new job responsibilities					
The employee has high commitment to the company					

THANK YOU

Appendix II

Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
 Mobile: 0713 788 787, 0735 404 245
 Fax: 254-020-2213215
 When replying please quote
 secretary@ncst.go.ke

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/146**

Date: **13th March, 2013**

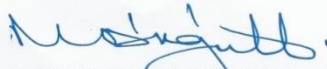
Abigael Chepkosgei Sonoi
 Chepkoilel University College
 P.O.Box 1125-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application dated *8th February, 2013* for authority to carry out research on "*Influence of personal reputation on job and career outcomes: A case of selected Institutions of Higher Learning in Eldoret Town,*" I am pleased to inform you that you have been authorized to undertake research in **Nandi Central District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Nandi Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:


The District Commissioner
 The District Education Officer
 Nandi Central District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/146

THIS IS TO CERTIFY THAT **Date of issue** **13th March, 2013**
Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** **KSH.1,000**
Abigael Chepkosgei Sonoi
of (Address) Chepkoilel University College
P.O. Box 1125-30100 Eldoret
has been permitted to conduct research in
Location
Nandi Central District
Rift Valley Province



on the topic: Influence of personal reputation on job career outcomes: A case of selected Institutions of Higher Learning in Eldoret Town

Applicant's Signature **Secretary**
National Council for Science & Technology

for a period ending: 31st July, 2013

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK605513mt10/2011 (CONDITIONS-see back page)

Appendix III

Regression output of Exchange Influence Tactics on Career Success

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.463 ^a	.214	.190	.761

a. Predictors: (Constant), Tactics used by employees

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.049	1	5.049	8.729	.006 ^a
	Residual	18.510	32	.578		
	Total	23.559	33			

a. Predictors: (Constant), Tactics used by employees

b. Dependent Variable: Career Success

Coefficients^a

Model		Unstandardized Coeff.		Std Coeff.	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.328	.325		4.091	.000
	Tactics (TAC)	.533	.180	.463	2.954	.006

a. Dependent Variable: Career Success

Appendix IV

Regression output of social astuteness and career success

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584 ^a	.341	.320	.698

a. Predictors: (Constant), Social Astuteness

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.823	1	7.823	16.075	.000 ^a
	Residual	15.086	31	.487		
	Total	22.909	32			

a. Predictors: (Constant), Social astuteness

b. Dependent Variable: Career Success

Coefficients^a

Model		Unstd Coeff.		Std Coeff.	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.917	.338		2.712	.011
	Social Effectiveness	.642	.160	.584	4.009	.000

a. Dependent Variable: Career Success

(Source: Primary data, 2013).

Appendix V

Regression output of Personality Traits and Career Success

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718 ^a	.516	.501	.597

a. Predictors: (Constant), Personality

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.154	1	12.154	34.105	.000 ^a
	Residual	11.404	32	.356		
	Total	23.559	33			

a. Predictors: (Constant), Personality

b. Dependent Variable: Career Success

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.615	.291		2.112	.043
	Personality	.751	.129	.718	5.840	.000

a. Dependent Variable: Career Success