

The Impact of Organizational Justice on Career Satisfaction
of Employees in the Public Sector of South Korea

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DEDICATION

This dissertation is dedicated to my parents
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ABSTRACT

The purpose of this study was to explore the relationship between organizational justice and career satisfaction of employees in the public sector of South Korea. Specifically, this study aimed to investigate the impact of three different dimensions (distributive, procedural, and interactional justice) of organizational justice on career satisfaction. Based on a literature review of previous research, this study hypothesized that employees' perceptions of organizational justice are positively associated with career satisfaction. This study contributed to human resource development (HRD) through investigating the direct relationship between organizational justice and career satisfaction in a career development context in the workplace.

A total of 279 employees in six public organizations in South Korea participated in this research. Based on a convenience sampling approach, a self-administered survey was used to obtain these employees' perceptions. All four constructs (distributive justice, procedural justice, interactional justice, and career satisfaction) were based on multi-item scales. A total of 23 items (18 items for organizational justice and five items for career satisfaction) were prepared for use in a survey in South Korea. The data analysis process of this study followed three steps. First, the construct validity of each measurement model was examined by Confirmatory Factor Analysis (CFA). Second, the descriptive statistics and correlations were reported. Third, a hierarchical multiple regression was tested to identify the impact of three dimensions of organizational justice on career satisfaction. While distributive justice and procedural justice were found to be significant, interactional justice was found to be non-significant. In terms of standardized coefficients, procedural justice accounted for the variance in career satisfaction more than distributive

justice did.

The findings of this study were discussed in detail, comparing them with previous research. The primary theoretical implication of this study lies in investigating three dimensions of organizational justice as the antecedents of career satisfaction within a study in order to integrate organizational justice and career development research. HRD practitioners should facilitate fair decision-making processes and provide various career development opportunities to improve employees' career satisfaction in the organization. The limitations of this study and recommendations for future research were also discussed.

Keywords: career satisfaction, organizational justice, distributive justice, procedural justice, interactional justice, career development, organizational support for career development

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CHAPTER I

INTRODUCTION

In the field of career development, employees' career satisfaction has long been emphasized as a crucial factor of not only individual but also organizational success (Judge, Higgins, Thoresen, & Barrick, 1999). Gattiker and Larwood (1988) defined career satisfaction as the overall affective orientation of the individual toward his or her career or work role. Career satisfaction has become an important issue in the workplace because individual success results in organizational success (Judge et al., 1999). According to various studies, career satisfaction leads to more committed and motivated employees (Igbaria, Greenhaus, & Parasraman, 1991). Therefore, researchers have paid increasing attention to various factors that influence employees' career satisfaction.

In this context, how to identify the predictors of career satisfaction has been regarded as an important research problem in the field of career development because career satisfaction has been studied as a significant subjective factor for career success (Ng, Eby, Sorensen, & Feldman, 2005). According to various studies on career satisfaction, diverse individual and organizational variables influence career satisfaction (e.g., Ng et al., 2005). One of the critical predictors of career satisfaction is organizational support which provides valuable career opportunities for an employee's personal goals (Ng et al. 2005). Specifically, organizational support for career development can be viewed as valuable career opportunities which contribute to individual goals (Dreher & Ash, 1990).

The main responsibility for career development has shifted from the organization to the individual because the psychological contract between them has changed

dramatically (Feldman, 2000). According to Hall (1996), a protean career, a new concept of the career in the 21st century, has emerged because individuals do not need to depend on a single firm too much for their lifelong career. A protean career refers to a career that is frequently changing, based on changes in the person's interests, abilities, and values as well as changes in the work environment (Hall, 1996; Noe, 2002). In contrast to the organizational career, career management for the protean career is increasingly regarded as the primary responsibility of the employee rather than the organization (Hall, 1996). However, despite the recent changes in the career development context, the organization still plays a key role in providing career opportunities to the individual.

Organizational justice can be defined as the role of fairness in organizations and is closely related to employees' perceptions of fair treatment in the organization.

Organizational justice may be generally categorized into three sub-dimensions: (a) distributive justice, (b) procedural justice, and (c) interactional justice (Cohen-Charash & Spector, 2001).

The construct of organizational justice has been used in studies related to various human resource (HR) issues in the workplace such as recruitment and selection practices (Cropanzano & Wright, 2003; Gilliland & Steiner, 2001; Gilliland, 1994), performance appraisals (Erdogan 2002), pay raise decisions (Folger & Konovsky, 1989), promotions (Lemons & Jones, 2001), compensation systems (Cowherd & Levine, 1992; Folger & Konovsky, 1989; Folger & Greenberg, 1985), and affirmative action programs (Bobocel, Davey, Son Hing, & Zanna, 2001).

Similarly, organizational justice became an emerging issue in the field of human resource development (HRD) because it can also be related to HRD areas: training and

development, organization development, and career development. The allocation of training and development opportunities and the selection criteria for program participants are closely related to organizational justice (Quinones, 1995) since employees can see their participation in training and development programs as rewarding or beneficial (Nordhaug, 1989). Similarly, organizational justice is associated with the distribution of career development resources and employees' participation in planning, implementation, and evaluation of career development programs (Wooten & Cobb, 1999). Furthermore, in the field of organization development, primary concerns for justice in change can be directly related to organizational justice (Foster, 2008; Wooten & White, 1999). In addition, fair information and communication play important roles in predicting the survivor's level of organizational commitment, job satisfaction, and trust of management in a situation of change and downsizing (e.g., Brockner & Greenberg, 1990; Kernan & Hanges, 2002). Considering these emerging justice issues in the field of HRD, it is believed that organizational justice is closely associated with career development research and practice. Determining linkages between organizational justice and various career development practices would help HRD researchers and practitioners better understand contemporary career development issues (Wooten & Cobb, 1999).

Although most companies in the private sector of South Korea have shown interest in career development programs for career satisfaction of their employees since the 1990s, many organizations in the public sector are still in their early stages of adopting systemic approach to career satisfaction (Kim, Lee, & Jang 2009). The public sector of South Korea is characterized by higher job security and lower learning motivation than the private sector (Jo & Choi, 2009). That is, the voluntary turnover rate

is low because of the history of long-term employment, and the motivation for learning and development is relatively weak because of the mandatory training programs that are required for the employees in the public sector (Lee & Koo, 2002). Currently, however, the high level of job security in the public sector is threatened by the human resource reformation policies of the Korean government (Kim et al., 2009). Thus, organizations in the public sector have begun to recognize the importance of employees' career satisfaction (Jo & Choi, 2009). In light of these changes in the public sector of South Korea, this study explored the impact of individuals' perceptions regarding organizational justice on career satisfaction.

Problem Statement

In the field of HRD, career satisfaction is an important variable to measure employees' satisfaction and organizational commitment (Judge et al., 1999). Although there are diverse studies on the relationships between career satisfaction and other variables such as organizational commitment and turnover intention (Gupta, Guimaraes, & Raghunathan, 1992; Igbaria et al., 1991), little research has been conducted on how organizational justice influences career satisfaction.

While a direct relationship between these variables may exist, little research has examined organizational justice as an antecedent of career satisfaction. According to Wooten and Cobb (1999), many career development texts (e.g., Brown, Brooks, & Associates, 1990; Greenhaus & Callanan, 1994; Gutteridge, Leibowitz, & Shore, 1993) deal with emerging topics of justice in the HRD field. However, although issues of justice have been explored in several career development studies, little integration of justice theory and practice has been conducted in the HRD and career development fields

(Wooten & Cobb, 1999), and few studies have examined the possible relationship between organizational justice and career satisfaction (Bagdadli & Paoletti, 2000; Crawshaw, 2005).

While many studies have focused on career development to improve career satisfaction in the private sector in the Asian context including South Korea and China (e.g., Joo & Park, 2010; Joo & Ready, 2012; Kong, Cheung, & Song, 2011; Kong, Cheung, & Zhang, 2010; Yoon & Tak, 2006), little research has focused on the public sector of South Korea. Career satisfaction issues in the context of career development are important not only to employees but also to human resource practitioners in the public sector of South Korea (Jo & Choi, 2009) because many public organizations in South Korea need to seek the appropriate methods to promote career development and improve the career satisfaction of their employees (Kim et al., 2009). Thus, there is a clear need to conduct empirical studies on career satisfaction-related constructs in the public sector of South Korea. In addition, organizational justice issues could be important for employee career satisfaction in the public sector of South Korea because employees in the public sector tend to be more sensitive to fairness issues within their organizations. Despite the potential linkage, however, to date, no identified research has examined the joint impacts of three dimensions of organizational justice on career satisfaction in the public sector of South Korea.

Purpose of the Study

The purpose of this study is to explore the impact of organizational justice on career satisfaction of employees in the public sector of South Korea. More specifically,

this study aims to investigate the impact of three different dimensions (distributive, procedural, and interactional justice) of organizational justice on career satisfaction.

Research Questions and Hypotheses

The main research question of this study is as follows: Does organizational justice impact career satisfaction? Specific research questions include:

Research question 1. Does distributive justice impact career satisfaction?

Research question 2. Does procedural justice impact career satisfaction?

Research question 3. Does interactional justice impact career satisfaction?

To answer the research questions, the hypothesis of this study is as follows:

Organizational justice will positively influence career satisfaction. Specific hypotheses include:

Hypothesis 1. Distributive justice will positively influence career satisfaction.

Hypothesis 2. Procedural justice will positively influence career satisfaction.

Hypothesis 3. Interactional justice will positively influence career satisfaction.

Conceptual Model of Hypothesized Interrelationships

Based on a review of previous research, this study proposes the research model for organizational justice and career satisfaction to narrow the research gap. Figure 1 shows the conceptual model of this study.

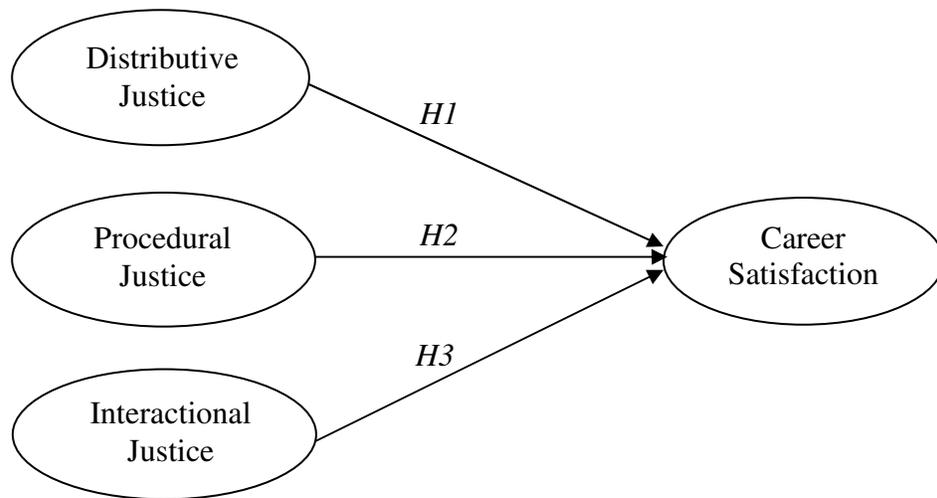


Figure 1. Hypothesized model

Significance of the Study

This study may be the first study to explore a direct relationship between organizational justice and career satisfaction although there have been many studies on the relationship between organizational justice and job satisfaction. Specifically, this study contributes to HRD literature through investigating the relationship between organizational justice and career satisfaction in a career development context in the workplace. As shown in the conceptual framework, employees' positive perceptions of organizational justice can be hypothesized to be positively related to their career satisfaction. The more they believe that their organization is treating employees fairly, the more they are likely to be satisfied with their career within the organization in return. If the relationships are significant, organizational justice will add to the pool of important antecedents of career satisfaction. In addition, this study will contribute to identifying the critical role of three dimensions of organizational justice and interactions among them in

career satisfaction. This study will also provide future researchers with additional theoretical background to conduct organizational justice related research on diverse factors influencing career satisfaction. Finally, this study contributes to integrating organizational justice and career development constructs by applying organizational justice in a career development context.

Definitions of Terms

The key constructs of this study include: (1) organizational justice and (2) career satisfaction. Also, the three dimensions of organizational justice are (a) distributive justice, (b) procedural justice, and (c) interactional justice. These key terms are defined as follows:

Organizational Justice

The term organizational justice has been used to describe the role of fairness in organizations. In the organizational justice literature, three dimensions of organizational justice have been identified (Rahim, Magner, & Shapiro, 2000). First, distributive justice refers to “the perceived fairness of the outcomes or allocations that an individual receives” (Folger & Cropanzano, 1998, p. xxi). Second, procedural justice can be defined as “the fairness issues concerning the methods, mechanisms, and processes used to determine outcomes” (Folger & Cropanzano, 1998, p. 26). Lastly, interactional justice refers to “the quality of the interpersonal treatment received during the execution of a procedure” (Bies & Moag, 1986, p. 44).

Career Satisfaction

Gattiker and Larwood (1988) defined career satisfaction as a reflection of an individual's values and preferences for the level of pay, challenge, or security that may affect an individual's assessment of his/her career accomplishments.

Summary

Career satisfaction has become an important issue in the workplace because individual success results in organizational success and leads to more committed and motivated employees. Organizational justice is relevant to various HRD domains in the workplace including training and development, organization development, and career development. Although emerging issues of organizational justice have been explored in several career development studies, little integration of organizational justice theory and practice has been conducted in the HRD and career development fields. While organizational justice could be an important antecedent of career satisfaction, research has seldom examined possible direct relationship between these variables.

The purpose of this study is to explore the impact of organizational justice on career satisfaction of employees in the public sector of South Korea. The research questions of this study ask if three different dimensions (distributive, procedural, and interactional justice) of organizational justice impact career satisfaction. Based on a comprehensive literature review of previous research, employees' perceptions of organizational justice were hypothesized to be positively related to career satisfaction.

CHAPTER 2

REVIEW OF LITERATURE

In this study, three dimensions of organizational justice (i.e., distributive justice, procedural justice, and interactional justice) are examined as essential factors influencing employees' career satisfaction based on a comprehensive literature review. Articles for the literature review were identified through searches of Google Scholar, Business Source Premier, PsychArticles, Interscience, and Science Direct databases. Specifically, in order to examine the research topic in the Korean context, South Korean articles were searched through Research & Information Sharing Service (RISS) and DBpia databases. The descriptors used in this literature research included the following: organizational justice, distributive justice, procedural justice, interactional justice, career satisfaction, career success, career development, organizational support for career development, and career opportunity. This literature search covered the time period from 1950 to 2011 because the research on the topic (e.g., organizational justice) began in the 1950s. The initial identification of all the relevant articles was completed on August 1, 2011. Based on a thorough examination of the collected articles, the most relevant research studies, a total of 39 articles, were identified in order to examine the impact of organizational justice on career satisfaction.

Organizational Justice

Considering that the social justice has been discussed as an issue of justice as fairness regarding the reconciliation of liberty and equality (Rawls, 1971), organizational justice can be defined as the role of fairness in organizations and is closely related to employees' perceptions of fair treatment in the organization (Cohen-Charash & Spector,

2001). In addition, organizational justice may be generally categorized into three sub dimensions: (a) distributive justice, (b) procedural justice, and (c) interactional justice. Distributive justice is considered as the original concept of organizational justice and deals with the fairness of outcomes including pay, rewards, and promotions (Colquitt, Greenberg, & Zapata-Phelan, 2005). Procedural justice is concerned with fairness issues about the processes used to determine outcomes (Folger & Cropanzano, 1998). Interactional justice refers to the fairness of interpersonal communication. According to the interactional justice theory, employees are sensitive to the quality of interpersonal treatment they experience in the organization (Bies & Moag, 1986).

Distributive Justice

The concept of distributive justice concerns an individual's gain from outcomes or resource allocation in an organization. Based on social exchange theory, distributive justice has been discussed since the 1950s (Colquitt et al., 2005). Homans (1961) argued that, when individuals are in exchange relationships with others, they expect fair exchanges. In addition, in terms of normative expectations for future exchanges, they tend to be highly sensitive in case others get more outcomes or resources from the exchange than themselves (Homans, 1958).

With regard to exchange theory, there are two types of exchanges: economic exchanges and social exchanges (Blau, 1964). The former is based on contracts which clearly describe, in advance, the exact quantities which should be exchanged between the two parties. In contrast, the latter is related to one party's bestowing favor that results in creating future obligations which are left to the other party's discretion (Blau, 1964). Blau

(1964) also pointed out that there is a close relationship among an individual's previous experiences, expectations, and satisfaction with exchange relationships.

According to Adams (1965), distributive justice can be theorized in terms of equity, which means a perceived ratio of outcomes, by using the concept of investments and social exchange. In equity theory, fairness can be perceived by individuals only when there is equity between inputs and outcomes (Foster, 2007). While inputs are any form of an individual's contributions to an organization (i.e., education, knowledge, experience, time, or effort), outcomes are any form of the organization's return to that individual, including pay, rewards, recognition, or satisfaction (Adams, 1963).

Equity theory can be used to predict individuals' motivation and satisfaction under different conditions. According to empirical research, how people respond to the outcomes of a resource allocation decision as a function of its perceived fairness depends on which conditions, under-reward, over-reward, or equitable reward, they are under. For instance, while individuals in the under-reward condition are likely to feel angry, individuals in the over-reward condition tend to feel guilty (Colquitt et al., 2005).

Furthermore, when individuals perceive inequity, comparison with others plays a more important role than objective criteria. In this context, distributive justice is related to two different types of comparisons. One is the intrapersonal comparison of one's own outcomes, and the other is the interpersonal comparison between their and others' outcomes (Cropanzano & Folger, 1989).

Procedural Justice

Since the mid-1970s, organizational justice researchers have focused on procedural justice along with distributive justice (Colquitt et al., 2005). The concept of

procedural justice originated from a legal dispute context (Thibaut & Walker, 1975). According to procedural justice theory, not only the outcomes that individuals receive, but also the fairness of the processes used to plan and implement a given decision, plays an important role when individuals perceive justice. Leventhal, Karuza, and Fry (1980) applied the procedural justice theory, which was discussed in a dispute resolution context by Thibaut and Walker (1975), to an outcome-allocation context in organizations. According to Leventhal et al. (1980), the following six procedural rules should be foundational in all allocation contexts: Procedures should (a) be consistent (consistency), (b) be without self-interest (bias suppression), (c) be based on accurate information (accuracy), (d) provide opportunities to correct the decision (correctability), (e) consider the interests of all concerned parties represented (representativeness), and (f) follow moral and ethical standards (ethicality).

As described in the six procedural rules, fair procedures should rule the allocation of outcomes in the procedural justice theory. The most critical difference between procedural justice and distributive justice lies in this point of six procedural rules. Specifically, because procedural justice is beyond self-interest, it could be a kind of social justice in an organization. In contrast, distributive justice could be called personal justice or private justice since it is mainly related to self-interest focusing on reactions to perceived inequities from allocation of resources and outcomes in organizations (Greenberg, 1993)

According to Lind and Tyler (1988), a group value model can account for the effects of procedural justice. The group value model suggests that the reasons individuals value their group memberships lie in not only economic, but also social and

psychological aspects. As a result, individuals tend to follow fair procedures even in situations when they have to sacrifice personal gains, because justice originates from morality in a social context (Folger, Cropanzano, & Goldman, 2005).

In other words, although the outcomes seem disadvantageous to someone, the more a process is perceived to be fair, the more tolerant that person is about the consequences of the process (Lind and Tyler, 1988). Or, to put it differently, individuals tend to conform to a low level of distributive justice without objection, if there is a high level of procedural justice (Folger & Konovsky, 1989). In contrast, Sweeney and McFarlin (1993) suggested that, if there is a low level of distributive justice, individuals tend to respond to inequity with resentment. This means that procedural justice moderates the impact of distributive justice on individuals' reactions to a decision regarding allocation of outcomes (Brockner & Siegel, 1996). As a result, distributive justice has much less impact on individual reactions under the perception of high procedural justice (Alexander & Ruderman, 1987).

Interactional Justice

Bies and Moag (1986) introduced the concept of interactional justice and extended the discussion about procedural justice further. Conceptually, interactional justice is associated with an individual's perceptions of fairness regarding the interactions with a decision-maker who is responsible for the process of the outcomes allocation (Bies & Moag, 1986). According to the interactional justice theory, individuals evaluate the fairness of these interactions by the quality of this interpersonal treatment (Greenberg, 1993; Bies, 1987). Also, individuals focus on how much respect and dignity (interpersonal justice) they are shown by the decision-maker and the explanations

(informational justice) provided by the decision-maker regarding their relative outcomes from that system (Greenberg, 1993; Bies, 1987). In this context, Bies (1987) argued that interactional justice focused on the communication aspect of fairness in decision-making systems.

Organizational Justice and Career Development

Wooten and Cobb (1999) pointed out that there is a meaningful relationship between the theory of organizational justice and the practice of career development. In a workplace career development context, three dimensions of organizational justice involve different aspects of career development practice: Distributive justice is a program focus, procedural justice is a process focus, and interactional justice is a people focus. As shown in Table 1, how the organization is managing and developing employees' careers significantly influences their perceptions of fairness of the career development practices.

Table 1

Illustration of Justice Constructs Related to Career Development (CD)

| Form of Justice | | Relation to CD | Example |
|---|---|---|---|
| Distributive Justice (Program Focus) | Equity: | Development of psychological contract between individuals and organizations involving careers is influenced by the extent to which CD rewards and resources are based on merit. | A manager is promoted and transferred to an overseas operation based on her international project experience and MBA with international focus. |
| | Rewards should be based on merit. | | |
| | Equality: | CD opportunities and programs should be provided to all groups and CD losses should be equally distributed. | Personnel from all divisions and levels of a multisite operation are assigned high-potential status. |
| | Resources and losses are fairly allocated among all groups and individuals. | | |
| | Need: | Specific CD needs (for example, among minority groups) can be identified when needs are made clear and do not conflict with broader or common needs. | Older marketing employees, hired before a college degree was required, are selected to receive educational benefits (for example, college tuition). |
| | Resources are distributed based on individual need. | | |
| Procedural Justice | Ground rules: Policies and procedures to be | Clear, understandable, and accessible information about programs, policies, and | Information on training policies and available company programs is distributed |

| | | | |
|---|--|---|---|
| (Process Focus) | <p>followed are communicated.</p> <p>Representativeness: There is opportunity for equal voice or input.</p> <p>Recourse: There is opportunity to seek redress for unfair outcomes.</p> | <p>procedures is created and distributed.</p> <p>Procedures should facilitate employee involvement in design, implementation, and evaluation of CD programs and policies.</p> <p>Procedures should allow employees to challenge and appeal distribution of CD resources and implementation of CD policies.</p> | <p>to all employees, with follow-up question-and-answer sessions.</p> <p>Focus group meetings are held with customer service employees to determine the needed content of a customer relations training program.</p> <p>A company policy allows employees to request reconsideration of assignments to unfavorable job rotations.</p> |
| <p>Interactional Justice (People Focus)</p> | <p>Causal: Explanation to compel a decision is based on contextual factors.</p> <p>Ideological: Explanation is based on higher-order values and superordinate goals.</p> <p>Referential: Explanations are based</p> | <p>Information should be provided to employees about the impact of business needs and strategies on CD programs and policies.</p> <p>Information should be provided to employees on organizational philosophy and values concerning CD programs, procedures, and processes.</p> <p>Information should be provided to employees concerning CD practices,</p> | <p>An incentivized early retirement program is announced and it is explained that this is needed because of low company profits and high overhead cost.</p> <p>A mentoring program for women is announced, based on historic underutilization and an organizational desire to be known as a fair employer.</p> <p>Employees are given an account justifying the need for a TQM program based on the</p> |

on frame of reference
through comparison
with others.

Penitential:
Explanation of regrets
and apologies are
offered for harm-doing
or multiple negative
consequences.

programs, and procedures used by other
groups or organizations.

Loss, sacrifice, or employee hardship as a
result of CD programs and decisions
should be acknowledged.

success of several similar competitors.

The human resource manager provides an
account and gives an apology for
unavailability or loss of programs to assist
and employ minority youth.

Source: Wooten & Cobb (1999), pp. 175-176.

In addition, Wooten and Cobb (1999) argued that organizational justice can play a significant role in three areas: “the perceived fairness of general human resource management policies and personnel practices that affect career development; the perceived justice of specific career development interventions and outcomes; and fairness issues affecting specific employee populations” (p. 177). Thus, the perceptions of justice of various career development related programs and processes, such as performance appraisals, hiring decisions, and downsizing efforts, have a great impact on other career related issues including a significant role in self-efficacy, job involvement, retirement plans, career identity, stress, coping ability, and overall quality of work life (Wooten & Cobb, 1999).

Based on Wooten and Cobb’s study (1999), Crawshaw (2006) investigated principal sources of fairness perceptions in his research on the organizational career management practice in a career development context. Crawshaw (2006) linked key fairness criteria with justice constructs, and Table 2 summarizes the study’s findings.

Table 2

Judgements of Fairness Regarding Practices and Related Justice Constructs

| Direction of the Judgments of Fairness (Principal Source of Fairness Perceptions) | Themes (Key Fairness Criteria) | Justice Construct (Related Dimension of Organizational Justice) |
|--|-----------------------------------|---|
| Source 1: Line Manager-Focused (Career Management Agent) | Respect | Interpersonal justice |
| | Feedback/guidance | Informational justice |
| | Voice | Procedural justice |
| | Consistency | Procedural justice |
| | Bias suppression | Procedural justice |

| | | |
|--|----------------------|-----------------------|
| Source 2: Organization-Focused (Career Management System) | Bias suppression | Procedural justice |
| | Consistency | Procedural justice |
| | Voice | Procedural justice |
| | Values | Procedural justice |
| | Information/guidance | Informational justice |
| | Openness/honesty | Informational justice |
| Source 3: Outcome-Focused (Career Development Opportunities) | Merit | Distributive justice |
| | Needs | Distributive justice |

Source: Crawshaw (2006).

Career Satisfaction

Career satisfaction, as a criterion for evaluating an individual's career as a whole, has been studied as a crucial subjective factor of career success outcome. Gattiker and Larwood (1988) defined career satisfaction as a reflection of an individual's values and preferences for the level of pay, challenge, or security that may affect an individual's assessment of his/her career accomplishments. Employees' meaningful accomplishments lead to joy, engagement, and creativity at work (Amabile & Kramer, 2011). Originally, various scholars have examined objective and subjective perspectives on career outcomes. While objective (or external) perspective on career outcomes is that of an organization, subjective (or internal) career outcome is judged by an employee (Schein, 1978). However, in later years there has been an increasing focus on the subjective career outcome dimension because the recognition of subjective career outcomes has been regarded as an index of one's well-being or perceived quality of life (Gattiker & Larwood, 1988; Poole, Langan-Fox, & Omodei, 1993). While job satisfaction is related to

employees' feelings of satisfaction with a specific job, career satisfaction is associated with their feelings of satisfaction with an entire career (Lounsbury, Steel, Gibson, & Drost, 2008; Sauer, 2009).

Predictors of Career Success

Career satisfaction and its relationships with other variables have been investigated in a variety of different contexts. With regard to career satisfaction, individual personality (Lounsbury, Loverland, Sundstrom, Gibson, Drost, & Hamrick, 2003), types of professions (Hanson & McCullagh, 1997; Walfish, Polifka, & Stenmark, 1985; Stern, 2001), race (Greenhaus, Parasuraman, & Wormley, 1990), work-life balance issues (Aryee, Chay, & Tan, 1994; Burke, 2001; Martins, Eddleston, & Veiga, 2002), organizational support for career development (Dreher & Ash, 1990), and the effects of career satisfaction on organizational effectiveness (Gupta et al., 1992; Igarria et al., 1991) have been studied.

In Ng et al.'s (2005) meta-analysis, various predictors of objective and subjective career success were categorized into four sets: organizational sponsorship, human capital, socio-demographic status, and stable individual differences. Detailed information regarding predictors of career success is described in Table 3. Although previous research studies have examined predictors of career satisfaction, the full list of the predictors is not established yet.

Table 3

Predictors of Career Success

| Category | Definition / Description | Content |
|----------|-----------------------------|---------|
|----------|-----------------------------|---------|

| | | |
|-------------------------------|--|---|
| Organizational Sponsorship | “The extent to which organizations provide special assistance to employees to facilitate their career success” (p. 371). | Career sponsorship, supervisor support, training and skill development opportunities, and organizational resources |
| Human Capital | “Individuals’ educational, personal, and professional experiences that can enhance their career attainment” (p. 370). | Number of hours worked, job involvement, job tenure, organization tenure, work experience, willingness to transfer, international work experience, education level, career planning, political knowledge and skills, and social capital |
| Socio-Demographic Status | “Reflect individuals’ demographic and social backgrounds” (p. 371). | Gender, race, marital status, and age |
| Stable Individual Differences | “Represent dispositional traits” (p. 371). | Big five personality factors, proactivity, locus of control and cognitive ability |

Source: Ng et al. (2005).

Career Satisfaction and Organizational Support for Career Development

Organizational sponsorship is the most important predictor of career satisfaction (Ng et al., 2005). To date, organizational sponsorship has been discussed as an issue of “organizational support for career development” or “organizational career management” (OCM) in the career development literature (Barnett & Bradley, 2007). In this study a single term “organizational support for career development” will be used to cover all these three terms since organizational support for career development seems more consistent with the new supportive role of organizations to facilitate their employees’

career development (Baruch, 2006). Table 4 summarizes definitions and factors/dimensions of organizational support for career development.

Table 4

Definitions and Factors/Dimensions of Organizational Support for Career Development

| Author(s) | Definition | Factors/Dimensions |
|-------------------------------------|---|---|
| Barnett & Bradley (2007) | “The programs, processes and assistance provided by organizations to support and enhance their employees’ career success” (p. 622). | “Formal strategies” and “informal support” (p. 622). “Formal organizational support for career development” and informal organizational support for career development” (p. 626-627). |
| Crawshaw (2005) | “The various policies and practices, deliberately established by organizations, to improve the career effectiveness of their employees (Orpen, 1994, p. 28)” (p. 32). | “Informational, relational, and developmental OCM practices” (p. 244). |
| Crawshaw (2006) | “Policies and practices developed and implemented by an organization to support the career development of their employees” (p. 99). | “Line manager-focused, organization-focused, and outcome-focused” (p. 110) |
| De Vos, Dewettinck, & Buyens (2009) | “The activities undertaken by the organization in order to plan and manage the careers of its employees” (p. 58). | “OCM practices–line management and OCM practices–HR” (p. 66). |
| Kong, Cheung, & Zhang | “The programs, processes and assistance provided by organizations to support and enhance their employees’ | Career assessment tools, career development information, career |

| | | |
|-----------------------------|---|--|
| (2010) | career success” (p. 468). | professional training, and the career promotion system” (p. 473). |
| Kong, Cheung, & Song (2011) | “Programs, processes, and other forms of assistance provided by organizations to support and enhance their employees’ career success” (p. 112). | “Career development program, career appraisal and advice, and career training” (p. 116). |
| Ng et al. (2005) | “The extent to which organizations provide special assistance to employees to facilitate their career success” (p. 371). | “Career sponsorship, supervisor support, training and skill development opportunities, and organizational resources” (p. 371). |
| Orpen (1994) | “The various policies and practices, deliberately established by organizations, to improve the career effectiveness of their employees” (p. 28). | “Career management policies, employee career development, and career information” (p. 32). |
| Pazy (1988) | “The policies and practices deliberately designed by organizations in order to enhance the career effectiveness of their employees” (p. 313). | “Policies, development, and information” (p. 318). |
| Sturges et al. (2002) | “Attempts made to influence the career development of one of more people” (Arnold, 1997, p. 19) and “largely planned and managed by the organization” (p. 732). | “Formal practice and informal practice” (p. 747). |

As a form of employees’ perceptions of organizational support for career development, career opportunity awareness can be better understood and closely related

to organizational support for career development. Career opportunity awareness has been regarded as one of the predictors of career satisfaction (Jiang & Klein, 2000). Career opportunity awareness refers to employee awareness of career opportunities within the organization (Rothenbach, 1982) or searching for the developmental opportunities available within the organization (Kim, Choi, & Kim, 1997). In other words, career opportunity awareness can be defined as employees' awareness of career opportunities in organizations (Park, 2004; Rothenbach, 1982).

Career Satisfaction and Organizational Justice

The current study has several meaningful linkages with Ng et al.'s (2005) study. First, organizational justice is closely associated with each category of organizational support for career development or organizational sponsorship (i.e., career sponsorship, supervisor support, training and skill development opportunities, and organizational resources). Second, organizational justice can be related to "human capital" (e.g., career planning, job involvement, willingness to transfer, political knowledge and skills, and social capital). Third, the current study has several demographic variables, which could be socio-demographic variables, such as gender and age. Lastly, organizational justice is linked to "objective factors of career success" (i.e., salary and promotion). Thus, the current study is likely to make a significant contribution to exploring the predictors of career satisfaction, because career satisfaction is the primary concern of not only individual but also organizational career success (Judge et al., 1999).

Organizational justice and organizational support for career development.

In particular, Ng et al.'s (2005) study showed that organizational support for career development is significantly and positively related to career satisfaction, with the

strongest effect sizes. Therefore, there is a need to closely investigate the contents of organizational support for career development in terms of the relationship between organizational justice and career satisfaction. Table 5 shows the conceptual linkage between justice constructs and each category of organizational support for career development or “organizational sponsorship” in Ng et al.’s (2005) study.

Table 5

Organizational Support for Career Development: Organizational Sponsorship for Career Satisfaction

| Factors | Definition | Justice Construct (Related Dimension of Organizational Justice) |
|--|--|---|
| Career Sponsorship | “The extent to which employees receive sponsorship from senior-level employees that helps enhance their careers” (p. 371). | Interactional Justice Distributive Justice |
| Supervisor Support | “The extent to which supervisors provide emotional and work-related social support” (p. 380-381). | Interactional Justice Distributive Justice |
| Training and Skill Development Opportunities | “The extent to which their company provided opportunities for training and skill acquisition” (p. 381). | Distributive Justice Procedural Justice |
| Organizational Resources | “The amount of sponsorship resources an organization has available to allocate to employees” (p. 371). | Distributive Justice Procedural Justice |

Note. Table developed by the author based on Ng et al. (2005).

In addition to four factors of organizational support for career development in Ng et al.'s (2005) study, Crawshaw (2005) categorized organizational support for career development or “organizational career management practices” into three factors: informational, relational, and developmental organizational support for career development. By conducting statistical analysis, Crawshaw (2005) identified the significant relationship between these factors of organizational support for career development and justice constructs. Table 6 shows the results.

Table 6

Factors of Organizational Support for Career Development (OSCD) and Related Dimensions of Organizational Justice (I)

| Factors | Descriptions | Interventions | Related Dimensions of Organizational Justice |
|---|--|---|---|
| Factor 1: Informational OSCD Practices | “Emerged from the analysis and shared the common theme of those organizational career management interventions that provided employees with career-related information and guidance” (p. 244). | “The company's intranet system, job vacancy bulletin and information on different career paths” (p. 244). | Distributive and Procedural Justice |
| Factor 2: Relational OSCD Practices | “Focused on those activities that involved career-related planning, discussions and counselling on an interpersonal basis with the | “The performance appraisal and career counselling sessions with the line manager” (p. 244). | Distributive, Procedural, and Interactional Justice |

| | | |
|---|---|--|
| | organizational agent responsible for their career management (usually their line manager)” (p. 244). | (Interpersonal and Informational) |
| Factor 3: Developmental OSCD Practices | “Included those interventions that provide individuals with more formalised and centralised learning and developmental opportunities relating to their careers” (p. 244). | “Workshops, development centres, succession planning, counselling with an HR specialist and the formal mentoring” programme” (p. 244). Distributive Justice |

Note. Table developed by the author based on Crawshaw (2005).

Lastly, three different factors of organizational support for career development were identified by Orpen (1994) and Pazy (1988): career management policies, employee career development, and career information. Considering descriptions of each factor, this study identified justice constructs related to the factors of organizational support for career development, which are shown in Table 7.

Table 7

Factors of Organizational Support for Career Development and Related Dimensions of Organizational Justice (II)

| Factors | Descriptions | Related Dimensions of Organizational Justice |
|-----------|---|--|
| Factor 1: | “The degree to which the organization was perceived | Procedural |

| | | |
|---------------------------------------|---|--|
| Career Management Policies | to have formal, institutionalized plans and procedures for the recruitment, selection, evaluation and rewarding of employees” (Orpen, 1994, p. 32); “The extent to which there are formal career policies and procedures in the organization with regard to selection, admission, assessment, promotion, training, and development. It also indicates the extent to which the organization performs long-range business and human resource planning. The emphasis in this factor is on institutionalized concern for the career of the individual” (Pazy, 1988, p. 318). | Justice |
| Factor 2: Employee Career Development | “The degree to which employees felt that the organization provided the sort of support, actions, and climate that facilitates the realization of employee potential in the organization” (Orpen, 1994, p. 32); “The extent to which the organization values employees’ development and promotes it by providing a climate that facilitates growth. Achieving such a climate involves attending to the development process by establishing personalized programs, ensuring feedback, providing guidance and support, and taking into consideration nonwork needs as well as varying career concerns. The emphasis in this factor is on the two-way superior/subordinate dialogue, on participative atmosphere, and on personal concern for employees as full human beings” (Pazy, 1988, p. 318). | Distributive Justice and Interactional Justice (Interpersonal Justice) |
| Factor 3: Career Information | “The degree to which the organization was perceived to provide accurate and comprehensive data about present and future job opportunities in the organization freely to all relevant employees” (Orpen, 1994, p. 32); “The extent to which there is a free flow | Interactional Justice (Informational Justice) |

of information within the organization regarding present opportunities (career paths, job openings, available training programs) and future plans (business plans and human resource forecast). The emphasis in this factor is on the openness of the organization vis-a-vis its employees and on its willingness for data sharing” (Pazy, 1988, p. 318).

Note. Table developed by the author based on Orpen (1994) and Pazy (1988)

In addition to the descriptions of each factor of organizational support for career development factor, specific items for these factors help find appropriate justice construct. Thus, these items of organizational support for career development identified in Pazy’s (1988) study are shown in Table 8.

Table 8

Factors and Items of Organizational Support for Career Development

| Factors | Items |
|---|---|
| Factor 1: Career Management Policies | (1) Long-range business and organizational planning |
| | (2) Human resource planning (job types, needed talent) |
| | (3) Assessment center |
| | (4) Psychometric tests aiding in promotion and training decisions |
| | (5) Encouraging inhouse training and continuing education |
| | (6) Superiors being trained for employee development |
| | (7) Management development programs |
| | (8) Individually tailored training and development plans to prepare for promotion |
| | (9) Professional education being a promotion criterion |
| | (10) Planned job rotation being part of management development |
| | (11) Selection and assessment mechanisms being used as aid in |

| | |
|-------------|---|
| | staffing |
| | (12) Central human resource inventory |
| | (13) Policies toward newcomers' admission, orientation, and coaching |
| | (1) Developing and promoting competent employees rather than "hoarding" |
| | (2) Employees actively pursuing their professional development and showing initiative |
| | (3) Superior-subordinate performance appraisal meetings |
| | (4) Ongoing performance feedback (not just periodical) |
| | (5) Subordinates discussing career plans with immediate superiors |
| | (6) Lateral mobility being socially acceptable |
| Factor 2: | (7) Planned job assignment for learning and development |
| Employee | (8) Subordinates' development being appreciated and rewarded |
| Career | (9) Competence being a promotion criterion |
| Development | (10) Contacts being a promotion criterion (reverse); |
| | (11) Managers being willing to invest effort in employees' development |
| | (12) Consideration for nonwork concerns (e.g., family) |
| | (13) Individual career aspirations being input in organizational decisions about individual careers |
| | (14) Management being aware of personal career stages and changing priorities |
| | (15) Desired positions being filled by outsiders (reverse) |
| | (1) Free flow of information about organizational plans |
| Factor 3: | (2) Free flow of information about human resource forecast |
| Career | (3) Free flow of information about career paths |
| Information | (4) Free flow of information about job openings |
| | (5) Free flow of information about training programs |

Source: Pazy (1988).

Careers in the Public Sector of South Korea

Due to major changes in the psychological contract between organizations and individuals, career management is increasingly viewed as the responsibility of the person rather than the organization (Feldman, 2000). This trend has resulted in a shift from an organizational career to a protean career that is frequently changing, based on both changes in the person's interests, abilities, and values, as well as changes in the work environment (Hall, 1996; Noe, 2002). However, this trend is less true in Korea where career mobility is comparatively low (Jo & Choi, 2009). Especially in the public sector, the notion of a protean career, or boundary-less career (Hall, 2002), is not applicable because the workforce in the Korean public sector is characterized by long-term employment (Kim et al., 2009).

More specifically, due to the economic downturn in South Korea, potential and current workers prefer jobs in the public sector to those in the private sector, because of its relative long-term job security (Kim et al., 2009). An increasing number of applicants for public sector jobs reflect this trend. However, since employment in the public sector tends to be stable in long-term, employees' average pay level is not as competitive as that in the private sector (Jo & Choi, 2009). Because employees in the public sector tend to have higher job security and less mobility, they have a lower need for career development that is associated with increasing employability in the labor market (Kim et al., 2009).

Since the Korean government began to reform the tenure-based human resource system in the public sector starting in the mid-2000s, the high levels of job security have

been threatened (Kim et al., 2009). As such, top management and human resource professionals in the public sector began to adopt new human resource policies to improve employee career satisfaction (Jo & Choi, 2009). However, in contrast to the private sector, the adoption of a pay incentive system is limited in the public sector due to the traditional tenure-based compensation policy (Kim et al., 2009). Thus, a considerable number of career development interventions, including individual career planning, mentoring, and career counseling, have been introduced to organizations in the public sector because effective methods to improve employee career satisfaction were needed (Jo & Choi, 2009).

However, traditionally, most employees in the Korean public sector have not been required to be involved in career development interventions because their pay and promotion were primarily based on tenure, not their knowledge, skills, and abilities (Kim et al., 2009). For this reason, the primary source of employee satisfaction in their careers in the Korean public sector might be longer employment and stability, not learning and development opportunities (Jo & Choi, 2009). Moreover, due to the lack of performance-based human resource systems and the lack of the systemic alignment between HRD and HRM in the Korean public sector (Kim et al., 2009), it might be expected that employees would not voluntarily participate in career development interventions leading to acquiring new knowledge, skills, and abilities for better performance.

Many studies on career satisfaction have been conducted in the Asian context (e.g., Aryee et al., 1994; Tu, Forret, & Sullivan, 2006), and some of these studies focused on the public sector (e.g., Mohd Rasdi, Garavan, & Ismail, 2012; Mohd Rasdi, Ismail, & Garavan, 2011; Mohd Rasdi, Ismail, Uli, & Noah, 2009; Muafi, 2010). Yet, despite the

increasing importance of career satisfaction in the career development practice, little research has focused on the public sector of South Korea. In terms of the differences between the developed and developing countries, career dynamism in developed countries has more individualistic career systems than that in developing countries (Baruch & Budhwar, 2006). Furthermore, although organizational justice issues can play an important role in improving career satisfaction, little empirical research has been conducted on the impact of organizational justice-related constructs on career satisfaction in the public sector of South Korea.

Summary

Organizational justice has been used to describe the role of fairness in organizations. In the organizational justice literature, three dimensions of organizational justice have been identified: (a) distributive justice, (b) procedural justice, and (c) interactional justice. Distributive justice refers to the fairness of outcomes, which is the original concept of organizational justice. Procedural justice is related to fairness of the processes used to determine outcomes. Interactional justice is concerned with the fairness of interpersonal communication. In a workplace career development context, these three dimensions of organizational justice are closely related to different aspects of career development practice: Distributive justice has a program focus, procedural justice has a process focus, and interactional justice has a people focus.

Career satisfaction has been considered a significant subjective factor of career success outcomes. Career satisfaction refers to a reflection of an individual's values and preferences for various factors related to an individual's assessment of his/her career accomplishments. Predictors of career satisfaction can be categorized into organizational

sponsorship, human capital, socio-demographic status, and stable individual differences. Organizational sponsorship is the most important predictor of career satisfaction and has been discussed as an issue of “organizational support for career development” in the career development literature. There are meaningful linkages between the predictors of career satisfaction and organizational justice. In particular, three dimensions of organizational justice are closely related to various factors of organizational support for career development.

CHAPTER 3

METHODS

This chapter discusses methods, used in the study. First, the target population and sample will be described. Second, the information about instrumentation and four measures will be elaborated on. Third, data collection procedure and ethical considerations will be discussed. Finally, the data analysis process will be presented. In particular, the collected data were analyzed by using descriptive and inferential statistics. Moreover, hierarchical multiple regression was used to investigate the relationship between three dimensions of organizational justice and career satisfaction.

Population and Sample

The population of this study was employees in the public sector of South Korea, which includes government offices, agencies, and its affiliated organizations. The sample of this study in target organizations was approximately 1,000 employees of six organizations in the public sector of South Korea. Among these employees who were contacted, a total of 279 individuals participated in this research (Response rate: 27.9%). New employees who had less than one year work experience in the organization were not contacted in this research since they might have fewer chances to experience their organizational culture and context, which could influence their perceptions of organizational justice and career satisfaction. Based on a convenience sampling approach, a self-administered electronic survey was used to obtain these employees' perceptions. Convenience sampling can be regarded as the most common sampling method in quantitative studies in organizations because it is based on easy availability and accessibility to select sample members (Passmore & Baker, 2005).

Subjects in this study are Korean employees in the public sector of South Korea who had worked at the organization for more than one year and agreed to complete the survey. All invitation letters from the researcher of this study were sent to the selected potential participants by the human resource manager of the organization. Participants in this research were provided with detailed and clear information about the research to better understand the context of the research. Korean employees in the public sector have recently been participating in various kinds of survey research because organizational research has been focusing on the public sector. It was also important to obtain the consent from the person in the higher management level in each organization in order to have more participants in the context of the hierarchical culture in the public sector of South Korea.

Table 9

Demographic Information

| | | Total | | Male | | Female | |
|-----------------------|---------------------------|-----------|-------|-----------|------|-----------|------|
| | | Frequency | % | Frequency | % | Frequency | % |
| Total | | 279 | 100.0 | 169 | 60.6 | 110 | 39.4 |
| Age | 29 and below | 29 | 10.4 | 9 | 5.3 | 20 | 18.2 |
| | 30-39 | 155 | 55.6 | 93 | 55.0 | 62 | 56.4 |
| | 40-49 | 78 | 28.0 | 54 | 32.0 | 24 | 21.8 |
| | 50 and above | 17 | 6.1 | 13 | 7.7 | 4 | 3.6 |
| Education Level | High school | 18 | 6.5 | 8 | 4.7 | 10 | 9.1 |
| | Two-year college | 24 | 8.6 | 12 | 7.1 | 12 | 10.9 |
| | Four-year college | 193 | 69.2 | 119 | 70.4 | 74 | 67.3 |
| | Graduate School | 44 | 15.8 | 30 | 17.8 | 14 | 12.7 |
| Hierarchical Position | Senior/Deputy Manager | 32 | 11.5 | 28 | 16.6 | 4 | 3.6 |
| | Manager/Assistant Manager | 100 | 35.8 | 79 | 46.7 | 21 | 19.1 |
| | Non-management Employee | 126 | 45.2 | 57 | 33.7 | 69 | 62.7 |
| | Non-regular worker | 21 | 7.5 | 5 | 3.0 | 16 | 14.5 |
| Functional Area | Marketing/Sales | 12 | 4.3 | 7 | 4.1 | 5 | 4.5 |
| | IT | 31 | 11.1 | 20 | 11.8 | 11 | 10.0 |

| | | | | | | | |
|--------------------------|---------------------------|-----|------|----|------|----|------|
| | Production/Manufacturing | 4 | 1.4 | 4 | 2.4 | 0 | 0 |
| | Administration/Management | 151 | 54.1 | 93 | 55.0 | 58 | 52.7 |
| | R&D | 21 | 7.5 | 12 | 7.1 | 9 | 8.2 |
| | Engineering | 10 | 3.6 | 9 | 5.3 | 1 | 0.9 |
| | Education/Training | 15 | 5.4 | 11 | 6.5 | 4 | 3.6 |
| | Others | 35 | 12.5 | 13 | 7.7 | 22 | 20.0 |
| Organizational Tenure | 1-2.9 years | 77 | 27.6 | 42 | 24.9 | 35 | 31.8 |
| | 3-4.9 years | 29 | 10.4 | 15 | 8.9 | 14 | 12.7 |
| | 5-6.9 years | 48 | 17.2 | 34 | 20.1 | 14 | 12.7 |
| | 7-9.9 years | 34 | 12.2 | 25 | 14.8 | 9 | 8.2 |
| | 10 years and above | 91 | 32.6 | 53 | 31.4 | 38 | 34.5 |

Demographic information is shown in Table 9. The demographic variables included the following: (a) gender, (b) age, (c) education level, (d) hierarchical position, (e) job type, and (f) organizational tenure. First, the ratio of gender does not significantly differ from the whole population in the target organizations of the study: male (60.6%) and female (39.4%). Second, in relation to age, most respondents were in their 30's (55.6%) and 40's (28.0%). Third, in terms of educational level, 69.2% of the respondents graduated from a 4 year college, 15.8% from a graduate school, and 8.6% from a 2 year college. Fourth, with regard to hierarchical position, approximately 11.5% of the respondents were senior managers, 35.8% were managers, and the rest were individual contributors. Fifth, classification by functional areas was as follows: 54.1% in administration/management, 11.1% in IT, 7.5% in R&D, 5.4% in education/training, 4.3% in marketing/sales, 3.6% in engineering, 1.4% in production/manufacturing, and 12.5% in others. Finally, organizational tenure was comparatively evenly distributed across the categories: between one year to three years (27.6%), between three to five years (10.4%), between five to seven years (17.2%), between seven to ten years (12.2%), and over ten years (32.6%).

Instrumentation

In terms of instrumentation, all constructs were measured using multi-item scales that have been developed and used earlier in the United States. The instrument was prepared for use in Korea using appropriate translation-back-translation procedures (e.g., Kang, 2004). The survey questionnaire used a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Organizational Justice

Organizational justice was measured with 18 items developed by Niehoff and Moorman (1993). This instrument has three dimensions measuring employees' perceptions of distributive justice, procedural justice, and interactional justice. First, distributive justice assessed the perceived fairness of different work outcomes, such as pay level, work schedule, and job responsibilities. Examples of distributive justice items are as follows: "My work schedule is fair," and "I believe my level of pay is fair."

Next, the procedural justice part of the instrument measured the degree to which job decisions include mechanisms that insure the gathering of correct information, employee voice, and an appeals process. Examples of procedural justice items are as follows: "The decisions my organization makes in the level of organization are in an unbiased manner," and "My organization has procedures that are designed to allow the requests for clear explanation or additional information about a decision."

Lastly, interactional justice questions measured the degree to which employees feel their own needs are carefully considered and also the degree to which appropriate explanations are made for job decisions. Examples of interactional justice items are as follows: "When decisions are made about my job, my supervisor considers my personal needs with the greatest care", and "When making decisions about my job, my supervisor offers reasonable explanations that I understand clearly."

Career Satisfaction

Career satisfaction has been widely used in research as an indicator of subjective career success. The five-item career satisfaction scale developed by Greenhaus et al. (1990) was used to measure subjective career success. A sample item is "I am satisfied with the success I have achieved in my career."

Demographic Variables

In addition to these four measures, six additional items were included to measure demographic variables, including age, education, gender, hierarchical position, job type, and organizational tenure. Table 10 shows the detailed information on the research instrument components, which consists of the constructs, authors, number of items, and reliability coefficients from original studies. Furthermore, full survey items of this research are listed in Appendix A.

Table 10

Research Instrument Components

| Construct | Authors | Items | Cronbach' Alpha in Original Study (and Korean Version) |
|-----------------------|---|-------|--|
| Distributive Justice | Niehoff and Moorman (1993) (a Korean translation version selected from Kang, 2004) | 5 | .94 (.84) |
| Procedural Justice | Niehoff and Moorman (1993) (a Korean translation version selected from Kang, 2004) | 6 | .94 (.87) |
| Interactional Justice | Niehoff and Moorman (1993) (a Korean translation version selected from Kang, 2004) | 7 | .93 (.90) |
| Career Satisfaction | Greenhaus et al. (1990) (a Korean translation selected from Joo and Park, 2010) | 5 | .88 (.82) |
| Demographic Variables | | 6 | |
| Total number of Items | | 29 | |

Reliability and Construct Validity

As for the reliability of all instruments in this study, Cronbach's alpha coefficients were calculated to examine internal consistency among the items of the instruments. According to the information of the reliability of all instruments shown in Table 11, all coefficients are above the minimum requirement of .70 and are close to those found in previous studies.

Table 11

Reliability of Measurement Instruments

| Question Numbers | Construct | Items | Reliability (α) | |
|------------------|-----------------------|-------|--------------------------|------------|
| | | | previous studies | this study |
| 1-5 | Distributive Justice | 5 | .74 - .94 | .88 |
| 6-11 | Procedural Justice | 6 | .85 - .94 | .91 |
| 12-18 | Interactional Justice | 7 | .90 - .93 | .95 |
| 19-23 | Career Satisfaction | 5 | .82 - .88 | .89 |

The results of construct validity test in this study are summarized in Table 12 which shows that all measurements have construct validity. Confirmatory Factor Analysis (CFA) was used to estimate the convergent and discriminant validity of the indicators of the four constructs: distributive justice, procedural justice, interactional justice, and career satisfaction. CFA estimates the quality of the factor structure and designated factor loadings by statistically testing the fit between a proposed measurement model and the data (Diamantopoulos & Siguaw, 2000). Based on Bollen's (1989) and Schumacker and Lomax's (2010) research, five goodness-of-fit indices used in this study are χ^2 (Chi-square), CFI (comparative fit index), NNFI (Non-Normed Fit Index), RMR (Root Mean

Square Residual), and RMSEA (Root Mean Square Error of Approximation). As a result, while NNFI was lower than .90, the overall measurement model indicated a marginally acceptable fit to the data (χ^2 [224] = 709.249; $p = .00$; CFI = .903; NNFI = .865; RMR = .042; and RMSEA = .088). Table 12 shows a result of an overall CFA, and Table 13 shows that all of the factor loadings were over .674.

Table 12

Summary of Confirmatory Factor Analysis Fit Indices

| χ^2 | <i>df</i> | χ^2/df | CFI | NNFI | RMR | RMSEA |
|----------|-----------|-------------|------|------|------|-------|
| 709.249 | 224 | 3.166 | .903 | .865 | .042 | .088 |

Note. CFI = comparative fit index; NNFI = non-normed fit index; RMR = root mean square residual; RMSEA = root mean square error of approximation.

As for the internal validity of this research, there might be threats to the internal validity because the instrument components used in this research came from a western context which is different from the South Korean culture. These components may contain some sensitive items in terms of cultural differences. Therefore, items in the instrument were carefully considered in terms of cultural perspective and reviewed by the researcher.

As for the external validity of this research, since the participants of this research were employees in six organizations in the public sector of South Korea, the study may be limited to South Korea's public sector. Therefore, it would not be easy to directly generalize results and conclusions for other countries, industries, or sectors. The sample size was 279 employees in the Korean public sector. Although the sample size is enough for statistical analysis, it may not be enough to make generalizations for a larger population. Therefore, although this research has implications, findings and conclusions

may not apply to other populations beyond South Korea's public sector.

Table 13

Factor Loadings of the Overall Confirmatory Factor Analysis

| | Distributive Justice | Procedural Justice | Interactional Justice | Career Satisfaction |
|-----|-------------------------|-----------------------|--------------------------|------------------------|
| DJ1 | .772 | | | |
| DJ2 | .723 | | | |
| DJ3 | .799 | | | |
| DJ4 | .777 | | | |
| DJ5 | .811 | | | |
| PJ1 | | .828 | | |
| PJ2 | | .766 | | |
| PJ3 | | .814 | | |
| PJ4 | | .829 | | |
| PJ5 | | .825 | | |
| PJ6 | | .674 | | |
| IJ1 | | | .831 | |
| IJ2 | | | .842 | |
| IJ3 | | | .866 | |
| IJ4 | | | .870 | |
| IJ5 | | | .848 | |
| IJ6 | | | .848 | |
| IJ7 | | | .872 | |
| CS1 | | | | .822 |
| CS2 | | | | .870 |
| CS3 | | | | .766 |
| CS4 | | | | .742 |
| CS5 | | | | .756 |

Data Collection and Ethical Considerations

An on-line survey website was used for this research. Currently, many organizations in the public sector of South Korea are seeking appropriate methods to promote career development and improve career satisfaction of their employees. In order to obtain the cooperation of research participants, a formal presentation of this research was necessary. After fully understanding the information about this study, HR managers in the organizations were asked to sign the research support consent form (see Appendix

B).

An introduction to this research was provided by e-mail. If subjects agreed to participate in the survey, their consent was determined by starting the survey. By clicking on the provided link to the survey, the participants moved to the on-line survey website. This was a one-time survey that took about 15-20 minutes. An invitation letter was sent by the Human Resource manager of each organization to selected eligible employees in the organization. Two weeks later, a reminder was sent again to all participants because non-respondents were not identifiable. One month later, the on-line survey website was closed. The full list of participants remained confidential. Although the Human Resource manager of each organization dealt with the participant list for this research, the names of respondents could not be connected to their responses.

This study obtained final approval from the Institutional Review Board (IRB) at the University of Minnesota (see Appendix C.) The potential threat lay in the issue regarding the confidentiality of participants' responses. Therefore, it was important to convince employees of the strict confidentiality of collected data. When data was collected, it was necessary to obtain approval from each organization in the public sector. As the consent process was conducted by e-mail, subjects clicked on the URL if they agreed to participate in this research. The invitation e-mail also contained an introductory page to include all the research information, researcher contact information, ethical concerns, and detailed ways of answering the on-line survey. The consent form included all the information about the purpose of the research, procedure, risks and benefits of being in the study, compensation, confidentiality, voluntary nature of the study, and contact information. Research participants were informed of their rights to withdraw from

research or limit their participation at any time if they feel uncomfortable for any reason. In order to minimize the possibility of risk, the confidentiality of all research data has been kept, including the data collected and the employees' participation in the research. The survey records obtained by this on-line survey were assigned code numbers and stored in a locked file on the researcher's personal computer. No participant's or organization's names can be identified. In other words, all data obtained from this research was kept and maintained carefully and anonymously.

Data Analysis

The data analysis process of this study followed three steps. First, as described above, the construct validity of each measurement model was examined by Confirmatory Factor Analysis (CFA). Second, the descriptive statistics and correlations were reported. Third, a hierarchical multiple regression was tested to identify the relationship between organizational justice and career satisfaction. CFA was based on the covariance matrix and maximum likelihood estimation by using AMOS 21.0. Descriptive statistics, correlations, reliabilities, and hierarchical multiple regression were conducted by using SPSS 21.0.

Descriptive Statistics, Correlations, and Reliabilities

A correlation matrix was presented to show correlations and the reliabilities among the four constructs. It was expected that all the correlations would indicate significant relationships ($p < .05$) among the constructs, supporting all the hypotheses. In other words, it was expected that most correlations would show positive relationships among the four constructs. According to Cohen and Manion (1994), it is believed that a correlation between .20 and .35 indicates a weak positive relationship, a correlation

between .35 and .65 infers a moderate positive relationship, a correlation between .65 and .85 means a good positive relationship, and .85 and above shows a high positive relationship.

Hierarchical Multiple Regression Analysis

The results of hierarchical multiple regression with standardized coefficients were illustrated. Hierarchical multiple regression was conducted in five steps. In step 1, demographic variables were entered, which were the gender, age, education level, hierarchical position, job type, and organizational tenure. In step 2, distributive justice was included as the first main effect. In steps 3 and 4, as the second and third main effects, procedural justice and interactional justice were added. In step 5, the interaction effect of distributive justice and procedural justice was included.

Summary

This chapter discusses the research methods that were used in this study. This chapter includes the population and sample, instrumentation, ethical considerations, data collection, and data analysis process.

Subjects of this study were employees in the public sector of South Korea. A survey study was conducted to explore the possible relationship between three different dimensions (distributive, procedural, and interactional justice) of organizational justice and career satisfaction. Organizational justice was measured through 18 items, and the five-item scale was used to measure career satisfaction. The reliability and construct validity of these instruments were examined by using CFA. The collected data was analyzed through descriptive statistics and a correlation matrix. A hierarchical multiple regression analysis was conducted to test the conceptual model of hypothesized

interrelationships.

CHAPTER 4

RESULTS

The purpose of this study was to explore the impact of organizational justice on career satisfaction in the public sector of South Korea. A combination of four existing scales was used to collect data from a sample of 279 employees from six public sector organizations in South Korea. This chapter provides a description of the results related to these four measures associated with three dimensions of organizational justice and career satisfaction.

The results of the analyses are reported in two parts. First, descriptive statistics, correlations, and reliabilities of the measurements are reported. Second, a hierarchical multiple regression is tested. Descriptive statistics, correlations, reliabilities, and hierarchical multiple regression tests were conducted using SPSS 21.0 and Amos 21.0. An alpha level of .05 was set for all statistical analysis ($p < .05$).

Descriptive Statistics, Correlations, and Reliabilities

A total of 29 survey questions were used in this study, which are comprised of five items for distributive justice, six items for procedural justice, seven items for interactional justice, five items for career satisfaction, and six items for demographic variables. Means and standard deviations for each item are provided in Appendix D.

Table 14 presents the correlations among the four main constructs along with the means, standard deviations, and reliabilities. All the correlations indicated significant relationships ($p < .01$) among the constructs. Overall, most correlations showed moderate and positive relationships among the four constructs. The relationship between procedural justice and interactional justice was the highest ($r = .661^{**}$). Thus, it can be said that

those who have a higher perception of procedural justice tend to have a higher perception of interactional justice. However, the relationship between interactional justice and career satisfaction ($r = .467^{**}$) was comparatively weak. All measures demonstrated adequate levels of reliability (.88 - .95).

Table 14

Descriptive Statistics, Inter-correlations, and Reliabilities for the Main Constructs

| Construct | Mean | S.D. | 1 | 2 | 3 | 4 |
|--------------------------|------|------|--------|--------|--------|--------|
| 1. Distributive Justice | 3.15 | .74 | (.875) | | | |
| 2. Procedural Justice | 2.98 | .78 | .633** | (.907) | | |
| 3. Interactional Justice | 3.43 | .80 | .524** | .661** | (.949) | |
| 4. Career Satisfaction | 3.05 | .77 | .499** | .554** | .467** | (.892) |

Note. $n=279$. Reliability estimates are in parentheses. * $p < .05$, ** $p < .01$.

Hierarchical Multiple Regression Analysis

To conduct multiple regression, dependent variables should be quantitative while independent variables can be quantitative or categorical. In this study, the independent and dependent variables are quantitative while all demographic variables are categorical and have at least two categories. Next, as Stevens (1996) stated that “for social science research, about 15 subjects or cases of data per predictor are needed for a reliable equation” (p. 72), the sample size for the multiple regression analysis should be large enough. This study was based on a large size sample of 279 employees enough to use the multiple regression technique.

Assumptions of Multiple Regression

Using bivariate scatter plots, tests of normality, and preliminary multiple

regression analysis, the following four assumptions for the multiple regression were tested before conducting further analysis: (a) linearity (b) multicollinearity (c) homoscedasticity, and (d) independent and normally distributed errors. As described below in a detailed way, no violations of these assumptions were found.

Firstly, the assumption of linearity should be met because the multiple regression analysis can be regarded as an extension of Pearson correlation r . According to the scatter plots, each independent variable (distributive justice, procedural justice, and interactional justice) has a linear relationship with the dependent variable (career satisfaction). In the regression model, it was assumed that each of the predictor (independent variable) has a linear relationship with the dependent variable.

Secondly, the assumption of minimal multicollinearity should be met because it means that independent variables should not be highly correlated with each other in order to better predict the dependent variable in the model. According to Field (2005), 'highly correlated' means that two independent variables have the correlation of .80 and above. As shown in the correlation matrix including three predictors in Table 14, it seems that they do not highly correlate with each other. Although there was the highest correlation between procedural justice and interactional justice at .66, it did not exceed .80. Also, based on standards for assessing multicollinearity, both Tolerance and VIF values avoid violation of this assumption of multiple regression analysis; all the Tolerance values are greater than .10, and all the average VIF values are greater than 1.

Thirdly, the assumption of homoscedasticity should be met, which means that the variability of residual errors should be the same across all possible predicted values of the dependent variable. In other words, the residuals at each level of the predictor variables

should have similar variances. According to the plot of distribution of standardized residuals against standardized predicted values, there seems to be no particular pattern or unusual values. This means that the residuals are randomly scattered and variability of residuals in each level of predictors is similar in this model.

Fourth, there are also the assumption of independence and normality of distributed errors. This assumption means that any particular pattern in the residual errors should not be expected because the residuals should be normally distributed and independent of each other. According to the histogram and P-P plot, the distribution of residuals seems to be approximately normal. The Durbin-Watson statistic can be used to assess independence as part of the multiple regression procedure. As all Durbin-Watson values were close to about 2.0 in this study, it can be concluded that this study met this assumption.

Results of Hierarchical Multiple Regression Analysis

Table 15 illustrates the results of hierarchical multiple regression with standardized coefficients (β). Hierarchical multiple regression was conducted in five steps. In step 1, demographic variables were entered, such as gender, age, education level, hierarchical position, job type, and organizational tenure. In step 2, distributive justice was included as the first main effect. In steps 3, as the second main effect, procedural justice was added. In step 4, interactional justice was entered as the third main effect. Finally, in step 5, the interaction effect of distributive justice and procedural justice was added.

Table 15

Hierarchical Multiple Regression Results for Career Satisfaction

| | Career Satisfaction | | | | |
|--|---------------------|---------|---------|---------|---------|
| | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 |
| Step 1: Demographics | | | | | |
| - Gender | .192** | .160** | .112* | .117* | .115* |
| - Hierarchical Position (non-management employee) | -.194* | -.130+ | -.097 | .081 | .088 |
| - Functional Area (R&D) | -.003 | .047 | .094 | .098+ | .095 |
| (education/training) | .104+ | .057 | .049 | .039 | .033 |
| Step 2: Main Effect I | | | | | |
| - Distributive Justice (DJ) | | .455** | .227** | .207* | .030 |
| Step 3: Main Effect II | | | | | |
| - Procedural Justice (PJ) | | | .395** | .325** | .128 |
| Step 4: Main Effect III | | | | | |
| - Interactional Justice (IJ) | | | | .128+ | .124+ |
| Step 5: Interaction Effect | | | | | |
| - DJ*PJ | | | | | .347 |
| F | 2.149* | 5.794** | 7.838** | 7.734** | 7.498** |
| R | .386 | .577 | .644 | .650 | .652 |
| R ² | .149 | .332 | .414 | .422 | .426 |
| ΔR^2 | .149** | .183** | .082** | .008+ | .003 |

Note. + $p < .10$; * $p < .05$; ** $p < .01$. Only demographic variables with considerable p-values ($p < .10$) are presented.

In step 1, all demographic variables (gender, age, education, hierarchical position, job type, and organizational tenure) were entered into a regression equation. According to the results of model 1, the demographic variables accounted for 14.9% of the variance in career satisfaction with a p-value of .003. Two demographic variables were found to be significant predictors of career satisfaction. Specifically, gender ($\beta = .192$, $t = 2.868$, $p = .004$) and one level of hierarchical position (non-management employee) were found to be significant ($\beta = -.194$, $t = -2.415$, $p = .016$).

In step 2, distributive justice was entered into an initial regression model after controlling for all demographic variables. According to the results of model 2, distributive justice along with demographic variables accounted for approximately 33.2% ($R^2=.332$) of the variance in career satisfaction with a p-value of .000 while the demographic variables alone accounted for 14.9% of the variance in career satisfaction in model 1. Thus, it is possible to say that the entry of distributive justice was positively related to the explained variance in career satisfaction by 18.3% ($\Delta R^2=.183$). However, according to the results in the coefficient table in model 2, only one demographic variable, gender, was found to be statistically significant ($\beta = .160$, $t = 2.677$, $p = .008$) while two demographic variables (gender and one level of hierarchical position) were statistically significant in model 1. The coefficient table also shows that distributive justice was a significant predictor of career satisfaction in model 2 ($\beta = .455$, $t = 8.379$, $p = .000$).

In step 3, procedural justice was entered into the regression model along with distributive justice after controlling for the demographic variables. According to the results of model 3, procedural justice along with distributive justice and demographic variables accounted for approximately 41.4% ($R^2=.414$) of the variance in career satisfaction with a p-value of .000 while the demographic variables and distributive justice alone accounted for 33.2% of the variance in career satisfaction in model 2. Thus, it is possible to say that the entry of procedural justice was positively related to the explained variance in career satisfaction by 8.2% ($\Delta R^2=.082$). According to the results in the coefficient table in model 3, one demographic variable, gender, was found to be statistically significant ($\beta = .112$, $t = 1.974$, $p = .049$) as it was statistically significant in model 1 and 2. The coefficient table also shows that procedural justice ($\beta = .395$, $t =$

5.965, $p = .000$) and distributive justice ($\beta = .227$, $t = 3.551$, $p = .000$) were both significant predictors of career satisfaction in model 3.

In step 4, interactional justice was entered into the regression model along with distributive justice and procedural justice after controlling for the demographic variables. According to the results of model 4, interactional justice along with distributive justice, procedural justice, and demographic variables accounted for approximately 42.2% ($R^2 = .422$) of the variance in career satisfaction with a p-value of .000 while the demographic variables, distributive justice, and procedural justice alone accounted for 41.4% of the variance in career satisfaction in model 3. Thus, it is possible to say that the entry of procedural justice was positively related to the explained variance in career satisfaction by 0.8% ($\Delta R^2 = .008$). According to the results in the coefficient table in model 4, one demographic variable, gender, was also found to be statistically significant ($\beta = .117$, $t = 2.086$, $p = .038$) as it was statistically significant in models 1, 2, and 3. The coefficient table also shows that procedural justice ($\beta = .325$, $t = 4.295$, $p = .000$) and distributive justice ($\beta = .207$, $t = 3.214$, $p = .001$) were both significant predictors of career satisfaction while interactional justice was not statistically significant ($\beta = .128$, $t = 1.883$, $p = .061$) in model 3. Finally, it should be noted that procedural justice ($\beta = .325$) was found to be more significant than distributive justice ($\beta = .207$) when it comes to explanation of variance in career satisfaction. In other words, compared with distributive justice, procedural justice had more impact on career satisfaction.

In step 5, the interaction effect of distributive justice and procedural justice was included. While the interaction between two constructs explained an additional 0.3% of variance in career satisfaction ($\Delta R^2 = .003$), the interaction was not statistically

significant ($\beta = .347$, $t = 1.216$, $p = .225$) in model 5. Thus, it can be concluded that the interaction effect of distributive justice and procedural justice didn't have a significant impact on career satisfaction.

In short, the results of the hierarchical multiple regression analyses shows that all the variables in this study accounted for approximately 42.2% of the variation in career satisfaction. Specifically, this means that the final regression equation in model 4 from the three dimensions of organizational justice along with the demographic variables explained approximately 42.2% of the variation in career satisfaction compared to only 14.9% with the initial regression model from the demographic variables alone. However, only two dimensions of organizational justice in this study (distributive justice and procedural justice) were found to be statistically significantly related to career satisfaction. Among demographic variables, gender was also found to be significantly related with career satisfaction.

In conclusion, the first hypothesis was supported in terms of the relationship between distributive justice and career satisfaction. The second hypothesis was also supported in terms of the relationship between procedural justice and career satisfaction. However, the third hypothesis was not supported in terms of the relationship between interactional justice and career satisfaction.

Summary

In this chapter the results of the data analyses are twofold. First, (a) descriptive statistics of the survey items and constructs and (b) correlations among the constructs and reliability were shown. The correlation between interactional justice and career satisfaction was the lowest ($r = .467$) while the correlation between procedural justice and

interactional justice was the highest ($r = .661$). All constructs demonstrated adequate levels of reliability (.875 - .949).

Second, the hierarchical multiple regression analyses showed that demographic variables, distributive justice, procedural justice, and interactional justice explained about 42.2% of the variance in career satisfaction. Among the demographic variables, only gender ($p = .038$) had a statistical significance to explain the variance in career satisfaction. While distributive justice ($p = .001$) and procedural justice ($p = .000$) were found to be significant, interactional justice ($p = .061$) was found to be non-significant. In terms of standardized coefficients (β), procedural justice ($\beta = .325$) accounted for the variance in career satisfaction more than distributive justice ($\beta = .207$) did.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The findings of this study are discussed in detail, comparing them with previous research. Then, the implications of this study for research and practice in the field of HRD are discussed. Finally, the limitations of this study and recommendations for future research follow.

Discussion

First, the participants in this study demonstrated higher career satisfaction when they had higher perceptions of distributive justice. That is, the more people perceive that the organizational resources and outcomes are fairly distributed such as pay and promotion, the more they are satisfied with their careers. This result supports similar findings in previous studies (Bagdndli & Paoletti, 2000, 2001; Crawshaw, 2005) which reported distributive justice was significantly associated with career satisfaction. In addition to Bagdndli and Paoletti's (2000; 2001) and Crawshaw's (2005) research, a number of studies discovered that distributive justice was significantly associated with various types of employee satisfaction related to their career such as job satisfaction (Choi & Park, 2006; Cohen-Charash & Spector, 2001; Colquitt et al., 2001), intrinsic satisfaction (Cohen-Charash & Spector, 2001), and outcome satisfaction (Choi & Park, 2006; Colquitt et al., 2001).

Second, the participants in this study also demonstrated higher career satisfaction when they had higher perceptions of procedural justice. That is, the more people perceive that the organizational decision-making process is fair, the more they are satisfied with their careers. This result supports similar findings in a previous study (Bagdndli &

Paoletti, 2001) that reported procedural justice was significantly associated with career satisfaction. In addition to Bagdndli and Paoletti's (2001) research, a number of studies found that procedural justice was significantly associated with various types of employee satisfaction related to their career such as job satisfaction (Choi & Park, 2006; Cohen-Charash & Spector, 2001; Colquitt et al., 2001), intrinsic satisfaction (Cohen-Charash & Spector, 2001), and outcome satisfaction (Choi & Park, 2006; Colquitt et al., 2001). However, according to Crawshaw's (2005) study, which was based on the data of employees in the private sector of the U.K., procedural justice was not significantly associated with career satisfaction, whereas distributive justice was positively related to career success.

Third, employees' perceptions of interactional justice did not have a significant influence on career satisfaction in this study. That is, the participants in this study did not demonstrate higher career satisfaction when they had higher perceptions of interactional justice. This result is in line with some previous studies that showed interactional justice was not associated with employee satisfaction related to their career, such as intrinsic satisfaction (Cohen-Charash & Spector, 2001) and outcome satisfaction (Choi & Park, 2006). This was in contrast to Cohen-Charash and Spector's (2001) and Choi and Park's (2006) research, which showed that interactional justice was significantly associated with job satisfaction. Other studies found that interpersonal justice, a type of interactional justice, was not significantly associated with career satisfaction (Crawshaw, 2005) and job satisfaction (Colquitt et al., 2001), while informational justice, the other type of interactional justice, was significantly associated with career satisfaction (Crawshaw, 2005) and job satisfaction (Colquitt et al., 2001).

Why didn't the participants in this study demonstrate higher career satisfaction when they had higher perceptions of interactional justice? The reason why interactional justice in this study had an insignificant relationship to career satisfaction may be found in that, in the public sector of South Korea, there might be less room for decision-makers, such as supervisors and managers, to control and support employees' career accomplishments. Long-term employment, little mobility, tenure-based compensation, and a policy-oriented work process in the public sector would lead to less need for fair interactions between employees and decision-makers such as supervisors and managers than in the private sector. Thus, the relationship between employees and their supervisors/managers was not a major factor for career satisfaction in the public sector of South Korea.

Fourth, the participants exhibited the highest career satisfaction when they had higher procedural justice. In terms of standardized coefficients (β), procedural justice ($\beta = .325$) accounted for the variance in career satisfaction more than distributive justice ($\beta = .207$) did. This result supports similar findings in a previous meta-analysis study (Colquitt et al., 2001) that reported procedural justice had the strongest impact on employees' satisfaction with their jobs in general, which was viewed as "a more general, multifaceted, and global response than is outcome satisfaction" (p. 429). Other studies, such as Mossholder, Bennett, and Martin's (1998) and Wesolowski and Mossholder's (1997) research, have also demonstrated the highest correlations between procedural justice and job satisfaction.

However, according to Bagdndli and Paoletti's (2001) study, which was based on the data of employees in the private sector of Italy, distributive justice had a stronger

main effect on the outcome-related attitude of career satisfaction than procedural justice did. In addition to Bagdndli and Paoletti's (2001) research, other studies found that distributive justice had a stronger effect on various types of employee satisfaction related to their career, such as job satisfaction (Choi & Park, 2006) and outcome satisfaction (Choi & Park, 2006; Colquitt et al., 2001), than procedural justice did.

Why did the participants in this study demonstrate higher career satisfaction when they had higher perceptions of procedural justice, not distributive justice? One reason for the stronger effect of procedural justice on career satisfaction can be explained by the two-factor theory which argues that procedural justice predicts system-referenced outcomes better than distributive justice does. Considering that employees' satisfaction with their jobs in general is characterized by a more multifaceted and global response than outcome satisfaction is (Colquitt et al., 2001), career satisfaction can also be regarded as one of system-referenced outcomes, rather than person-referenced outcomes.

Another reason why procedural justice had a stronger effect on career satisfaction than distributive justice in this study could be found in employees in the public sector in general, in the Korean context in particular. On the one hand, procedural justice associated with a fair decision-making process tends to be more highly emphasized and valued by employees in the public sector than in the private sector. On the other hand, employees in the Korean public sector tend to be less concerned about distributive justice associated with the fair distribution of organizational resources and outcomes than employees in the Korean private sector do because organizational resources and outcomes, such as pay and promotion, are primarily based on tenure in the Korean public sector. In short, employees in the Korean public sector tend to have a lesser need for

distributive justice that is associated with fair distribution of resources and outcomes within the organization. This fact could explain the weaker link between distributive justice and career satisfaction than between procedural justice and career satisfaction.

Fifth, the interaction between distributive justice and procedural justice did not have a significant influence on career satisfaction. As interactions between the two constructs was not statistically significant ($\beta = .347$, $t = 1.216$, $p = .225$), and in terms of effect size, it explained only an additional 0.3% of variance in career satisfaction ($\Delta R^2 = .003$). This result supports similar findings in Bagdndli and Paoletti's (2001) study that reported distributive justice and procedural justice had no interaction effect on career satisfaction. In addition to Bagdndli and Paoletti's (2001) research, Choi and Park (2006) found that the interaction between distributive justice and procedural justice did not have a significant influence on employee satisfaction related to their career such as job satisfaction and outcome satisfaction.

Sixth, three dimensions of organizational justice were found to be all independent constructs predicting the dependent variable with a unique impact, similar to Tyler and Caine's (1981) and Alexander and Ruderman's (1987) research which demonstrated that procedural and distributive justice are distinct. The correlation matrix including distributive justice, procedural justice, and interactional justice of organizational justice in Table 14 shows that distributive justice, procedural justice, and interactional justice do not highly correlate with one another because the highest correlation between any two constructs did not exceed .80.

Implications

In this section, theoretical and practical implications of this study for the field of

HRD are provided.

Theoretical Implications

First, this study contributes to career satisfaction research by adding dimensions of organizational justice to the pool of its antecedents. No research has explored all three dimensions of organizational justice (i.e., distributive justice, procedural justice, and interactional justice) as the antecedents of career satisfaction within a study in the United States, let alone in the Korean context.

The hypotheses of this study are based on Cohen-Charash and Spector's (2001) conclusion that most employees' satisfaction is similarly and relatively highly related to all three dimensions of organizational justice. This study is also in line with Crawshaw's (2005) study that applied distributive, procedural, and interactional (interpersonal and informational) justice to measure employees' perceptions of organizational justice associated with their career management experiences, including career satisfaction. Considering that at least two dimensions of organizational justice in this research were found to have an impact on career satisfaction, organizational justice could be included in the full list of the predictors.

Ng et al.'s (2005) meta-analysis reported that various predictors of career satisfaction were categorized into four sets, and organizational justice is closely associated with at least one category, organizational sponsorship. Although a couple of studies have investigated the possible relationship between organizational justice and career satisfaction, they examined only one (Crawshaw, 2005) or two (Bagdadli & Paoletti, 2001) dimensions of organizational justice in their studies. Therefore, a primary contribution of this study could lie in testing the main effects of three dimensions of

organizational justice on career satisfaction by applying the organizational justice theory framework to career development research for new insights and explanations.

Second, this study contributes to organizational justice research by adding career satisfaction to the pool of its consequences. Little research has been conducted on the relationship between organizational justice and career satisfaction (e.g., Crawshaw, 2005; Bagdadli & Paoletti, 2001) while many studies focused on various types of employee satisfaction related to their career including job satisfaction, outcome satisfaction, and intrinsic satisfaction as important consequences of organizational justice (Choi & Park, 2006; Cohen-Charash & Spector, 2001; Colquitt et al., 2001). Conducting research on the relationship between organizational justice and career satisfaction, which was untested in the previous literature but is a contextually relevant dependent variable, would expand the area of organizational justice research (Crawshaw, 2005).

Third, this study contributes to organizational justice research by confirming that all three dimensions (i.e., distributive justice, procedural justice, and interactional justice) are different constructs of organizational justice. This result supports the previous meta-analysis conducted by Choi and Park (2006), Cohen-Charash and Spector (2001), and Colquitt et al. (2001) reporting that each construct of organizational justice accounts for incremental variance of employees' perceptions of organizational justice.

Fourth, this study contributes to organizational justice research through supporting the main-effect model, in particular, the two-factor model and agent-system model, for organizational justice theory. According to the two-factor model and agent-system model, which have been receiving strong empirical support, employees' perceptions of organizational justice would be differentially related to different types of

outcomes within the organization which are person-referenced, system-referenced, and agent-referenced outcomes (Cropanzano & Greenberg, 1997).

A key finding in this study is identifying the superior impact of procedural justice to that of distributive justice on career satisfaction, while both distributive justice and procedural justice had a significant impact on career satisfaction. This result of the study can contribute to confirmation of Sweeney and McFarlin's (1993) two-factor model emphasizing the distinct main effects of distributive and procedural justice (Cropanzano & Greenberg, 1997). Specifically, according to Sweeney and McFarlin's (1993) two-factor model, the outcome-focused nature of distributive justice (i. e. equity theories input - outcome ratio) would be associated with more crucial implications for person-referenced outcomes (Cropanzano & Greenberg, 1997) than procedural justice (Colquitt et al., 2001; Cropanzano et al., 2001; Gilliland & Chan, 2001; Cropanzano & Greenberg, 1997).

The two-factor theory also insisted that the organization-focused nature of procedural justice perceptions (i.e. an individual's beliefs regarding the fairness of an organization's decision-making procedures) would be associated with more crucial implications for system-referenced outcomes than distributive justice. Using either Thibaut and Walker's (1975) self-interest model or Lind and Tyler's (1988) group-value model to explain the role of procedural justice, a number of empirical studies provided strong evidence for the close relationship between procedural justice and system-referenced outcomes. According to Colquitt et al. (2001), the result of this study, which shows that procedural justice was associated with more crucial implications for career satisfaction than distributive justice, is consistent with the two-factor model, because

career satisfaction or job satisfaction can be viewed as a system-referenced outcome in the organization, rather than person-referenced outcome.

Another key finding in this study is that interactional justice did not have a significant impact on career satisfaction in the Korean public sector organizations. This result of the study can contribute to supporting Bies and Moag's (1986) agent-system model focusing differential main effects of dimensions of organizational justice on different employees' attitudes and behaviours (Cropanzano & Greenberg, 1997).

Agent-systems theory added the independent differential main effects of interactional justice to the principles of the two factor theory (Cropanzano et al., 2001) by emphasizing that the decision-maker-focused nature of interactional justice would be associated with more crucial implications for agent (i.e., decision-maker)-referenced outcomes than procedural justice. In line with agent-systems theory, interactional justice accounted for statistically insignificant additional variance in career satisfaction because career satisfaction or job satisfaction could be viewed as a system-referenced outcome in the organization, not agent-referenced outcome (Colquitt et al., 2001).

Practical Implications

This study has the practical implications for HRD professionals in terms of learning opportunities and ability of HRD to enhance career satisfaction in organizations. Career satisfaction issues in the context of career development are important not only to employees but also to HRD practitioners in the public sector of South Korea (Jo & Choi, 2009) because many public organizations in Korea need to seek the appropriate methods to promote career development and improve the career satisfaction of their employees (Kim, Lee, & Jang, 2009). In addition, organizational justice issues could be important

for employee career satisfaction in the Korean public sector because employees in the public sector tend to be more sensitive to fairness issues within their organizations.

First of all, this study found that procedural justice had more of an impact on career satisfaction than any other dimensions of organizational justice. Thus, HRD professionals should first develop effective methods of improving procedural justice to enhance employees' career satisfaction in the Korean public sector context.

For instance, HRD professionals should stimulate organizations to establish an open organizational culture that allows people to express their views, to listen to others' opinions, and to support questioning and feedback in decision-making processes, which contribute to fostering procedural justice related factors for career satisfaction. In the public sector where jobs are more stable and less mobile, emphasizing HRD interventions focused on promoting procedural justice could be more appropriate than those focused on distributive justice. HR practitioners should keep in mind that more fair decision-making procedures in HR practice would lead to more career satisfaction of employees.

It is very important to note that, while external economic and political situations surrounding the organization are out of the management's control, the fairness of its systems could be controlled by the organization. In a similar vein, while the equal distribution of the organizational resources and outcomes such as pay, promotion, and career opportunities could not be easily controlled, the fairness of its decision-making process could also be controlled by the organization (Bagdndli & Paoletti, 2001).

Second, this study found that distributive justice also had a significant impact on career satisfaction. Thus, HRD professionals should develop effective methods of improving distributive justice to enhance employees' career satisfaction in the Korean

public sector context.

HRD practitioners should develop more sophisticated plans to create learning opportunities for career development and distribute them in a fair way because employees can view career development opportunities as a critical organizational resource and outcome for their career satisfaction. Thus, HRD professionals need to consider their roles and responsibilities to encourage and facilitate a learning culture which improves employees' career opportunities. Specifically, helping managers and supervisors adopt new roles as coaches and learning facilitators is one HRD role that can assist an organization that strives to become a learning organization affecting employees' career satisfaction (McLean, 2006). For instance, HRD professionals would encourage managers to support their subordinates through stimulating motivation for career development, sharing learning resources and promoting learning opportunities as well as providing relevant training programs and supporting developmental relationships such as coaching, mentoring, 360-degree feedback, and so on. In addition, HRM interventions such as job redesign and job rotations could improve employees' perceptions of distributive justice in the organization. Providing fair organizational policies and practices regarding career development opportunities could enhance distributive justice not only within the organizational HR policies for a diverse workforce but also within a wider social justice framework (Crawshaw, 2005).

Third, this study found that gender is associated with career satisfaction, and career satisfaction of female employees in the public sector of South Korea is statistically significantly lower than that of male employees. Thus, HRD professionals should develop effective methods of providing more relevant opportunities for career

development to enhance female employees' career satisfaction in the Korean public sector context. This research finding could imply that there might be a larger gap between female employees' expectations and real career development opportunities affecting career satisfaction in the public sector. Thus, HRD professionals should develop relevant practices for the purpose of enhancing career satisfaction of female employees by thoroughly analyzing diverse organizational contexts based on employees' personal characteristics such as gender.

Limitations of the Study

There are several potential limitations in this study. First, while this study investigated organizational justice-related factors influencing career satisfaction of employees in the public sector of South Korea, these factors explained only 42.2% of variance in career satisfaction, which means there are still a variety of factors that were not examined yet. Missing variables influencing career satisfaction, such as stable individual differences, could lead to a specification error in this study. Second, although this study contributes to confirming Sweeney and McFarlin's (1993) two-factor theory and Bies and Moag's (1986) agent-system model in organizational justice theory in the career development context, the dependent variable of this study was restricted to career satisfaction, which is one of system-referenced outcomes. Third, since the participants of this study were limited to employees in six organizations in the public sector of South Korea, it would not be easy to generalize results and conclusions for other organizations, sectors, and countries. Last, in terms of methodology, this study relied on the self-reported and reflective recollection of the indicators of the constructs which were originally developed in the U.S. context. This means that there might be unexpected

factors influencing the responses of the participants while the translated instruments showed reasonable levels of reliability and validity.

Recommendations for Future Research

First, more comprehensive research on the relationships between diverse factors and career satisfaction could be conducted. Although this study explored organizational justice-related factors influencing career satisfaction of employees in the public sector of South Korea, other antecedents of career satisfaction still need to be considered.

Ng et al.'s (2005) meta-analysis reported that among four categories of predictors of career satisfaction, the most important one could be organizational sponsorship, which has been discussed as a significant issue of “organizational support for career development” by many previous studies (e.g., Barnett & Bradley, 2007; Baruch, 2006). Considering that three dimensions of organizational justice could be closely related to various factors of organizational support for career development such as career management policies, employee career development, and career information (Orpen, 1994), the possible mediating or moderating role of organizational support for career development could be examined by the future research. Considering that organizational support for career development includes training and skill development opportunities, it could be recommended to investigate learning-related construct such as organizational learning culture and workplace learning.

Second, the different types of employee satisfaction could be explored as consequences of organizational justice based on the findings of this study about career satisfaction. Comparing the impact of organizational justice on career satisfaction with its impacts on other types of employee satisfaction would also provide strong empirical

evidence to better understand the differences between these types of employee satisfaction. Although different types of employee satisfaction, such as job satisfaction, outcome satisfaction, and intrinsic satisfaction, have been examined by a number of previous studies, it would be meaningful to include them with career satisfaction as possible consequences of organizational justice within a study.

By doing this, the main-effect model of organizational justice research could also be examined in a more detailed manner. Although the findings of this study supported Sweeney and McFarlin's (1993) two-factor theory and Bies and Moag's (1986) agent-system model, a more comprehensive study could be conducted using all the three different types of outcomes which are person-referenced outcomes (e.g., pay satisfaction), system-referenced outcomes (e.g., career satisfaction), and agent-referenced outcomes (e.g., supervisor satisfaction).

Third, extending the study to a diverse set of cultural settings, such as different organizations, sectors, and countries, could be another important direction of the future research. In a similar vein, future research could investigate the impact of different organizational cultures on organizational justice and career satisfaction. The relationship between organizational justice and career satisfaction needs to be examined in the organizations in the private sector as well as other organizations in the same sector. While this study contributes to providing a better understanding of the relationship between organizational justice and career satisfaction in the public sector of South Korea, a comparative study on the differences and similarities in the factors influencing career satisfaction across two different sectors could be conducted. The effects of national culture on organizational justice and career satisfaction could also be investigated by the

future research based on the five dimensions of culture scales developed by Hofstede and Hofstede's (2005) study.

Lastly, more research is needed on the effect of demographic variables, such as gender and age, on career satisfaction. Among all demographic variables in this study, gender was found to be significantly related with career satisfaction. To be more specific, male employees in the Korean public sector tended to show higher career satisfaction than female employees. However, whether this is influenced by a unique culture in the Korean public sector or not needs to be investigated by future research in other cultural contexts. For future research, Hofstede and Hofstede's (2005) five cultural dimensions, which are power distance, individualism, uncertainty avoidance, masculinity, and long term orientation, should be considered to examine the effect of demographic variables in terms of cultural differences between South Korea and other countries.

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APPENDIX A
Survey Questionnaire
(English and Korean Version)

Career Satisfaction Survey

The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea

Thank you for your participation. I am Jeong Rok Oh, a Ph.D. candidate studying Work and Human Resource Education at the University of Minnesota. I am conducting a dissertation research on the impact of organizational justice on career satisfaction of employees in the public sector of South Korea.

The purpose of this study is to investigate the impact of organizational justice on career satisfaction of employees in the public sector of South Korea. The information that you provide will be kept anonymously and confidentially and used in aggregated summaries only for research purpose.

The questionnaire should take you 15-20 minutes to complete. This questionnaire consists of five sections. There is no right or wrong answer in each question. It is very important that you respond to each and every statement. Only then I can include your opinions in the final analysis.

Please feel free contact me at ohxxx146@umn.edu or at USA (651) 808-5269, if you have any questions and comments. Thank you.

Sincerely,
Jeong Rok Oh
Researcher

Thanks for your participation.

I. Distributive Justice

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your organization.

1 ----- 2 ----- 3 ----- 4 ----- 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. My work schedule is fair. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 2. I believe my level of pay is fair. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 3. I consider my workload to be quite fair. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 4. Generally, the rewards I receive here are quite fair. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 5. I feel that my job responsibilities are fair. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

II. Procedural Justice

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your organization.

1 ----- 2 ----- 3 ----- 4 ----- 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. The decisions our organization makes in the level of organization are in an unbiased manner. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 7. Our organization makes sure that all employees' concerns are heard before job decisions are made. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 8. Our organization has procedures to collect information for making decisions accurately and thoroughly. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 9. Our organization has procedures that are designed to allow the requests for clear explanation or additional information about a decision. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| 10. All decisions of our organization are applied consistently and impartially across all affected employees. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

11. Our organization has procedures that allow an employee to appeal or challenge a decision. 1 2 3 4 5

III. Interactional Justice

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your organization.

1 ----- 2 ----- 3 ----- 4 ----- 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

12. When decisions are made about my job, my supervisor treats me with kindness and consideration. 1 2 3 4 5
13. When decisions are made about my job, my supervisor considers personal needs with the greatest care. 1 2 3 4 5
14. When decisions are made about my job, my supervisor treats me with a truthful manner. 1 2 3 4 5
15. When decisions are made about my job, my supervisor shows concerns for my rights as an employee. 1 2 3 4 5
16. Concerning decisions made about my job, my supervisor usually discusses the expected impacts of the decisions with me. 1 2 3 4 5
17. When making decisions about my job, my supervisor offers reasonable explanations that I understand clearly. 1 2 3 4 5
18. My supervisor explains clearly any decision if it is related to my job. 1 2 3 4 5

IV. Career Satisfaction

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your satisfaction.

1 ----- 2 ----- 3 ----- 4 ----- 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

19. I am satisfied with the success I have achieved in my career. 1 2 3 4 5
20. I am satisfied with the progress I have made toward meeting my overall career goals 1 2 3 4 5
21. I am satisfied with the progress I have made toward meeting my goals for income. 1 2 3 4 5
22. I am satisfied with the progress I have made toward meeting my goals for advancement. 1 2 3 4 5
23. I am satisfied with the progress I have made toward meeting my goals for the development of new skills. 1 2 3 4 5

V. Demographic Information

Following questions are to obtain demographic information about you. Please check the box that best describes you in each item.

24. What is your gender?

Male

Female

25. What is your age?

Under 29 years old

30 ~ 39 years old

40 ~ 49 years old

over 50 years old

26. What is your highest level of education?

High school diploma

Two-year college degree

Four-year college degree

Graduate school degree (Master, Doctor)

27. What is your management level?

Executive

Senior/Deputy Senior Manager

Manager/Assistant Manager

Non-management Employee

28. What is the type of your job in your organization?

Marketing/Sales

Information Technology/Internet

Production/Manufacturing

- Administration/Management (*Planning, Finance/Accounting, Human Resource, Law/Auditing, etc.*)
- Research and Development Engineering Education/Training
- Others

29. How long have you worked for this organization?

- 1 ~ 2.9 years 3 ~ 4.9 years 5 ~ 6.9 years
- 7 ~ 9.9 years Over 10 years

Thank you very much.

근로자의 경력만족에 대한 연구

Career Satisfaction Survey

조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향
(The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea)

본 연구에 참여해 주셔서 감사합니다. 저는 미국 미네소타 대학교 (University of Minnesota)에서 Work and Human Resource Education 전공 박사과정에 있는 오정록 입니다. 현재 조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향에 관한 박사 학위 논문을 준비 중에 있습니다.

이 연구는 조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향을 탐색하는 것을 목적으로 하고 있습니다. 귀하가 제공하는 정보는 연구 목적 상 취합된 형태로만 활용되며, 또한 익명으로 관리되고 비밀이 유지될 것입니다

설문서 작성에는 약 15~20분 정도 소요될 것입니다. 설문서는 5개 섹션으로 구성되어 있습니다. 각 문항마다 정답이나 오답이 있는 것은 아닙니다. 최종 분석에 귀하의 소중한 의견이 반영될 수 있도록 가능하면 모든 질문에 응답해 주시기 바랍니다.

질문이나 의견이 있으시면, 연구자에게 이메일(ohxxx146@umn.edu)이나 핸드폰(미국651-808-5269)로 연락해 주시기 바랍니다. 감사합니다.

연구자 오정록 드림

본 연구에 참여해 주셔서 감사합니다.

I. 조직의 분배 공정성 (Distributive Justice)

귀하가 속한 조직에 대한 귀하의 생각을 가장 잘 반영하는 것을 선택해 주십시오.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀
그렇지 않다
그렇지
않다
중립이다
그렇다
매우 그렇다

30. 나의 근무 스케줄은 공정하다.

1 2 3 4 5

31. 나는 내가 받는 임금 수준이 공정하다고 생각한다.

1 2 3 4 5

32. 나는 내게 주어지는 업무량이 공정하다고 본다.

1 2 3 4 5

33. 전반적으로 볼 때, 내가 우리 회사로부터 받는 보상수준은 꽤 공정한 편이다.

1 2 3 4 5

34. 나는 내게 주어지는 업무책임이 공정하다고 느낀다.

1 2 3 4 5

II. 조직의 절차 공정성 (Procedural Justice)

귀하가 속한 조직에 대한 귀하의 생각을 가장 잘 반영하는 것을 선택해 주십시오.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀
그렇지 않다
그렇지
않다
중립이다
그렇다
매우 그렇다

35. 조직 차원의 결정들은 공정한 방식으로 이루어진다.

1 2 3 4 5

36. 우리 회사는 어떤 결정에 앞서 그 결정과 관련되는 해당 직원들의 이해관계를 반드시 고려한다.

1 2 3 4 5

37. 우리 회사는 어떤 결정들을 하기 위해서 정확하고 철저하게 정보를 수집하는 절차를 밟는다.

1 2 3 4 5

38. 우리 회사는 어떤 결정에 대해서 명확한 설명이나 추가적 정보를 요구할 수 있는 절차를 가지고 있다.

1 2 3 4 5

39. 모든 결정들은 해당 직원들에게 공평하게 적용된다.

1 2 3 4 5

49. 나는 나의 전반적인 경력목표 달성 정도에 대해 만족한다. 1 2 3 4 5
50. 나는 지금까지 내가 해 온 소득 목표 달성 정도에 대해 만족한다. 1 2 3 4 5
51. 나는 지금까지 내가 추구한 승진목표의 달성 정도에 대해 만족한다. 1 2 3 4 5
52. 나는 새로운 기술/기능 개발이란 목표를 달성한 정도에 대해 만족한다. 1 2 3 4 5

V. 개인 인적사항 (Demographic Information)

다음은 귀하의 인적 사항에 대한 질문들입니다. 응답 내용에 대해서는 익명성과 비밀이 유지되며, 취합된 결과만 활용될 것입니다. 해당 사항을 선택해 주십시오.

53. 귀하의 성별은 무엇입니까?
 남성 여성
54. 귀하의 연령은 다음 중 어디에 해당합니까?
 29세 이하 30 ~ 39세
 40 ~ 49세 50세 이상
55. 귀하의 최종 학력은 무엇입니까?
 고등학교 졸업 2년제 대학 (전문대) 졸업
 4년제 대학교 졸업 대학원 졸업(석사, 박사)
56. 귀하의 현재 직위(또는 직급)는 무엇입니까?
 임원(급) 부장/차장(급)
 과장/대리(급) 일반 직원(사원)
57. 귀하는 조직 내에서 현재 어떠한 직무를 수행하고 계십니까?
 마케팅/판매/영업 정보기술(IT)/인터넷
 생산/제조 행정관리(기획/재무회계/인사/법무감사 등)
 연구/개발 엔지니어링

교육/훈련

기타

58. 이 조직(기관)에서 얼마동안 근무하셨습니다?

1 ~ 2.9년

3 ~ 4.9년

5 ~ 6.9년

7 ~ 9.9년

10년 이상

대단히 감사합니다.

APPENDIX B

Research Support Consent Form

(English and Korean Version)

Research Support Consent Form

The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea

I am a Ph. D. candidate majoring in Work and Human Resource Education at the University of Minnesota. I am conducting a study on “The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea” for my dissertation.

You are being asked to support this study in terms of recruiting on-line survey participants among those who have worked at your organization for at least one year.

Background Information

The purpose of this study is to investigate the impact of organizational justice on career satisfaction of employees in the public sector of South Korea. The main research question to guide this study is, “How does organizational justice impact career satisfaction of employees in the public sector of South Korea?”

Procedures

If you agree to support this study, I would ask you to help with the followings:

1. Advertise this study to possible participants through sending invitation letters
2. Remind on-line survey participants to complete the survey after two weeks.

Ethical Concerns: Voluntary Nature and Confidentiality

Participation of your organization and your employees is voluntary. All data will be treated as anonymous and private. Your organization’s and your employees’ decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your employers. Any participants are free to withdraw at any time without affecting those relationships.

Contacts and Questions

The researcher conducting this study is Jeong Rok Oh. If any participants have questions, you can contact me as follows:

South Korea

- Address: #301 LG 3-cha Village Apt., Seongbok-dong, Suji-gu, Yongin-si, Gyeonggi-Do, South Korea (448-531)
- Phone Number: (home) 031-3022-9253 (Cellular) 011-9138-0978
- Email Address: ohxxx146@umn

United States of America

- Address: 1201 Fifield Avenue, Falcon Heights, MN 55108-1104, USA
- Phone Number: (Cellular) (651) 808-5269

- Email Address: ohxxx146@umn

Or you may contact my advisor, Dr. Alexandre Ardichvili at (612) 626-4529, ardic001@umn.edu or 330 Wulling Hall 86 Pleasant Street SE, Minneapolis, MN 55455, USA.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the advisor, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 USA; (612) 625-1650.

You may keep a copy of this form for your records.

Statement of Consent

I have read the above information. I have asked questions and have received answers. I give my consent for participation in this study.

Organization: _____

Department: _____

Title: _____

Name: _____

Signature: _____ Date: _____

연구 지원 동의서 (Research Support Consent Form)

조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향 (The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea)

저는 미국 미네소타대학교에서 Work and Human Resource Education 을 전공하고 있으며 현재 박사학위 논문을 진행하고 있습니다. 본 논문은 “조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향”에 관해 연구하게 됩니다.

저는 귀 기관이 본 연구의 설문조사를 협조해 줄 것을 부탁 드립니다. 본 연구의 참가 대상자들은 최소 1년 이상 귀 기관에서 근무해온 종업원들입니다.

연구 배경에 관한 정보 (Background Information)

본 연구의 목적은 조직 공정성이 한국 공공부문 근로자의 경력만족에 미치는 영향을 검증해 보는 것입니다. 이 연구에서의 핵심 연구 문제는 “조직 공정성이 한국 공공부문 근로자의 경력만족에 어떻게 영향을 미치는가?” 입니다.

연구 지원 절차 (Procedures)

본 연구의 원활한 진행을 위하여 다음 사항에 대한 지원을 부탁 드립니다.

1. 본 연구의 참가 대상자들 전원에게 인터넷 설문에 참여를 요청하는 이메일을 전달해 주십시오.
2. 인터넷 설문 시작 2 주 후, 추가적인 독려 메일을 참가 대상자들 전원에게 전달해 주십시오.

윤리적 고려 (Ethical Concerns)

귀 사와 그 종업원들이 본 연구에 자발적으로 참여하도록 되어 있습니다. 모든 자료들은 익명으로 사용되게 됩니다. 귀 사나 종업원들의 참가 결정은 미네소타 대학이나 현재 고용주와의 관계에 어떠한 영향도 미치지 않을 것 입니다. 참여를 결정한 후라도 연구 참가자들은 언제든지 도중에 참여를 그만 둘 수 있습니다.

연락처와 문의사항 (Contacts and Questions)

본 연구의 연구자는 오정록입니다. 귀하께서는 아래의 전화번호나 이메일 주소를 통하여 연구자와 연락하실 수 있습니다

한국

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본 연구자의 지도교수인 **Alexandre A. Ardichvili** 박사에게도 직접 연락할 수 있습니다.

- 주소: 330 Wulling Hall 86 Pleasant Street SE, Minneapolis, MN 55455, USA.
- 전화번호: 미국 (612) 626-4529
- 이메일: ardic001@umn.edu

기타 다른 문의사항이 있어서 연구자나 연구자의 지도교수 이외의 다른 분과의 연락이 필요한 경우, 아래의 연락처를 통해 연락을 취하실 수 있습니다.

- 수신자: Research Subjects' Advocate Line
- 주소: D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455, USA
- 전화번호: 미국 (612) 625-1650.

귀하께서는 필요하시다면 이 동의서를 보관하고 계셔도 좋을 것입니다.

연구 지원 동의 서약 (Statement of Consent)

저는 위 내용을 모두 읽었으며, 본 연구의 배경과 그 필요성을 이해하였습니다. 따라서 본 연구의 원활한 진행을 위하여 필요한 홍보와 추천, 선발 등의 연구 지원 절차들에 적극 협조할 것을 약속합니다.

기관명: _____

부서: _____

직위: _____

성명: _____

서명: _____ 날짜: _____

APPENDIX C

IRB Approval Letter

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 1110E06122

Principal Investigator: Jeong Rok Oh

Title(s):

The Impact of Organizational Justice on Career Satisfaction of Employees in the Public Sector of South Korea

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.

APPENDIX D

Descriptive Statistics for Survey Items

| Item | Mean | Standard Deviation |
|----------------------------|------|--------------------|
| Distributive Justice (DJ) | 3.15 | .740 |
| Q1 | 3.42 | .848 |
| Q2 | 2.98 | .978 |
| Q3 | 3.17 | .917 |
| Q4 | 2.94 | .916 |
| Q5 | 3.22 | .865 |
| Procedural Justice (PJ) | 2.98 | .778 |
| Q6 | 3.03 | .923 |
| Q7 | 2.99 | .958 |
| Q8 | 2.99 | .931 |
| Q9 | 2.99 | .923 |
| Q10 | 2.83 | .931 |
| Q11 | 3.06 | .987 |
| Interactional Justice (IJ) | 3.43 | .796 |
| Q12 | 3.57 | .882 |
| Q13 | 3.34 | .894 |
| Q14 | 3.54 | .884 |
| Q15 | 3.37 | .892 |
| Q16 | 3.39 | .926 |
| Q17 | 3.49 | .917 |
| Q18 | 3.33 | .963 |
| Career Satisfaction (CS) | 3.05 | .770 |
| Q19 | 3.23 | .892 |
| Q20 | 3.20 | .878 |
| Q21 | 2.93 | .972 |
| Q22 | 2.87 | .986 |
| Q23 | 3.04 | .873 |