



RESEARCH ARTICLE

Resource Translation Under Constraint: A Conditional Process Model of Women's Subjective Career Success

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Abstract

Over the past few decades, women's participation in the workforce has increased significantly across both developed and developing economies. Despite this progress, women remain underrepresented in senior leadership and executive positions. This persistent gap suggests that access to employment does not automatically translate into career advancement. Researchers increasingly argue that career progression depends not only on individual capabilities but also on the ability to access and mobilise organisational and relational resources. Although the number of women employed has increased, there continues to be a lack of women in leadership and obstacles to their professional growth. Current research has focused on family responsibilities, mentoring and perceived organisational support (POS) as independent predictors of career success; however, additive models do not adequately account for how organisational climates become subjective career success when there are structural barriers to providing caregiving. Using Social Cognitive Theory, Conservation of Resources Theory, and Social Exchange Theory, this research study proposes a conditional process model that explains women's subjective career success as resource mobilization. Research study aims at analysing women's subjective career success as the mobilisation of organisational, relational, and psychological resources, including mentoring support, institutional backing, and professional self-efficacy.

Mentoring is positioned within this model as the relational channel through which POS is transferred into psychological and developmental resources; whereas, familial obligations function as a structural barrier to this resource transfer. The model improves the theoretical framework by differentiating between psychological efficacy and Structured Ability to effect or enact the resources. This reframing pushes beyond additive models of predictors towards explaining gender differences in career progression as a process. Thus, providing a rationale for why mentoring has different outcomes for advancement in women under conditions of different levels of caregiving responsibility. By reconceptualising women's career success as cumbersome resource mobility rather than as individual aspiration against a block, this theory provides authority to explain the discord between gendered distributions of career paths developed.

Keywords: Subjective career success, Mentoring, Perceived organisational support, Family responsibility, Moderated mediation, Career theory.

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Introduction

In both developed and developing countries, the level of women's participation in the workplace has surged; however, increased numbers have failed to equate to similarly proportional representation at the most senior management levels, nor have they equated to fulfilling long-term careers. Notwithstanding the increase in educational levels achieved by women, as well as their increasing entry rates into the workforce compared to those of men, the most current research indicates that men continue to advance in the areas of management and executive positions at rates that considerably exceed those of women (World Economic Forum, 2024). The resultant and continuing gap between the genders confirms that access to the workforce does not guarantee advancement, as advancement is also determined by how resources are assembled and converted into advancement.

A number of previous investigations have identified several factors that influence women's ability to succeed in the workplace, including family responsibilities, mentorships, and the perception of organisational support (POS). Caregiving obligations have also been frequently associated with reduced workplace mobility and interruptions in career progression (Allen et al., 2013; Byron, 2005). Studies on mentorship have consistently identified positive relationships between quality of mentorship and objective and subjective measures of success in their careers (Allen et al., 2000; Eby et al., 2008). Studies that examine the influence of POS on individual work outcomes have found that employees who perceive their organisation to be of high value tend to demonstrate greater levels of commitment and overall satisfaction in their workplace (Eisenberger et al., 1986; Kurtessis et al., 2017). While the majority of previous research studies have utilised a cumulative or additive model to explain relationships between family responsibilities, mentorship, and POS and women's success in professional careers, there has been a general assumption in previous research studies that these variables function independently and collectively throughout time.

Organisational support does not automatically lead to growth. Mentorship does not result in promotion for all its members. Caregiver obligations are not a hindrance to all people's success. However, there is minimal theorisation in this area around how organisational climates and the use of social networks provide career outcomes under structural constraints. This research aims to fill this void with a new process model of women's subjective professional success based upon restricted career resource mobilization. This study contends that women's career pathways are reflective of processes governing the mobilization of career resources. More specifically, perceived organisational support is perceived to be primarily transferred through the social networks created by mentorships, whereas family obligations moderate the degree of behavioural meaning attached to mentoring-based resources.

A shift from a predictor-based explanatory framework to a resource translation architecture provides a more complete theoretical understanding to support gendered career advancement. Due to the unevenness of the institutional support systems and highly gendered expectations for caregiving in developing regions, the relevance of relational translation processes is even greater and the limitations related to the conversion processes articulated in this model are heightened. Moreover, family responsibilities act as structural constraints that limit the translation of mentoring resources into career outcomes.

Subjective Career Success: Moving Beyond Objective Metrics

Traditionally, objective indicators have typically been used when organizational career success, like promotions, salary

increases, and rank or title (Judge et al., 1995). Objective indicators represent tangible, observable, external performance; they endorse continuous, linear career progression that is often male-dominated. Subjective career success (SCS) and objective career success represent two distinct dimensions of career outcomes. Objective indicators refer to observable achievements such as salary, promotion, and hierarchical position, whereas subjective career success reflects individuals' personal evaluations of their career progress and satisfaction.

Subjective Career Success (SCS), in contrast to objective indicators, represents how individuals subjectively assess their own careers [e.g., through career satisfaction, perceived career progress, work-life balance, personal values] (Greenhaus et al., 1990). Currently, SCS and Objective indicators of career success include measurable outcomes such as promotions, salary growth, hierarchical position, and job status within an organisation. Objective indicators of careers are closely related but different categories of outcomes (Ng & Feldman, 2014; Spurk et al., 2019). Career success (SCS versus objective) may provide a more meaningful representation of a person's overall success related to completing career and caregiving objectives than objective progress alone (Koekemoer et al., 2023). The SCS construct is shaped by our understanding of both personal resources and environmental factors. Subjective career success is influenced by both internal psychological factors and external organisational contexts. Meta-analytic studies suggest that individuals evaluate their career achievements based on personal expectations, work-life balance, professional identity, and opportunities for growth rather than purely objective outcomes (Shockley et al., 2016).

based on meta-analytic evidence (Shockley et al., 2016) - hence, SCS requires integration of theory across psychological, social and structural aspects of the SCS construct.

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to explain relationships between family responsibilities, mentorship, and POS and women's success in professional careers, there has been a general assumption in previous research studies that these variables function independently and collectively throughout time.

Theoretical Foundations

Social cognitive career theory: the psychological readiness perspective on career development

According to Social Cognitive Career Theory (SCCT), individuals' self-efficacy beliefs influence their persistence, performance, and satisfaction in their careers (Lent et al., 1994). Mentoring relationships increase self-efficacy by providing role models, feedback, and guidance (Ragins & Kram, 2007), and there is empirical evidence that mentoring leads to enhanced career satisfaction and professional identity development (Allen et al., 2000). Mentoring within SCCT functions as a generator of psychological resources to build women's confidence in dealing with barriers in their organisations. However, SCCT under-specifies how organisational contexts facilitate access to connections to support the development of self-efficacy through mentorship.

Social exchange theory: relational translation of workers' organisational support

Perceived organisational support (POS) refers to workers' beliefs that their employer values their contributions and cares about their well-being (Eisenberger et al., 1986). Social exchange theory (SET) shows that these types of beliefs foster reciprocity through involvement within an organisation, as well as commitment to that organisation. A meta-analysis supports the robust relationship between POS and positive work outcomes (Kurtessis et al., 2017). Organisational policies alone do not mean that workers will increase their potential through professional growth. Mentoring serves as a relational link to understand, enact, and operationally define the organisational support to build professional capabilities. Additionally, a high POS organisational culture provides justification for developing relational ties to more senior workers, therefore increasing the willingness of senior employees to mentor junior colleagues and protégés. Thus, mentoring translates structural climate into individual-level psychological and developmental capital.

Conservation of resources theory: structural limitations

According to Conservation of Resources (COR) Theory (Hobfoll, 1989), people desire to acquire, retain and protect their precious resources like energy or time. Family obligations create time and psychological constraints, limiting the ability to use discretionary resources. Various meta-analyses have demonstrated a negative relationship between work-life conflict and personal well-being

and career advancement (Byron, 2005; Lapierre et al., 2018). Caregiving responsibilities can also be viewed as an impediment to achieving success at work; however, these responsibilities will limit the ability to engage in activities to access previously accessed resources in an active manner. Mentorship may enhance self-efficacy and increase clarity about career focused tasks. Organisations having supportive environments enhance employees' psychological confidence and sense of career progression.

The Expansion of Concepts

POS and subjective career success

Perceived Organisational Support (POS) is defined as employees' global perspective on the extent to which their employer values their input and is concerned with how employees feel (Eisenberger et al., 1986). According to Social Exchange Theory (SET), POS serves as an indicator of an organisation's recognition and investment in the employee, which encourages employees to reciprocate through higher concerted effort, commitment and positive evaluations of their work experiences (Blau, 1964; Eisenberger et al., 1986). Employees who perceive their employer as providing very high levels of POS tend to have a strong sense of belonging within their organisation, experience psychological safety and have a high level of trust in their organisation; together, these perceptions will have an effect on employees' internal evaluation of how well they have progressed in their careers and how satisfied they are with their careers (Kurtessis et al., 2017).

In contemporary career research, subjective career success is increasingly recognised as the internal assessment of an individual's career progress, and perceived career success is also the individual's assessment of how well he or she is progressing in different aspects of their career, including satisfaction with their career, perceived career advancement, perceived growth, and meaningful work. In addition, objective indicators such as pay and job level do not capture how employees evaluate their careers; instead, subjective evaluations capture how employees evaluate themselves and how well they have progressed in their careers based on their individual beliefs, goals, and life circumstances (Shockley et al., 2016; Spurk et al., 2019). Organisations that provide strong POS climates are particularly critical to promoting the internal evaluation of an employee's career because they provide an opportunity for the individual to be viewed as a valuable employee.

Multiple studies using empirical research continue to show that there is a positive correlation between perceived organizational support and many of the various positive outcomes people want in terms of stepping into their careers; they include but are not limited to: career satisfaction, opportunities for advancement, and firm engagement (Kurtessis et al., 2017; Ng & Feldman, 2014). Meta-analytical

research indicates that supportive organizational cultures enable employees to view their careers with a higher level of career optimism and development potential, both of which are critical to subjective career success (Shockley et al., 2016). Organizations use methods to signal to employees that they want development opportunities—such as providing developmental feedback, providing training opportunities, and recognizing accomplishments—thus informing employees about how they are viewed as potential for growth and worth. In gender-based workplace settings, the importance of perceived organizational support grows as a way of supporting women and influencing their sense of career success and development. Women frequently face a high degree of conflicting role expectations when they attempt to balance career pursuits and family caregiving responsibilities. Support from organizations, in the form of flexible work schedules, supportive supervisors, and inclusive organizational cultures, can help women cope with the demands of work/family conflict and reinforce their perception that they can develop their careers while also meeting their personal obligations (Allen et al., 2013; Lapierre et al., 2018). Research findings substantiate that women who perceive organizational support are more satisfied with their careers and report higher levels of personal fulfillment in their careers than women who do not perceive organizational support, and that supportive environments help to alleviate the psychological conflict from trying to balance work and family obligations. (Koekemoer et al., 2023).

Moreover, favourable work environments enhance the psychological tools needed for personal success in one's career. People who are valued by their employer tend to feel more confident and have a clearer sense of who they are professionally, leaving them with a higher level of ambition to meet their career goals (Kurtessis and colleagues, 2017). These psychological factors combine to influence how people perceive their job to be worthwhile and moving in the right direction, which in turn enhances their view of their career.

On a collective basis, these theoretical and empirical findings suggest that perceived organisation support operates as an important contextual factor influencing subjective career success. By creating a supportive and accepting corporate culture, POS creates feelings of community, acknowledgement, and growth to employees, all contributing to individuals' internal evaluation of their career accomplishments.

Hypothesis 1 is proven which indicates that the relationship between perceived organisational support and women's subjective career success is positive.

Mentoring as a Mediating Mechanism

High levels of perceived organisational support create developmentally friendly climates that foster the

development of mentoring relationships, thereby showing an employer's commitment to supporting the growth and development of employees' careers. As stated in Social Exchange Theory, when employees feel that an organisation has high levels of perceived support, they take that as a signal that they are valued within the organisation and respond by being more engaged in developing relationships with their mentors (Eisenberger et al., 1986; Kurtessis et al., 2017). Additionally, in these supportive environments, senior members of an organisation will have a greater propensity to provide time and effort in mentoring, and protégé employees will have greater psychological safety in asking for assistance and advice about their careers (Allen & Eby, 2017; Ragins & Kram, 2007), ultimately resulting in greater numbers and higher quality mentoring relationships than in organisations characterised by lower levels of perceived support. Mentoring relations are important for employees' professional development because they offer both a work-based and a psychological support function.

This empirical research shows the positive benefits of having mentors in terms of achieving professional success. For example, the meta-analyses conducted indicate an increase in work satisfaction, salary increases, promotions and feelings of having made progress in one's career when an employee has someone working as a mentor in their career (Allen et al., 2000; Eby et al., 2008). Mentorship also contributes positively to an individual's level of career self-efficacy, their ability to learn, and their understanding of what career success means for them personally (Allen et al., 2000; Ragins & Kram, 2007). Therefore, there is evidence to suggest that mentorship is not just a developmental tool for the individual, but also a mechanism that connects the way an individual advances their career with the overall organised environment they work in.

Mentorship is considered to act as a mechanism for transmitting organisational support into individual career development opportunities through network relationships between employees and mentors. Organisational support can provide an employee an appropriate organisational climate, but mentoring is how the organisational support can be converted to an individual through the relational interfaces shared between the employee and their mentor, allowing for learning, advice, and access to opportunities. Thus, mentorship serves as the relational bridge between organisational support and providing psychological resources and developmental opportunities upon which employees base their own career progress.

Research shows that Employees' Developmental Climate and Organization Support affect Employees' Performance. Research on organizational climate suggests that interpersonal interactions are typically moderation factors for the impacts of an organization's environment on an employee's performance. Employees will have polycs that are related to their career satisfaction and available avenues

for professional management advancement based on how the developmental climate and interpersonal dynamics of their work environment influence their job performance (Allen & Eby 2017, Ragins & Kram 2007).

Mentoring is one of the significant methods through which employees can receive support from the organization, thereby experiencing subjective early professional success. Thus, these types of conclusions, both theoretical or empirical in nature, appear to support the following proposition: Mentoring serves as the moderator between perceived organizational support and subjective career success. Overall, supportive organizations facilitate mentoring relationships that result in providing an employee with the psychological and developmental resources that they will require for them to have a meaningful and successful perception of work.

Hypothesis 2 is proven which indicates that Mentoring serves as a moderating influence on the relationship between perceived organizational support and subjective career success.

Family Responsibility as a Boundary Condition

Mentoring programs enhance psychological preparedness and professional skills but participants need to demonstrate specific behaviors through activities like taking on difficult projects and building professional contacts and going to work-related events and spending extra hours on learning new abilities to achieve career success through their mentoring skills. The required activities for this task need both significant time flexibility and full staff availability. The success of mentoring programs in producing career results hinges on the total resource availability which individuals possess in their environment.

According to Conservation of Resources (COR) theory people pursue the acquisition and safeguarding of essential resources which include their time and energy and emotional capacity (Hobfoll, 1989). People need to work on their existing demands because they face competing demands that hinder them from achieving their complete developmental potential. People who have family responsibilities for child or elderly care need to handle multiple resource demands which decrease their capacity to advance their professional development (Allen et al., 2013; Byron, 2005). The presence of various obligations creates a situation where individuals need to make resource choices because they must choose between fulfilling family duties and pursuing career development activities.

Family responsibility functions as an obstacle that stops people from achieving professional success. The caregiving obligations which people have to handle act as structural boundary conditions that determine how much developmental resources people can use in their actual development work. Mentoring relationships can provide psychological advantages which boost self-efficacy and

professional identity and career clarity but people need to participate in organizational activities to achieve career growth which they cannot access because of their caregiving duties.

Family obligations play a deciding role which affects career progression according to research data from studies that have been conducted. Meta-analytic studies demonstrate that work-family conflict is negatively associated with career satisfaction, career advancement, and professional well-being (Allen et al., 2013; Byron, 2005; Lapiere et al., 2018). The research indicates that organizations need to provide their workers with essential resources because employees with high family obligations will encounter difficulties in pursuing their professional development activities.

The restrictions on career development which people face based on their gender-related career environment show a higher intensity within these career connections. Women continue to shoulder a disproportionate share of caregiving responsibilities which can restrict their availability for developmental opportunities such as travel, networking, and leadership assignments (Eagly & Wood, 2012; Koekemoer et al., 2023). Recent research on women's career success indicates that caregiving intensity may attenuate the translation of mentoring and sponsorship into objective mobility outcomes, even when women possess comparable skills and organisational support (Koekemoer et al., 2023).

The level of caregiving duty which people have affects how they achieve professional success through mentoring resources which they acquire. The family responsibility level of people creates a situation where they have time and mental capacity to use their mentoring knowledge for professional growth. The psychological advantages of mentoring continue to benefit people who handle demanding caregiving responsibilities but their actual implementation of mentoring opportunities becomes limited.

The current perspective matches recent career research which shows that resources for professional development operate under particular limitations that differ among people (Spurk et al., 2019). Conditional process approaches provide the best explanation for understanding how environmental elements affect the strength of indirect relationships in career development frameworks (Preacher et al., 2007; Hayes, 2018). The current framework combines mediation and moderation to show how mentoring resources for development interact with caregiving responsibilities which affect people's understanding of their career success.

Family responsibility functions as an environmental factor which alters how mentoring programs affect a person's career development. The mentoring relationship develops into effective career advancement when caregivers keep their responsibilities below average levels. High

caregiving requirements create obstacles that stop people from using mentoring opportunities which decrease their mentoring value for their career advancement evaluation process.

Hypothesis 3 is proven which indicates that Family responsibility moderates the relationship between mentoring and subjective career success, such that the positive relationship between mentoring and subjective career success is weaker under conditions of high caregiving intensity. The data shows that mentoring programs provide psychological and developmental benefits which help people succeed in their careers but their ability to use these benefits toward professional growth becomes limited when they have high family obligations.

As illustrated in Figure 1, mentoring generates psychological and developmental resources that support career success; however, high family responsibility constrains the behavioural enactment of these resources into expanded professional roles and career advancement opportunities.

Conditional Indirect Effect

The combination of mediation and moderation arguments from the previous section creates a method to explain how women perceive their career success. The current framework shows that mentoring relationship development serves as the pathway between organizational support and career success for employees who have different family commitment levels. Conditional process models demonstrate how different contextual boundary conditions create variations in indirect effect outcomes which help to explain the intricate organizational and career development processes (Preacher et al., 2007; Hayes, 2018). The framework establishes a conditional indirect pathway which shows how organizational assets produce individual career results while different structural limits exist.

Social Exchange Theory states that organizational support creates institutional recognition which motivates employees to return the favor by participating in work and self-improvement activities (Eisenberger et al., 1986; Kurtessis et al., 2017). Supportive organizational climates create a valid basis for developmental relationships which increases employee participation in mentoring relationships (Allen & Eby, 2017). Mentoring functions as a relational mechanism which enables organizations to provide employees with essential psychological and developmental resources that support their career growth.

Social Cognitive Career Theory states that mentoring improves career success because it enhances self-efficacy professional identity and career understanding (Lent et al., 1994). Mentors use role modeling and feedback and strategic guidance to help protégés understand the way organizations function and to help them navigate difficult career paths (Ragins & Kram, 2007). Mentoring enables

professionals to achieve greater career contentment and to experience more professional advancement and to believe they have attained high levels of success in their careers (Allen et al., 2000; Eby et al., 2008; Shockley et al., 2016). The psychological benefits that individuals gain through mentoring lead to their understanding of career achievement and professional meaning in their work.

The development of career outcomes from developmental resources depends on personal resource availability according to Conservation of Resources theory which contains time and cognitive capacity and emotional energy as essential personal resources (Hobfoll, 1989). Family responsibility creates two resource demands which make it difficult to perform the mentoring duties that they have learned through their mentoring experience. Work-family obligations dilute the positive relationship between organizational resources and employee career development outcomes according to meta-analytic research findings (Allen et al., 2013; Lapierre et al., 2018). Women who provide intensive caregiving support possess mentoring guidance and increased self-efficacy yet they cannot fully benefit from all development opportunities because they lack time and mobility.

The level of family responsibility will determine how mentoring relationships interact with perceived organizational support to create subjective career success. Organizations provide their employees with support which leads to psychological development through mentoring relationships while successful organizations of low family responsibility can achieve success through mentoring relationships. Mentoring relationships provide psychological support to employees who maintain high family responsibilities but their ability to use these resources to grow their career prospects reaches its limits. The strength of the indirect relationship between organizational support and career success experiences a decrease in strength.

The conditional process perspective shows that mentoring produces different career success results for different individuals. The effectiveness of mentoring depends on the resource context which functions as its operational environment (Spurk et al., 2019). The organization provides developmental opportunities through its support system which allows employees to gain individual resources through mentoring while their family obligations control their ability to use those resources.

The model shows that women progress in their careers by transforming limited resources which enhances understanding of gender-specific career paths in comparison to traditional models that only add different career predictors. Women's career outcomes show that professionals who work at different organizations achieve different outcomes because their organizations treat them as valuable resources which they can use to succeed in their careers.

Hypothesis 4 is proven which indicates that the indirect effect of perceived organizational support on women’s subjective career success through mentoring is contingent upon the level of family responsibility, such that the indirect effect is weaker when family responsibility is high.

Conceptual Model

Figure 1 presents the proposed conditional process model of women’s subjective career success. The model integrates perceived organisational support, mentoring, family responsibility, and subjective career success within a moderated mediation framework.

As illustrated, perceived organisational support exerts both a direct influence on subjective career success and an indirect influence through mentoring. Mentoring functions as a relational translation mechanism that converts organisational climate into psychological and developmental resources. Family responsibility operates as a boundary condition, moderating the relationship between mentoring and subjective career success. Specifically, the strength of the mentoring–success relationship varies according to caregiving intensity, thereby producing a conditional indirect effect.

The research in Figure 1 illustrates how resource translation operates under limitations by demonstrating a conditional process model that shows how women experience their career success. Perceived organisational support (POS) directly affects subjective career success while mentoring serves as an indirect pathway for this relationship. Mentoring acts as a mediator for the relationship between POS and career success. The relationship between mentoring and career success shows a direct effect from family responsibility which also determines the indirect relationship between POS and career success through mentoring based on the level of caregiving that people provide.

Theoretical Contributions

This study enhances career theory through its five distinct contributions. First, it reframes women’s career success as a conditional resource translation process rather than an additive outcome of independent predictors. SCCT extension occurs through self-efficacy development implementation in both relational and institutional environments. The researchers achieved COR theory refinement through their interpretation of caregiving situations as conversion constraints which create fundamental limitations on resource access. The mentoring field advances through its definition of psychological efficacy gains which research shows lead to inconsistent professional development outcomes. The study shows how emerging economies affect career advancement because institutional backing and societal role obligations create their own career advancement patterns (Baruch & Bozionelos, 2011).

The framework changes the understanding of gendered career development by presenting it as restricted resource access which occurs through resource access instead of showing ambition together with barrier existence.

Practical Implications

This conceptual framework is derived from existing theoretical and empirical research rather than primary empirical data.

The conditional process model developed in this study carries several important implications for organisations, policymakers, and human resource practitioners seeking to enhance women’s career success. The findings suggest that improving women’s career outcomes requires more than simply increasing workforce participation or implementing isolated organisational policies. The integrated systems of organisation need to operate as career support systems to help employees progress while they need to handle caregiving challenges.

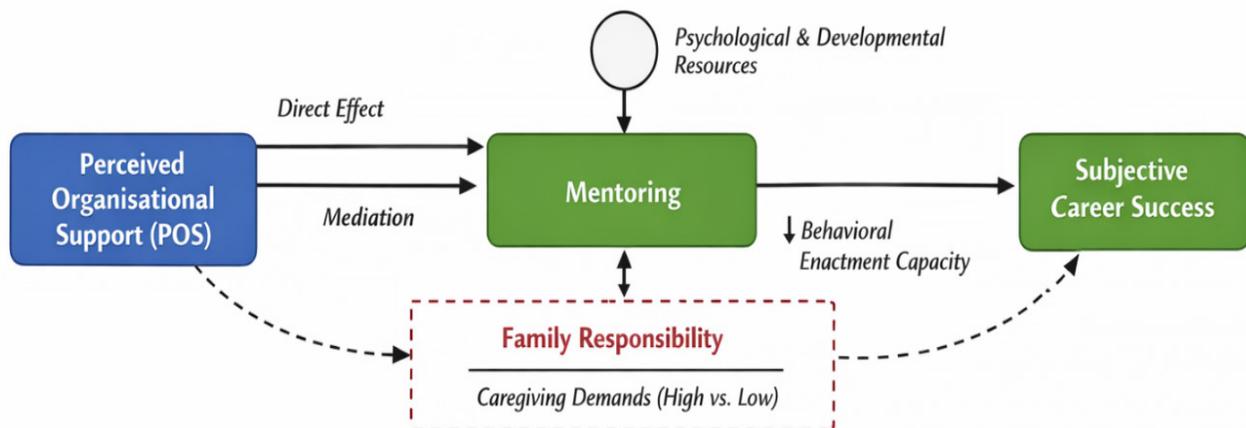


Figure 1: Proposed Conditional Process Model of Women’s Subjective Career Success

The operation of perceived organisational support creates a fundamental climate condition which shapes how employees experience their career development, according to organisations. Research shows that employees who perceive strong organisational support report higher levels of commitment, engagement, and career satisfaction (Kurtessis et al., 2017). Supportive organisational climates show employees that their work matters while protecting their experience, which leads to stronger professional commitment. Women benefit especially from these environments because they must balance their professional obligations with their caregiving responsibilities according to gender norms (Allen et al., 2013). The employees need visible support mechanisms which include flexible work arrangements and inclusive leadership practices and transparent career development policies to strengthen their understanding of institutional investment in their development.

This model demonstrates how essential mentoring functions as a fundamental relationship framework which enables individuals to build their careers. The possibilities which organisational policies establish through their structural framework require mentoring relationships to empower employees with developmental resources for career growth. The research shows that mentoring leads to better career satisfaction and professional development and leadership abilities (Allen et al., 2000; Eby et al., 2008). Mentors give their mentees both practical support which includes sponsorship and coaching and access to public visibility tasks and they provide emotional support which helps their mentees develop their professional identity and self-assurance (Kram, 1985; Ragins & Kram, 2007). The organisations that want to boost women's development should stop using informal mentoring practices and start implementing proper mentoring systems which give all employees equal chances to develop their skills through mentoring relationships.

Organisations need to understand that staff members cannot use career development resources until organisations resolve all structural obstacles to caregiving. Research on work-family shows that employees who have caregiving responsibilities experience limits on their ability to take part in activities which would help their careers through networking and leadership training and mobility assignments (Allen et al., 2013; Byron, 2005). The organisation needs to provide flexible work arrangements and childcare support programs together with family-friendly policies so employees can turn their developmental resources into successful career progression. Work-family conflict decreases when organisations provide supportive mechanisms which enable employees to use mentoring opportunities for their career growth (Lapierre et al., 2018).

These implications are derived from existing theoretical

and empirical literature rather than primary empirical observations. The findings suggest that organisations should adopt integrated career development strategies rather than isolated diversity initiatives. The independent introduction of mentoring programs and flexible policies by many organisations shows that both systems rely on each other according to the present model. Employees can achieve career success only when they hold enough resources to fulfil their developmental requirements throughout their career path. The organisations need to apply talent management frameworks which solve all climate problems and relational development issues and structural problems.

The framework provides crucial guidance to developing economies which still lack formal institutional backing for working women. The public infrastructure for childcare and family support services needs to be developed, as organisational initiatives become crucial to filling this gap. The organisations succeed in converting development resources into successful career outcomes through three elements: they establish supportive organisational environments, they create relational mentoring systems, and they enable employees to develop their skills in working environments with structural limitations (Baruch & Bozionelos, 2011).

The efforts to advance women's career success require multiple approaches to function together which involve changes to organisational systems and relationship structures and structural elements. The organisations can create better plans to help women achieve career success when they understand that development occurs through resource translation processes which have specific conditions that need to be fulfilled.

Conclusion

The professional workforce now includes more women than before but there are still major gaps between men and women when it comes to advancing their careers and achieving leadership positions. The traditional methods which researchers use to study these gaps between men and women in their career advancement rely on additive models which treat organisational support and mentoring and family responsibility as separate factors that determine career success. The models offer beneficial information but they fall short in demonstrating how professionals use their career resources to achieve their career objectives.

The research introduces a new career framework which establishes a conditional process model that explains how women perceive their career achievements. The model uses Social Cognitive Career Theory and Social Exchange Theory and Conservation of Resources theory to explain how women progress in their careers through resource translation while they face structural limitations. The organisation provides support which establishes an institutional climate

that enables employees to participate in their personal development through perceived organisational support. Employees use mentoring relationships as their main method to receive organisational support which helps them gain both psychological benefits and professional growth opportunities. Family responsibility serves as a structural boundary condition which determines the degree to which employees can use these resources to perform their work responsibilities.

The framework uses combined theoretical perspectives to develop an advanced understanding of how gender differences affect professional advancement. The research shows that mentoring relationships fail to guarantee career success and organisational support does not lead to promotional opportunities. The results of an organisational study depend on how employees develop their social relationships under two different conditions which include organisational environment and caregiving obligations that exist in their work environment.

The research provides a new perspective which examines career development through the lens of resource allocation processes which are restricted by existing contextual factors. The model demonstrates how structural conditions determine the efficiency of translating organisational and relational resources into career success instead of seeing uneven career outcomes as differences in ambition and capacity and commitment to work.

The proposed moderated mediation model needs empirical testing across various organisational contexts and cultural settings to develop the existing framework into future research. Longitudinal studies enable researchers to study how mentoring relationships and organisational support systems together with family responsibilities evolve throughout a career path.

The recognition that career development occurs inside organisational and social environments creates the foundation which supports women's professional development. The resource conditional process model of career advancement helps scholars and practitioners to create solutions that deal with ongoing gender inequality in professional development.

This study proposes a conditional process model explaining women's subjective career success.

Key conclusions include

- Perceived organisational support provides the institutional foundation for career development.
- Mentoring acts as a relational mechanism translating organisational support into career resources.
- Family responsibility functions as a structural boundary condition limiting resource utilisation.
- The indirect effect of organisational support on career success through mentoring depends on caregiving intensity.

Future research should empirically test the proposed framework across different organisational and cultural contexts.

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