

DEVELOPING THE CAREER CAPITAL OF FACULTY MEMBERS IN ARAB UNIVERSITIES WITHIN THE SMART CAREER FRAMEWORK

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Abstract

This article identifies the career capital competencies "Know- Why, Know- How, Know- Whom" and their indicators in light of the smart career framework and the role of faculty members and Arab universities in developing career capital. The research methodology involves using the descriptive approach. The research sample consists of (865) faculty members randomly selected from several Arab universities. The research instrument is a questionnaire used to achieve the research objectives. The findings indicate that the research sample's approval on the three proposed interrelated knowledge competencies "Know-How, Know-Whom, Know-Why" is high with a mean (4.26) and standard deviation (0.869). The results also show that the research sample's approval on the expected roles of faculty members in developing career capital is high with a mean of (4.46). The findings also showed a high degree of approval of the expected roles of Arab universities in developing the career capital of faculty members in light of the smart career framework, with a mean of (4.16). Given these results, key recommendations are also incorporated.

Keywords: Arab, Capital, Career, Smart framework, University

Introduction

The effect of globalización and widespread technological Advances has given rise to new forms of organization and new ways of working and managing jobs. In response to work emergencies, new approaches to jobs have emerged, such as shifting jobs, borderless jobs, post-corporate jobs, and polymorphic jobs (Beigi et al., 2018).

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Knowledge workers - including universities - can no longer rely on obtaining traditional job requirements at the beginning of their careers. Instead, they need to continually acquire competencies relevant to their career to ensure that they are successful and continually employable career capitalists. Career success—usually divided into objective and subjective vocational success—represents the achievement of desired work-related outcomes at any point in time in a worker's experiences over time (Arthur et al., 2005; Spurk et al., 2019). Achieving success in the profession is a major achievement that university academics aspire to. Therefore, the issue of career success for academics has recently attracted research interest among researchers and contemporary organizations to realize the serious consequences that organizations and individuals suffer as a result of career failure in organizations, as this will only be achieved through developing the human resources management that they possess.

Human resources management (HRM) is one of the most important parts of the development of every educational institution (Papi et al., 2017). Career success is a concern for both the organization and employees, as the personal success of employees ultimately contributes to the success of the organization. Individuals need certain career resources to succeed in their careers known as career capital. Some of these resources are also more useful than others in career management, but the main benefit of these career resources is that they can be developed, and their availability is linked to career success (Jarlstrom et al., 2020). Therefore, Guan et al. (2019) find that the development of career capital influences career success, such that the greater the stock of career capital, the greater the likelihood of career success in today's turbulent career environment. The accumulation of career capital also represents a competitive advantage for employees and the organizations in which they work (DiRenzo, 2010; Luthans & Youssef, 2004).

Notably, Arthur et al. (1995) and Mayrhofer et al. (2004) developed two competing frameworks of career capital. The framework of Mayrhofer et al. (2004) adopts the most powerful perspective which is a multi level perspective that recognize the sectorial "symbolic capital", social "economic and legal systems", and individual "career capital" levels. The theory of the smart career, which is against border less careers, (Beigi et al., 2018) is based on the research on the smart Enterprise of Quinen (1992), where there are three organizational core competencies that are particularly relevant in the context of competition, i.e. Enterprise culture, poorer knowledge and Enterprise networks. Quinen (1992) introduced the "intelligently Enterprise" model, a concept essential based on ongoing old ideas about vertical coordination. Quinen emphasizes

the development and employment of intellectual resources, i.e. the talents of the organization's employees rather than focusing on the management of physical assets. Quinen (1992) claim that an organization's success stems from its core competencies, which are a reflections of its comprehensive knowledge "the accumulation of performance capabilities embodies in employees' skills, knowledge, and experience", its internal culture "shared values and beliefs", and its comprehensive knowledge "and its business networks (relationships with customers, and suppliers)".

The focus in Quinas (1992) intelligently Enterprise model is on developing the intellectual resources represented by the talents of its employees and the collective intelligence of its employee base, or some what, their "intelligently functions" rather than managing the physical assets within the organization. Developing intellectual resources is what forms the basis for developing the organization's competencies (Arthur et al., 1995) and analyzing the impact of this new model on work and career functions. The smart career theory, complementary to the concept of the smart organization in the work of Quinen (1992), inspire the concept of organizational core competencies as a mechanism for maintaining a competitive advantage over others in the market (Arthur et al., 1995). Translation this approach to the employee, an individual's core competencies (his or her competitive advantage) express different ways of know and the smart career reflects how these ways of know are applied. The integrated units, i.e. the correnca through which individuals Invest in their careers have been categorized into three interrelate ways of knowledge: "Know-Whom, Know-How, Know-Why" (Arthur et al., 1995).

Smart Career is based on the concept of the border less career, while also relating to the changing profession and careers as repositorios of knowledge. Arthur and his colleagues investigated how individuals contribute to their organization's competencies and concluded that each arena of organizational competence refers to a corresponding arena of individual competence (DeFillippi & Arthur, 1994). Despite the strength of the framework of Mayrhofer et al. (2004) However, the practical application of this framework faces many difficulties in definition and measurement. Hence, Arthur framework is mostly favoured by researchers and has been applied in a wide range of Empirical studies (Dick Mann & Harris, 2005; Brown et al., 2020). Arthur et al.'s (1999) theoretical framework of career capital can be easily applied in Empirical studies and emphasizes the ease of developing career capital. Consequently, Arthur et al.'s framework has been widely applied to consider both organizational and individual changes (Brown et al., 2020).

The theory of career capital is noted in the concept of smart career theory (Arthur et al., 1995), where career capital represents a stock of competencies that are evaluated within the field of the profession (Bourdieu, 2011). This stock represents an investment that individuals make in their careers through different "ways of know" (Mello et al., 2023). These "ways of knowledge" are considered "forms or correncias" of career capital (Nilson & Arthur, 2001), contributing to the development of smart careers (Arthur et al., 1995). The theory refers to a career capital framework, where know-how, know-who, and know-why are designed to be universally applicable across different professional contexts (Baruch & Sullivan, 2022). The idea of smart careers theory, based on the arguments made by DeFillippi and Arthur (1994) and not popular at the time, is that individuals can think about their contributions to the knowledge economy on their own terms, rather than as subordinates to the organizations that employs them. The idea that people can take responsibility for their careers was developed by the subsequent "Smart Careers" article (Arthur et al., 1995), in which he argued that such careers depend on three "ways of knowledge" relating to why, how and with whom you work.

The intelligently career framework describes a set of core competencies derived from the competence-based view of the organization, including culture, know-how and networks (Arthur et al., 1995). The theory assumes that the individual invest in his career through three main dimensions of knowledge that affect career advancement and success (Arman, 2023). Know-how includes a set of skills, experiences, explicit and tacit knowledge, and abilities critical to the effective execution of tasks, as this term combines explicit knowledge, tacit experiences, soft skills, and technical competencies into a specific form of career capital (Dick Mann et al., 2018). The intelligently career framework derives from a branch of strategic inquiry concerned with the competence-based view of the firm (DeFillippi & Arthur, 1994). Based on the resource-based view, DeFillippi and Arthur (1994) identified three types of professional framework:

First: The relationships and reputation "Know-Whom"

The term "know-whom" or social capital includes the assets of the profession and refers to the personal relationships that an individual forms and is able to reach a desired goal (Parker et al., 2009). These formed relationships represent a resource for cooperation, a source for acquiring new knowledge, and a storehouse of achieved reputation. Likewise, it can include interorganizational networks, social and cultural norms and dynamics, personal and community resources, and formal and informal communications (DeFillippi & Arthur, 1994; Luthans & Youssef, 2004). Hence, "know-whom" refers to professional relationships and reputation inside and outside our lives (DeFillippi & Arthur, 1994) and can be classified under communication competencies, consisting of components such as career-related networks and the presence of contacts, which play a crucial role in professional advancement (Arthur et al., 1999). From a professional perspective, this dimension includes relationships with superiors, peers and subordinates; But these extend to business contact outside the organization and other social relationships (Lamb & Sutherland, 2010), with some authors also distinguishing between internal and external social capital to the organization (Jokinen et al., 2008).

Likewise, socialization is central to the know-who component of career capital because it enhances social capital at the individual level and includes knowledge from networks, personal reputation, relationships, and connections within and between the firm (Dickmann & Cerdin, 2018; Yakob, 2024). The importance of social capital in universities increases due to the mutuality of the relationship between them, as it is the main precondition for creating opportunities, capabilities and incentives for individuals to contribute to the creation of knowledge. Universities are a strong producer of social capital, so it is necessary to formulate university elements based on both social capital and community service because it represents one of the most important indicators of the development and growth of universities (Tonaban et al., 2013). It is also one of the most important resources of universities, and according their ability to exploited their other resources depends (Jalal and Ahmed, 2021). In studies dealing with it in universities, it was found that it has a positive effect on many variables, such as achieving sustainable competitive advantage for universities (Abdel-Al, 2018), entrepreneurial behaviors of university faculty members (Rafiei et al., 2019), and the effectiveness of academic departments and universities (Agapova et al., 2020).

Second: Skills and Experience "Know-How"

The term "know-how" refers to the human capital that provides an individual with the skills, knowledge, understanding, and experience that Accumulated through education, experience, and a set of unique work-related skills necessary to excel in his or her role (DeFillippi & Arthur, 1994; Parker et al., 2009). This set of individual-level resources includes explicit and implicit knowledge, abilities, insights, and job-related experience related to job characteristics that Accumulated along career path and are manifestad in how an individual does their work. They are included in the category of behavioral competencies because they are directly required for good performance

(Akkermans et al., 2012; Inkson & Arthur, 2001), and which individuals collect and draw from in their careers. This professional asset also includes "individual components" that support individuals who seek professional areas in which they can build their talents and strengths (DeFillippi & Arthur, 1994). This professional asset supports the development of a broad and diverse set of skills that are transferable and desirable to a variety of entities. Hence, these skills may be technical, personal, or cognitive and have an impact on doing the job and on career advancement (Lamb & Sutherland, 2010). It is through know-how that an individual is able to perform well, adapt quickly and maximize opportunities (McArdle et al., 2007; Briscoe, & Hall, 2006; Singh et al., 2008).

For that reason, "why" relates to knowledge of career-related skills and job-related knowledge developed over time, emphasizing a broad and adaptable skill set with an emphasis on vocational and vocational learning rather than job-specific aspects (Dickmann & Doherty, 2008). It embodies factors that influence a person's overall commitment and ability to adapt to a work situation such as professional motivation, personal meaning and sense of purpose. It also includes accommodating family and other non-work-related factors. Investing in human capital in universities represents the optimal investment of promising human energies in all specializations and fields and the pillar of excellence and global competition for them (Juma, 2019). In universities, it is positively linked to organizational success (Salau et al., 2016), university competitiveness (Ibrahim and Abdo, 2020), administrative development (Ahmed, 2019), university crisis management (Nashwan et al., 2023), and innovation management Deeb and Merhej, 2016), talent management (Abdul Majeed, 2020a), improving institutional performance and (Al-Shammari, 2022) professional performance (Abdul Majeed, 2020b).

Third: Motivation and Identity "Know-Why"

"Know-why" refers to individual motivation, personal meaning, personal significance, and identification (psychological capital), which provides the individual with a sense of purpose, identity, and motivation in their work (Arthur et al., 1995; Luthans & Youssef, 2004; Parker et al., 2009). It also represents the individual's ability to separate his identity from the identity of his employer. Psychological capital is based on an individual's values and professional motivation, and can be included in the category of reflective competencies (Eby et al., 2003). Various aspects of it determine adaptability and commitment largely because they determine personal meaning and sense of purpose. Characteristics such as having a proactive personality, being open to experiences, and having a strong professional outlook can also be considered as knowledge competencies because they provide a basis for career-related thinking (Akkermans et al., 2012). These are based on the interests, values and meanings that individuals attach to their jobs (Arthur et al., 1995) and family issues and personal motivations form part of the concept because knowledge why is closely linked to values and identity (Haslberger & Brewster, 2009). Also, Considerations of work-life balance and identity issues as well as understanding the individual's beliefs, cultural background and development goals are part of know why (Jokinen et al., 2008).

The importance of psychological capital in universities is increasing, as it is a source of sustainable competitive advantage. In light of the fierce competition among universities, it has become necessary to pay serious attention to the positive psychological factors and variables of the human element (Atris, 2020). Many studies have demonstrated the positive effects of developing psychological capital on universities due to its positive association with many relevant variables, such as professional satisfaction (Al-Zahrani, 2021), commitment to the psychological contract of faculty members (Dawood and Rifai, 2019), and organizational citizenship behaviors (Radwan and Atta, 2018), the quality of the educational process (Al-Munji, 2020), administrative creativity (Ali, 2021), strategic performance (Mousa and Karji, 2015), medication between pressure in the workplace and professional engagement (Ashby, 2020), and the quality of work life (Abu Sai, 2018), and innovative behavior (Mouton yi, 2021).

In order to collect data on the subjective aspect of individuals' professional lives, Arthur et al. (2002) translated the Smart Career framework into Card Short. As a result of the failure of factor analysis to support the established tripartite structure, Arthur et al. (2002) investigated each of the three thematic knowledge domains separately, with factor analysis resulting in a set of subcomponents. The sporting card consist of three sets of card, representing the three knowledge areas, using descriptors such as "I enjoya being a members of a high-performing team" "know-why", "I stride to become a better leader" "know-how" and "I work with people I can learn from them" (Arthur et al., 2002). The results show that each knowledge area in the smart career model covers a range of aspects, ranging from personality-related elements such as reliability to behaviors such as working with others (Arthur et al., 2002). Using this information, the first version of the Smart Career Card Taxonomia (Parker & Arthur, 2002) was developed, which aims to help individuals explore their own career situation and understand the parallel career investment they are making (Arthur et al., 2002). Since then, it has been defined to incorporate information from additional research and findings from practical experience

(Arthur et al., 2002). Sporting card are currently being used in different contexts such as with adults in organizations, with adolescents.

Generally, career capital according to the SMART career framework reflects energy, motivation, identity, sense of purpose, values, interests, and work-family issues (Parker & Arthur, 2004), which enhance commitment, improved performance, and learning (Haslberger & Brewster, 2009). In addition to the above, the smart career framework conceptualizes skills and knowledge as key personal assets acquire over time (Kanstren & Suutari, 2021). According to Arthur et al. (2002), within the framework of career capital, knowledge, know-how, reason, and know-how represent complementary and interrelate dimensions of career capital. Each of the three competencies must be developed equally to achieve satisfactory professional development (Dickmann & Cerdin, 2018). The literature as a whole addresses the full range of influences on career development, and individual theories tend to focus on only one or two aspects, leading to the "fragmented and disparate nature" of the academic arena (Patton & McMahon, 2014).

According to smart career theory, career capital represents a complex construct, acts as a conduct for achieving desired outcomes, and can be classified into three distinct and interrelate types of career assets: human capital, social capital, and psychological capital. These career assets consist of several competitive core competencies (Luthans & Youssef, 2004; DiRenzo, 2010). Employees' human capital, social capital, and psychological capital are the three basic professional capabilities for employees to be qualified for their profession and achieve essential competitive advantages for their careers. As individual competitive advantages, human capital, social capital, and psychological capital can achieve high job performance (Luthans et al., 2015). Also, according to smart career theory (Parker et al., 2009), human capital includes explicit human capital such as level of education and implicit human capital such as internal knowledge and skills, and social capital includes personal and group relationships, potential groups, Community resources and social structures. Psychological capital emphasizes positive psychological traits, including self-confidence, optimism, resilience, and hope (Luthans et al., 2015).

An increasing importance for knowledge workers - such as universities - requires focusing on building relevant career capital, as knowledge workers seek to develop their skills, abilities and competencies to Accumulated career capital that can be traded within or between organizations (Clarke, 2013). The study by Sutherland et al. (2015) argue that the most important approach to developing one's career is a commitment to change through a willingness to learn to gain further training and development. Innovation at work and the development of readiness for change results in accordance with a personal development plan, with the need for career capitalists to organize themselves to obtain training and development, and for training and development to be a result of changing work behavior, which is one of the measures of return on investment in training. There must be a focus on internal and external networking, and having diverse work experiences, ensuring both breadth and depth in expanding one's competencies as a result of interdisciplinary exposure, attending conferences, and to the extent that organizations are no longer fully responsible for developing individuals' career paths (Clarke, 2013).

HR managers need to understand the components of attractive career capital in the skills market and ensure that the organization's plans for attraction, retention, succession and development meet these needs (Sutherland, et al., 2015). It is therefore important for university faculty and HR professionals to obtain empirical evidence to understand the components of career capital required to ensure career success and how to acquire these components throughout their university career journey. It is increasingly important for workers to focus on building relevant and recognizable job capital. To the extent that organizations are no longer entirely responsible for developing individuals' career paths, HR managers need to understand the components of attractive career capital in the skills market and ensure that the organization's plans for attraction, retention, succession, and development meet these needs (Sutherland et al., 2015). With this detailed introduction, the related literature review is offered in the following section.

Literature Review

Rooted in the concept of professional competencies (DeFillippi & Arthur, 1994), the literature emphasizes that the accumulation of competencies is closely linked to the possession of knowledge, skill, reason and person. This perspective was initially introduced within the professional competencies framework and later refined within the intelligent career framework (Arthur et al., 1995). The Smart Careers Framework perspective assumes a strong interdependence between individuals and the organizations to which they belong, which promotes the development of smart entities on both fronts and expands on the basic principles of the Professional Competencies Framework. The career capital framework emphasizes that the organization plays a pivotal role in supporting individuals' professional self-development, thus enhancing the company's adaptability and the individual's employability. Thus, it is the

self-directed career initiatives of individuals that serve as the primary core in the organization of economic life (Inkson & Arthur, 2001) and urges individuals around the world to pursue a "smart career" (Parker et al., 2009).

The smart career concept is based on the explicit assumption that professionals should work to maximize their competencies, invest in their self-understanding and motivation and build their social networks in order to advance their careers. Individuals invest in their "career capital" consisting of knowledge of how, why and who which is viewed as self-reinforcing and transferable (Lamb & Sutherland, 2010). The smart career model posits skill development in relation to three interconnected dimensions of career capital, called know why, know how, and know with whom, where skills and knowledge are depicted as key personal assets acquired over time. Career capital theory with its three forms of knowledge can provide a framework for understanding how changing circumstances affect individuals' knowledge, skills, and career choices (Kanstren & Suutari, 2021). Among the studies that address career capital in light of the smart career framework are Sutherland et al. (2015) that indicated the components of career capital and how they are acquired by knowledge workers across different industries. The results has identified the most important components of career capital and the ways in which they are accrued and has shown that these vary significantly between the four employment sectors.

Moreover, Zikic and Ezzedeen (2015) used smart career theory to explore the relationships between three types of entrepreneurial career capital, i.e., psychological, human, and social capital. The findings explored how entrepreneurial careers were simultaneously shaped by three types of career capital: motivations "knowledge-why", knowledge "knowledge-how", and relationships "knowledge-who". It also shows the accumulation of career capital as a continuous cycle of interrelationships between these three types of capital. Also, Amaral (2016) conducted a qualitative study with an exploratory design to provide the details needed to understand how individuals transform their careers across industries. The study developed a framework, underpinned by ambidexterity, for knowledge workers to consider when deciding to make a career move between industries. It demonstrated the importance of possessing tremendous amounts of self-awareness, contextual intelligence, and business intelligence to facilitate career capital's ability to adapt to a new industry.

Likewise, Aytekin et al. (2016) revealed the relationship between academics' career capital and career satisfaction, testing research productivity as a mediating variable between the previous two variables. The study found that career capital has significant effects on the research productivity of academics and that research productivity has a mediating effect on the relationship between career capital and professional satisfaction. However, regarding the experience of different generations in the workforce of career capital and career/professional growth at one university, Roller (2016) found that when aligned with both, student affairs professionals felt engaged and empowered at work and similarities and differences were noted in the three interviews. However, themes of personality characteristics, the importance of relationships, and the need to grow and learn were noted throughout the responses.

Also, the qualitative study of Beigi et al. (2018) examined scholarship on career success in a borderless career context. It adopted the Smart Career Framework to highlight the success factors described by twenty-eight distinguished academics and eight of their spouses to illustrate the distinguished academics' approach to achieving great success in academia. The findings found six unidirectional links as well as further links between the three "ways of know" of the career framework that have not been thoroughly examined in the career success literature. Moreover, Desai's (2018) study aimed to gain a better understanding of the elements of career capital that can be harnessed to enhance the odds of success in a new entrepreneurial venture. The study identified social capital with specific reference to networks and trust as key enablers for the creation of new ventures, as the expansion of business skills is an essential element of career capital to be acquired while the institutional "way of working" is not considered useful in entrepreneurship. It is also found that entrepreneurial learning is a continuous process enabled by a network-assisted growth mindset while unlearning may take longer to achieve as both learning and unlearning components of career capital enhance both business growth and effectiveness and identity capital enhances identity at the individual level.

From a new lens, Dickmann & Cerdin (2018) investigated the global career self-management behaviors of employees in an intergovernmental organization through a case study in a United Nations organization using the Smart Jobs framework. The study found that the United Nations has high barriers to transferring career capital between head office and field stations. Therefore, smart job employees faced conflicting demands in terms of career capital behaviors. Many staff did not also focus on maximizing their capabilities or social networks relevant to their jobs, but rather pursued international career paths that deliberately sacrificed internal career advancement in favor of their

humanitarian duties. Building on a recent careers approach, the study by Tanskanen and Tornikoski (2018) evaluated the effects of working abroad on individuals' career capital. The study found that expatriates hired by companies learn more than expatriates who start out on their own, with all three areas of career capital benefiting from international experience and increasing in value over time. It is also concluded that there is a need for a dynamic concept of the acquisition and use of career capital.

Additionally, Brown et al. (2020) explored aspects of career capital that role holders need to facilitate transformation in their organizational roles. After describing 24 aspects of career capital grouped into self-knowledge, know-how, and know-who, the study concludes that these aspects are important for internal career transitions and compares them to prevailing career capital theory. In addition, the concepts of linking, intersectionality and investment of career capital are introduced to explain how career capital supports such transformations. The study by Järnlström et al. (2020) promoted a comprehensive and integrated perspective for understanding the relationship between career capital and career success among knowledge workers from Finland. The results confirmed the importance of psychological capital as an important career resource among knowledge workers, and that context and/or professional group are important in the relationship between career capital and career success.

Also, Mao and Shen (2020) expanded the conversation on the relationship between identity and employability by investigating how identity functions as a form of career capital. The study identified three patterns of work that creative professionals use to harness identity as career capital to enhance their employability. It was also found that the demand for authenticity and the presence of social inequalities in the creative industries pose challenges to the acquisition, accumulation and dissemination of identity capital. Also, Kanstren and Suutar (2021) examined the effects of expatriation on the development of career capital among expatriate partners. The results showed that learning experiences relate to the experience of living abroad itself and the specific activities undertaken while abroad. It is also found that the extent to which partners develop the career capital of know-why, know-how, and know-who partly reflects their status abroad as partners residing at home or as employees in less or more demanding jobs.

Moreover, Guo et al. (2022) proposed an intelligent sequential career planning system featuring a career path classification mechanism and a new reinforcement learning method known as the stochastic reinforcement learning framework. Numerical results showed that the proposed system is superior to other criteria in identifying promising ideal career paths for users in long-term planning. The case studies revealed that this SSRL career path recommendation system would encourage people to gradually improve their career paths to maximize long-term benefits. The study also showed that initial status, i.e., first job can have a significant impact, both positively and negatively, on an individual's career. However, in the long-term view, a carefully planned career path that follows the study's recommendation system may mitigate the negative impact of a lackluster start to one's career.

Besides, Arman's (2023) explored the adaptation of a unique group of Turkish entrepreneurial migrants in the UK whose initial relocation experiences were disrupted by the COVID-19 pandemic in early 2020. The findings identified the main aspects of career capital that hinder entrepreneurial efforts under COVID-19 as not knowing how to start a business, why they should continue to stay, and who to contact in the host country. The main aspects of career capital that facilitate work were defined as know-how to review work plans when needed, know-why they left the country of origin, their preference for the country, and so on. The study by Mello et al. (2023) investigated the influence of overseas career capital development, expatriate type, career type, and career stage on expatriate career success in terms of perceived marketability and number of promotions. The study found that career capital developed abroad positively affects perceived marketability and the number of promotions. Those returning to their home countries also reported a greater degree of marketability than those continuing their international careers. Also, career type did not predict the number of promotions, expatriate type did not affect any of the measures of career success, and late-career expatriates did not achieve a similar level of career success as those at other career stages.

Of late, Mouratidou et al. (2024) have empirically tested the smart career framework in a public sector setting in a country with a clientelistic culture to inform HRM strategies. The study found that in a public sector setting in a country with a clientelistic culture, the three dimensions of knowing who, knowing how, and knowing why are less balanced than those reported by results from private sector settings in countries with an individualistic culture. Instead, knowing who is a critical dimension and necessary condition for professional development that influences knowing how and knowing why. Yakob (2024) has also addressed the underexplored influence of international assignment types on the development, transfer, and use of career capital by repatriates recruited from the host country through a qualitative case study. The study provided valuable insights into the complex dynamics of career

capital development and relocation during international assignments. It also revealed the impact of the career context on career capital, focusing on the challenges in generating, dispersing and absorbing career capital within multinational companies. Given the previous literature review, the research problem is provided in the next part.

Research Problem

In the 21st century, universities in general, and Arab universities in particular, are witnessing many challenges at a rapid pace that affect all their policies, strategies and programs due to the technological revolution, the intensity of local, regional and global competitiveness, the shift to the knowledge economy, and the changing nature and skills of work. Therefore, to meet these and other changes, it is necessary to transform the performance standards of these universities from local standards to global standards, shift from traditional performance to competitive-based performance, to consider maximizing the quality of performance as a top priority, and globally integrate in contexts of competition, quality, and comprehensive investment of all its human capital through its distinguished management (Daradkah et al., 2023). This is supported by what Papi et al. (2017) stated that university management of all its human capital is one of the priorities of distinguished universities and its most important components.

The effectiveness of investments in human capital in universities has been proven through effective management of it, as this management is a combination of investments in education and professional skills of the individual that increase his ability to work (Alexandrovich, 2019). Nashwan et al. (2023) believe that the university and its leadership must enhance interest in managing and developing human capital, and redouble work on constantly developing the capabilities of the human element. Ali (2017) believes that universities are now required to invest in human capital to establish an advanced society based on sustainable economic, social and environmental development. As for social capital, it has become a major concept in academic theories and scientific research as one of the terms that can be invested in administrative reform of universities (Hadiyah, 2021). In terms of psychological capital, it is a source of competitive advantage for universities (Pan & Zhu, 2018). Therefore, psychological capital is the focus of attention of researchers in organizational behavior and organization theory, as it touches on the feelings, thinking, and behavior of individuals within organizations (Nwanzu & Babalola, 2019).

The comprehensive reform of the university's human resources management situation is a global trend, considering the university as the main base for creating national knowledge and developing the spirit of innovation that generates high-level talents. Therefore, building a scientific and standard system that includes strategies and mechanisms for the comprehensive management of human resources by improving the management of all their heads to maximize their effectiveness and investment has become one of the most important challenges of university administration. All capitals are conceptualized as potentially valuable, context-dependent, and as key resources that confer benefits and advantages to individuals, with some forms of capital being more diverse and adaptable to the future, and therefore particularly desirable in a dynamic labor market (Wohlgezogen et al., 2014). The importance of career capital, with all its components and competencies, is increasing in universities.

Human capital management has recently received wide attention from decision makers in universities and it has been adopted as a basic strategy to enhance performance and achieve outstanding performance (Al-Jarrah, 2019). Therefore, literature related to universities has focused on the factors that hinder or support the quality of performance of its human elements, most notably psychological capital as one of the concepts related to the performance and commitment of employees in academic institutions, which in turn is a set of what the individual possesses in terms of improvement (Abu Saif, 2018). Roller's (2016) study indicated that universities are constrained by state funding and are known to implement change slowly. Due to decreased funding, enrollment and graduation rates are the focus of conversations and change efforts. Universities are developing stronger student retention practices but lack the same focus on staff retention.

Arab universities are still far from competing according to international classifications (Hilal, 2019). Therefore, it has become necessary for Arab universities to take measures and make efforts to increase their efficiency to meet development challenges and hopes (Fares). However, on the other hand, some Arab studies have shown that there is a deficiency in the components and competencies of career capital, including human capital, social capital (Mahmoud et al., 2024), and psychological capital (Alqudah et al., 2024), as they all came in at a moderate level. Therefore, on the one hand, many Arab studies (Ali, 2021; Nashwan et al., 2023; Al-Shahrani, 2019; Arnaout, 2017; Al-Shammari, 2022) have recommended the necessity of paying attention to human capital, investing it, and expanding studies on it (Daradkah et al., 2023). By reviewing studies that dealt with social capital, specifically Arab ones and

universities in particular, Hadiya (2021) found that the scarcity of these studies is the general characteristic that emerged from this review.

Therefore, many Arab studies (Hadiya, 2021; Al-Alia and Al-Otaibi, 2021; Jalal and Ahmed, 2021) recommended the need to pay attention to studying and improving human capital management in Arab universities. As for psychological capital, many Arab studies (Ali, 2021; Al-Zahrani, 2021; Ahmed, Shafiq, & Abdel-Hadi, 2021; Atris, 2020; Raziq, 2017) have recommended the need to expand the study, management, and investment of psychological capital in universities. On the other hand, Arab studies dealt with one component of career capital. Not a single Arab study was found that addressed career capital in universities, knowing that these components are interconnected. The basis on which the smart career framework is based is that the areas of knowledge are interconnected and the unbalanced development of the areas of career capital leads to unsatisfactory career development (Parker & Arthur, 2002; Arthur et al., 2002), and investment activities in one aspect affect the development of the other two components (Parker et al., 2009). The four dimensions of this conceptual framework reinforce each other in the way that the accumulation of one resource facilitates the accumulation of another resource, resulting in each resource supporting the development of another resource where the four dimensions are intertwined and are not viewed as completely separate entities (Inkson & Arthur, 2001). With this in mind, the research problem is reflected in answering the following questions.

- What are the career capital competencies and their indicators required for faculty members in Arab universities in light of the smart career framework from their perspective?
- What is the expected role of a faculty member in Arab universities in developing career capital competencies in light of the smart career framework from their perspective?
- What is the expected role of Arab universities in developing the career capital of faculty members in light of the smart career framework from their perspective?

Research Significance

The research significance is reflected in enriching Arab libraries with scientific material about career capital in universities and the expected role of the faculty member and the university in developing it in light of the smart career framework, especially the scarcity of research and studies that addressed this aspect in universities in general, and its absence in Arab universities in particular. It is hoped that the research results, proposals and recommendations can contribute to helping those in charge of Arab universities and decision makers to work on developing career capital in light of the smart career framework in universities, especially since the study provides a set of mechanisms in this regard.

Importantly, this research study helps officials in ministries of higher education and universities and those in charge of the professional and professional development process for faculty members and university leaders in identifying career capital competencies and their indicators in light of the smart career framework and its development requirements, which helps in the growth of career capital in universities, which contributes to the organizational success of these universities and increases their competitiveness at the local, national, regional and international levels. It is also hoped that this study will be a starting point for other studies in which other variables are added and linked to career capital in light of the smart career framework. Hopefully, this study will employ study tools to measure career capital and the roles of the university and faculty members in development in other Arab universities, evaluate relevant university practices in light of them, and develop the necessary plans and strategies for developing career capital.

Research Terms & Definitions

In this study, the terms "career capital" and "smart career framework" are mentioned, and their procedural definitions are as follows:

Career Capital: It is a tradable commodity between and within organizations that influences both human resource managers and knowledge workers (Sutherland et al., 2015). The concept of career capital was proposed by DeFillippi and Arthur (1994) and is viewed as the value that is created through continuous improvement in a profession's position and recognition in the competitive external labor market "inter-organizational recruitment" as well as the internal labor market "intra-organizational recruitment". According to Banka (2006), career capital is the Accumulated competencies that an individual acquires in the context of education, work, life experience, and social and cultural experience. It is the self-perceived value of human resources (competencies) that enable the creation and maintenance of an individual's employability (Banka, 2016). Turska (2014) also sees it as capital that consists of important assets or advantages that enable the carrying out of an activity aimed at maintaining or increasing the status and prestige enjoyed by the

individual, who allows for more effective and efficient performance in the daily social, cultural, political and economic reality.

According to a conceptual framework model for investigating career capital and career development, it includes identity resources "Know-Why", which is an individual's self-awareness in relation to individual interests, abilities, goals and values related to the world of work and career choices. An individual's primary identity resource is how one defines work as meaningful. Psychological resources "Know-Why" include the traits and positive mental states of an individual such as intrinsic motivation in relation to a specific work role. Examples include an individual's personal adaptability, flexibility, employability, and personal flexibility. Social Resources "Know-Whom" refers to the social structure and relationships that an individual has. Human capital resources "Know-How" refer to an individual's ability to meet career performance and skill requirements which includes learning and development opportunities to increase job-specific knowledge and abilities (Hirschi, 2012).

Smart Career Framework

Smart career is defined as "any sequence of work roles undertaken at the worker's own discretion, and with personal goals in mind" (Arthur et al., 2002, p. 2). The Smart Career Framework is a framework consisting of three interconnected and mutually reinforcing areas of "know-who, know-why, and know-how" of career capital that an individual acquires, enhances, and employs throughout his or her career (DeFillippi & Arthur, 1994). It is a framework for acquiring competencies through the career capital "know-whom", aspects of relationships and networks through the career capital "know-HOW", and aspects of the changing career through the career capital "know-why" (DeFillippi & Arthur, 1994; Bozkurt & Mohr, 2011; Jokinen, 2010; Arthur et al., 2017).

This framework also includes three professional competencies as knowledge areas "know-why, know-how and know-whom" (Arthur et al., 1995). Moreover, Arthur et al. (1999) defined professional competencies as personal competencies that are made available to the employing organization but whose benefits often outlast the employment relationship. They are viewed as assets or accumulations of knowledge that are developed over time and facilitate successful career management. They also go beyond the technical skills and managerial capabilities that organization development programs tend to focus on. They also reflect individuals' interpretations of their professional situation and are subject to constant change, in line with changing circumstances. In detail, "Know-Why" competence refers to the knowledge and behaviors that contribute to developing realistic career expectations and why a person pursues a particular career.

"Know-How" competencies describe skills and knowledge related to the job and profession. "Know-Whom" competencies refer to behaviors that support the Establishments of social networks and connections and the development of reputation inside and outside the organization (Haase, 2007). In some publications, the term has been abandoned and the three areas of knowledge are instead referred to as "profession investments" (Parker et al., 2004). Career investments are defined as the time, energy, skills, and relationships that each individual brings to his job and to his employer (Inkson & Arthur, 2001). In light of the smart career framework, career capital is defined procedural as the degree that represents the awareness of faculty members in Arab universities of the main and subsidiary competencies and indicators of career capital that they are required to have from their point of view, and their role and the role of the university that they hope to acquire for them. It consists of 3 main knowledge areas "Know-Why, Know-Whom, Know-How", as each one includes sub-competencies in light of the questionnaire prepared in the current study.

Research Limitations

The findings of this research can be generalized in light of the following limitations:

1. Human Limitations: This research is limited to a sample of faculty members in Arab universities.
2. Spatial Limitations: This research is conducted in universities in Arab countries.
3. Temporal Limitations: This research is conducted in the second semester of the academic year 2023/2024.
4. Objective Limitations: This research is limited to identifying the career capital competencies "Know- Why, Know- How, Know- Whom" and their indicators in light of the smart career framework and the role of faculty members and Arab universities in developing career capital.

Method

Research Approach

The descriptive survey approach is used to achieve the research objectives,

as it is the most appropriate approach for such a study, along with using the questionnaire as an instrument for collecting data related to the study. The descriptive survey approach through which the phenomenon under study is described, its data is analyzed, and the relationships between its elements are explained.

Research Sample

The research sample consists of (865) faculty members from Arab universities randomly selected to answer the questionnaire on the career capital of faculty members in Arab universities in light of the smart career framework.

Research Instrument

The research instrument is a 73-item closed questionnaire developed to reveal the career capital of faculty members in Arab universities in light of the smart career framework. The first domain is concerned with career capital competencies "Know-Why, Know-How, Know-Whom" and their indicators among faculty members in Arab universities in light of the smart career framework from their point of view distributed over (3) main areas, including (8) sub-areas of career capital competencies and their indicators. The second domain consisting of (15) items concerns the roles expected of faculty members in Arab universities in developing their career capital competencies in light of the smart career framework from their point of view. However, the third domain consists of (25) items and concerns the roles expected from Arab universities to develop the career capital of faculty members in light of the smart career framework from their point of view. The 73-item questionnaire was developed based on theoretical literature and previous studies (see Alqudah et al., 2024; Arthur et al., 2002; Daradkah et al., 2023; Francis-Smyth et al., 2013; Hasse, 2007; Mahmoud et al., 2024; Mzila, 2017; Parker & Arthur, 2002; Tanskanen & Tornikoski, 2018), as well as the suggestions and comments of validators and educational specialists. A five-point Likert scale was also adopted for the questionnaire, as five levels were specified for the first questionnaire, as follows: (5) very high, (4) high, (3) medium, (2) low, (1) very low. The sections are organized and all questionnaire items fall within the five-point Likert scale.

Research Instrument Validity

Face validity was used to check the research instrument "questionnaire" validity. The questionnaire in its initial form is reviewed by a group of (13) validators, including faculty members in Arab universities with the required expertise and experience to determine the appropriateness of the items, their suitability to the research sample, their linguistic correctness, their comprehensiveness of the related domain to measure the career capital competencies "Know- Why, Know- How, Know- Whom" and their indicators in light of the smart career framework and the role of faculty members and Arab universities in developing career capital. They are also asked to provide any proposed amendments, suggest items they deem necessary, and delete unnecessary items. After returning the questionnaire, the proposed amendments, agreed upon by (80%) of the validators in their recommendations, are made. This method is suitable for testing the apparent validity of the questionnaire, meaning that its items can measure what they were designed to measure.

Research Instrument Reliability

To check the research instrument reliability, its reliability coefficients were confirmed by calculating the reliability coefficient by applying the Cronbach's Alpha equation to all areas, as it measures the extent of consistency in the respondents' responses to all the questionnaire items, as shown in (Table 1).

As indicated in Table (1), the reliability coefficients of the career capital questionnaire in Arab universities in light of the smart career framework ranged between (0.626) and (0.811), where the highest reliability coefficient was "Job-related performance effectiveness", while the lowest was "Feedback seeking and self-presentation", noting that they are all significant at the level of (0.05). However, (Table 2) illustrates the final form of the questionnaire after calculating its reliability and validity.

Statistical Processing

The following statistical methods are used to answer the research questions and process the data statistically.

Table 1. Reliability Coefficients of the Career capital Questionnaire in Arab Universities.

Domain	Number	Main and Sub-Areas	Internal Consistency
First: Career Capital Competencies and Indicators	1-1	Feedback seeking and self-presentation	0.626
	1-2	Career guidance and networking	0.713
	1	Know- whom	0.678
	2-1	Goal setting and career planning	0.7.9
	2-2	Self-knowledge	0.751
	2-3	Career resilience	0.806
	2	Know- why	0.794
	3-1	Job-related performance effectiveness	0.811
	3-2	Knowledge of (office) politics	0.754
	3-3	Career related skills	0.693
	3	Know- How	0.688
Second: The expected role of a faculty member in Arab universities in developing career capital competencies			0.743
Third: The expected role of Arab universities in developing the career capital			0.718

Table 2. The Final Form of the Career Capital Questionnaire in Arab Universities in Light of the Smart Career Framework.

Domain	Numbers	Main and Sub-Areas	Number of Items
First: Career Capital Competencies and Indicators	1-1	Feedback seeking and self-presentation	8
	1-2	Career guidance and networking	10
	1	Know- whom	18
	2-1	Goal setting and career planning	6
	2-2	Self-knowledge	5
	2-3	Career resilience	15
	2	Know- why	26
	3-1	Job-related performance Effectiveness	8
	3-2	Knowledge of (office) politics	9
	3-3	Career-related skills	12
	3	Know- How	29
Second: The expected role of a faculty member in Arab universities in developing career capital competencies			15
Third: The expected role of Arab universities in developing the career capital			25
Total			113

1. Means, standard deviations, ranks, and degrees.
2. Cronbach's Alpha equation was used to find the internal consistency coefficient of the research instrument.

The degree is also determined by applying the following equation

Length of One Category = (the Highest Value of the Alternative - the Minimum Value of the Alternative) ÷ Number of Levels = (5-1) ÷ 3 = 1.33

Note: by adding (1.33) to the Minimum Value of the alternative (the minimum); the criterion for expressing those levels is: the Mean ranging between (1-2.33) indicates a Low Degree, the Mean ranging between (2.34-3.67) indicates a Medium Degree, and the Mean ranging between (3.68-5) indicates a High Degree.

Results and Discussion

First: Results related to the First Research Question

What are the career capital competencies and their indicators required for faculty members in Arab universities in light of the smart career framework from their perspective?

To answer this question, means, standard deviations, degrees, and ranks of responses of faculty members on the domain of career capital competencies and their indicators required by faculty members are calculated. (Table 3) illustrates those results.

As Shown in Table (3), the means of faculty members' approval on the main career capital competencies required by faculty members in Arab universities in light of the smart career framework ranged between (4.08) and (4.47), with a high degree for all domains. The order of the domains in terms of mean is as follows: Know-How competencies with a mean (4.47) and standard deviation (0.795), Know-Why competencies with a mean (4.22) and standard deviation (0.904), and finally, Know-Whom competencies with a mean (4.08) and a standard deviation (0.786). The sub-competencies, however, ranged between (4.05) and (4.16), with the highest being the "Career-related skills competency", which is affiliated with the Know-How competencies "human capital", and the lowest being the "Feedback seeking and self-presentation competency", which is affiliated with the Know-Who competencies "social capital". The overall mean of faculty members' approval degrees on the main career capital competencies required of faculty members in Arab universities in light of the smart career framework was (4.26), with a high degree. This result is consistent with studies (see Alqudah et al., 2024; Daraadkah et al., 2023; Mahmoud et al., 2024), where the requirements for human capital management, psychological capital management, and social capital management in Arab universities were high.

Moreover, the research sample participants also realized the necessity of the availability of the three groups of knowledge to a high degree, as the basis of the smart career framework is that the three areas of knowledge are not independent, but rather interconnected because unbalanced development of the three areas is likely to lead to unsatisfactory professional development (Parker & Arthur, 2002; Arthur et al., 2002). The three types of career capital are interconnected and investment activities in one aspect influence the development of the other two components (Parker et al., 2009). Beigi et al. (2018) indicate the interconnection of the three components, the connection of each two components of the fields of knowledge with each other, the connection of two components and their influence on the third component, and so on. The Smart Career Framework also recognizes the connections between these competencies to include these dual relationships between (1) know-who and know-why, (2) know-who and know-how, and (3) know-how and

know-why (Mouratidou et al., 2024). There is a complex conceptual overlap and interconnection between the three capitals (Beigi et al., 2018). Capital is unique and requires care and development as its management requires recognition of the importance of the social essence of human capital to manage it carefully to create conditions conducive to its more effective use. Human capital does not only embody work, but more importantly, it embodies the social qualities that humans use in the work process (Popkova, 2021).

Social and human capital also acts as a mediating variable in the effect of psychological capital on an individual's career success (Zhou et al., 2015). Social capital can also strengthen psychological capital by establishing psychological contracts, as psychological capital can strengthen the formation of social capital (Zhang and Wu, 2009). Increasing an individual's human capital also facilitates more interpersonal relationships (Parker & Arthur, 2015). Although moral meanings such as values and integrity are embedded in social capital (Luthans et al., 2015), moral capital represents the spiritual aspect of human capital, as improvements to moral capital promote enterprising "psychological capital" and harmonious cooperation between Individuals "psychological capital and social capital" (Wang, 2018). Human capital management practices can also affect engagement and psychological capital. However, human capital management practices are unable to stand separately with psychological capital to fully enable performance, as employee psychological capital is required to support both employee engagement and human capital management practices in employee performance (Witasari & Gustomo, 2020). Al-Abadi (2014) also explained that there is an influence relationship between the dimensions of human capital "knowledge, ability, and skill" on social capital.

The Know-How competencies are ranked first with a mean (4.47) and a standard deviation (0.795), with a high degree due to the importance of human capital and its competencies for universities. Its awareness among faculty members is higher than that of other capitals "social, psychological" due to its novelty to Arab university culture compared to human capital. Despite their importance, they have not received sufficient attention in Arab universities and their role in the advancement of Arab universities in comparison to human capital has not been realized. Know-How represents the way faculty work, and in particular the skills and experience they draw on, or can draw on, in the jobs they do. It includes clear knowledge that can be described to others. It is typical of most formal professional descriptions and also includes tacit knowledge, that is, that which "we know but cannot say", such as that often found among different types of skilled teaching staff (Arthur et al., 2002).

These competencies are also positively linked to many positive organizational variables that contribute to the advancement of Arab universities. It extends to include the knowledge, skills, talents, attitudes, traits, motivations and competencies that belong to an institution or society and participate in developing that institution or society to achieve its goals (Salau et al., 2016). Also, these competencies are essential for attracting and retaining skilled faculty, who are critical to conducting research, promoting innovation, providing educational opportunities, conducting research, and contributing to the overall mission of the institution (Bucăța & Tileagă, 2023). Career related skills competency is also ranked first with a mean (4.61) and standard deviation (0.846). It represents an investment in developing skills and experience and serves to expand the faculty member's involvement in expanding the work-related knowledge base. It is required in future positions and makes the faculty member distinguished, engaged in development activities, searching for training opportunities, taking training courses related to the job, and informed about developments in his profession, which helps in predicting a distinguished professional future for him.

Likewise, the Know-Why competencies "psychological capital" are ranked

Table 3. Means, Standard Deviations, Degrees, and Rank of the Participants' Responses to the Degree of Approval of the Career Capital Competencies and their Indicators Required for Faculty Members in Arab Universities in Light of the Smart Career Framework.

No.	Competence	AM	SD	Degree of Approval	Rank
1=1	Feedback seeking and self-presentation	4.05	0.827	High	
1-2	Career guidance and networking	4.11	0.726	High	
1	Know- whom	4.08	0.786	High	3
2-1	Goal setting and career planning	4.23	0.903	High	
2-2	Self-knowledge	4.13	0.835	High	
2-3	Career resilience	4.31	0.795	High	
2	Know- why	4.22	0.904	High	2
3-1	Job-related performance effectiveness	4.45	0.835	High	
3-2	Knowledge of (office) politics	4.36	0.769	High	
3-3	Career-related skills	4.61	0.846	High	
3	Know- How	4.47	0.795	High	1
Overall Career Capital Competences		4,26	0.869	High	

second with a mean of (4.22) and a standard deviation of (0.904), with a high degree also due to their importance, as they indicate the reason for performing his tasks. It relates to the motivation that is brought to the jobs they do, and includes things such as individual values and interests, staff members' personality and temperament, and the commitments they make to partners and families "the psychological contract" (Arthur et al., 2002). It represents the ability to understand work dynamics and motivate, articulate and set the direction of a career (McArdle et al., 2007). The availability of its competencies is also linked to many positive organizational variables in universities, such as academic excellence (Shaheen, 2019a), professional adaptation and career success (Balil & Hegazy, 2021), quality of professional life (Shaheen, 2019b), organizational attachment (Al-Shoubaki, 2019), and soft skills, (Hamid & Al-Khashab, 2021), employee vitality (El Shobaky, 2020), and organizational well-being (Al-Tablawy, 2022). Career resilience is also ranked first place with a mean (4.31) and standard deviation (0.795), as it indicates the ability to adapt to changing circumstances (Day & Allen, 2004). Career resilience was defined by London (1983) as part of career motivation and included aspects such as adaptability, perseverance and risk-taking and placed under the dimension of know-why. Universities are among the institutions most vulnerable to change and are required to comply with these changes on the one hand, and to be a cause of positive change on the other hand. It is noted that the motivation to tolerate change, ambiguity, and personal identification with new learning opportunities are essential aspects of professional development (Altarawneh & Al-Ghammaz, 2023; Ballout, 2007). Lamb and Sutherland (2010) emphasize the importance of adaptability to context.

Besides, the Know-Whom competencies came in third place, with a mean (4.08) and standard deviation (0.786), and with a high degree, as it refers to those with whom the faculty member works, and with whom he has a relationship that affects in one way or another the way he works. It also includes co-workers, professional or industry contacts, clients and professionals with whom one communicates and also covers friends, family and colleagues from shared educational or other experiences (Arthur et al., 2002). Hence, this aspect of career capital reflects intra- and inter-institutional relationships, professional and social relationships, connections, reputation and information sources (Inkson & Arthur, 2001). In addition to professional networks consisting primarily of bosses, colleagues, and clients, knowledge-based career capital can be gained from personal networks that extend beyond work, such as relationships, friends, and acquaintances (Dickmann & Doherty, 2010). The availability of these competencies is also linked to many positive organizational variables that are beneficial and important to the university, such as academic creativity (Jaradat, 2020), organizational cohesion (Diriye, 2019), improved teaching and scientific research productivity (Benbow & Lee, 2019), and knowledge exchange (Huang and Knight, 2017), and the entrepreneurial behaviors of university faculty members (Rafiei et al., 2019).

The career guidance and networking competency are also ranked first among these competencies with a mean of (4.11) and a standard deviation of (0.726). This is because this competency relates to the relationship aspect of professional development, describes the extent to which a faculty member establishes relationships with others who are able to support him in developing your career, and sees the faculty member's behaviors such as

introducing himself to individuals who can influence his career and keeping in touch with people in important positions. This aspect of communication is not limited to individuals and groups within the university, but includes external sources and contacts. Furthermore, this competency describes the extent to which a faculty member seeks guidance on career-related issues from relevant entities and individuals, all of which is linked to his or her career development and thus career success. This includes making others aware of the work you have done, drawing their attention to the work you would like to do, making them aware of your aspirations, inviting the faculty member to obtain feedback from others. Thus, this helps them to obtain feedback on issues of career advancement, professional performance, training and development needs and to receive useful feedback on the opportunities they have identified for future professional development (Haase, 2007).

Second: Results related to the Second Research Question

What is the expected role of a faculty member in Arab universities in developing career capital competencies in light of the smart career framework from their perspective?

To answer this question, means, standard deviations, degrees, and ranks of responses of faculty members on the domain of expected role of a faculty member in Arab universities in developing career capital competencies in light of the smart career framework are calculated. (Table 4) illustrates those results.

As Shown in Table (4), the means for faculty members' approval of their expected role in developing their career capital in Arab universities in light of the smart career framework ranged between (4.07) and (4.95), with a high degree for all domains, and a high degree for the overall roles with a mean (4.46) and a deviation standard (0.752). This confirms faculty members' awareness of the importance of these roles in developing their career capital, as radical changes in work organizations have created new "professional realities" that focus on the individual and require him to take responsibility for developing his career (Kidd, 2002). Hall (1996) introduced the idea of a "fluctuating career" which is a career led by the individual rather than the organization he or she works for and suggested that individuals are expected to bring their whole personality to work, including values, emotions and personal life while the organization provides the work challenges, information, resources and relationships. The volatile profession is also characterized by continuous learning that extends across organizational boundaries. Therefore, "professional age" is calculated instead of chronological age or life stages.

In the face of frequent changes in the world of work, individuals are required to reinvent their careers from time to time, an endeavor that "requires high levels of self-awareness and personal responsibility" (Hall, 1996). It is the responsibility of individuals to develop career capital competencies more than the organization (Sutherland et al., 2015; Beigi et al., 2018). Therefore, faculty members have a great responsibility to develop their professional competencies. The items (1) and (5) stipulating "Being self-aware to identify strengths and weaknesses to enable them to set career goals" and "Being ready to learn" are respectively ranked first and second with a mean of (4.95) and standard deviations of (0.689) and (0.716). This is consistent with Martin and Marshall (1995) that through awareness of personal needs, self-determined

Table 4. Means, Standard Deviations, Degrees, and Rank of the Participants' Responses to the Domain of the Expected Role of a Faculty Member in Arab Universities in Developing Career Capital Competencies in light of the Smart Career Framework from their Perspective.

No.	Text of Item	AM	SD	Degree of Approval	Rank
1	Being self-aware to identify strengths and weaknesses to enable them to set career goals.	4.95	0.689	High	1
5	Being ready to learn.	4.94	0.716	High	2
2	Having a personal vision and creating plans for professional development.	4.93	0.711	High	3
14	Attending seminars, conferences and workshops related to developing professional competencies and making presentations therein.	4.92	0.748	High	4
12	Having continuous access to stay informed of current education and profession events and issues.	4.90	0.711	High	5
13	Having communication, partnerships and building relationships with stakeholders.	4.88	0.764	High	6
15	Updating knowledge, skills and abilities according to the requirements of the profession from a global perspective.	4.85	0.736	High	7
3	Identifying and seizing opportunities for professional development.	4.84	0.803	High	8
6	Connecting with and learn from successful individuals inside and outside the university.	4.82	0.839	High	9
8	Ensuring adopting new ways of working as a challenge to developing professional competencies.	4.80	0.735	High	10
7	Networking and building internal and external relationships related to the development of professional competencies.	4.78	0.694	High	11
9	Developing full competence in the faculty role before seeking new opportunities	4.79	0.741	High	12
10	Ensuring exposure to multidisciplinary expertise.	4.69	0.677	High	13
11	Adding value by challenging the status quo.	4.65	0.808	High	14
4	Introducing themselves to make their goals and aspirations known to others.	4.07	0.755	High	15
Overall Roles		4.46	0.752	High	

individuals choose goals and pursue them persistently. Self-awareness is an “internal career compass” that provides direction (McArdle et al., 2007). Suutari and Smale (2008) emphasize that knowledge of the causality of career capital consists of comprehensive self-awareness about what is necessary to master one's profession. Such self-understanding establishes the confidence and motivation needed to pursue a desired career path (Cappellen & Janssens, 2005), stimulating an individual's ability to make the right career choices and seek the right kind of development paths across careers and employers (Suutari & Smale, 2008). However, item (4), which reads, “Introducing themselves to make their goals and aspirations known to others” is ranked last with a mean (4.07) and standard deviation (0.755), which facilitates feedback to them.

Third: Results related to the Third Research Question

What is the expected role of Arab universities in developing the career capital of faculty members in light of the smart career framework from their perspective?

To answer this question, means, standard deviations, degrees, and ranks of responses of faculty members on the domain of expected role of Arab universities in developing the career capital of faculty members in light of the smart career framework are calculated. (Table 5) illustrates those results.

As Indicated in Table (5), the means for faculty members' approval of the university's expected role in developing their career capital in Arab universities in light of the smart career framework ranged between (3.87) and (4.32), with a high degree for all domains, and a high degree for the overall roles with a mean of (4.16) and standard deviation (0.749). This confirms that faculty members are aware of the importance of the Arab League's role in developing their career capital in light of the smart career framework. This is consistent with several studies (see Alqudah et al., 2024; Daradkah et al., 2023; Mahmoud

at al., 2024; Sutherland et al., 2015; Beigi et al., 2018) which confirm that the university in particular or the organization in general has policies that support career capital that have the ability to play its role in standing side by side with the roles of individuals in developing career capital competencies. There is an increasing importance for knowledge workers - such as universities - to focus on building career capital (Clarke, 2013). This is consistent with the result of Ali's study (2017) that it has become necessary for universities to invest in various forms of capital to establish an advanced society based on sustainable economic, social, and environmental development. This is supported by what Papi et al. (2017) stated that in order for universities to ensure a rapid response to these changes and confront them efficiently, they must have the ability and appropriate methodologies to manage career capital - human, social and psychological capital - to work efficiently in an unstable environment characterized by rapid change, uncertainty and risk.

In Detail, the items “15, 9, 1, 2, 4, 5, 6, 7, 8” are ranked in the following order “1, 2, 3, 4, 5, 6, 7, 8, 9”, with a mean (4.32) and standard deviations (0.615, 0.618, 0.685, 0.701, 0.716, 0.723, 0.730, 0.742, 0.754) respectively, noting that the said items are equal to the mean value, respectively. The research sample participants confirmed the importance of professional development in improving the career capital competencies of teaching staff members, and this is consistent with what has been confirmed by research and studies. The university environment also faces many challenges that require the professional development of faculty members, which has resulted in the rapid development of many university and college standards, practices, and activities, which has affected the professional lives and experiences of faculty members in the workplace (Bossu et al., 2019).

Professional development is provided by successful organizations that work to achieve their goals (Kiran et al., 2022). Therefore, Khan et al. (2011) argue that career development is a very important capital management process

Table 5. Means, Standard Deviations, Degrees, and Rank of the Participants' Responses to the Domain of the Expected Role of Arab Universities in Developing Career Capital Competencies in light of the Smart Career Framework from their Perspective.

No.	Text of Item	AM	SD	Degree of Approval	Rank
15	Providing professional development programs covering all levels.	4.32	0.615	High	1
9	Focusing on developing all knowledge, skills and abilities related to career capital competencies.	4.32	0.618	High	1
1	Raising awareness of new professional competencies in light of rapidly changing environments.	4.32	0.685	High	1
2	Being aware of developing new professional competencies.	4.32	0.701	High	1
4	Institutionalizing learning where possible in organizational culture and systems to increase organizational learning and adaptability	4.32	0.716	High	1
5	Providing support and development opportunities for individuals to develop career capital competencies.	4.32	0.725	High	1
6	Providing access to development such as staff development and training and creates opportunities, such as secondments and career leaves.	4.32	0.730	High	1
7	Providing organizational structures related to professional development.	4.32	0.742	High	1
8	Providing additional training and development to develop professional competencies.	4.32	0.754	High	1
16	Establishing strict standards for selection, hiring and promotion at the university.	4.17	0.727	High	10
11	Making succession plans.	4.17	0.846	High	10
18	Providing rewards and incentives to support the development of professional competencies.	4.16	0.728	High	12
3	Transferring learning and associated professional competencies to other individuals within the university.	4.15	0.816	High	13
13	Holding professional workshops to enhance all stages of professional development.	4.12	0.728	High	14
20	Providing institutional programs to develop relational social capital competencies based on performance assessment and training needs.	4.12	0.768	High	14
17	Evaluating performance based on career capital competencies.	4.10	0.694	High	16
10	Using performance evaluation in career planning.	4.10	0.804	High	16
21	Providing the necessary institutional programs to develop hope competencies based on performance assessment and training needs.	4.06	0.649	High	18
24	Providing the necessary institutional programs to develop optimism competencies based on performance assessment and training needs.	4.05	0.730	High	19
19	Providing institutional programs to develop cognitive social capital competencies based on performance assessment and training needs.	4.05	0.799	High	20
14	Providing institutional programs to develop structural social capital competencies based on performance assessment and training needs.	4.05	0.744	High	21
23	Providing the necessary institutional programs to develop professional flexibility based on performance assessment and training needs.	4.03	0.815	High	22
22	Providing the necessary institutional programs to develop self-efficacy based on performance assessment and training needs.	4.02	0.800	High	23
25	Providing the necessary institutional programs to develop the five major factors of personality based on performance assessment and training needs.	4.01	0.717	High	24
12	Providing professional brochures and bulletins to enhance professional development.	3.87	0.859	High	25
Overall Roles		4.16	0.749	High	

that helps individuals become more valuable to the organization by preparing them to work in multiple tasks and enhancing their professional talents in their current roles. Pringgabayu and Ramdlany (2017) assert that professional development, especially focusing on training, is an option for organizations to manage their human resources efficiently. For universities, training and professional development is the way to enable the university to continually achieve its goals and enhance efficiency and effectiveness (Chemutai & Khalili, 2022). It is a positive indicator of employee retention (Abubakar et al., 2022).

Participating in training helps empower faculty members to be more professional (Pepple, 2019). However, this, in return, requires university leaders' awareness of the new competencies and their importance. Because of the importance of organizational learning and the importance of transforming the university into a learning organization, and institutionalizing it, they must be aware of these competencies and their requirements for the skills, abilities, and knowledge required to be imparted to faculty members.

Moreover, Haase (2007) classifies these abilities, knowledge, and skills according to each competency. For example, the competency of Feedback seeking and self-presentation includes developing the skills, abilities, and knowledge necessary for seeking feedback and self-presentation, such as communication skills, the ability to build and maintain relationships, confidence, assertiveness, knowing the right individuals to seek feedback, and knowing the benefits of feedback and promotion to work for the university's communication structure. However, the job-related performance effectiveness competency includes many knowledge, skills and abilities, such as knowledge of the job profile and the competencies required by the role, awareness of responsibilities and personal responsibility, ability to delegate, knowledge of the job, processes and procedures, skills and ability to perform the role, time management skills, knowledge of required quality standards, and knowledge of national professional standards for the role of faculty member. Item (12) which reads "Providing professional brochures and bulletins to enhance professional development" is ranked last with a mean of (3.87), a standard deviation of (0.859), and with a high degree. This confirms the importance of sustainable awareness of faculty members about the competencies and requirements necessary to develop career capital. The reason is the diversity of awareness sources in this aspect in the recent period and the diversity of electronic methods and human development methods in light of current innovations.

Theoretical Contributions

Importantly, this paper touches on a variable that is largely new to Arabic universities. Studies dealing with career capital were rare in Arab countries, as the study of career capital in light of the smart career framework in Arab universities was completely absent due to the importance of studying capitals together to Exchange influences between them on the one hand, and their importance in achieving organizational success, the institution, and the competitive advantage of universities on the other hand. This contributes to gaining a deep understanding of the dimensions of career capital in light of the smart career framework. Therefore, the results of this study contribute to the advancement of scientific discourse on career capital competencies and its indicators, and the countries hoped for to help faculty members "individual level" and Arab universities "organizational level" in developing career capital in light of the smart career theory.

Notably, the study of this field is still in its infancy in universities through an experimental approach, as the study of career capital in light of the smart career theory is still in its infancy and needs great attention from decision-makers in universities. Therefore, this research makes an important contribution to initiating and nurturing discussion and dialogue in this field to enhance the capabilities of faculty members and Arab universities towards enhancing their capabilities and competitive advantages. It also adds strength to the effectiveness of smart career theory in explaining the dynamics of capitals "human, social, psychological" and the dynamics of interaction between them, and this has not been comprehensively discussed in previous literature in Arab environments. This study could be an agenda for future research on career capital and linking it to many variables that have been studied outside the scope of universities. Another unique contribution of this study stems from its use of data from Arab universities, providing new insights into the unique socio-cultural environment. It can also increase the generalizability of theories developed in the West to other cultural contexts.

Likewise, by linking career capital with the theory and framework of the smart profession in light of the multiplicity and diversity of jobs, research can guide leaders and organizations to advance the development of behaviors, knowledge, ideas, skills, and capabilities of university faculty members in light of this framework that combines various human, social, and psychological capitals in universities. This research can help educational organizations in general, and universities in particular, understand how to develop career capital in light of the smart professionalism framework and provide guidance and suggestions to Arab universities to develop and develop career capital. This

will help universities achieve organizational success, competitive advantage, and other positive variables that are linked to career capital in general, or to the sub-capitals that make up career capital that were mentioned previously

Practical Implications

Given the competencies that constitute career capital and their indicators and the critical role that faculty members and Arab universities can play in developing career capital in light of the smart career framework, this study contributes to proposing a set of competencies and indicators that constitute career capital and a set of roles that can be played by Arab universities "organizational level" and faculty members "individual level". Also, in light of previous relevant studies and literature and the viewpoint of a sample of faculty members in Arab universities, the suggested competencies, indicators, roles are as follows:

First: Competencies and indicators of the professional competence of faculty members for Arab universities.

Know-Who Competencies: They consist of several competencies as follows:

- a) Feedback seeking and self-presentation competencies and its indicators such as making others aware of my tasks, making others aware of my professional aspirations and goals, making my work visible to others, seeking feedback about my training and development needs, seeking feedback about the opportunities you have identified for future professional development, getting feedback on my progress in my career to date, gaining feedback on my professional performance from my immediate supervisor, and seeking feedback on my professional performance from professionals other than my immediate supervisor.
- b) Competence of career guidance and networking and its indicators such as seeking advice from high-level university professionals, obtaining career guidance from experienced people outside the university, communicating with my co-workers or other people to provide myself with help or advice that will help my advancement professionally, connecting with people who can influence my career, connecting with people who will enhance my professional reputation, developing internal and external relationships to access new knowledge and skills, identifying professionals who can serve as mentors for me in my career, developing and maintaining relationships with others in my field, working in learning teams, and networking with others who I can learn from them or they can learn from me.

Know-Why Competencies: They consist of several competencies as follows:

- a. Competence of goal setting and career planning and its indicators, such as having a clear idea of my career goals, changing or revising my career goals based on the new information I receive regarding myself and my condition, knowing what I must do to reach my goals, having a strategy to achieve my professional goals, getting a plan to develop my career, and having a plan to contribute to society and do something useful for others.
- b. Competence of self-knowledge and its indicators, such as knowing my strengths, knowing my weaknesses, knowing the job features that interest me personally, knowing the work tasks or educational, research, and service projects that interest me, and realizing what I can and cannot do well.
- c. Competence of Career Resilience and its indicators, such as the willingness to take risks as a result of actions with uncertain outcomes, the ability to competently deal with any work problems that come my way, welcoming changes in my profession such as new tasks and responsibilities, rewarding myself when I complete a job, allocating sufficient time to do I do the best I can at a task, be adventurous in my work, and welcome organizational changes.

Know-How Competencies: They consist of several competencies as follows:

- a. Competence and indicators of job-related performance effectiveness such as performing the activities expected as part of the job, meeting established deadlines, that I fulfill the new responsibilities in my job description, that I perform all the duties assigned to me, working on meaningful projects rather than continuous work Ineffective, performing meaningful projects within my job, doing work as part of a meaningful project, and achieving the quality standards required in my job.
- b. Competence of knowledge of (office) politics and its indicators, such as the ability to identify the most important people in getting the work done, having a good understanding of the motives behind the actions of others at work, having the ability to work better with others, having the ability to resolve disagreements with others, having the ability to bring out the best in others, having a good understanding of the university's work policy, knowing the most

influential people in my work, becoming more able to work under pressure, and possessing and using interpersonal skills to influence people at work.

c. Competence of Career related skills and their indicators such as developing skills that may be required in future positions, developing and maintaining knowledge and skills that make me unique, developing expertise in areas that are vital to the operation of my work unit, gaining experience in a variety of work tasks to increase my knowledge and skills, taking job-related courses, seeking training and development opportunities, staying informed about the affairs, structures and processes of my profession, to develop skills valued by the university and international universities, attending conferences and events related to my professional development, working in job situations from which I can learn, and participating in relevant international and local projects and active engagement with relevant industry.

Second: Given the previous competencies and their indicators, the faculty member in Arab universities is required to do the following procedures to develop career capital.

The faculty members shall be self-aware, identify strengths and weaknesses to enable them to set professional goals, have a personal vision and create plans for professional development, attend seminars, conferences and workshops related to developing professional competencies, make presentations thereon, have access to stay informed of current education and profession events and issues, communication, partnerships, build relationships with stakeholders, update knowledge, skills and abilities according to the requirements of the profession from a global perspective, identify and seize opportunities for professional development, associate with and learning from successful individuals inside and outside the university, and ensure the adoption of new ways of working as a challenge to developing professional competencies.

Third: Given the competencies and indicators of career capital in light of the smart career framework referred to in First, Arab universities are required to do the following to develop the career capital of faculty members.

These procedures are providing professional development programs covering all levels, focusing on developing all knowledge, skills and abilities related to career capital competencies, raising continuous awareness of new professional competencies in light of rapidly changing environments, being aware of the development of new professional competencies, and institutionalizing learning wherever possible, as this can be done in organizational culture and systems, increasing organizational learning and adaptability, providing support and development opportunities for individuals to develop career capital competencies such as providing encouragement as well as resources such as time for study, money and information, providing access to development, including staff development and training, and creates opportunities, such as secondments and career leaves.

Conclusions

In a nutshell, this article identifies the career capital competencies "Know- Why, Know- How, Know- Whom" and their indicators in light of the smart career framework and the role of faculty members and Arab universities in developing career capital. The findings indicate that the research sample's approval on the three proposed interrelate knowledge competencies "Know-How, Know-Whom, Know-How" is high with a mean (4.26) and standard deviation (0.869). The results also show that the research sample's approval on the expected roles of faculty members in developing career capital is high with a mean of (4.46). The study sample also showed a high degree of approval of the expected roles of Arab universities in developing the career capital of faculty members in light of the smart career framework, with a mean of (4.16).

Limitations and Recommendations

From a wide-ranging perspective, this paper still has flaws and limitations, which may affect the representativeness of its results. First, the generalizability of the findings may be limited by the specific sample and the context in which it is based. The sample used in this study consists exclusively of 865 faculty members from 27 Arab universities in six Arab countries, which may limit the possibility of generalizing its results in light of the independence of universities and their different orientations, culture, and policies. This narrow sample increases the internal validity of the research, but potential differences in reactions to the study tool in different university fields and sectors limit the external validity of the study.

Another key point is that a semi-homogeneous sample was taken to answer the questionnaire, as subsequent investigations should replicate this study by using heterogeneous samples from different demographic, geographic, cultural, and temporal contexts, academic degrees, and experiences, measuring differences between responses, and increasing the number of universities and the number of Arab countries as a study sample to enhance the possibility of generalizing the results. Importantly, this study was based on determining

the relationship between the components of career capital "human, social, psychological" by presenting some related studies. This study recommends conducting quantitative correlational research that demonstrates quantitative, causal, and predictive relationships between these components to confirm the validity of the results.

More notably, the research used the questionnaire only, as it relied on the career capital questionnaire in light of the smart career framework with its three axes that are susceptible to common methods and potential biases in the response. Subsequent investigations should consider including diverse data sources – such as an interview – to increase the validity of the findings, as incorporating multiple data sources can lead to a more comprehensive understanding of the relationships being examined. As a final key note, the current study utilized considering Arab universities as a single entity, as exploring potential discrepancies in respondents' evaluations within varying socio-cultural environments provides useful insights into the constraints and situational elements that influence these responses. Therefore, we recommend that researchers in subsequent studies study the influence of the social, economic, technological, and political environments on the responses of the subjects, because Arab culture follows a social hierarchy. Respondents may be more influenced by their leaders and more likely to view them as role models due to inequalities in social rank, power and authority. Individuals in Arab countries are also more affected by the atmosphere at work due to the collectivist culture in the country. Therefore, future research should examine possible cultural differences and move towards comparative studies in this aspect.

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