Measurement of Career Success:
The Case of Rural to Urban Migrant
Labourers in Ho Chi Minh City, Vietnam

Nguyen Van Phuc
Ho Chi Minh City Open University, Vietnam
Email: phuc.nv@ou.edu.vn

Quan Minh Quoc Binh
Ho Chi Minh City Open University, Vietnam
Email: binh.qmq@ou.edu.vn

Nguyen Le Hoang Thuy To Quyen
Ho Chi Minh City Open University, Vietnam
Email: quyen.nlhtt@ou.edu.vn

Abstract

Despite the rich literature on the antecedents of career success, the success criterion has generally been measured in a rather deficient manner. This study aims to operationalize and measure career success of rural to urban migrant laborers in Ho Chi Minh City, Vietnam by developing an integrated index. The Partial Least Squares-Structural Equation Model (PLS-SEM) with a combination of both reflective and formative constructs is applied. Employing the primary data of 419 migrant laborers in a survey conducted in Ho Chi Minh City, Vietnam in 2015, the hierarchical model confirms the statistically significant contribution of objective and subjective components to the career success index. Compared to objective career success, subjective career success has a stronger effect on the index. Five dimensions of career success are distinguished including: 1) job satisfaction, 2) career satisfaction, 3) life satisfaction, 4) other-referent criteria and 5) promotion. The first four and the final one are categorized as subjective career success and objective career success respectively. Among the four dimensions of subjective success, job satisfaction, career satisfaction and life satisfaction share lesser weights than success using other-referent criteria in the model. This finding implies that other-referent criteria play an important role when people evaluate their career success. The index shall provide a general picture of the career success of rural to urban migrant laborers in Ho Chi Minh City and give an empirical result for further micro-research on career success determination.

Keywords: Vietnam; career success; formative; hierarchical; reflective modeling.

1. Introduction

Most people want to be successful in their career (Greenhaus, 1971; Erikson, 1980). As a consequence, since the nineteenth century many career researchers have explored the sources that can predict the career success of a person (Hughes, 1958). However, little scholarly attention has been devoted to conceptualize and measure career success (Heslin, 2003). This is because career success is a multi-dimensional concept, and a common definition of career success is still debatable. From the resulting literature, many scholars and practitioners have emphasized the need to operationalize and measure the career success of participants in different contexts with different criteria (Heslin, 2005).

In Vietnam, the number of migrants pouring into Vietnam's cities as the nation rapidly industrializes and modernizes is staggering. In Ho Chi Minh city, migrants account for more than 30% of the city's population (GSO, 2014). Migrants present both great advantages and challenges for the city. Although the career success of migrants has publicly generated considerable interest, little rigorous empirical research on migrants in Ho Chi Minh city is available. In addition, little research has examined how migrants conceptualize their subjective career success by employing self-referent criteria as well as other-referent criteria. The present study contributes to the literature by developing an integrated index to measure career success for the rural to urban migrant laborers in Ho Chi Minh City. We also investigate the role of self-referent and other referent criteria in how people conceptualize their subjective career success.

2. Literature background

2.1. Career success definition

Although the term "success" is broadly used in everyday language, we need to define it clearly for academic purposes. Wynn Davis (1988) states his definition of success as the attainment of an object according to one's desire. From that point of view, different people have diverse standards of accomplishment (Burnaby, 1992). Some may think that achievement is based on how much property they possess. Others may suppose that making friends who are honest and willing to make sacrifices is a success. There are also other people who desire to contribute themselves to change the world including human beings as well as community. On the contrary, some state that success simply means possession of a happy family and living with cordiality. According to many researches, successes of laborers are frequently derived from their career successes. Judge, Higgins, Thoresen, and Barrick (1999, p. 621) defines career success as "the real or perceived achievements individuals have accumulated as a result of their work experiences". There has been much extensive multi-disciplinary research on career outcomes (Arthur et al., 1989), often distinguishing between objective and subjective career success (see Hughes, 1937; 1958). According to Dries, Pepermans, and Carlier (2008) objective career success is mostly concerned with observable, measurable and verifiable attainments by an impartial third party. Objective career success can be measured by verifiable variables such as salary, promotions, and occupational status (Heslin, 2005). Compared with objective career success, subjective career success is a much broader concept and

relates to all relevant aspects of individual career satisfaction (Greenhaus, Parasuraman and Wormley, 1990).

Career success is also highly dependent on the standards which people use (Heslin, 2005). Career outcomes can be compared to personal standards, values or aspirations (self-referent criteria) or to the achievements or expectations of other people, such as whether one is paid more or less than his/her co-workers (other-referent criteria) (Heslin, 2005; Gattiker and Larwood, 1988).

2.2. Career success measurement

As a consequence of diversified definition, the hierarchical model of the career success index can be different in each research to serve various objectives. However, common consent on the composition of objective and subjective indicators as referred to in Figure 1 has been reached.

In theory, objective career success reflects verifiable attainment in one career such as salary growth or promotion (see Forret and Dougherty, 2004). However, in practice, people tend not to disclose the exact amount of their salary. Therefore, in this study, progressive aspects of immigrant laborers will be focused upon. We follow Judge and Bretz (1994) in measuring "promotion" of immigrant laborers by asking them "the number of promotions with their current employer" and "number of promotions in career". The two variables were employed to form an overall objective career success factors scale.

Compared with objective career success, subjective career success is a much broader concept and it refers to a person's perspective, the interpretation and evaluation of what and how they experience in their career (Hughes, 1937; Heslin, 2005). Subjective career success is mostly measured by career satisfaction or job satisfaction (see Judge et al., 1995, 1999; Greenhaus, Parasuraman and Wormley, 1990). Career satisfaction is defined as "individuals' feelings of accomplishment and satisfaction with their careers" (Judge et al., 1995). In this study, we employ the career satisfaction questionnaire developed by Greenhaus, Parasuraman, and Wormley (1990) to measure career satisfaction of migrant workers. We also use the "job descriptive index" developed by Smith et al. (1969) to measure job satisfaction. This index measures four aspects of job satisfaction of employees: satisfaction with working conditions, satisfaction with salary, satisfaction with employers and satisfaction with co-workers.

It is important to note that job satisfaction or career satisfaction might not be an adequate measure of career success (Heslin, 2003; Heslin 2005). Subjective career success indicates satisfaction over a longer time frame and wider range of outcomes, such as work-life balance or satisfaction with life. Job satisfaction or career satisfaction simply shows the satisfaction with a person's job. Hence, we include "life satisfaction" as another aspect of subjective success. We follow Diener, Emmons, Larsen, and Griffin (1985) by employing the Satisfaction with Life Scale to measure "life satisfaction". The statements include (1) in most ways my life is close to ideal, (2) the conditions of my life are excellent, (3) I am satisfied with my life, (4) so far I have gotten the important things I want in life, and (5) if I could live my life over, I would change almost nothing.

In addition, Heslin (2003, 2005) has empha-

Table 1: Reflective versus formative construct

| Reflective construct	Formative construct
The construct causes indicators:	Indicators cause the construct:
$X_i = \beta_i\, Y + \varepsilon_i$	$Y = \gamma_i\, X_i + \delta$
where	where
X_i: the ith indicator	X_i: the ith indicator
Y: the reflective construct	Y: the formative construct
β_i: the coefficient measuring the expected impact of Y on X_i	γ_i: the weight contributed by X_i
ε_i: the measurement error for X_i	δ: the common error term

Source: Roy et al. (2012)

sized the importance of measuring career success by using "other-referent criteria". To the best of our knowledge, until now few researches have considered this issue. The present study investigated whether people do in fact evaluate their career success relative to the career attainments and expectations of other people. The statements include, (1) Compared to your co-workers, how successful in your career, (2) how successful do your "significant others" feel your career has been, (3) given your age, do you think that your career is on schedule or ahead or behind schedule.

Meanwhile, there exists a conceptual correlation among the measurements of the first order construct. Therefore, the higher-order construct of career success is measured by both reflective and constructive models. The differences between reflective and formative constructs are referred to in Table 1.

Figure 1: Hierarchical model of career success
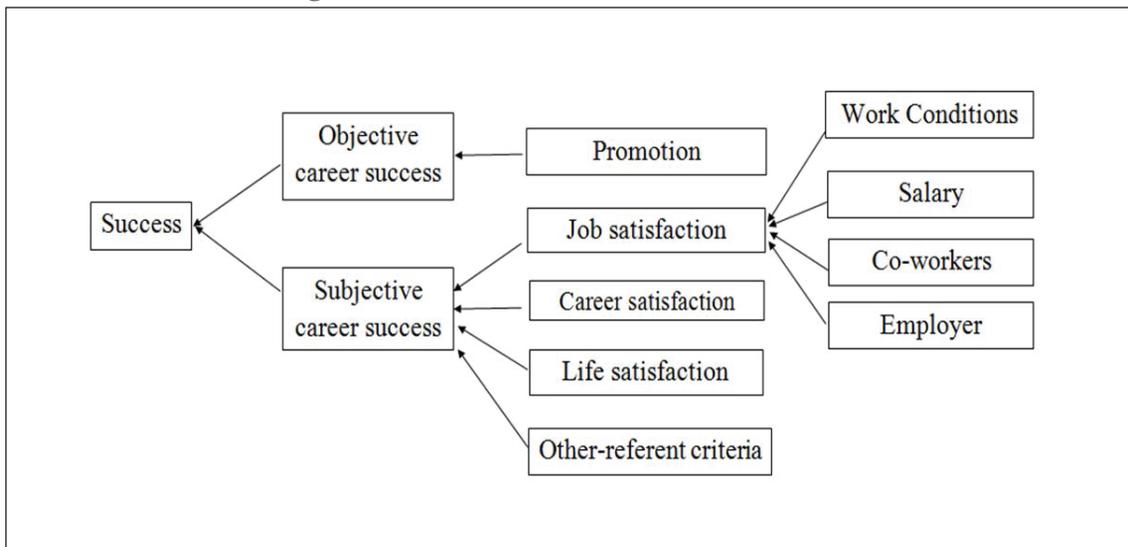
Source: Author's review of literature

3. Research methodology

3.1. Data collection method

Qualitative and quantitative approaches were used in designing this research. The results of previous empirical researches and group discussion are fundamental for exploring the career success structure and optimal scale of measurement for primary data collection. A pilot survey has been done to confirm the validity of a 0-10 scale (11-point scale).

The study analyzed the data from a cross-sectional field survey conducted in Ho Chi Minh City, Vietnam, during September to December 2015. The rationale for selecting this city resides in its being an attractive destination for rural to urban migrant laborers (Le, 2013) having the leading net migration rate in the country (GSO, 2014). A structured questionnaire was designed as a data collecting instrument to take advantage of using closed-end questions giving response uniformity and thus easy processing (Babbie, 2001). Participants were those with (i) aged 18-55, which is in the range of Vietnamese working age, (ii) living for a period of 6 months-10 years in Ho Chi Minh City (to ensure the city life integration) and (iii) non-city dwellers aged 0-17 years. These criteria are applied in this study due to the standard practice in national censuses and local researches on rural to urban migrant laborers. In each household, one participant was interviewed. In case more than one respondent was available, all of them were included.

3.2. Data analysis method

3.2.1. Exploratory factor analysis (EFA)

As a contextual construct, the underlying structure of career success needs to be studied. EFA is a proper technique for exploring measured items in the construct (Hair et al., 2010). However, researcher subjectivity is the limitation of EFA due to the unavailability of a definitive statistical test (William et al., 2012). Hence, the researcher's logic and careful judgment is a remedy for this lack (Henson and Roberts, 2006).

3.2.2. Partial Least Square- Structural Equation Model (PLS-SEM)

The Structural Equation Model (SEM), a multivariate technique based on the combination of both factor analysis and regression, has been considered as an advanced statistical method for data analysis in complicated models of latent and measured variables (Hair et al., 2010). Two methods: covariance-based techniques (CB-SEM) and variance-based partial least squares (PLS-SEM) are taken into consideration when conducting SEM. PLS-SEM becomes an optimal alternative for researchers when dealing with, i) a non-normality data set, ii) minimum demand of sample size, and iii) the use of both formative and reflective modes.

As analyzed in section 2.2, both formative and reflective constructs are used in this study to build the hierarchical model of career success. In addition, skewness and kurtosis are normally found in the data from self-perception and attitude based questionnaires. Therefore, PLS-SEM is superior to CB-SEM in this situation.

4. Results and discussion

4.1. Sample characteristics

Survey questionnaires were sent to participants who satisfied three criteria as mentioned in section 3.1. Five hundred question-

Table 2: Description of the study sample (N=419)

Description	%
Gender	
Male	50.1
Female	49.9
Religion	42.8
Departure	
From the North	10.5
From the Central and High Land	33.4
From the South	56.1
Age group	
Under 30 years	53.0
30-40 years	30.0
Over 40 years	17.0
Education	
Under grade 12	4.8
Grade 12, vocational school, college	30.8
Graduate	39.1
Postgraduate	25.3

Source: Authors' survey data (2015)

naires were delivered and explained to them by trained data collectors. Of these, 450 responses were returned with a 90% rate of response. The survey took 30 minutes on average. A further data review excluded 31 responses with missing data. Table 2 summarizes the description of the study sample. Male and female rates were approximately equal. Religious participants shared 42.8% of the total. The largest proportion of participants (56.1%) were from the South. Over half of them were under 30 years. Participants with degrees accounted for over 95%.

4.2. Index evaluation

4.2.1. Measurement reliability

Cronbach's alpha and item-to-total correlation are used to verify the measurement reliability in EFA. A high alpha coefficient indicates a strong correlation of measured items and vice versa. The latter parameter identifies measured items for exclusion if being supported by the theory and such an elimination may considerably increase the alpha coefficient of the factor. The rule of thumb for low alpha is 0.7 and 0.5 for the latter (Hair et al., 2010).

Thirty-one measured items under eight factors arise after verifying measurement reliability. All item-to-total correlations exceed 0.5. The alpha of these factors as indicated in Table 3 ranges from 0.765 to 0.940, exceeding the threshold level of 0.7, implying a high internal reliability of the factors.

4.2.2. EFA analysis

Kaiser-Meyer-Olkin (KMO) is used to confirm the satisfaction of data requirements for EFA analysis. The rule of thumb indicates an adequacy of the sample size when the KMO has a value larger than 0.5 and lower than 1 (0.5<KMO<1). Kaiser (1974) proposed the following levels of evaluation for simplicity:

Table 3: Cronbach's alpha

No.	Description	Measurement items	Cronbach's alpha
1	Career satisfaction	09	0,940
2	Life satisfaction	05	0,872
3	Success use other-referent criteria	04	0,765
4	Satisfaction with working conditions	02	0,907
5	Satisfaction with salary	03	0,839
6	Satisfaction with employer	03	0,877
7	Satisfaction with co-workers	03	0,933
8	Promotion	02	0,869

Source: Authors' survey data (2015)

in the 0.9s, excellent; in the 0.8s, good; in the 0.7s, middling; in the 0.6s, moderate; in the 0.5s, miserable; below 0.5, unacceptable. Another measure to examine the measured items correlation is Barlett's test of sphericity. It provides the statistical test for the presence of correlation among the measured items (Hair et al., 2010). The cumulative variance (%) is the amount of its variance explained by the factor. Using this guide, all variables with communalities less than 0.5 are not considered sufficient explanation (Hair et al., 2010)

Factor loading is another parameter to ensure the practical significance of EFA analysis. According to Hair et al. (2010), the larger the factor loading is, the more important it is in interpreting the factor matrix. The minimum level and practical significance for structure explanation of factor loadings are in the range of +/- 0.3 to +/-0.4 and +/- 0,5 or greater respectively. Comrey and Lee (1973) suggested acceptable loadings of 0.45-0.54. Also, Costello and Osborne (2005) noted that the value of 0.5 or larger is required if a factor has less than three measured items.

The EFA results in Table 4 with KMO =0.910 and % cumulative variance of 68.2 and factor loadings above 0.3 imply the appropriateness for the next analysis step of PLS-SEM.

4.2.3. PLS-SEM analysis

The PLSPM package in R is used to estimate the model with both reflective and formative constructs. In the reflective model, unidimensionality, convergent and discriminant validity are examined (Sanchez, 2013).

Unidimensionality is verified with: 1) Cronbach's alpha, 2) Dillon-Goldstein's rho, and 3) the eigenvalue of the indicators' correlation matrix. The first parameter implies how well the measured items reflect the construct. The second refers to the variance of measured items in the construct. As a rule of thumb, the unidimensional criterion is met when the two parameters exceed 0.7. The third criterion evaluates the 1st eigenvalue, which is greater than 1 whereas the 2nd eigenvalue is less than 1 (Sanchez, 2013).

According to Hair et al. (2010), the convergent validity test verifies loadings of the measured items as well as the average variance extracted (AVE). A common rule of thumb for

Table 4: EFA Analysis result

	Factor							
	1	2	3	4	5	6	7	8
CareerSastisfaction9	.955							
CareerSastisfaction8	.865							
CareerSastisfaction10	.852							
CareerSastisfaction4	.846							
CareerSastisfaction3	.834							
CareerSastisfaction5	.783							
CareerSastisfaction7	.703							
CareerSastisfaction2	.625							
CareerSastisfaction6	.532							
LifeSatisfaction3		.980						
LifeSatisfaction2		.852						
LifeSatisfaction1		.801						
LifeSatisfaction4		.731						
LifeSatisfaction5		.475						
SatisfactionCoworker2			1.004					
SatisfactionCoworker3			.864					
SatisfactionCoworker1			.835					
SatisfactionEmployer2				.918				
SatisfactionEmployer1				.837				
SatisfactionEmployer3				.629				
SatisfactionSalary2					.836			
SatisfactionSalary1					.768			
SatisfactionSalary3					.693			
Other-referent criteria1						.740		
Other-referent criteria2						.735		
other-referent criteria3						.685		
other-referent criteria4						.358		
WorkCon1							.943	
WorkCon2							.816	
Promotion2								.932
Promotion1								.861

Source: Authors' calculation (2015)

Table 5: Unidimensional test of reflective model

	C.alpha	DG.rho	Eig.1st	Eig.2nd
Career satisfaction	0.9413928	0.9506725	6.139170	0.8780175
Life satisfaction	0.8857112	0.9183355	3.479496	0.7042238
Satisfaction with co-workers	0.9359174	0.9590827	2.659658	0.2184325
Satisfaction with employer	0.8794368	0.9261090	2.421652	0.4212540
Satisfaction withsalary	0.8420577	0.9047607	2.280055	0.3889684
Satisfaction with work conditions	0.9082551	0.9561395	1.831930	0.1680702
Other-referent criteria	0.7855087	0.8752420	2.102723	0.5498566
Promotion	0.8792490	0.9430621	1.784518	0.2154823

Source: Authors' calculation (2015)

Table 6: Cross-loadings matrix

	Career_Satis	Life_Satis	Satis_Coworkers	Satis_employer	Reward	Other referent	Promotion	WorkCon
CareerSatis2	**0.78**	0.42	0.26	0.32	0.47	0.46	0.19	0.26
CareerSatis3	**0.77**	0.33	0.29	0.35	0.36	0.40	0.10	0.31
CareerSatis4	**0.82**	0.28	0.39	0.35	0.43	0.43	0.13	0.34
CareerSatis5	**0.81**	0.44	0.26	0.37	0.47	0.43	0.11	0.34
CareerSatis6	**0.80**	0.55	0.20	0.26	0.60	0.55	0.19	0.33
CareerSatis7	**0.83**	0.48	0.22	0.27	0.51	0.49	0.22	0.27
CareerSatis8	**0.82**	0.42	0.27	0.30	0.42	0.42	0.13	0.31
CareerSatis9	**0.89**	0.47	0.25	0.29	0.46	0.49	0.18	0.33
CareerSatis10	**0.85**	0.51	0.26	0.28	0.44	0.47	0.12	0.34
LifeSatis1	0.49	**0.87**	0.17	0.20	0.52	0.49	0.17	0.24
LifeSatis2	0.52	**0.90**	0.20	0.24	0.54	0.51	0.15	0.32
LifeSatis3	0.48	**0.91**	0.18	0.23	0.51	0.51	0.12	0.28
LifeSatis4	0.45	**0.86**	0.23	0.21	0.45	0.54	0.17	0.26
LifeSatis5	0.30	**0.51**	0.004	0.06	0.33	0.31	0.12	0.06
Co-worker1	0.27	0.20	**0.91**	0.46	0.25	0.20	0.004	0.37
Co-worker2	0.29	0.20	**0.95**	0.43	0.26	0.24	0.02	0.35
Co-worker3	0.31	0.20	**0.94**	0.50	0.27	0.22	0.01	0.38
Employer1	0.42	0.28	0.48	**0.89**	0.37	0.33	0.11	0.42
Employer2	0.41	0.27	0.47	**0.87**	0.39	0.29	0.06	0.40
Employer3	0.24	0.16	0.39	**0.89**	0.29	0.21	0.06	0.46
Salary1	0.54	0.50	0.24	0.33	**0.92**	0.43	0.15	0.36
Salary2	0.41	0.44	0.26	0.36	**0.82**	0.33	0.07	0.35
Salary3	0.50	0.55	0.24	0.31	**0.85**	0.42	0.15	0.31
Other Refer2	0.52	0.58	0.24	0.32	0.44	**0.88**	0.20	0.31
Other Refer1	0.53	0.49	0.18	0.24	0.42	**0.85**	0.24	0.23
Other Refer3	0.34	0.37	0.16	0.19	0.27	**0.76**	0.12	0.20
Promotion1	0.16	0.17	0.008	0.08	0.15	0.23	**0.94**	0.06
Promotion2	0.19	0.15	0.03	0.08	0.14	0.21	**0.94**	0.09
WorkCon1	0.35	0.29	0.35	0.44	0.36	0.29	0.08	**0.96**
WorkCon2	0.38	0.30	0.39	0.50	0.39	0.28	0.07	**0.94**

Source: Authors' Calculation (2015)

Table 7: Bootstrapping test of formative model

	Original Weight	Mean Bootstrapping	Standard Error	5% significant level	
Coworker_ score	0.30429886	0.304700196	0.009678474	0.28353673	0.32156375
Employer_score	0.31265197	0.311705188	0.010922922	0.28973740	0.33402982
Salary_score	0.40566780	0.405919823	0.011650663	0.38375590	0.42787457
WorkCon_score	0.31840302	0.318461116	0.009939139	0.29851081	0.33661615
Subj_CareerSatis	0.29177811	0.292011547	0.013150349	0.26695195	0.31826084
Subj_LifeSatis	0.31267429	0.312044010	0.013643556	0.28508470	0.33615655
Subj_OtherReferent	0.35501395	0.354504128	0.012901655	0.32931797	0.37908610

Source: Authors' Calculation (2015)

loading is a value of 0.708 or higher. The rationale of this rule is the square of loading, defined as communality, equaling 0.50.

Discriminant validity implies the unique and distinct construct through comparing the square root of the AVE values with the construct correlations (Fornell-Larcker criterion). The behind logic is that more variance is explained by a construct associated with measured items than with others. Another method is based on cross loadings, which is to imply the different level of a given construct compared to the others. (Sanchez, 2013).

Table 5 presents the reflective model with alpha ranging from 0.78 to 0.94 and Dillon-Goldstein's rho of 0.88-0.95, exceeding the threshold of 0.7. In addition, the 1st eigenvalue is much larger than 1 (1.7-6.1) while the 2nd eigenvalue is smaller than 1 (0.17-0.88). The results satisfy the unidimensional criteria.

The convergent and discriminant validity of the reflective model, indicated in Tab.6 are reached with the measured items' loadings of 0.51-0.96, and they are the highest in the measured constructs.

Owing to the uncorrelation of measured items in the formative model, its evaluation is in a different way of reflective construct. In the formative model, weights are used to identify the indicator's contribution. As a variance is explained by loadings instead of weights; therefore, formative weights are normally lower than reflective factor loadings (Hair et al., 2010). Finally, bootstrapping analysis with initial model is used as an input is estimated to ensure stable results.

5. Conclusion

In Vietnam, not many studies have explored the measurement model of career success by developing an integrated index using PLS-SEM. This statistical modeling technique is a proper choice in research situations of small sample sizes, non-normally distributed data and complicated models, which are commonly encountered in social sciences. The career success index of rural to Ho Chi Minh City migrant laborers includes two components: objective career success and subjective career success, which is consistent with the theory and previous empirical findings. Therefore, it is an empirical illustration for a complete set of indicators used in a career success index for further research on its determination in the context of

Table 8: Results of formative and reflective models

Dimension/ weight	Factor	Weight	Measured items	Loadings
Subjective career success 0.69	Life satisfaction	0.30	- In most ways my life is close to ideal, using 0-10 scale (LifeSatis1).	0.87
			- The conditions of my life are excellent, using 0-10 scale (LifeSatis2).	0.90
			- I am satisfied with my life, using 0-10 scale (LifeSatis3)	0.91
			- So far I have gotten the important things I want in life, using 0-10 scale (LifeSatis4)	0.86
			- If I could live my life over, I would change almost nothing, using 0-10 scale (LifeSatis5)	0.51
	Career satisfaction	0.29	- I am satisfied with the progress I have made toward meeting my overall career goals, using 0-10 scale (CareerSatis2).	0.78
			- I am satisfied with the progress I have made toward meeting my goals for income, using 0-10 scale (CareerSatis3).	0.77
			- I am satisfied with the progress I have made toward meeting my goals for advancement, using 0-10 scale (CareerSatis4).	0.82
			- I am satisfied with the progress I have made toward meeting my goals for the development of new skills, using 0-10 scale (CareerSatis5).	0.81
			- Compared to my career peers, I am satisfied with the success I have achieved in my career, using 0-10 scale (CareerSatis6).	0.80
			- Compared to my career peers, I am satisfied with the progress I have made toward meeting my overall career goals,using 0-10 scale (CareerSatis7)	0.83
			- Compared to my career peers, I am satisfied with the progress I have made toward meeting my goals for income, (CareerSatis8)	0.82
			- Compared to my career peers, I am satisfied with the progress I have made toward meeting my goals for advancement , (CareerSatis9)	0.89
			- Compared to my career peers, I am satisfied with the progress I have made toward meeting my goals for the development of new skills (CareerSatis10)	0.85
	Job satisfaction	0.29	- Satisfaction with co-workers	0.87
			- Satisfaction with employer	0.93
			- Satisfaction with salary	0.86
			- Satisfaction with working conditions	0.95
	Success uses other referent criteria	0.35	- Compared to your coworkers, how successful has your career been?, using 0-10 scale (Other Refer2)	0.88
			- How successful do your "significant others" feel your career has been?, using 0-10 scale (Other Refer1)	0.85
			- Given your age, do you think that your career is on schedule, or ahead or behind schedule?, using 0-10 scale (Other Refer3)	0.76
Subjective career success 0.57	Promotion	0.57	- Number of promotions with current employer	0.96
			- Number of promotions in entire career	0.94

Source: Authors' calculation (2015)

Vietnam. The strength of this integrated index is to indicate the contribution of each dimension to each component, then to the index.

The research finds that subjective career success is more important than objective success. This finding is in line with many previous researches conducted in the career area. Salary and promotions are not the only outcomes that people seek from their careers. Receiving high pay and promotions also do not necessarily make people feel proud or successful (Hall, 2002; Korman, Wittig-Berman, and Lang, 1981; Schein, 1978). Many people may prefer less tangible, subjective outcomes such as work-life balance (Finegold and Morhman, 2001), contribution from their work and satisfaction with their life. This evidence highlights the importance of learning more about the nature of subjective career success in future research. In addition, the research results confirm the importance of evaluating success by employing other referent criteria compared to self-referent criteria.

References

Arthur, M. B., Hall, D. T., and Lawrence, B. S. (1989), 'Generating new directions in career theory: The case for a transdisciplinary approach', *Handbook of career theory*, 7- 25.

Babbie, E. (2001), *The practice of social research*, 9th edition, Wadsworth/Thomson Learning, Inc, Belmont.

Burnaby, B. (1992), 'Coordinating settlement services: Why is it so difficult', *Socio-political aspects of ESL*, 122-137.

Comrey, A. L., and Lee, H. B. (1973), *A first course in factor analysis,* Psychology Press.

Costello, A., and Osborne, J. (2005), 'Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis', *Practical Assessment Research and Evaluation, 10* (7), 1-9.

Diener, E., Emmons, R.A., Larsen, R.J., and Griffin, S. (1985), 'The satisfaction with life scale', *Journal of Personality Assessment*, 49, 71-75.

Dries, N., Pepermans, R., and Carlier, O. (2008), 'Career success: Constructing a multidimensional model', *Journal of Vocational Behavior*, 73(2), 254-267.

Erikson, E. H. (1980), *Identity and the life cycle,* New York: Norton.

Finegold, D. L., and Mohrman, S. A. (2001), *What Do Employees Really Want?: The Perception Vs. the Reality,* Korn/Ferry International.

Forret, M. F., and Dougherty, T. W. (2004), 'Networking behavior and career outcomes: Differences for men and women?', *Journal of Organizational Behavior*, 25(3), 419-437.

Gattiker, U. E., and Larwood, L. (1988), 'Predictors for Managers' Career Mobility, Success, and Satisfaction', *Human Relations*, 41(8), 569-591.

Greenhaus, J. H. (1971), 'An investigation of the role of career salience in vocational behavior', *Journal of Vocational Behavior*, 1, 209-216.

Greenhaus, J. H., Parasuraman, S., and Wormley, W. M. (1990), 'Effects of race on organizational experiences, job performance evaluations, and career outcomes', *Academy of management Journal*, 33(1), 64-86.

GSO [General Statistics Office of Vietnam] (2014), *In-migration rate, out-migration rate and net-migration*

rate by province, https://www.gso.gov.vn/

Hair, J. F. J., Black, W. C., Babin, B. J., and Anderson, R. E. (2010*), Multivariate Data Analysis Seventh Edition,* Prentice Hall.

Hall, D. T. (2002), *Careers in and out of organizations* (Vol. 107), Sage.

Henson, R. K., and Roberts, J. K. (2006), 'Use of exploratory factor analysis in published research common errors and some comment on improved practice', *Educational And Psychological Measurement*, 66(3), 393-416, doi: 10.1177/0013164405282485.

Heslin, P. A. (2003), 'Self-and other-referent criteria of career success', *Journal of Career Assessment*, 11(3), 262-286.

Heslin, P. A. (2005), 'Conceptualizing and evaluating career success', *Journal of Organizational behavior*, 26(2), 113-136.

Hughes, E. C. (1937), 'Institutional office and the person', *American Journal of Sociology*, 43, 404-413.

Hughes, E. C. (1958), *Men and their work,* Glencoe, IL: Free Press.

Judge, T. A., and Bretz, R. D. (1994), 'Political influence behavior and career success', *Journal of management*, 20(1), 43-65.

Judge, T. A., Cable, D. M., Boudreau, J. W., and Bretz, R. D. (1995), 'An empirical investigation of the predictors of executive career success', *Personnel psychology*, *48*(3), 485-519.

Judge, T. A., Higgins, C. A., Thoresen, C. J., and Barrick, M. R (1999), 'The big five personality traits, general mental ability, and career success across the life span', *Personnel Psychology,* 52(3), 621–652.

Kaiser, H. F. (1974), 'An index of factorial simplicity', *Psychometrika*, *39*(1), 31-36.

Korman, A. K., Wittig-Berman, U., and Lang, D. (1981), 'Career success and personal failure: Alienation in professionals and managers', *Academy of Management Journal*, *24*(2), 342-360.

Le, A. T. K. (2013), 'Health and access to health services of rural-to-urban migrant populations in Viet Nam'*,* Doctoral dissertation, University of Basel.

Roy, S., Tarafdar, M., Ragu-Nathan, T. S., and Marsillac, E. (2012), 'The effect of misspecification of reflective and formative constructs in operations and manufacturing management research', *Electronic Journal of Business Research Methods*, *10*(1), 34-52.

Sanchez, G. (2013), *PLS path modeling with R*, Trowchez Editions, Berkeley.

Schein, E. H. (1978), *Career Anchors (Revised)*, San Diego: University Associates.

Smith, P.C., L.M. Kendall, and C.L. Hulin (1969), *The Measurement of Satisfaction in Work and Retirement*, Chicago: Rand McNally.

Williams, B., Brown, T., and Onsman, A. (2012), 'Exploratory factor analysis: A five-step guide for novices', *Australasian Journal of Paramedicine*, 8(3), 1-13.

Wynn Davis (1988), *The best of success*, Great Quotations Publishing Company.