

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
KAMU YÖNETİMİ ANABİLİM DALI
HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT BİLİM DALI

**THE EFFECT OF ORGANIZATIONAL CAREER MANAGEMENT
ON ORGANIZATIONAL COMMITMENT**

Yüksek Lisans Tezi

NESLİHAN PAK

Danışman: DOÇ.DR. DENİZ BÖRÜ

İstanbul, 2008

Marmara Üniversitesi
Sosyal Bilimler Enstitüsü Müdürlüğü

Tez Onay Belgesi

KAMU YÖNETİMİ Anabilim Dalı HUMAN RESOURCES MAN.& DEV. Bilim Dalı Yüksek Lisans öğrencisi NESLİHAN PAK nın THE EFFECT OF ORGANIZATIONAL CAREER MANAGEMENT ON ORGANIZATIONAL COMMITMENT adlı tez çalışması ,Enstitümüz Yönetim Kurulunun 16.04.2008 tarih ve 2008-06/18 sayılı kararıyla oluşturulan jüri tarafından oybirliği/oyçokluğu ile Yüksek Lisans Tezi olarak kabul edilmiştir.

Öğretim Üyesi Adı Soyadı

İmzası

Tez Savunma Tarihi : 22.15.2008

1) Tez Danışmanı : DOÇ. DR. MELİHA DENİZ BÖRÜ

2) Jüri Üyesi : PROF. DR. İNCİ ARTAN ERDEM

3) Jüri Üyesi : YRD. DOÇ.DR. AHMET TUĞRUL SAVAŞ

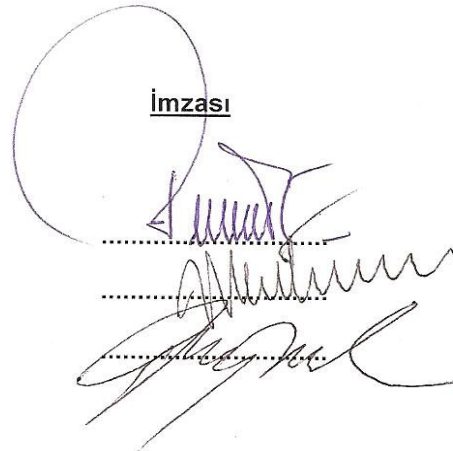


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1. INTRODUCTION

Human Resources Development (HRD) is a young discipline, so there maybe many questions about HR discipline that Human Resources (HR) professionals also can not answer very well. Holton mentioned his fear of spending so much time defining what HR discipline was that made to forget what this discipline needs to do; and suggested to keynote sessions that tackle the issues and concerns that would make a difference in the lives of organizations and people in them¹.

Most HRD scholars argue that HR needs to be involved in determining the organization's strategy. HRD is critical in determining company's role and responsible for employees' career. As career development is a process integrated into the system, it influences the organizations' strategic direction. Career development is a way to achieve business goals².

In 1983, McLagan defined HRD as the "integrated use of training and development, and organization development to improve individual and organizational performance". Depending on this definition, Career Development is conceptualized in the centre of HRD³. Although many studies concerned with Career Development is written, it is still an important discussion issue in HR literature.

Therefore, HRD's commitment to career development can be renewed as one of its fundamental functions⁴. Career Management can be one of the core issues of Human Resources Management (HRM) that could create differences in the lives of organizations and individuals.

¹ Holton, E.F., "Defining HRD: Too Much of a Good Thing?", *Human Resource Development Review*, Vol.1, No.3, (September 2002), p.275-276.

² McDonald, K.S., Hite, L.M., "Reviving the Relevance of Career Development in Human Resource Development", *Human Resources Development Review*, Vol.4, No.4, (December 2005), p.423-424.

³ Egan, T.M., Upton, M.G., Lynham, S.A., "Career Development: Load-Bearing Wall or Window Dressing? Exploring Definitions, Theories, and Prospects for HRD-Related Theory Building", *Human Resource Development Review*, Vol.5, No.4, (December 2006), p.443.

⁴ McDonald And Hite, p.437.

The study reported in this paper investigates how organizational career management affects the employees' expectations and how it affects the employee commitment (organizational commitment). This study oriented to organizational career management; although the recent trends are usually individual oriented, the importance of organizational impact on careers can not be denied. The idea behind this joint responsibility of individual and organization is not surprisingly the joint benefits resulting from it. Indeed this study concentrated on one of the important results of organizational career management, the organizational commitment. Through this study the ideal career management activities and the existing activities in the organizations; and the level of organizational commitment are tried to be analyzed.

2. CONCEPTUAL FRAMEWORK

2.1. CAREER

Hall (1987) defined career as “the sequence of individually perceived work-related experiences and attitudes that occur over the span of a person’s work life”⁵. In short, career is a job or occupation regarded as a long-term or lifelong activity⁶. As career is a lifelong activity, it has great importance in human life. Not surprisingly there are many concepts created about career; and it is still a discussion how to develop and manage career and who should do it, the individual or the organization s/he worked for.

In this study, career is taken as a process of development of the employee along a path of experiences and jobs that may be in one or more organizations⁷.

There are many different meaning of identity. “The distinct personality of an individual regarded as a persisting entity⁸” is the one accepted for this study. Career “is a lifestyle concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations, but pre-vocational and post vocational concerns as well as how persons integrate their work life roles⁹”. “*Career identity*” is establishing a close emotional association with one’s career¹⁰. Career identity may be the identifying feature of one’s career.

Individuals have characteristics associated with their career decision; and behaviors reflecting their career identity. Therefore, career may become something motivating

⁵ Egan, Upton and Lynham, p.446.

⁶ *Encarta Dictionary*. (2007). Career. Retrieved March 25, 2007, from <http://encarta.msn.com/dictionary/career.html>

⁷ Baruch, Y., Peiperl, M., “Career Management Practices: An Empirical Surcey and Implications”, *Human Resource Management*, Vol.39, No.4, (Winter 2000), p.348.

⁸ wordnet.princeton.edu/perl/webwn

⁹ <http://workinfontet.bc.ca/lmisi/Making/append/APPENDB.HTM>

¹⁰ Kidd, J.M., Green, F., “The careers of research scientists Predictors of three dimensions of career commitment and intention to leave science”, *Personnel Review*, Vol.35, No.3, 2006, p. 231.

individuals to their job. Motivation is “A psychological concept with no single universally accepted definition, but which organizational sociologists ever concerns the determinants of intent, effort and tenacity, factors that push or pull us as individuals to behave in a particular manner¹¹”. Motivation increases morale and productivity, and decreases turnover¹². *Career motivation* generates the energy that holds these businesses together and their very existence depends on it¹³.

Goals influence behavior of individual by directing attention, stimulating and maintaining effort, and facilitating the development of strategies for goal attainment. According to Greenhaus, a *career goal* is a career-related outcome (such as promotion, salary increase, or skill acquisition) that an employee desires to attain during his career¹⁴.

As defined above providing necessary direction and motivation, *career goals* may be a milestone to be accomplished during a career. They enable employee to be oriented to his job by setting goals and practicing new desired work behavior¹⁵.

Career satisfaction which is the satisfaction of one's own career is a broad scale concept¹⁶ effecting the employee's career vision, and tendency to seek the right organization for his career expectancies.

Individuals may change their career goals over time to realize their own definitions of career satisfaction. Therefore, assuming the critical role of HR fulfilling organizational strategy, HR practitioners need to be creative and practical in

¹¹ www.booksites.net/download/chadwickbeech/Glossary.htm

¹² Lopes, P.T., “Career Development of Foreign-Born Workers: Where is the Career Motivation Research?”, *Human Resources Development Review*, Vol.5, No.4, (December 2006), p.479.

¹³ King, A.S., “The crescendo effect in career motivation”, *Career Development International*, 2/6, 1997, p.293

¹⁴ Noe, R.A., “Is career management related to employee development and performance?”, *Journal Of Organizational Behavior*, Vol.17, 1996, p.121.

¹⁵ Chen, T., Chang, P., Yeh, C., “A study of career needs, career development programs, job satisfaction and the turnover intentions of R&D personnel”, *Career Development International*, Vol.9, No.4, 2004, p.425.

¹⁶ Yamamoto, H., “The relationship between employees' inter-organizational career orientation and their career strategies”, *Career Development International*, Vol.11, No.3, 2006, p.248.

determining how best to access this aspect of career management¹⁷. In other words, individual growth needs to be facilitated to approaches linked with organizational strategies and development. In order to achieve a match between individual and organizational needs, Career Development addresses the alignment of the subjective career aspects of individuals and the objective workforce requirements of organization¹⁸. When employers understand the needs of the employees specifically, they can be able to maintain higher level of motivation and satisfaction across the firms as a whole¹⁹.

2.2. CAREER STAGES

There are career stages, which of each is influenced by job position and responsibilities, and other behaviors, experienced by each individual during their professional life. Cron mentioned that career stages literature suggests that people's psychological and sociological needs differ among these stages and referred to four distinct career stages; *exploration, establishment, maintenance and disengagement*²⁰.

Career tasks are the tasks to be achieved through demonstrating initiatives, spending time and energy developing skills by the individuals, as they realize career opportunities available to them and take action based upon these opportunities²¹.

Career challenges are related to future career needs depending on career developmental opportunities²².

The four career stages can be explained as below;

¹⁷ McDonald and Hite, p.434.

¹⁸ Lee, Y., "Needs Assessment For Career Development Programs In The Taiwan Power Company (TPC)" (Doctor Of Philosophy, Texas A&M University, 2005), p.20-25.

¹⁹ Hodgart, A., "The power of an effective organization", *International Financial Law Review*, Vol.12, 1994, p.15-18.

²⁰ Cron, W.L., "The influence of career stages on salespeople's job attitudes, work perceptions, and performance", *Journal of Marketing Research*, Vol.23, Iss.2, 1986, p.119.

²¹ Chen, Chang and Yeh, p.425.

²² Chen, Chang and Yeh, p.425.

2.2.1 EXPLORATION STAGE

The employees under 25 years can be labeled at the exploration stage²³. At exploration stage, the career goal of an individual is to establish a suitable professional field and in that field understand his own interests and abilities through self-assessment. During this stage, as career tasks, employees upgrade their skills and knowledge related to their job requirements and access high job performance. In this stage, employees enjoy recognition from superiors in their field as career challenges²⁴. In the first step of this stage, there is a chaos for the individual and he is mainly in need of security in terms of career. At this step individual tries to shape his career path, and find the right job for himself. Possibly, the individual has the experience of “Reality Shock” at this stage that is the individual expectancies from his career facing the realities tendered by the organization/job/position. Another issue of this stage is to prove himself²⁵.

2.2.2 ESTABLISHMENT STAGE

The employees between 25 and 44 years can be labeled at the establishment stage²⁶. At establishment stage, the career goal of an individual is to improve his knowledge and pursue his professional goals, since he experiences success. In order to determine a distinct competitive advantage, individuals keen to be aware of their personal performance and the career opportunities around - within company boundary or not-. During this stage, as career tasks, employees develop their experiences and professional ability; desires to take more responsibility and have more autonomy. In this stage, employees desire to perform well and balance their private life responsibilities with the professional ones as career challenges²⁷. This stage is the middle stage of the career, the need of security will decrease and the importance of success and independence will

²³ Cron, p.120.

²⁴ Chen, Chang and Yeh, p.426.

²⁵ Aytaç, S., “Kariyer Planlaması”, *U.Üniv. İ.İ.B.F. Dergisi*, Vol.16, No.1, 1998 (<http://iktisat.uludag.edu.tr/dergi>).

²⁶ Cron, p.120.

²⁷ Chen, Chang and Yeh, p.426.

increase. Individual would like to take responsibility and tries to establish something rather than learn²⁸.

2.2.3 MAINTENANCE STAGE

The employees between 45 and 64 years can be labeled at the maintenance stage²⁹. At maintenance stage, the career goal of an individual is to retain the earlier career accomplishments and reevaluate the career direction. Now, employees are rich in job experience, have considerable amount of knowledge and ability to direct others. During this stage, as career tasks, employees try to retain their previously established ground. Certain status has been achieved, so the effort is for new roles, usually the directive ones. In this stage, achieving their professional goals, employees seek permanent job assurances and benefits provided by employer as career challenges³⁰.

2.2.4 DISENGAGEMENT STAGE

The employees 65 years old or above can be labeled at the disengagement stage³¹. At disengagement stage, the career goal of an individual is to complete the career successfully. Related to retirement, employees hope to have a reputation in their field, and a good pension package. During this stage, as career tasks, the responsibilities of employees decline, and they stand at an acceptable performance level while preparing to their retirement. In this stage, adapting the retirement and a non-productive lifestyle is the career challenges for the employees³².

2.3. DECIDING CAREER

Career is “the sequence of roles and work experiences throughout life, including schooling, continuing education, employment, volunteer work, homemaking and

²⁸ Aytaç, (<http://iktisat.uludag.edu.tr/dergi>).

²⁹ Cron, p.121.

³⁰ Chen, Chang and Yeh, p.426

³¹ Cron, p.121.

³² Chen, Chang and Yeh, p.426

retirement³³”. Pietrofesa & Splete mentioned that “career development is an ongoing process that occurs over the life span and includes home, school, and community experiences related to an individual’s self-concept and its implementation in life style as one lives life and makes a living”³⁴. Therefore it can be said that as a lifelong process, career decision begin by very early ages by the help of family and the later the school and college education.

Maybe the first material decisions about career are given at secondary school by deciding to study on social or natural sciences. Choosing a high school, then by the end of high school deciding a university and a department are very important career decisions, the university and the department somehow may shape the future professional career of the individual. To study at university or decide only being graduate of high school may also be a career management decision.

Moreover, many scholars offer the system of career management starting at the primary school. This is through evaluation of students by their abilities, not their exam scores³⁵. As we accept the idea of *lifelong career*, this also sounds logical to start shaping it in the earliest possible time.

A good example that shows the importance of career development before the professional life is Mehmet Cemil Özden’s book named “Üniversitede Okurken Kariyer”. Depending on the writings of Özden, an individual should start to manage his career during his college life by having targets, through related internships and some other development tools, maybe learning a language, continuously following up the occupational changes and so on³⁶. Being aware of himself, and the opportunities in the market, an individual may have the chance to begin right career.

³³ www.career-symposium.org/act_Defs.html

³⁴ Egan, Upton, Lynham, p.458

³⁵ **İşte İnsan**, “İlkokuldan itibaren kariyer yönetimi”, 18.02.2007, p.1-8.

³⁶ **İşte İnsan**, “Parlak kariyer için üniversite sıralarında hazırlığa başlayın”, 06.05.2007, p.13.

Career strategy is the behavior for achieving a specific career goal. Education, training, skill development and networking are important concepts related to career decision process. Career strategy aims the achievement of individual goals³⁷. These career goals can be related to ranks in the organization or different careers focused on the career goal can be in different organizations.

In other words, there are organizational career strategies and inter-organizational career strategies. However for an employee this is a continuous development that his goal can not be clearly classified as solely organizational or solely inter-organizational.

When deciding career, individual had to create a strategy for himself to find the right career or decide the most suitable career to his individualities. Table below shows the career decision process of an employee. This process starts with evaluating the existing job. Through this step the employee may think about the thing he had, such as abilities, education level, so on; and the organizational aspects, which are the offerings of the organization, maybe the salary, culture, career opportunities and so on. By this evaluation individual can see whether there is a gap between his demands and organizational offerings. So, he decides if he has a satisfying job or not, and starts to think about quitting. The next step is the evaluation of expected utility of search and cost of quitting. If the expected utility is high and cost of quitting is less, than the employee may prefer to search for alternatives. Also he evaluates the alternatives he has. In the coming step the individual compares his existing job and the alternatives. As a result of this comparison the individual take his final decision and if the existing job suits him more, he stays; if the alternatives are more attractive for him, he quits his present job. This is the strategy for an individual when deciding stay or quit the job (Table 1).

³⁷ Yamamoto, p.246.

Table 1 Career Strategies



Source: Mobley, W.H., “Intermediate linkages in the relationship between job satisfaction and employee turnover”, *Journal of Applied Psychology*, Vol. 62, 1977, pp. 237-40.

3. CAREER DEVELOPMENT

Career Development is an interesting issue of Human Resources discipline as in fact serves the employee rather than organization, but has indirect positive effect on organization. Before mentioning about how career development important for both individual and organization side, it is better to give some definitions of what career development is.

There are many different Career Development definitions used by different scholars. One of the first definitions was made by Super in 1957, “a lifelong, continuous process of developing and implementing a self concept, testing it against reality, with satisfaction to self and benefit to society³⁸”. One of recent definition is in 2005; Cummings and Worley define Career Development as “Career development helps individuals achieve their career objectives. It follows closely from career planning and includes organizational practices that help employees implement those plans. These may include skill training, performance feedback and coaching, planned job rotation, mentoring and continuing education”³⁹. The main difference between these two definitions is that the increased number of terminologies used in. This may simply show us the studies made on career throughout those years. Some other definitions made on career development can be seen at the Table 2 below.

³⁸ Egan, Upton and Lynham, p.458.

³⁹ Egan, Upton and Lynham, p.467.

Table 2 Career Development Definitions

Author & Date	Definition
Kroll, Dinklage, Lee, Morley, & Wilson (1970)	“Career development is a balancing operation recognizing and meeting the needs of the individual while recognizing and responding to outer forces and a lifelong process of working out a synthesis between the self and the reality, opportunities and limitations of the world”
Pietrofesa & Splete (1975)	“Career development is an ongoing process that occurs over the life span and includes home, school, and community experiences related to an individual’s self-concept and its implementation in life style as one lives life and makes a living”
Bolyard (1981)	“Organizational career development . . . is a structural mechanism for meeting the present and future human resource needs of the organization. It requires the development of career ladders or paths over which employees move within the organization”
Leibowitz & Schlossberg (1981)	“A career development system is “an organized planned effort comprised of structures, activities, or processes which result in a ‘mutual plotting’ effort between employees and the organization”
Stump (1984)	“Career development = individual’s career + organization’s human resource development”
Gutteridge (1984)	“The outcomes created by the interface between individual career planning and institutional career management processes”
Kanin-Lovers & Bechet (1984)	“A clearly defined career development process can: assist a firm in internally developing the qualified technical and managerial talent it needs; satisfy employee desires to know about job opportunities and requirements and show them that the company cares about their careers; attract and retain high caliber employees; demonstrate a commitment to affirmative action”
Slavenski & Buckner (1988)	Career development process is made up of three phases: “(1) staffing and orientation, (2) evaluation, and (3) development. Each of these phases is composed of strategies from which the employer may choose to create a customized career development system”
Simonsen (1994)	“Career development is an ongoing process of planning and action toward personal work and life goals. Development means growth, continuous acquisition and application of one’s skills. Career development is the outcome of the individual’s career planning and the organization’s provision of support and opportunities, ideally a collaborative process”
Boudreaux (2001)	“Career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles.”

Source: Egan, T.M., Upton, M.G., Lynham, S.A., 2006, p.458- 467. (Summarized)

These definitions illustrate the evolutionary nature of Career Development. One focuses the individual decisions and desires determining career goals and strategies. Other focuses on organizations matching individual career desires with organizational needs⁴⁰.

All these descriptions can be summarized as; Career Development is the combination and integration of individual and organizational needs at the win-win point.

Career Development has been conceptualized in many ways by numerous scholars. These can be categorized as general Career Development theories that include broad social science theories; and specific career development theories, which are devised by individual Career Development scholars. The below is a summary of those theories (Table 3)⁴¹;

Table 3 General Career Development Theories

Theory	Description
Social Cognitive career theory (SCCT)	Supports the underlying assumptions advanced by Bandura (1986) focused on (a)personal and physical attributes, (b) external environmental factors, and (c) overt behaviour. The interactions between these elements are said to be major considerations regarding individual development. SCCT, contextualized within career development, identifies three determinants of CD: self-efficacy, outcome expectations, and personal goals.
Cognitive Information processing theory	Focuses on how individuals use information to make CD related decisions (Sampson, Lenz, Reardon, & Peterson, 1998). Cognitive ability is identified as a major element influencing the degree to which individuals take control over their careers and Career Development.
Constructivist theory	Viewed as a framework associated with CD implementation, coaching, and support CD practitioners working from this perspective often approach their work from a holistic or career life-planning perspective. The impact of interpersonal relationships in the construction of career and career success has also been explored as important to CD choice making (Crozier, 1999).

⁴⁰ McDonald, K.S., Hite, L.M., "Reviving the relevance of Career Development in Human Resource Development", *Human Resource Development Review*, Vol.4, No.4, (December 2005), p.419-420.

⁴¹ Egan, Upton and Lynham, p.446.

Career Decision-making theories	Career decision-making theories are based on the notion that individuals are able to make choices from a variety of career options. According to career decision-making theory, our choices are influenced by our awareness of available options and our abilities to evaluate what is presented (Pietrofesa & Splete, 1975).
Personality-oriented theories	The underlying hypotheses are that workers select their jobs because they see potential for the satisfaction of their needs. Worker needs are seen to connect largely to personality dimensions.
Self-concept theories	According to Osipow (1983, 1990), the core assumptions of CD-related self-concept theories include (a) individuals refine self-concepts as they grow older; however, self-concepts are influenced by aging and evolve along with individual perceptions of reality; (b) individuals make decisions by comparing their images of the world of work with their self-images; (c) the adequacy of career decisions for individuals are based on the similarity between self-concept and the career roles that are focused on. Self-concept theories emerged from the work of Dudley and Tiedeman (1977), Ginzberg (1952), Knefelkamp and Slipitza (1978), Samler (1953), Super (1957; explored below), combined with perspectives developed by Carl Rogers (1951) and client-centered orientations.
Socioeconomic Perspectives	Socioeconomic theory in the context of CD relates to how individual values and identities associated with social and economic conditions, family background, and other factors outside individuals' control influence their CD and career-related decisions (Alfred, 2001). Socioeconomic perspectives can be utilized to detail the relationship between economic and social factors and career outcomes. Because of the assumption that we cannot choose our preadult starting points, the career opportunities that present themselves in early adulthood are viewed to be strongly associated with social and economic factors (National Occupational Information Coordinating Committee, 1989).
Social network Theory	According to social network theory, individual behavior in social institutions such as families or organizations is affected by the structure of interpersonal relationships (Marsden, 1981). In the case of CD, networks may support or hinder the access to career-related opportunities, CD-related information, or even training that may enhance individual CD.
Social systems Theory	The central assumption is that individual control over the impact of events and societal circumstances is limited. This approach is illustrated in the writings of Caplow (1954), Hollingshead (1949), and Miller and Form (1951). The ambitions or aspirations of individuals may also influence CD and career choice in the context of the social system (Sewell & Hauser, 1975; Sweet, 1973).
Trait-factor Theories	These theories are the oldest CD-related theories identified. The foundational theorists were Parsons (1909), Kitson (1925), and Hull (1928), and they assumed a match could be made between an individual and the world of work based on the characteristics of the person and the identified needs of the job or career context.

Source: Egan, T.M., Upton, M.G., Lynham, S.A., 2006, p.447-451. (Summarized)

The common point to categorize all Career Development theories is where they concentrated on: the individual himself or the organization or both. Most of them

accept the idea of individual is responsible for his career decisions, and the career planning. Some also mention the importance of organizational support to individual in planning his career, which also important for the organization itself in the sense of building up the future of the organization. Below Specific Career Development Theories can be seen at the Table 4.

Table 4. Specific Career Development Theories

Theory	Description
Brown's values-based theory	The underlying assumption of Brown's (1995) approach to CD is that individual values orientations are a core factor in career decision making. Brown suggested that individuals are bombarded with values-laden messages from early childhood forward, and values-focused messages begin early in life and lead to individual cognitive, affective, and behavioral patterns. These patterns assist in the prioritization of values toward decision making in the natural environment.
Ginzberg and Associates' developmental theory of occupational choice	Conclusions from a rigorous empirical study conducted by Ginzberg, Ginsberg, Axelrad, and Herma (1951) revealed three distinct phases that occur during occupational choice: (a) fantasy, (b) tentative, and (c) realistic. This development process was said to occur between the age 11 years extending to age 17 years, or further on to young adulthood. During the fantasy period, play was said to become work oriented generating specific kinds of activities in which various types of occupational roles were played, ultimately leading to specific individual assumptions or preferences about the world of work. The tentative phase had four specific stages: (a) the interest stage when individuals make more specific decisions regarding preferences; (b) the capacity stage whereby individuals make connections between perceived abilities and vocational aspirations; (c) the value stage, in which clearer perceptions of occupational style emerge, and the transition stage leading to a vocational choice and alignment regarding the requirements for such a choice. In addition, (d) the realistic stage is also characterized by three substages: exploration, crystallization, and specification. Exploration involves educational or training-related preparation for work. During this stage, the career focus narrows in scope. Commitment to a particular field and career is solidified during crystallization. Finally, specification involves the selection of a particular job or defined professional training opportunity.
Holland's career theory	Holland's (1959) theory stresses the importance of accurate selfknowledge combined with specific career information necessary for career identification and planning. Holland also assumed that people select careers based on their personalities and that there is a connection between the environment selected and the personality of the individual.
Kram's career development functions	Kram's (1985) seminal qualitative work on mentoring relationships identified CD to be an essential element for protégés. Kram found that a commonly shared interest between mentor and protégé was the advancement of the protégé's career.
Krumboltz's social learning	Krumboltz (1994) formulated a career decision-making theory based on social learning, responses to environmental conditions, genetics, and learning experiences. Krumboltz suggested that people make career choices based on what they have learned and that particular behaviors are modeled, rewarded, and

theory of career choice	reinforced. Career-related development thus occurs because of learning and the imitation of others. From this perspective, individuals choose careers as an outcome of internalized learning; therefore, individual career choice is the result of innumerable learning experiences enacted through interactions with available persons, organizations, and experiences.
Roe's needs theory approach	Roe (1956) emphasized the importance of early experiences, particularly in family life, that influence the definition of and satisfaction with selected careers. Roe explored the relationship between parental decision making and choices that led to the later adult lifestyles chosen by their children.
Schein's career Anchors	Schein (1996) expanded the notion of career to incorporate individual identity or self-concept including (a) self-perceived talents and abilities, (b) basic values, and (c) the evolved sense of motives and needs as they pertain to the career. Career anchors evolve only through work-related and life experiences (Schein, 1978), and the eight main career anchors are (a) technical and/or functional competence, (b) general management competence, (c) autonomy and/or independence, (d) security and/or stability, (e) entrepreneurial creativity, (f) service and/or dedication to a cause, (g) pure challenge, and (h) lifestyle (Schein, 1990).
Super's lifespan theory	According to Super (1957), patterns associated with CD are byproducts of socioeconomic factors, mental and physical abilities, personal characteristics, and the opportunities to which persons are exposed. His notion of career maturity involves success in tasks associated with age and stage development across the life span.
Tiedeman's decisionmaking model	Tiedeman's framing of CD was truly holistic with the emphasis on total cognitive development and related decision making (Tiedeman & O'Hara, 1963). Similar to the developmental stage model by Erikson (1950), Tiedeman focused on CD in the context of ego and identity development whereby individuals engage in a self-evaluative process involving differentiation and integration. From this perspective, the CD process is complex and highly individualized.

Source: Egan, T.M., Upton, M.G., Lynham, S.A., 2006, p.451-456. (Summarized)

It has been argued that due to the frequent focus on the individual, Career Development perspectives are rarely included in HR literature. Recently HR literature started to interested in Career Development, however this time the studies has the tendency to use usually the organization perspective. It maybe important to identify that Career Development cannot be viewed solely as an individual or organizational responsibility. Since as McLagan mentioned “alignment of individual career planning

and organizational career management processes to achieve an optimal match of individual and organizational needs”⁴².

Career development system is an organized and planned effort to attain a balance between the individual’s career needs and the organization’s objective career aspects. Within this context, two separate but interrelated concepts are included in the career development system: *career planning*, an individual level approach to analyze oneself and career opportunities; and *career management*, an organizational level approach to match the needs of individual and the needs and support of the organization⁴³.

“Career planning is defined as “a deliberate process of (1) becoming aware of self, opportunities, constraints, choices, and consequences, (2) identifying career-related goals, and (3) programming of work, education, and related developmental experiences to provide the direction, timing, and sequence of steps to attain a specific career goal”(Gutteridge, 1986, p. 52), whereas career management is described as “an on-going process of preparing, implementing, and monitoring career plans undertaken by the individual alone or in concert with the organization’s career systems” (Gutteridge, 1986,p. 52).”⁴⁴

3.1. INDIVIDUAL CAREER DEVELOPMENT / CAREER PLANNING

The individual career development is the independent career self-management activities that are not concerned with the career management initiatives provided by the organizations. These activities involve self-analyses of talents, capabilities and career goals and also the actions of networking, creating opportunities and so on⁴⁵.

This process can be described in 4 stages⁴⁶;

Stage 1. Know yourself. This is the process to define strengths, weaknesses of individual himself and determine the sphere of interests.

⁴² Egan, Upton and Lynham, p.469-472.

⁴³ Lee, p.21.

⁴⁴ Lee, p.21.

⁴⁵ Vos, A., Dewettinck, K., Buyens, D., “Organizational versus Individual Responsibility for Career Management: Complements or Substitutes?” (Working Paper, 2006), p.5.

⁴⁶ Aytaç, (<http://iktisat.uludag.edu.tr/dergi>).

Stage 2. Opportunities. This is the process of being aware of the opportunities around, within the organization or outside of the organization.

Stage 3. Targets. This is the process of determining career objectives and making decisions.

Stage 4. Planning. This is the process of making and applying these plans in order to reach career goals determined at the previous step.

All these interest of employees in their own career might make them to have higher expectations about the practices set up to support their career development by the organization⁴⁷.

There are many career metaphors used by scholars in order to describe the career. The most common of all career metaphors is to conceptualize career as *journey*. This gives the idea that whether this journey is planned or not, what are the milestones, and so on. Another example to these metaphors is *career ladders*, emphasizing the possibility of diagonal, lateral and downward career movements.

Schein used the known metaphor of *career anchors* referring the stability⁴⁸. Schein identified eight patterns which anchored careers: autonomy/independence, security/stability, technical/functional competence, and general managerial competence, and entrepreneurial creativity, service to a cause, pure challenge, and life style. The relative importance of each of these anchors to an individual will determine the career choices that they make⁴⁹ (Table 5).

⁴⁷ Vos, Dewettinck and Buyens, p.5.

⁴⁸ Peiperl, M., Arthur, A., Anand, N., **Career Creativity**, Oxford University Press, New York, 2002, p.15-33.

⁴⁹ Career Management Guide

http://www.cma-canada.org/multimedia/CMA_Canada/Document_Library/Attachments/CareerGuide.pdf.

Table 5. Career Anchors

Anchor	Description
Autonomy Independence	Desires work situations that provide maximum freedom to independently pursue career interests.
Entrepreneurial Creativity	Motivated by the desire to create and develop new products and services
General Management Competence	Motivated by the opportunity to develop and use interpersonal and problem-solving skills to climb to general management levels.
Job Security	Concerned with long-run stability and security of employment and benefits.
Life Style	Wants to integrate personal, family and career needs and to maintain flexibility.
Pure Challenge	Motivated by the desire to overcome the odds, solve unsolved problems, and win out over competitors.
Service-Dedication	Wants to use interpersonal and helping skills in the service of others.
Technical Functional	Intrinsically motivated by the work itself, its technical aspects, and the desire for enhanced technical competence and credibility.

Source: Career Management Guide

Path is also one of the most commonly used career metaphor; shows each individual has his own way to develop his career⁵⁰. Career paths are flexible lines of progression through which an individual typically moves. Such paths can serve as a guide in selecting among alternative professions and alternative employment offers⁵¹.

3.1.1. NEW CAREER APPROACHES

The traditional understanding of hierarchical progress of career steps has changed as the organizations and economic environment changed. Career refers more than a hierarchical ladder, it is now a person's all work experiences over time. Due to these changes in career understanding new concepts added career development vocabulary⁵².

3.1.1.1. Protean Career

One of them is the *protean career*. Hall developed the concept of the *protean career* which is an orientation on career development in which the main control related

⁵⁰ Peiperl., Arthur, Anand, p.15-33.

⁵¹ Kao, C., Lee, T.Z., Kuo, S., "Career paths in industrial management: a survey of Taiwan's manufacturing industries", *Career Development International*, 2/4, 1997, p.189.

⁵² McDonald and Hite, p.420.

to career decisions lies with the individual, not the organization⁵³. Hall defines the protean career as a career “in which the person, not the organization, is in charge, the core values are freedom and growth, and the main success criteria are subjective (psychological success) vs. objective (position, salary)”⁵⁴. This might be understood as this concept emphasizes the psychological experience rather than the specific career path. This concept depending on the idea of changing the forms of one’s career at will is attractive, is popularly used.

3.1.1.2. Boundaryless Career

Another career concepts is the *boundaryless career* conceptualized by Arthur; providing the idea that organization are not the sole responsible ones’ career development, that an individual can pursue his development steps in different organizations. These concepts shift the responsibility from employer to employee⁵⁵. Boundaryless career may be simply defined as “... sequences of job opportunities that go beyond the boundaries of a single employment setting”⁵⁶. Although both protean career and boundaryless career concentrate on the responsibility of individual for own career management, boundaryless career mention the changes in career paths from organizational careers to career paths also between organizations. However, protean career mentions about the psychological experiences of individuals rather than the objective career notions such as position, salary, so on.

⁵³ Lopes, p.480.

⁵⁴ Hall, D.T., “The protean career: A quarter-century journey”, *Journal of Vocational Behaviour*, 65, p.1-13.

⁵⁵ Lopes, p.480.

⁵⁶ Arthur, M.B., Khapova, S.N., Wilderom, C.P.M., “Career success in a boundaryless career world”, *Journal of Organizational Behaviour*, 26(2), 2005, p.177-202.

3.1.1.3. Inter-Organizational Career

A similar concept *inter-organizational career* presented by Minami, refers to a career that is built by employee by moving from organization to organization⁵⁷. As the previous two, this concept also emphasizes the role of individual as primary actor in managing his own career.

3.1.1.4. Portfolio Career

As Fisher describes, “In the new game, people float from project to project, from team to team. Job definitions become blurred, titles become almost meaningless. What matters is what you know, how well you apply it to the business and how much you get paid.”⁵⁸ Therefore, individuals may have to adopt a new way of managing their careers if they wish to remain competitive in the new environment. At this point, the concept of *portfolio career* was first introduced by Handy in his book, *The Age of Unreason*, and come into the agenda. It is a view that one possesses a portfolio of skills offered to a portfolio of organizational clients. The portfolio view may help people cope with the uncertainty of the job market by allowing an alternative way of framing the relationships between work, organizations, payment and value for an individual⁵⁹.

Portfolio career development is based on a set of assumptions that regards the nature of careers and of the relationship between the organization and the employee. Instead of entering a sequence of hierarchically arranged positions as in the traditional career systems, employees are hired to accomplish specific tasks and become contract employees with portfolio careers. This new concept does not ignore the role of Human Resources. Under portfolio career development, the contract output is identified, the matching portfolio of skills needed to complete the contract are specified, individuals

⁵⁷ Yamamoto, p.243.

⁵⁸ Fisher, A., “Six Ways to Supercharge Your Career”, *Fortune*, 1997, p.47.

⁵⁹ Career Management Guide

http://www.cma-canada.org/multimedia/CMA_Canada/Document_Library/Attachments/CareerGuide.pdf.

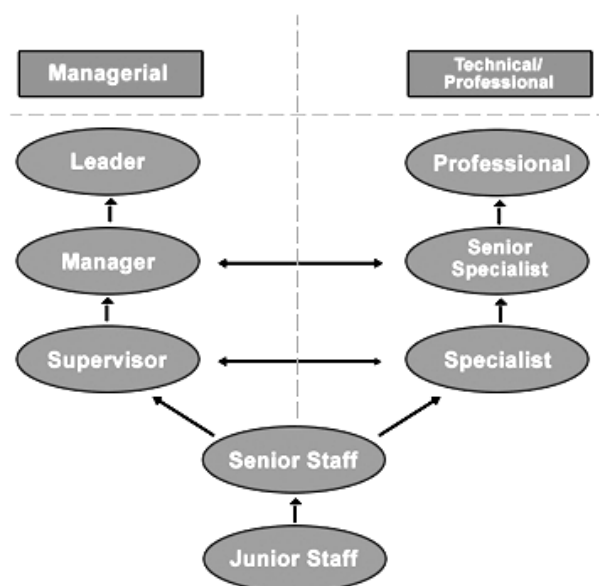
with those skills are located in HR information system, the contract is offered and then managed.⁶⁰

In a portfolio career, individuals possess a portfolio of skills which they market to a portfolio of organizations. If one skill is not in demand of organization, another may be and the individual deals with several organizations; this increases the one's chance to decide own career. In this kind of career understanding, job security is attained through detachment and diversification, rather than loyalty and commitment. One's skills, experience, client contacts and referrals are not tied to one's job⁶¹.

3.1.1.5. Dual Career

Through *dual career* an appropriate career goal to develop oneself according to his characteristics and career interests can be chosen. Dual career development path provides employees a large space for personal growth in profession⁶² (Table 6).

Table 6. Dual Career Path
Dual career path



Source: <http://career.huawei.com/career/en/i18n/DualCareer.do>

⁶⁰ Templer, A.J., Cawsey, T.F., "Rethinking career development in an era of portfolio careers", Career Development International, 4/2, 1999, p.72.

⁶¹ Career Management Guide

http://www.cma-canada.org/multimedia/CMA_Canada/Document_Library/Attachments/CareerGuide.pdf.

⁶² <http://career.huawei.com/career/en/i18n/DualCareer.do>

3.1.1.6. Intelligent Career

Schein worked on an employee-centered theory called *career anchors*. Career anchors are shortly self-perceived talents and abilities; basic values and most important; and the sense of motives needs. According to Schein, these anchors formulate the career of individual. And, one's occupation gives some form to his anchors as well⁶³.

Something that can be concluded depending on these concepts is the reality of changing career understanding from bounded and rigid employment relations to boundaryless and increasingly self directed by the employee⁶⁴. In personal terms, the importance of career as a life-long process can be logical for individual to take the responsibility of his career. However, due to these new conceptualizations, organizations should also be careful; that from the organizational perspective career development of employees are also important, since first it develops the competencies of employees which also develop the organizations' capability; and second career development by increasing the organizational commitment, makes organization hold the successful employees within the company; and decreases the turnover. Therefore, although individual should take care of his career, organizations should also manage the careers of their employees to motivate, develop and adherent to the company.

3.2. ORGANIZATIONAL CAREER DEVELOPMENT / CAREER MANAGEMENT

Hall, who is one of the first researchers to study the field of organizational career development, defined career as “the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities directed at personal and organizational goals over the span of the person's life”⁶⁵. As Orpen mentioned in

⁶³ Lopes, p.481.

⁶⁴ Yamamoto, p.244.

⁶⁵ Lee, p.20-25.

his study Beckhard analyzed the definition of Hall in four distinctive features that are maybe the source of its wide acceptance. Firstly, there is a long-term perspective. Secondly, the definition focuses on both external aspects of career (activities) and on internal aspects that accompany these activities (experiences). Third, it describes career effectiveness that does not consist only of attaining socially-sanctioned positions, but also of realization personal goals that are important to the individual himself. Lastly, this definition explicitly recognizes that career outcomes are the joint result of individual efforts and of outside forces, such as organizational aspects, over which the individual does not have complete control⁶⁶. Although individual oriented career theories may seem to be more popular, the importance of organizational aspects can not be denied, as the careers are shaped in organizations.

Although recent studies emphasize the importance of role of individual, career management is also an important responsibility for organizations. Individual and organizational sides are complementary in career management; they do not mutually exclude each other. As employees become more aware of their career development and its importance, their expectations from the organization they worked for might also increase. Therefore, the decreased organizational initiatives due to the belief of sole individual responsibility for own career could result in reduced satisfaction and commitment⁶⁷. In other words, even if people may have built up their careers beyond the boundaries of one firm, they may still be committed to the organization⁶⁸.

Especially for the white collar workers, the study of Kelly Services showed that one of the most important aspect increasing the satisfaction and so the commitment to the

⁶⁶ Orpen, C., "The Effects of Organizational and Individual Career Management on Career Success", *International Journal of Manpower*, Vol.15, No.1, 1994, p.27.

⁶⁷ Vos, Dewettinck and Buyens, p.3.

⁶⁸ Forrier, A., Sels, L., Verbruggen, M., **Career Counseling in the new Career Era: A Study about the Influence of Career Types, Career Satisfaction and Career Management on the Need for Career Counseling**, 2005, (http://papers.ssrn.com/sol3/papers.cfm?abstract_id=878279).

organization is the “career opportunities” in the organization⁶⁹. Another study trying to find answer to the question of “how should be the perfect employer?”, also mentioned about the importance of existence of career opportunities while describing the *good employer*⁷⁰.

The organizational career management term is usually used to cover the various policies and practices, established by organizations, in order to improve the career effectiveness of their employees⁷¹. Organizational Career Development (OCD) creates one-to-one relationship between employee and the manager or the Human Resources practitioner. Also, by Human Resources effort, some challenging work assignments and increased responsibility may contribute to Career Development System of the organization⁷². These efforts may increase the communication between employee and the organization. Also increased job satisfaction, retention levels and organizational commitment are some of the impacts related to Career Development system.

Within Organizational Career Development system, there are roles for each party to realize for the optimum results for both individual and the organization. First, offering programs and support is the responsibility of the organization in order to assist employees in their career planning and development. Sharing the main information related with future and current opportunities within the organization and strengthening the managers’ roles in employees’ career development is also the organization’s responsibility. In line with organizational effort for employee career development, managers are responsible to provide vital support for employees’ career development and planning, sustaining communication about organizational policies with employees.

⁶⁹ Keser, A., “Türkiye’nin çalışan karnesi neden zayıf”, *Kariyer*, February, No.44, 2007, p.31.

⁷⁰ **Hürriyet İK**, “İyi patron kime denir”, 16.10.2005, p.1.

⁷¹ Orpen, p.28.

⁷² Egan, Upton and Lynham, p.469.

Last, in this process the employees' role is to assess their skills, values, interests, career goals; and how to accomplish their career objectives⁷³.

According to Orpen's study, employees are more successful in organizations with formal career management policies than in those without any such policies, or whose policies are informal. The organizational support to the development efforts of their employees may also lead more successful employees. Employees *feel* they have better careers in organizations which provide comprehensive and accurate career information. In other words, individuals are likely to be more successful in their careers when their employers provide the necessary "infrastructure" which is typically beyond their control⁷⁴. Findings of Orpen can be summarized as mentioning the importance of organizational career management in the success of individual careers; as organizations supply career support, employees believe that the organization cares about his career needs and goals, which increases his commitment to the organization.

Similar results have been analyzed by Vos *et al.* adapting importance of individual career management; their study showed that organizational career management practices might be more important to those employees who are actively managing their own careers⁷⁵.

The role of HR includes both bringing high potential people into organizations and developing their potentials⁷⁶. As mentioned by Whymark and Ellis, HR professionals who participated in a survey conducted by HR Executive Review (1996) emphasized that those seeking employment are increasingly defining an attractive employer by the potential for career development/advancement⁷⁷. In an organizational environment career management generally means plotting a course that would yield promotions and

⁷³ Lee, p.22.

⁷⁴ Orpen, p.35.

⁷⁵ Vos, Dewettinck, Buyens, p.14.

⁷⁶ Baruch and Peiperl, p.363.

⁷⁷ Whymark, K., Ellis, S., "Whose career is it anyway? Options for career management in flatter organization structures", *Career Development International*, Vol.4, No.2, 1999, p.118.

increase responsibility and become expert on that course. The mechanism includes training, job rotation and mentoring to achieve career goals⁷⁸.

Organizational career management can lead to more successful careers for employers, and organizations can benefit from this, in the form of harder working and more committed employees⁷⁹. The organizations intentions when adapting a career management system are generally improving performance, increasing retention, create loyal and committed workforce and support the succession plan. It is also useful to create some other criteria considering the changes in the market and the culture of the organization by HR efforts⁸⁰. Both organization and individual sides have advantages to apply the career development.

“From the organizational perspective, the intended outcomes and benefits of implementing a career development system in organizations include the following goals: to promote job satisfaction, to enhance employee productivity, to reduce employee turnover, to maintain higher retention levels, to increase employee motivation and commitment, to develop and promote employees from within the organization, to meet the long-term and short-term human resource needs, to enhance effectiveness of human resource system and procedure, to demonstrate the organizational commitment of employees, to communicate career opportunities to an employee’s better strategic advantage, to diversify employee skills, to improved maintenance of employee skills, and to achieve the best match between people and jobs(Gutteridge, 1986; Leibowitz, Farren, & Kaye, 1986; Hall, 1986; Schein, 1978; Bernes& Magnusson, 1996; Storey, 1979; Gutteridge, Leibowitz, & Shore, 1993; Gutteridge &Otte, 1983; Portwood & Granrose, 1986; Chao, 1990; Burack & Mathys, 1980; Rosser &Egan, 2003; Morrall, 1998; Simonsen, 1997).

From the individual perspective, the desired results include better self-understanding, identification of desired career goals, personal growth, enhanced employability, better quality of life, enrichment of present jobs, individual success in organizations, increased job satisfaction, and equal opportunities for women and minorities (Leibowitz, Farren, & Kaye, 1986; Storey, 1979;Gutteridge, 1986; Portwood & Granrose, 1986; Orpen, 1994; Simonsen, 1997; Rita &Kirschenbaum, 1996; Chen, Chang, & Yeh, 2004).”⁸¹

To reach organizational objectives, companies offer career management systems to recruit or retain the highly qualified employees. Baruch suggested that career development systems to fit the needs of the employees individually within the organization, considering the organizational goals and capabilities. Because the needs,

⁷⁸ McDonald and Hite, p.420.

⁷⁹ Orpen, p.36.

⁸⁰ McDonald and Hite, p.434.

⁸¹ Lee, p.23.

career stages, level of hierarchy and many other characteristics of individuals are variable⁸².

Almost all employees would like to manage their career and while making career decisions, employees do not feel bounded by one organization. Therefore, by attempting to change the working conditions that is causing employee to leave, employees can be retained and the turnover can be avoided⁸³. Career Development is ongoing, including employer-employee interaction and optimally matching individual career goals with organizational needs. Therefore, HR has important role in career management process⁸⁴. It is usually the Human Resources responsibility area covering the employee working conditions. Organizational Career Management is one of them that draw a future to the employee in that organization so that increases the adherence, decreases tendency to leave job.

The central issue is to develop the individual competencies in concert with the organizational needs⁸⁵. Many practices concerning with the management of careers are included by Human Resources Management in organizations⁸⁶. Recent studies show that when associated with Career Development perspectives, the training activities, integration of learning and work could be more impactful⁸⁷. It maybe better to think the HR theories are parts of a whole. For instance, although *training* maybe a separate specialization area of HR, it is also the continuance of Career Management applications in order to manage one's career and develop his competences for the planned career steps.

⁸² Baruch, Y., "Organizational career planning and management techniques and activities in use in high-tech organizations", *Career Development International*, Vol.1, No.1, 1996, p.40-49.

⁸³ Yamamoto, p.244.

⁸⁴ McDonald and Hite, p.422-423.

⁸⁵ Fitz-enz, J., **How to Measure Human Resources Management**, 2nd ed., McGraw-Hill Inc., New York, 1995, p.223.

⁸⁶ Baruch and Peiperl, p.348.

⁸⁷ Egan, Upton and Lynham, p.469.

3.3. SUCCESSION PLANNING

Succession planning can be defined as the attempt to plan for the right number and quality of managers and key-skilled employees to cover retirements, death, serious illness or promotion, and any new positions which may be created in future organization plans. Succession planning is increasingly becoming an important issue for both large and small firms due to demographic factors such as the rising number of employees due for retirement and the dwindling number of younger workers stepping in to replace them. A key factor influencing succession planning is the role of human resource development, which includes organizational development, career development and the learning and development of potential successors.⁸⁸.

Succession Planning seems to be one of the important aspects of Organizational Career Management. However maybe because of the increased difficulty of planning effectively for succession in continuously changing businesses⁸⁹, it is not proven to be a one of the common applied practices of OCM in the study of Baruch and Peiperl.

Although the effectiveness of such long career plans for an employee by the organization is still discussing, it is still offered to determine “high potentials”, and at least plan their career as successors creates loyalty within these talented employees⁹⁰.

Succession Planning is the process of determination of potential leaders for the determined positions and the development of these candidates for these positions⁹¹.

There may be two key questions about succession planning⁹²:

- Does the organization have qualified people ready to fill key positions now and grow the business in the next three to five years? (Short-term emphasis.)

⁸⁸ Sambrook, S., “Exploring succession planning in small, growing firms”, *Journal of Small Business and Enterprise Development*, Vol. 12 No. 4, 2005, p. 579-594.

⁸⁹ Baruch and Peiperl, p.353.

⁹⁰ **İste İnsan**, “Kariyer Planlama Süreci-2”, 30.07.2006, p.7.

⁹¹ Aytaç, (<http://iktisat.uludag.edu.tr/dergi>).

⁹² Buckner, M., Slavenski, L., **Succession Planning—Career Development**, London: ASTD, 1998.

- Will the organization have a sufficient number of qualified candidates ready in five to 10 years to fill key positions? (Long-term emphasis.)

Succession, or replacement, planning entails the identification of those employees who have the right skills to meet the challenges the organization faces. During this process⁹³:

- key positions are identified and analyzed
- candidates are assessed against job and personal requirements
- individual development plans are created
- people are selected

Career development and succession planning go hand in hand, and both normally linked to the organizational goals and needs. For the sake of organizational need of future employees developed for these positions both sides, the individual and the organization should be aware of each others demands⁹⁴.

⁹³ Buckner and Slavenski.

⁹⁴ Gaffney, S., "Career Development as a Retention and Succession Planning Tool", (http://www.findarticles.com/p/articles/mi_qa3616/is_200510/ai_n15744308/print)

4. ORGANIZATIONAL COMMITMENT

There are several definitions made by different scholars on organizational commitment. Becker, one of the early researchers studying organizational commitment, has defined organizational commitment as the consistent attitude one develops taking the factors such as tenure, pension plans and status into consideration. The term consistent attitude means continuing as a member of the organization. It also involves losing some rights in case of quitting the organization and therefore also means the cost of quitting. Buchanan defines organizational commitment as the strong commitment one has to the objectives and values of the organization, and commitment to his role for the sake of the organization as well as its functional value. According to this definition, organizational commitment has three elements: identification, involvement and loyalty. Identification means that the employee has adopted the values and objectives of the organization as his own values and objectives. Involvement is the psychological commitment one has to the activities his work role requires. Loyalty involves developing emotional feelings towards the organization and having affective commitment to the organization. While Becker considers organizational commitment as the cost of quitting, in Buchanan's definition the person devotes himself in order for the organization to achieve its goals and has an affective commitment to the organization⁹⁵.

Scholars were related organizational commitment to some personal and organizational factors.

⁹⁵ Çetin, G., "The Relationship Of Pre-Entry Job Choice Variables And Early Work Experiences To Early Employment Organizational Commitment And Intentions To Quit", (Graduation Thesis, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, 2006), p.2.

4.1. PERSONAL FACTORS

Personal factors as the antecedents of organizational commitment include gender, age, educational background and tenure in the organization.

4.1.1. GENDER

Studies to explain the relationship between gender and organizational commitment have yielded different findings. Some research have revealed that women have lower levels of organizational commitment as they do housework and have a different view from men⁹⁶. Some claimed that as women have to overcome more challenges to be accepted in the organizations, they have higher levels of organizational commitment⁹⁷.

4.1.2. AGE

Mathieu and Zajac have found a positive relationship between age and organizational commitment. It has been found that whatever their jobs are, young employees at the beginning of their career have lower levels of organizational commitment than older employees at the end of their career paths. The relationship between age and organizational commitment is attributed to the fact that the older one gets, the fewer alternatives s/he has⁹⁸. In other words, continuance commitment, which will be described in detail, increases as one gets older.

On the other hand, Allen and Meyer, have found that as older employees are mature and have more experience in the organization, they have higher levels of emotional commitment to the organization⁹⁹.

⁹⁶ Israel, E. R., "An Investigation Of The Antecedents And Consequences Of Organizational Commitment In Turkey", (Graduation Thesis, Bogaziçi Üniversitesi, 1996).

⁹⁷ Grusky, D., "Career Mobility and Organizational Commitment", *Administrative Science Quarterly*, Vol.10, 1966, p.488-503.

⁹⁸ Mathieu, J. E. ve Zajac, D. M., "A Review and Meta-Analysis of the Antecedents, Correlates, and Consequences of Organizational Commitment", *Psychological Bulletin*, 108, 1990, p.171-194.

⁹⁹ Meyer&Allen, 1993.

4.1.3. EDUCATIONAL BACKGROUND

Employees with higher levels of educational background have more expectations from the organization, that highly educated people have more options may cause them to be unwilling to be committed to a position or an organization¹⁰⁰.

4.1.4. TENURE

There is a positive relationship between tenure and organizational commitment attributes the relationship between tenure and organizational commitment to the fact that as employees get more experienced; they can cope more easily with the positive and negative aspects of the job. Also, as the tenure in the organization increases, the number of social rights also increases. Therefore, the relationship between tenure and organizational commitment is attributed to the rights one does not want to give up¹⁰¹.

4.2. ORGANIZATIONAL FACTORS

Structural traits of organization such as formalization, decentralization, organizational policy and procedures have been found to be related to organizational commitment¹⁰². For this study, we will work on an organizational HR policy, Career Management System, which could be effective on organizational commitment.

4.3. ORGANIZATIONAL COMMITMENT DIMENSIONS

In recent studies, it has been recognized that there are different kind of commitments. Therefore it is important to decide which kind of commitment will be used while analyzing the relations of organizational commitment with the research issue¹⁰³.

¹⁰⁰ Mathieu & Zajac, 1990.

¹⁰¹ Mathieu & Zajac, 1990.

¹⁰² Çetin, 2006.

¹⁰³ Meyer, J.P., Bobocel, D.R., Allen, N.J., "Development of organizational commitment during the first year of employment: a longitudinal study of pre- and post-entry influences", *Journal of Management*, 1991, (http://findarticles.com/p/articles/mi_m4256/is_n4_v17/ai_11817379).

Organizational commitment has been conceptualized as having three main dimensions: *affective*, *continuance* and *normative*¹⁰⁴.

4.3.1. AFFECTIVE COMMITMENT

First core dimension of organizational commitment is the *affective commitment*, which is defined by Porter, Steers and Mowday as “the relative strength of an individual’s identification with and involvement in a particular organization”¹⁰⁵. Affective commitment entails an acceptance and internalization of the organization’s goals and values, and an emotional attachment to one’s organization. Employees with affective commitment are inclined to work toward the benefit of their organization. This form of commitment is attributed to factors intrinsic to employees and a strong personal desire to remain with one’s organization, likely owing to identification and internalization bases of commitment¹⁰⁶. This refers a strong identification with and participation in the organization, adding that organizational commitment can be explained with at least three factors. These factors are the belief of the person in the goals and values of the organization, his willingness to spend effort for the organization, and his desire to remain as the member of the organization.

Although the process whereby they are related has yet to be delineated, experiencing organizational career management helps are claimed to be linked with higher affective organizational commitment¹⁰⁷.

4.3.2. CONTINUANCE COMMITMENT

Secondly, *continuance commitment* relates to “an awareness of the costs associated with leaving the organization”¹⁰⁸. This includes the perceived loss of personal

¹⁰⁴ Meyer, J., Allen, N., Smith, C., “Commitment to organizations and occupations: extension and test of a three component conceptualization”, *Journal of Applied Psychology*, 78, 1993, p.

¹⁰⁵ Mowday, R., Steers, R., Porter, L., “The measurement of organizational commitment”, *Journal of Vocational Behaviour*, 14, 1979, p.224-247.

¹⁰⁶ Johnson, R.E., Chang, C.H., “‘I’ is to continuance as ‘We’ is to affective: the relevance of the self-concept for organizational commitment”, *Journal of Organizational Behavior*, Vol.27, Issue 5, 2006, p.550.

¹⁰⁷ Sturges *et al.*, 2002, p.735.

investments and limited employment alternatives. Employees who have continuance commitment stay with their organization because it provides them with desirable personal outcomes and benefits that they are unwilling to sacrifice. This form of commitment derives from economic and instrumental principles that are based on compliance, such that people remain committed 'in order to obtain specific rewards or to avoid specific punishments'¹⁰⁹.

Affective commitment involves an identification with and emotional attachment to one's organization. Continuance commitment involves maintaining membership in an organization based on the perceived costs associated with leaving (e.g., few employment alternatives, loss of benefits)¹¹⁰. Although both affective and continuance commitment increase the possibility that individual remain with the organization, the reason behind this decision is different at all. To clarify this difference, it can be said that employees having strong affective commitment remain with the organization because they want to; whereas employees with strong continuance commitment remain with the organization because they have to (it is somehow related to the cost of leaving that they can not undertake)¹¹¹.

4.3.3. NORMATIVE COMMITMENT

The third component is *normative commitment*, which entails a sense of obligation to one's organization¹¹². Employees with a high level of normative commitment feel

¹⁰⁸ Meyer, J, Allen, N., **Commitment in the Workplace: Theory, research and application**, Thousands Oaks Sage, 1997. Aktaran: Sturges , J., Conway, N., Guest, D., Liefoghe, A., "Managing the career deal: The psychological contract as a framework for understanding career management, organizational commitment and work behavior", *Journal of Organizational Behavior*, 26, 2005, p.823.

¹⁰⁹ Johnson, Chang, p.551.

¹¹⁰ Johnson, Chang, p.549.

¹¹¹ Meyer, Bobocel, Allen, 1991.

¹¹² Herrbach, O., "A matter of feeling? The affective tone of organizational commitment and identification", *Journal of Organizational Behavior*, Vol.27, Iss.5, p.631, 2006. (p.629-643) and Kondratuka, T.B., Hausdorf P.A., Korabika K. and Rosin H.M., "Linking career mobility with corporate loyalty: How does job change relate to organizational commitment?", *Journal of Vocational Behavior*, Vol. 65, Issue 2, 2004, p.338. (Pages 332-349)

that they ought to remain with the organization¹¹³. Normative commitment involves a person maintaining membership in an organization out of a sense of obligation.

This is a feeling that one ought to work for an organization has many of the same associations and consequences as affective commitment, though often to a lesser degree. Such an obligation to an organization results from a person's internalized normative pressures, and a committed person may behave in a way in which they do not immediately consider personal benefits but because they believe that course of action to be the morally right behavior¹¹⁴.

Normative commitment may develop when an organization offers employees rewards in advance, such as paying college tuition, or if the organization goes to great length or cost to hire or train the employee. Another antecedent of normative commitment is organizational tenure; a person developing a sense of obligation to an organization over long-term employment. Employees align themselves with organizational goals, a measure of how employees pull in the same direction as the company, some studies indicated that normative commitment to be significantly negatively correlated with years of education, raising the possibility that less educated workers harbor feelings of organizational loyalty reminiscent of a bygone era¹¹⁵.

The summary of organizational commitment types can be seen at Table 7.

Table 7. Three Types of Organizational Commitment

Affective Commitment:	wants to stay with the organization and feels emotionally attached.
Continuance Commitment:	needs to stay with the organization because the cost of leaving is too high.
Normative Commitment:	feels obligated to stay with the organization because it is the moral and right thing to do.

Source: Brown, 2003, p.34.

¹¹³ Brown, B.B., *Employees' Organizational Commitment and Their Perception of Supervisors' Relations-Oriented and Task-Oriented Leadership Behaviors*, Doctor Of Philosophy, Faculty of the Virginia Polytechnic Institute and State University, 2003, p.30.

¹¹⁴ Wiener, Y., *Academy of Management Review*, "Commitment in organizations: A normative view", 7(3), 1982, p.418-428.

¹¹⁵ McMahon, B., "Organizational Commitment, Relationship Commitment and Their Association with Attachment Style and Locus of Control", (Graduation Thesis, Georgia Institute of Technology, 2007), p.5-6.

Commitment is both a cause and effect. As an effect, it measures whether the company has delivered superior value in supporting employee self-importance, self-direction, and self-control. Employees persist in overcoming work obstacles and become invigorated or they become disaffected. As a cause, commitment initiates a series of motivational effects that cascade through each individual and throughout the entire business system in overlapping and interrelated combinations, as defined by multi-level components of a multi-phase crescendo model¹¹⁶.

Mowday, Porter and Steers have divided organizational commitment into two as attitudinal and behavioral commitment. The difference between the two is that behavioral commitment describes situations where the person develops commitment since he thinks quitting will be costly because of the investments he has made for the job and the organization while attitudinal commitment involves more positive feelings to the organization¹¹⁷.

Organizational commitment has generally been studied as the antecedent of many variables such as performance, absenteeism, job satisfaction and quitting¹¹⁸. The turnover intention, in other words intention to leave job, or quitting job is linked to the organizational commitment¹¹⁹. Commitment is tied intimately to motivation as both input and output. As an output or outcome, commitment validates that employees identify with their work, have insight into themselves and their careers, and are persistent in overcoming career disruptions. As an input or driving force, commitment creates a series of organizational outcomes¹²⁰. Commitment is a choice decision and

¹¹⁶ King, p.293.

¹¹⁷ Kammeyer-Mueller, J.D., Wanberg C.R., "Unwrapping the Organizational Entry Process: Disentangling Multiple Antecedents and Their Pathways to Adjustment", *Journal of Applied Psychology*, 88, 2003, p.779-794.

¹¹⁸ Mathieu, J.E., Zajac, D.M., "A Review and Meta-Analysis of the Antecedents, Correlates, and Consequences of Organizational Commitment", *Psychological Bulletin*, 108, 1990, p.171-194

¹¹⁹ Thomas, N.M., "Turnover is linked to job involvement and organizational commitment", *Telemarketing*, 1995, (http://findarticles.com/p/articles/mi_qa3629/is_199506/ai_n8719596).

¹²⁰ King, p.298.

not a feeling¹²¹. There is an implicit contract between employer and employee called psychological contract, an individual's beliefs shaped by the organization, explaining the relationship between career management activities and outcomes, such as job performance, absenteeism, voluntary turnover and organizational commitment¹²². In line with Rousseau's definition the "psychological contract" concept deals with the pattern of unwritten and implied beliefs held by the employee and organization about what each should offer, and what each is obligated to provide, in the exchange relations that operate between them¹²³. Therefore, it is enough to hire right and talented people for the organization; they should also be motivated and developed through Human Resources policies¹²⁴. Career expectations are also the part of that contract.

Depending on these definitions, organizational commitment can be defined as a bond, between the employee and the organization, which has an effect on the relationship between these two; and on employee's decision about staying with or leaving the organization.

¹²¹ King, p.299.

¹²² Sturges, J., Conway, N., Guest, D., Liefoghe, A., "Managing the career deal: The psychological contract as a framework for understanding career management, organizational commitment and work behavior", *Journal of Organizational Behavior*, 26, 2005, p.822.

¹²³ O'Donohue, W., Sheehan, C., Hecker, R., Holland P., "The psychological contract of knowledge workers", *Journal Of Knowledge Management*, Vol.11, No.2, 2007, p.73.

¹²⁴ **İşte İnsan**, "Bağlılığı arttırmak", 27.05.2007, p.13.

5. CAREER MANAGEMENT AND ORGANIZATIONAL COMMITMENT

Individual career development is under the control of individual himself, but the organizational career management is mainly planned by the organization¹²⁵. While employees evaluating the career opportunities offered by their employer, the work-related behaviors like commitment and intention to stay are the determinant factors. In order to plan and manage employees' careers organizations undertake these activities, and this is organizational career management. The forms of these career development activities may range from training as mentioned before to mentoring in more or less formal practices. While traditional career systems are designed to advance employee throughout different hierarchical layers of the organization, the contemporarily career management systems take the changing needs of organizations and new psychological contract types into account¹²⁶.

Some of the purposes of any organizational career development systems are¹²⁷,

- * The effective utilization of human resource of the organization. This is the settling the employees depending on their abilities and demands.
- * Evaluation of employees to satisfy their promotion needs. This is a need of every employee to move the higher levels in the organization.
- * Development of employees for different positions.
- * Providing job satisfaction, loyalty and commitment.

¹²⁵ Sturges, J., Guest, D., Conway, N., Mackenzie Davey, K., "A longitudinal study of the relation ship between career management and organizational commitment among graduates in the first ten years at work", *Journal of Organizational Behaviour*, 23(6), 2002, p.731-748.

¹²⁶ Vos, Dewettinck, Buyens, p.4 -5.

¹²⁷ Uzun, T., İnsan Kaynakları Yönetimi'nde Etkin Bir Yöntem: Kariyer Planlaması, (http://www.isguc.org/?avc=arc_view.php&ex=149&hit=zend&pg=m).

It can be claimed that there are important amount of literature linking organizational commitment to important work behaviors, such as turnover, job performance and so on¹²⁸. However, the study on the effect of organizational career management on organizational commitment may be a new area to analyze.

The role of organizational commitment may be important in shaping employee reactions to organizational career development practices¹²⁹. The idea of career development seems at odds with many current workplace issues: high unemployment rates, job losses due to workforce reductions or technological advances, an increasing compensation gap between skilled and unskilled workers, persistent inequities in job opportunities, and loss of employer and employee loyalty¹³⁰. Most of the employees, especially the younger ones are not satisfied with their organization due to the lack of career opportunities; and as they do not committed they have high intention to leave the organization. Between the ages of 25-29, the amount is 67 % for leaving job because “the organization is not such a place to have a career”¹³¹.

To reach organizational objectives, companies offer career management systems to recruit or retain the highly qualified employees. Baruch suggested that career development systems to fit the needs of the employees individually within the organization, considering the organizational goals and capabilities. Because the needs, career stages, level of hierarchy and many other characteristics of individuals are variable¹³².

Through career management, employees may know or guess when and at what level they will be in the coming years. These knowledge increases the commitment of the

¹²⁸ Meyer, Bobocel, Allen, 1991.

¹²⁹ Sturges *et al.*, 2002, p.732.

¹³⁰ McDonald, K.S., Hite, L.M, “Reviving the Relevance of Career Development in Human Resource”, *Human Resource Development Review*, Vol.4, No.4, (December 2005), p.418.

¹³¹ **İşte İnsan** , “Çalışan kesimin gözü dışarda”, 18.03.2007, p.1-9.

¹³² Baruch, p.40-49.

employee to his job and the organization¹³³. Therefore, the career management can be described as a human resources system that copes with the increasing intention to leave, decreasing productivity, motivation and commitment¹³⁴. A match between individual and organizational career plans can be claimed as the primary determinant of satisfaction and remaining with the organization¹³⁵.

When there is a gap between career needs of employees and the career management system or the career offerings of the organization, the unsatisfied needs begins to produce nervousness and stress among employees and an effect on job satisfaction. It can be expected that the less job satisfaction, the more intention to leave the job. Job satisfaction can enhance the organizational commitment and tendency to leave job. Therefore, if the organization does not offer an attractive career development system to its employees, as the employees become less committed to the organization, the competitors offering job opportunities may easily transfer those employees¹³⁶. The questionnaire made through www.yenibiris.com related to the reasons of quitting the previous job, showed us the “inadequate development opportunities” is the second important reason (26.1%), with a slice difference of the most important reason – “low wage” (27.6 %). Another questionnaire at this site about the sine qua non for a job is resulted that with the most voted subject of “development opportunities” by 40.3 %¹³⁷.

The unmet career expectations have strong negative impact on organizational commitment¹³⁸. In other words, experience of organizational career management will have positive impact on organizational commitment¹³⁹.

¹³³ Taştan, S., Kariyer Yönetimi Nedir? (<http://www.humanresourcesfocus.com/iky06.asp>)

¹³⁴ http://www.dbc.com.tr/psikoloji_dunyasi/default.asp?cntId=03030268.

¹³⁵ Granrose, C.S., Portwood, J.D., “Matching individual career plans and organizational career management”, *Academy of Management Journal*, Vol.30, No.4, 1982, p.699.

¹³⁶ Chen, Chang and Yeh, p.427-428.

¹³⁷ **Hürriyet İK**, 02.02.2007, p.1.

¹³⁸ De Schampelaere, V., Vos, A., Buyens, D., “The role of career-self-management in determining employees’ perceptions and evaluations of their psychological contract and their esteemed value of career activities offered by the organization” (Working Paper, 2004), p.3.

¹³⁹ Sturges *et al*, 2002, p.733.

The more the organization helps employee to develop his marketable abilities, the more he committed to the organization. The marketable abilities are the ones that makes individual to earn more in the market. The message here is to help employees while developing their talents and this is somehow the joint responsibility. The support of the organization for their career development increases the employee motivation, which is a desired result for the organization to increase productivity and so on¹⁴⁰.

One of the aspects of career development systems is the intention of an organization to increase loyalty and commitment of the workforce as mentioned above. This study will try to show the positive relation between organizational commitment and the implementation of organizational career management.

One of the basic reasons for an employee to leave his job may not be the compensation, but the little career and personal development opportunities. Due to the results of a study of www.insankaynaklari.com site in 2004, the 15 % of the participants mentioned that “the career opportunities” is the most important element to accept a job offer. At the same study the “wage” is the second important element with 13 % of participants. Of course there are some other important subjects effecting this decision such as training opportunities, company culture, and performance and premium systems¹⁴¹.

It is confirmed by Shaw *et al.*, which direct HRM investment strategies; such as pay and benefits, and indirect HRM investments strategies; such as training, career management, were negative correlated to voluntary turnover rate at an organizational level¹⁴². It can be reasonably assumed that employees will make efforts to fulfill their obligations and show higher organizational commitment, productivity, lower intentions to leave job as they remark that the firm is fulfilling its obligations through career

¹⁴⁰ **HR Dergi**, “Motivasyonla ilgili 10 ironi”, 2007, p.38.

¹⁴¹ http://www.motivasyoncu.com/article_view.php?aid=1488 (www.insankaynaklari.com)

¹⁴² Shaw, J.D., Delery, J.E., Jenkins, G.D. Jr and Gupta, N., “An organization-level analysis of voluntary and involuntary turnover”, *Academy of Management Journal*, Vol.41, No.5, 1998, p.511-525.

management systems, training, and promotions and so on¹⁴³. CMC Call Center Deputy General Manager Metin Tarakçı summarized this relation of career offers and intention to leave job in the interview by www.yenibiris.com as; “if you don’t offer any career opportunities to your employees, they don’t prefer to work with you for a long time.”¹⁴⁴, In this study we can propose the following hypothesis; the relation between the first step of voluntary turnover, *the tendency to leave job* due to one of indirect HRM strategies, *the organizational career management*.

¹⁴³ Chen, Chang, and Yeh, p.428.

¹⁴⁴ <http://kurumsal.yenibiris.com/Customer/DisplayInterview.aspx?ID=7857>

6. METHOD

This is a quantitative study held through a systematic inductive method. The results could only be generalized within the sample. The only limitation to be included in the sample was working in an organization as an employee. Employers or the ones managing their own firms did not been included in the universe of the sample. Snowball sampling, which was used for this study, is a technique for developing a research sample where existing study subjects recruit future subjects from among their acquaintances. Thus the sample group appears to grow like a rolling snowball. As the sample builds up until enough data is gained to use¹⁴⁵.

For this study, which was conducted through Likert-type questionnaires, first the literatures about career and organizational commitment were studied and abstracted. Then, the questionnaires were allocated through hard copies by hand, through individual e-mails and e-mail groups of METU graduates and through web career portal www.cember.net. The questionnaire included both demographic questions (including gender, age, education, organizational tenure) and likert-type scale questions (about career management and organizational commitment). Likert is an interval measurement¹⁴⁶, which is the numbers assigned to objects have all the features of ordinal measurements, and in addition equal differences between measurements represent equivalent intervals. The SPSS computer based program was used for the statistical analyzes, one-way ANOVA that helped to measure the effect of independent variable on dependent variable through regression analyzes.

¹⁴⁵ http://en.wikipedia.org/wiki/Snowball_sampling

¹⁴⁶ http://en.wikipedia.org/wiki/Level_of_measurement

The study was a cross-sectional analyze¹⁴⁷ that involves observation of some subset of a population of items all at the same time, and takes place at a single point in time. The study was designed as experimental¹⁴⁸; that is the experimenter is interested in the effect of the independent variables on dependent variables.

6.1. THE AIM OF THE STUDY

“Existing Career Management” represents the Career Management activities held by the organization; and “Expected Career Management” represents the employee expectations from the organization to offer them activities for their career ladder.

“Expectation gap”, represents the gap between the employees' expectations on career management and the actual career managing activities conducted by the organization.

This study mainly aims to examine the effect of gap of employee expectations and company realization in terms of organizational career management on organizational commitment. The hypotheses of the research are as follows:

H1. As the expectation gap increases, the organizational commitment decreases.

H2. Existence of career management activities increases the organizational commitment.

H3. The higher career management expectations, the lesser the organizational commitment.

Research questions regarding demographic variables are as follows:

Question 1: For employees, is there a difference depending on the demographic variables of the gender, age, level of education, tenure in the present job over the relation between expectation gap and organizational commitment.

¹⁴⁷ http://en.wikipedia.org/wiki/Cross-sectional_study

¹⁴⁸ http://en.wikipedia.org/wiki/Design_of_experiments

6.2. APPLICATION

This study is conducted through likert-type questionnaires. The questionnaires were delivered to participants by e-mail and personal visits during office hours. 150 questionnaires were delivered, in March 2007 and 135 of them were received back, within a month. 7 of the questionnaires were not included as some of the items in it had been left blank. Therefore, 128 questionnaires were used in the study.

6.3. SAMPLE

The study has been conducted on 128 participants who work in companies in the sectors of pharmaceuticals, textile, banking and finance, fast consumption, consultancy and educational, informatics, holding, entertainment, and other¹⁴⁹. 150 questionnaires have been given out and 90 % of them, equals to 135 questionnaires, could be received. 7 of these 135 questionnaires have been invalid due to the reasons of blank leaved questions.

Before analysis, the demographic structure of the participants can be examined in detail (Table 8).

The most of participants (18,8 %) are working at pharmaceuticals sector, with the frequency of 24. Textile with 17,2 % is the second most frequent sector with 22 participants. There are 20 participants from banking and finance sector (16,6 %). There are 12 participants from both fast consumption and consultancy/education sector, 11 from informatics and 5 from both holding and entertainment sector. There are also 4 from logistics, 3 from automotive and energy and foreign trade, 2 from aviation and construction; that are concluded under “other” with the total of 17 participants.

128 participants have been working at Information Technologies, Service, Human Resources, Accounting/Finance, Purchasing/Foreign Trade, Sales/Marketing and

¹⁴⁹ Logistics, automotive, energy, foreign trade, aviation and construction.

Production/Planning departments. 30 of the participants, with the 23,4 %, are working at sales/marketing departments. 23 of them, 18 %, are working at HR department. There are 21 accounting/finance employees within the sample. Service with the 20 participants, 16,6 % , has the fourth highest rates. Last three are 15 participants from purchasing/foreign trade; 10 from IT and the last 9 from production/planning departments.

Most of the participants, 69 of them, are between 26-35 years old. Second group is with 34 participants who are younger then 25 years old. 20 of them are between 36-45 years old. There are only 5 participants older then 46. Participants' age range between 22 and 59, and the mean is 31.

Gender based number are almost equal, there have been 71 female and 57 male participants.

All participants have been white-collar workers, and more than 80 % of them have the bachelor's and higher degrees. There is only 1 participant graduated from primary/secondary school. 16 of the participants are high school graduates. The highest percentage is 64,1 %, with the frequency of 82 university graduate participants. The second crowded group is the master/doctorate graduates with 29 participants (22,7 %).

Participants' tenures in the existing organization range between 1 and 312 months. 50 of them with the highest proportion (39,1 %) are within first 12 months in that organization. Between 13-60 months organizational tenure, there are 45 participants. Between 61-120 months organizational tenure, there are 15 participants. Between 121-180 months organizational tenure, there are 11 participants. More than 180 months organizational tenure, there are 7 participants.

Participants' total work experiences range between 2 and 480 months. Between 0-12 months professional tenure, there are 15 participants. Between 13-60 months

professional tenure, there are 42 participants. Between 61-120 months professional tenure, there are 34 participants. Between 121-180 months professional tenure, there are 19 participants. More than 180 months professional tenure, there are 18 participants.

The existing organizations have been the first jobs of 35 participants, which is about the 27 % of sample. The existing organization has not been the first job of the rest of the sample, 93 participants.

Table 8. Demographic Structure of the Participants, on whom the study conducted

		FREQUENCY	PERCENT
Sector	Pharmaceuticals	24	18,8
	Textile	22	17,2
	Banking and Finance	20	15,6
	Fast consumption	12	9,4
	Consultancy and Educational	12	9,4
	Informatics	11	8,6
	Holding	5	3,9
	Entertainment	5	3,9
	Other ¹⁵⁰	17	13,3
Department	Sales/Marketing	30	23,4
	Human Resources	23	18
	Accounting/Finance	21	16,4
	Service	20	15,6
	Purchasing/Foreign Trade	15	11,7
	Information Technologies	10	7,8
	Production/Planning	9	7
Age	25 and younger	34	26,6
	26 – 35	69	53,9
	36 – 45	20	15,7
	46 and older	5	3,9
Gender	Female	71	55,5
	Male	57	44,5
Education	Primary / Secondary School	1	0,8
	High School	16	12,5
	University	82	64,1
	Master / Doctorate	29	22,7
Organizational Tenure	0 – 12 Months	50	39,1
	13 – 60 Months	45	35,2
	61 – 120 Months	15	11,7
	121 – 180 Months	11	8,6
	More than 181 Months	7	5,5
Professional Tenure	0 – 12 Months	15	11,7
	13 – 60 Months	42	32,8
	61 – 120 Months	34	26,6
	121 – 180 Months	19	14,8
	More than 181 Months	18	14,1
1st Job OR Not	1st Job	35	27,3
	Not 1st Job	93	72,7
TOTAL		128	100

¹⁵⁰ Logistics (4), automotive (3), energy (3), foreign trade (3), aviation (2) and construction (2).

6.4. SCALES

Organizational Commitment, Career Planning scales have been used after they were translated into Turkish.

6.4.1. CAREER PLANNING SCALE

In order to analyze the importance of career development system and the level executed in the firms, the questionnaire developed by D. Stewart (1986) was used. The original scale is in English. It was translated to Turkish by Cafer Telci (1992)¹⁵¹ and was controlled by two judges to eliminate any misunderstandings.

Subjects were asked to mark each of 8 items, scores which ranging from 5 to 1, first to indicate how important they think that item is in a good career development system. In other words in an ideal system, how important is the item in their opinion. Secondly, they asked to indicate their estimation of the present career development situation in their organization for the same system, means the evaluation of existing system in real condition.

They were also asked to mark the overall rating of the organization's career development system, scores of which ranged from 10, very high to 1, very low.

The reliability coefficient of the scale was found to be .84 for the existing career management. The reliability coefficient of the scale was found to be .73 for the expected career management.

6.4.2. ORGANIZATIONAL COMMITMENT SCALE

Organizational commitment was assessed by the 18-item Organizational Commitment Scale developed by Meyer, Allen and Smith (1993). Affective commitment, continuance commitment and normative commitment factors in the scale

¹⁵¹ Telci, C., "Career Planning in Organization", (Graduation Thesis, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, 1992), p.74.

are assessed by 6 items each. The scale, translated into Turkish by Kozacıoğlu (2002) and some changes were made by Gül den Çetin (2006). This form of the scale is used.

Participants responded to statements such as “I really feel as if this organization’s problems are my own” (Affective Commitment Scale), “It would be very hard for me to leave my organization right now, even if I wanted to” (Continuance Commitment Scale), and “I owe a great deal to my organization” (Normative Commitment Scale) on a 6-point scale ranging from Strongly Disagree to Strongly Agree. The reliability coefficient of the scale was found to be .85.

6.5. DATA ANALYSIS

The data collected from 128 participants were analyzed using SPSS 11.5 statistical analysis program. The internal consistency levels of the scales were determined by reliability analysis. The items in the scales were grouped after factor analysis. The effect of organizational career planning on organizational commitment was assessed through regression analysis. The relationship between the factors of dependent and independent variables were also assessed using regression analysis.

7. FINDINGS

Cronbach alpha coefficient was used to test the internal consistency of the scales in the study. Career Planning Scale was found to be .84 for the existing career management and .73 for the expected career management. It is .85 for Organizational Commitment scale.

7.1. RESULTS OF FACTOR ANALYSIS (ORGANIZATIONAL COMMITMENT SCALE)

As a result of the factor analysis of 18-item-organizational commitment scale, Kaiser-Meyer-Olkin measure of sampling adequacy was found .88, showing that sampling is valid for factor analysis. Barlett Test of Sphericity value was found 1202.50 (df=153) and this shows that the data used is valid and the scale used is suitable at significance level of $p = .000$.

Three factors appeared after the factor analysis of organizational commitment scale. The reliability values of the first and second factors were found to be over .70. However, Cronbach Alpha coefficient for the third factor (q. 2, 12, 13, 17, 9) was found to be below .70 (the alpha value of this factor is .48) and this factor was left out. Factor analysis results of the first and second factors are as follows (Table 9):

Table 9. Factors and Item Loadings of Organizational Commitment Scale

Factor 1: Affective Commitment Reliability: .90 Mean: 3.82 Total Variance Explained: 30.56 %		
Item No	Content	Item Loadings
10.	I feel emotionally attached to this organization.	.82
15.	I feel I belong to this organization.	.77
11.	This organization has a great deal of personal meaning for me.	.76
7.	I feel like 'part of the family' at my organization.	.76
8.	I owe a great deal to my organization.	.75
5.	I really feel as if this organization's problems are my own.	.66
1.	I would be very happy to spend the rest of my career in this organization.	.64
14.	This organization deserves loyalty.	.60
4.	Even if it were to my advantage, I do not feel it would be right to leave my organization now.	.57
Factor 2: Continuance Commitment Reliability: .80 Mean: 3.01 Total Variance Explained: 16.50 %		
Item No	Content	Item Loadings
6.	Right now, staying with my organization is a matter of necessity as much as desire.	.87
3.	I cannot leave this organization as there are not any options outside.	.82
16.	I believe that I have too few options to consider leaving this organization.	.70

The first factor is composed of 9 items with factor loadings ranging between .82 and .57. This factor also includes some items which were under the factors of continuance commitment and normative commitment in the scale developed by Meyer, Allen and Smith (1993), but it was named 'affective commitment' as it has 6 items of this factor. The second factor named 'continuance commitment' consists of 3 items with factor loadings ranging between .87 and .70.

We are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$.

The reliability values of the first and second factors were found to be over .70. However, Crobnach Alpha coefficient for the third factor was found to be below .70 (the alpha value of this factor is .48) and so this factor, which could be called as Normative Commitment was left out.

7.2. RESULTS OF REGRESSION ANALYSIS

7.2.1. EFFECTS ON AFFECTIVE COMMITMENT

One of the core dimensions of Organizational Commitment is Affective Commitment, which was found out by factor analyses.

Affective Commitment is defined as “the relative strength of an individual’s identification with and involvement in a particular organization” by Porter, Steers and Mowday¹⁵².

7.2.1.1. Existing Career Management System

The variable “Existing Career Management” represents the actual career management activities conducted by the organization.

Table 10 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and existing career management.

Dependent variable is *Affective Commitment* and independent variable is *Existing Career Management*.

This model is significant, as ($F=12.009$, $p<0,001$). This means the independent variable the “existing career management” is statistically important to explain the dependent variable “affective commitment”.

¹⁵² Mowday, Steers, Porter, 1979, p.224-247.

Table 10. Effect of Existing Career Management System on Affective Commitment

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	0,295	0,087	0,080		0,998	
a	Predictors:	(Constant), Existing Car.Man.				
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11,965	1	11,965	12,009	0,001
	Residual	125,535	126	0,996		
	Total	137,500	127			
a	Predictors:	(Constant), Existing Car.Man.				
b	Dependent Variable:	Affective Commitment				
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,866	0,287		9,989	0,000
	Existing Car.Man.	0,326	0,094	0,295	3,465	0,001
a	Dependent Variable:	Affective Commitment				

In this model the coefficient value of the independent variable “existing career management” is 0.326, and the value of Beta is 0.295, and it is significant ($p < 0.001$). In this model the Existing Career Management has the significant level of $p < 0.005$; so it can be said that the independent variable is statistically significant when explaining the relation. Another thing that can be concluded from this model is the positive relation between affective commitment and existing career management. This means when the independent variable “existing career management (the actual career planning applied at the firms- realizations)” increases, the affective commitment of employees to the firms, for which they have been working, also increases.

As R^2 is 0.087, the 8.7 % of model could be explained by this variable. Adjusted R^2 value is 0.080, so the explanation value decreases to 8.0 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Other variables which are not measured by the surveys such as income policies, the attitude of the management towards the employees etc. might also effect affective commitment. Still, the coefficient of existing career management is statistically significant and thus

we conclude that there is a positive relationship between this variable and affective commitment. It is seen from the sample that as this existing career management increases, the affective commitment also increases.

7.2.1.2. Expected Career Management System

The variable “Expected Career Management” represents the employees' expectations on career management to be conducted by the organization.

Table 11 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expected career management.

Dependent variable is *Affective Commitment* and independent variable is *Expected Career Management*.

This model is not statistically significant, as ($F=0.622$, $p<0,432$). We are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$. This means the independent variable the “expected career management” is not statistically important to explain the dependent variable “affective commitment”.

Table 11. Effect of Expected Career Management System on Affective Commitment

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	0,070	0,005	-0,003		1,042	
a	Predictors:	(Constant), Expected Car.Man.				
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0,676	1	0,676	0,622	0,432
	Residual	136,824	126	1,086		
	Total	137,500	127			
a	Predictors:	(Constant), Expected Car.Man.				
b	Dependent Variable:	Affective Commitment				
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,337	0,671		6,466	0,000
	Expected Car.Man.	-0,116	0,147	-0,070	-0,789	0,432
a	Dependent Variable:	Affective Commitment				

In this model the coefficient value of the independent variable “expected career management” is -0.116, and the value of Beta is -0.070, and it is not significant ($p < 0.432$). In this model the Expected Career Management has not the significant level of $p < 0.005$; so it can be said that the independent variable is not statistically significant when explaining the relation.

As R^2 is 0.005. Adjusted R^2 value is -0.003, which means that the model fails to explain a significant portion of the variability in affective commitment.

The striking result in this relationship is when the existing career management is significant and positively related to the affective commitment; the expectations about career management of employees from the organization are even not significant. The affectively committed employee wants to stay with the organization and feels emotionally attached. Therefore, when career management is realized at the organization, the affective commitment naturally increases; but as the employee presently attached to the organization expectations do not affect the commitment. It can be said that affectively committed employees have lesser expectations.

7.2.1.3. Expectation Gap

Heretofore the relationships between the effects of employee expectations about career management (ideal-expected) and the actual situation executed at the firms about career management (real-existing) and affective commitment are statistically analyzed. Henceforth, the expectation gap would be separately evaluated as independent variable in the following models.

The variable “ $I - R$ (ideal - real)”, which would be called as “expectation gap”, represents the gap between the employees' expectations on career management and the actual career management activities conducted by the organization.

The values of expectation gap are from -1 to 4. The frequency of the values can be seen at the Table 12. In the table it is seen that the most of the participants have higher career expectations than the one realized at the organization. Only 2.3 % (3 participants) of the sample have less expectations in terms of career than the one offered by the organization. The ideal (value 0), means the expectations and the realizations are the same, is only seen for the 8.6 % of the sample (11 participants). For this study expectation gap values are used as absolute values. Since, the difference between expectations and realizations, no matter it is positive or negative, is described as “not ideal”. Higher career realizations may also not be affirmative, if the employee would not like to participate in career activities.

Table 12. Frequency of Expectation Gap Values

Value	Frequency	%
-1	3	2,3
0	11	8,6
1	45	35,2
2	38	29,7
3	27	21,1
4	4	3,1
Total	128	100

Table 13 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expectation gap.

Dependent variable is *Affective Commitment* and independent variable is *Expectation Gap (I-R)*.

This model is significant, as ($F=15.578$, $p<0,000$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment”.

Table 13. Effect of Expectation Gap on Affective Commitment

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	0,332	0,110	0,103		0,985	
a	Predictors: (Constant), Expectation Gap					
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15,130	1	15,130	15,578	0,000
	Residual	122,370	126	0,971		
	Total	137,500	127			
a	Predictors: (Constant), Expectation Gap					
b	Dependent Variable: Affective Commitment					
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	4,412	0,175		25,194	0,000
	Expectation Gap	-0,347	0,088	-0,332	-3,947	0,000
a	Dependent Variable: Affective Commitment					

In this model the coefficient value of the independent variable “expectation gap” is -0,347, and the value of Beta is -0,332, and it is significant ($p < 0.000$). In this model the Expectation Gap has the significant level of $p < 0.005$; so it can be said that the independent variable is statistically significant when explaining the relation. Another thing that can be concluded from this model is the negative relation between affective commitment and expectation gap. This means when the independent variable “expectation gap (the difference between the expected career planning and the actual career planning applied at the firms-higher expectations and lower realizations)” increases, the affective commitment of employees to the firms, for which they have been working, decreases.

As R^2 is 0.110, the 11.0 % of model could be explained by this variable. Adjusted R^2 value is 0.103, so the explanation value decreases to 10.3 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Other variables which are not measured by the surveys such as income policies, the attitude of the management towards the employees etc. might also effect affective

commitment. Still, the coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment.

It is seen from the sample that as this expectation gap increases, the affective commitment decreases. The coefficients of the remaining variables are not found to be statistically significant so, we can not make any judgments about their effect on commitment.

This result also can be concluded from the analysis of existing and expected career management. As it is mentioned above, there is a positive relationship between existing career management and affective commitment; and although it is not statistically significant a negative relationship is seen between expected career management and affective commitment; therefore if the expectations are high and the realizations are low in an organization, the gap between these two would be high and; the lower affective commitment could be expected as it is also statistically proved in this study within the sample.

7.2.2. EFFECTS ON CONTINUANCE COMMITMENT

As it is mentioned above three factors appeared after the factor analysis of organizational commitment scale. The second one, whose reliability value found to be over .70 is the Continuance Commitment.

Continuance commitment relates to “an awareness of the costs associated with leaving the organization”¹⁵³.

7.2.2.1. Existing Career Management System

The variable “Existing Career Management” represents the actual career management activities conducted by the organization.

¹⁵³ Meyer, Allen, 2005, p.823.

Table 14 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and existing career management.

Dependent variable is *Continuance Commitment* and independent variable is *Existing Career Management*.

This model is not significant, as ($F=1.282$, $p<0.260$). We are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$. This means the independent variable the “existing career management” is not statistically important to explain the dependent variable “continuance commitment”.

Table 14. Effect of Existing Career Management System on Continuance Commitment

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0,100	0,010	0,002	0,909		
a	Predictors:	(Constant), Existing Car.Man.				
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,060	1	1,060	1,282	0,260
	Residual	104,159	126	0,827		
	Total	105,219	127			
a	Predictors:	(Constant), Existing Car.Man.				
b	Dependent Variable:	Continuance Commitment				
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,297	0,261		12,612	0,000
	Existing Car.Man.	0,097	0,086	0,100	1,132	0,260
b	Dependent Variable:	Continuance Commitment				

In this model the coefficient value of the independent variable “existing career management” is 0.097, and the value of Beta is 0.100, and it is not significant ($p<0.260$). In this model the Existing Career Management has not the significant level of $p<0.005$; so it can be said that the independent variable is not statistically significant when explaining the relation.

As R^2 is 0.010. Adjusted R^2 value is 0.002, which means that the model fails to explain a significant portion of the variability in continuance commitment.

7.2.2.2. Expected Career Management System

The variable “Expected Career Management” represents the employees' expectations on career management to be conducted by the organization.

Table 15 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expected career management.

Dependent variable is *Continuance Commitment* and independent variable is *Expected Career Management*.

This model is not statistically significant, as ($F=0.141$, $p<0,708$). We are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$. This means the independent variable the “expected career management” is not statistically important to explain the dependent variable “continuance commitment”.

Table 15. Effect of Expected Career Management System on Continuance Commitment

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0,033	0,001	-0,007	0,913		
a	Predictors:	(Constant), Expected Car.Man.				
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0,117	1	0,117	0,141	0,708
	Residual	105,101	126	0,834		
	Total	105,219	127			
a	Predictors:	(Constant), Expected Car.Man.				
b	Dependent Variable:	Continuance Commitment				
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,360	0,588		5,715	0,000
	Expected Car.Man.	0,048	0,129	0,033	0,375	0,708
b	Dependent Variable:	Continuance Commitment				

In this model the coefficient value of the independent variable “expected career management” is 0.048, and the value of Beta is 0.033, and it is not significant ($p<0.708$). In this model the Existing Career Management has not the significant level

of $p < 0.005$; so it can be said that the independent variable is not statistically significant when explaining the relation.

As R^2 is 0.001. Adjusted R^2 value is -0.007, which means that the model fails to explain a significant portion of the variability in continuance commitment.

In this model neither the Existing Career Management nor the Expected Career Management have the significant level of $p < 0.005$; so it can be concluded that these independent variables are not statistically important when explaining the relation. In other words, as we are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$; the Existing & Expected Career Management variables do not explain the relationship between continuance commitment in this sample.

Other variables which are not measured by the surveys such as income policies, the attitude of the management towards the employees etc. might also affect continuance commitment.

The coefficients of the variables are not found to be statistically significant so, we can not make any judgments about their effect on commitment.

7.2.2.3. Expectation Gap

The variable “I – R (ideal - real)”, which would be called as “expectation gap”, represents the gap between the employees' expectations on career management and the actual career management activities conducted by the organization.

Table 16 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expectation gap.

Dependent variable is *Continuance Commitment* and independent variable is *Expectation Gap (I-R)*.

This model is not significant, as ($F=1.575$, $p<0,212$). We are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$. This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

Table 16. Effect of Expectation Gap on Continuance Commitment

Model Summary						
Model	R	R Square	Adjusted R Square			
1	0,111	0,012	0,005		0,908	
a	Predictors: (Constant), Expectation Gap					
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,299	1	1,299	1,575	0,212
	Residual	103,920	126	0,825		
	Total	105,219	127			
a	Predictors: (Constant), Expectation Gap					
b	Dependent Variable: Continuance Commitment					
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	3,754	0,161		23,260	0,000
	Expectation Gap	-0,102	0,081	-0,111	-1,255	0,212
a	Dependent Variable: Continuance Commitment					

In this model the coefficient value of the independent variable “expectation gap” is -0.102, and the value of Beta is -0.111, and it is not significant ($p<0.212$). In this model the Expectation Gap has not the significant level of $p<0.005$; so it can be said that the independent variable is not statistically significant when explaining the relation.

As R^2 is 0.012. Adjusted R^2 value is 0.005, which means that the model fails to explain a significant portion of the variability in continuance commitment.

Another thing that can be concluded from this model is although it is not significant the negative relation between continuance commitment and expectation gap.

It is seen from the sample the coefficients of the variable is not found to be statistically significant so, we can not make any judgments about their effect on commitment.

7.2.3. EFFECTS OF DEMOGRAPHIC STRUCTURE

Heretofore the relationships between existing career management, expected career management, expectation gap and affective commitment, continuance commitment are statistically analyzed. Henceforth, the demographic structure will be an additional variable in order to understand whether there would be any kind of differences due to demographic structure between the expectation gap and affective or continuance commitments in the following models.

7.2.3.1. Gender

The gender of the sample categorized in two “Female” and “Male”.

The independent variable is the “expectation gap”, represents the gap between the employees' expectations on career management and the actual career management activities conducted by the organization.

Table 17 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expectation gap due to gender based analyses. Dependent variable is *Affective Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “Female” participants of the sample this model is not statistically significant, as ($F=6,119$, $p<0,016$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment”.

For the “Male” participants of the sample this model is statistically significant, as ($F=9,935$, $p<0,003$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment”.

Table 17. Effect of Gender over Relation between Expectation Gap and Affective Commitment

Model Summary							
GENDER	Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
Female	1	0,285	0,081	0,068		0,968	
Male	1	0,391	0,153	0,138		1,015	
a	Predictors: (Constant), Expectation Gap						
ANOVA							
GENDER	Model		Sum of Squares	df	Mean Square	F	Sig.
Female	1	Regression	5,734	1	5,734	6,119	0,016
		Residual	64,660	69	0,937		
		Total	70,394	70			
Male	1	Regression	10,232	1	10,232	9,935	0,003
		Residual	56,645	55	1,030		
		Total	66,877	56			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Affective Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
GENDER	Model		B	Std. Error	Beta		
Female	1	(Constant)	4,324	0,250		17,286	0,000
		Expectation Gap	-0,285	0,115	-0,285	-2,474	0,016
Male	1	(Constant)	4,539	0,254		17,876	0,000
		Expectation Gap	-0,461	0,146	-0,391	-3,152	0,003
a	Dependent Variable: Affective Commitment						

In this model for Male participants the coefficient value of the independent variable “expectation gap” is -0.461, and the value of Beta is also -0.391, and it is significant ($p < 0.003$). In this model the Expectation Gap has the significant level of $p < 0.005$; so it can be said that the independent variable is statistically significant when explaining the relation. Another thing that can be concluded from this model is the negative relation between affective commitment and expectation gap. This means when the independent variable expectation gap increases, the affective commitment of male employees to the firms, for which they have been working, decreases.

As R^2 is 0.153, the 15.3 % of model could be explained by this variable. Adjusted R^2 value is 0.138, so the explanation value decreases to 13.8 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Still, the coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment.

So, it can be concluded that although for Male participants within the sample expectation gap affects the affective commitment; there is not a statistically significant relation between affective commitment and expectation gap for Female participants in the sample, a judgment for Female participants can not be made.

Table 18 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expectation gap due to gender based analyses. Dependent variable is *Continuance Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “Female” participants of the sample this model is not statistically significant, as ($F=1,708$, $p<0,196$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

For the “Male” participants of the sample this model is not statistically significant, as ($F=2,185$, $p<0,145$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

Table 18. Effect of Gender over Relation between Expectation Gap and Continuance Commitment

Model Summary							
GENDER	Model	R	R Square	Adjusted R Square			
Female	1	0,155	0,024	0,010		0,928	
Male	1	0,195	0,038	0,021		0,826	
a	Predictors: (Constant), Expectation Gap						
ANOVA							
GENDER	Model		Sum of Squares	df	Mean Square	F	Sig.
Female	1	Regression	1,472	1	1,472	1,708	0,196
		Residual	59,458	69	0,862		
		Total	60,930	70			
Male	1	Regression	1,489	1	1,489	2,185	0,145
		Residual	37,493	55	0,682		
		Total	38,982	56			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Continuance Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
GENDER	Model		B	Std. Error	Beta		
Female	1	(Constant)	4,039	0,240		16,837	0,000
		Expectation Gap	-0,144	0,110	-0,155	-1,307	0,196
Male	1	(Constant)	3,610	0,207		17,476	0,000
		Expectation Gap	-0,176	0,119	-0,195	-1,478	0,145
a	Dependent Variable: Continuance Commitment						

So, it can be concluded that a gender based difference is not observed within the sample related to the affect of expectation gap on continuance commitment.

7.2.3.2. Age

The age of the sample first categorized as “25 and younger, between 26 and 35, between 36 and 45 and; 45 and older”.

The independent variable is the “expectation gap”, represents the gap between the employees' expectations on career management and the actual career management activities conducted by the organization.

Table 19 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expectation gap. Dependent variable is *Affective Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “25 and younger” of the sample this model is statistically significant, as ($F=9,738$, $p<0,004$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment”.

For the employees between “26 and 35 years old” of the sample this model is statistically significant, as ($F=11,698$, $p<0,001$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment” for that sample.

For the employees between “36 and 45 years old” of the sample this model is not statistically significant, as ($F=1,113$, $p<0,305$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

For the employees between “46 and older” of the sample this model is not statistically significant, as ($F=0,126$, $p<0,747$). This means the independent variable the

“expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

In short, this model, for the demographic of age, is only statistically significant in that sample for the employees between 35 and younger. There are 103 participants within that limitations, which is the 80,5 % of the sample. In this model the coefficient value of the independent variable “expectation gap” for the participants 25 and younger is -0,572 and the value of Beta is -0,483, and it is significant ($p < 0.004$); and for the participants between 26-35 the coefficient value of the expectation gap is -0,377 and the value of Beta is -0,386, and it is significant ($p < 0.001$). In these models the Expectation Gap has the significant level of $p < 0.005$; so it can be said that the independent variable is statistically significant when explaining the relation. Another thing that can be concluded from this model is the negative relation between affective commitment and expectation gap for that sample. This means when the independent variable expectation gap increases, the affective commitment of employees, 35 and younger ages, to the firms, for which they have been working, decreases. As R^2 of two categories in total is 0.382 (0.233 for 25 and younger and 0.149 for between 26-35 years old), the 38.2 % of model could be explained by this variable. Adjusted R^2 value of both is 0.345 (0.209 for 25 and younger and 0.136 for between 26-35 years old), so the explanation value decreases to 34.5 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Still, the coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment for the participants 35 years old and younger.

Table 19. Effect of Age over the Relation between Expectation Gap and Affective Commitment

Model Summary							
AGE	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
-25	1	0,483	0,233	0,209	0,935		
26 - 35	1	0,386	0,149	0,136	0,906		
36 - 45	1	0,241	0,058	0,006	1,161		
46 +	1	0,200	0,040	-0,280	0,946		
a	Predictors: (Constant), Expectation Gap						
ANOVA							
AGE	Model		Sum of Squares	df	Mean Square	F	Sig.
-25	1	Regression	8,509	1	8,509	9,738	0,004
		Residual	27,962	32	0,874		
		Total	36,471	33			
26 - 35	1	Regression	9,595	1	9,595	11,698	0,001
		Residual	54,955	67	0,820		
		Total	64,551	68			
36 - 45	1	Regression	1,500	1	1,500	1,113	0,305
		Residual	24,250	18	1,347		
		Total	25,750	19			
46 +	1	Regression	0,113	1	0,113	0,126	0,747
		Residual	2,688	3	0,896		
		Total	2,800	4			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Affective Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
AGE	Model		B	Std. Error	Beta		
-25	1	(Constant)	4,395	0,337		13,044	0,000
		Expectation Gap	-0,572	0,183	-0,483	-3,121	0,004
26 - 35	1	(Constant)	4,477	0,212		21,110	0,000
		Expectation Gap	-0,377	0,110	-0,386	-3,420	0,001
36 - 45	1	(Constant)	4,750	0,540		8,792	0,000
		Expectation Gap	-0,250	0,237	-0,241	-1,055	0,305
45 +	1	(Constant)	4,250	1,339		3,175	0,050
		Expectation Gap	-0,188	0,529	-0,200	-0,354	0,747
a	Dependent Variable: Affective Commitment						

It is seen from the sample that as this expectation gap increases, the affective commitment of the sample between 35 years old and younger decreases. The coefficients of the remaining variables of the other age groups are not found to be statistically significant so, we can not make any judgments about their effect on commitment.

Table 20 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expectation gap. Dependent variable is *Continuance Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “25 and younger” of the sample this model is not statistically significant, as ($F=4,803$, $p<0,036$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

For the employees between “26 and 35 years old” of the sample this model is not statistically significant, as ($F=0,039$, $p<0,845$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the employees between “36 and 45 years old” of the sample this model is not statistically significant, as ($F=0,510$, $p<0,484$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the employees between “46 and older” of the sample this model is not statistically significant, as ($F=0,200$, $p<0,685$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

Table 20. Effect of Age over the Relation between Expectation Gap and Continuance Commitment

Model Summary							
AGE	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
-25	1	0,361	0,131	0,103	0,815		
26 - 35	1	0,024	0,001	-0,014	0,889		
36 - 45	1	0,166	0,028	-0,026	1,143		
46 +	1	0,250	0,063	-0,250	1,000		
a	Predictors: (Constant), Expectation Gap						
ANOVA							
AGE	Model		Sum of Squares	df	Mean Square	F	Sig.
-25	1	Regression	3,194	1	3,194	4,803	0,036
		Residual	21,277	32	0,665		
		Total	24,471	33			
26 - 35	1	Regression	0,030	1	0,030	0,039	0,845
		Residual	52,926	67	0,790		
		Total	52,957	68			
36 - 45	1	Regression	0,667	1	0,667	0,510	0,484
		Residual	23,533	18	1,307		
		Total	24,200	19			
46 +	1	Regression	0,200	1	0,200	0,200	0,685
		Residual	3,000	3	1,000		
		Total	3,200	4			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Continuance Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
AGE	Model		B	Std. Error	Beta		
-25	1	(Constant)	4,096	0,294		13,935	0,000
		Expectation Gap	-0,350	0,160	-0,361	-2,192	0,036
26 - 35	1	(Constant)	3,600	0,208		17,297	0,000
		Expectation Gap	-0,021	0,108	-0,024	-0,196	0,845
36 - 45	1	(Constant)	4,033	0,532		7,578	0,000
		Expectation Gap	-0,167	0,233	-0,166	-0,714	0,484
45 +	1	(Constant)	3,000	1,414		2,121	0,124
		Expectation Gap	0,250	0,559	0,250	0,447	0,685
a	Dependent Variable: Continuance Commitment						

In short, this model, for the demographic of age, for non of age the categories independent variable is statistically significant when explaining the relation as the Expectation Gap with continuance commitment has not the significant level of $p < 0.005$.

7.2.3.3. Educational Level

The age of the sample first categorized as “Primary / Secondary School, High School, University, Master / Doctorate”. However, for models with dependent variable

affective and continuance commitment, fewer than 2 variables remain in split file Education Level equals to first category of *Primary / Secondary School* can not be statistically computed as there is only one participant included by the category. Therefore, it was included by the second category, named as “High School and lower levels of Education”.

Table 21 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expectation gap. Dependent variable is *Affective Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “High School and lower levels of Education” of the sample this model is not statistically significant, as ($F=1,756$, $p<0,205$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment”.

For the “university” graduates employees of the sample this model is not statistically significant, as ($F=7,059$, $p<0,010$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

For the “master/doctorate” graduates employees of the sample this model is statistically significant, as ($F=9,809$, $p<0,002$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment” for that sample.

In short, this model, for the demographic of educational level, is only statistically significant in that sample for the employees graduated from *master or doctorate*. There are 29 participants within those limitations, which is the 22 % of the sample. In this model the coefficient value of the independent variable “expectation gap” is -0,608 and the value of Beta is -0,545, and it is significant ($p<0,002$). In this model the Expectation Gap has the significant level of $p<0,005$; so it can be said that the independent variable

is statistically significant when explaining the relation. Another thing that can be concluded from this model is the negative relation between affective commitment and expectation gap for that sample. This means when the independent variable expectation gap increases, the affective commitment of employees, within master and doctorate graduates of the sample, to the firms, for which they have been working, decreases. As R^2 is 0.297, the 29.7 % of model could be explained by this variable. Adjusted R^2 value is 0.271, so the explanation value decreases to 27.1 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Still, the coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment for the participants graduated from master or doctorate.

If the values are analyzed, although first two are not statistically significant, it can be seen that as the participants get the higher level of education, the effect of expectation gap over affective commitment increases.

It is seen from the sample that as this expectation gap increases, the affective commitment of the sample within master/doctorate graduates decreases. The coefficients of the remaining variables of the other age groups are not found to be statistically significant so, we can not make any judgments about their effect on commitment.

Table 21. Effect of Educational Level over the Relation between Expectation Gap and Affective Commitment

Model Summary							
EDUCATION	Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
High School and lower	1	0,324	0,105	0,045		0,899	
University	1	0,285	0,081	0,070		0,991	
Master/Doctorate	1	0,545	0,297	0,271		0,927	
a	Predictors: (Constant), Expectation Gap						
ANOVA							
EDUCATION	Model		Sum of Squares	df	Mean Square	F	Sig.
High School and lower	1	Regression	1,418	1	1,418	1,756	0,205
		Residual	12,111	15	0,807		
		Total	13,529	16			
University	1	Regression	6,931	1	6,931	7,059	0,010
		Residual	78,545	80	0,982		
		Total	85,476	81			
Master/Doctorate	1	Regression	9,809	1	9,809	11,402	0,002
		Residual	23,226	27	0,860		
		Total	33,034	28			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Affective Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
EDUCATION	Model		B	Std. Error	Beta		
High School and lower	1	(Constant)	4,799	0,439		10,929	0,000
		Expectation Gap	-0,277	0,209	-0,324	-1,325	0,205
University	1	(Constant)	4,302	0,221		19,488	0,000
		Expectation Gap	-0,294	0,111	-0,285	-2,657	0,010
Master/Doctorate	1	(Constant)	4,592	0,344		13,345	0,000
		Expectation Gap	-0,608	0,180	-0,545	-3,377	0,002
a	Dependent Variable: Affective Commitment						

Table 22 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expectation gap. Dependent variable is *Continuance Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “High School and lower levels of Education” of the sample this model is not statistically significant, as ($F=0,001$, $p<0,974$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

For the “University” graduates employees of the sample this model is not statistically significant, as ($F=0,809$, $p<0,371$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the “master/doctorate” graduates employees of the sample this model is not statistically significant, as ($F=1,937$, $p<0,111$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment”.

Table 22. Effect of Educational Level over the Relation between Expectation Gap and Continuance Commitment

Model Summary							
EDUCATION	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
High School and lower	1	0,009	0,000	-0,067	1,237		
University	1	0,100	0,010	-0,002	0,836		
Master/Doctorate	1	0,302	0,091	0,058	0,846		
a	Predictors: (Constant), Expectation Gap						
ANOVA							
EDUCATION	Model		Sum of Squares	df	Mean Square	F	Sig.
High School and lower	1	Regression	0,002	1	0,002	0,001	0,974
		Residual	22,939	15	1,529		
		Total	22,941	16			
University	1	Regression	0,566	1	0,566	0,809	0,371
		Residual	55,922	80	0,699		
		Total	56,488	81			
Master/Doctorate	1	Regression	1,937	1	1,937	2,710	0,111
		Residual	19,304	27	0,715		
		Total	21,241	28			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Continuance Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
EDUCATION	Model		B	Std. Error	Beta		
High School and lower	1	(Constant)	4,041	0,604		6,687	0,000
		Expectation Gap	0,010	0,288	0,009	0,033	0,974
University	1	(Constant)	3,658	0,186		19,637	0,000
		Expectation Gap	-0,084	0,093	-0,100	-0,900	0,371
Master/Doctorate	1	(Constant)	3,930	0,314		12,527	0,000
		Expectation Gap	-0,270	0,164	-0,302	-1,646	0,111
a	Dependent Variable: Continuance Commitment						

In short, this model, for the demographic of educational level, for non of the categories independent variable is statistically significant when explaining the relation as the Expectation Gap with continuance commitment has not the significant level of $p < 0.005$.

7.2.3.4. Organizational Tenure

First the organizational tenure of the sample categorized as tha monthly experienced in that company; “0 – 12 Months, 13 – 60 Months, 61 – 120 Months, 121 – 180 Months, More than 181 Months”.

Table 23 shows the Model Summary, the ANOVA and the Coefficients of the relation between affective commitment and expectation gap. Dependent variable is *Affective Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “0 – 12 Months” senior employees of the sample this model is statistically significant, as ($F=16,598$, $p < 0,000$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment” for that sample.

For the “13 – 60 Months” senior employees of the sample this model is statistically significant, as ($F=8,870$, $p < 0,005$). This means the independent variable the “expectation gap” is statistically important to explain the dependent variable “affective commitment” for that sample.

For the “61 - 120 Months” senior employees of the sample this model is not statistically significant, as ($F=0,485$, $p < 0,498$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

For the “121 - 180 Months” senior employees of the sample this model is not statistically significant, as ($F=1,748$, $p < 0,219$). This means the independent variable the

“expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

For the “More than 181 Months” senior employees of the sample this model is not statistically significant, as ($F=0,195$, $p<0,677$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “affective commitment” for that sample.

In short, this model, for the demographic of organizational tenure, is only statistically significant in that sample for the employees having the seniority less than 60 months. There are 50 participants within his/her 0 – 12 months in that organization, which is the 39,1 % of the sample; there are 45 participants within his/her 13 - 60 months in that organization, which is the 35,2 % of the sample. Between 0 – 12 months seniority, in this model the coefficient value of the independent variable “expectation gap” is -0,620 and the value of Beta is -0,507, and it is significant ($p<0,000$). Between 13 – 60 months seniority, in this model the coefficient value of the independent variable “expectation gap” is -0,451 and the value of Beta is -0,414, and it is significant ($p<0,005$). In this model the Expectation Gap has the significant level of $p<0,005$; so it can be said that the independent variable is statistically significant when explaining the relation. Another thing that can be concluded from this model is the negative relation between affective commitment and expectation gap for the first 60 months seniority of that sample. This means when the independent variable expectation gap increases, the affective commitment of employees, within their first 60 months seniority of the sample, to the firms, for which they have been working, decreases. Between 0 – 12 months seniority, in this model R^2 is 0.257, the 25.7 % of model could be explained by this variable. Adjusted R^2 value is 0.241, so the explanation value decreases to 24.1 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Between 13 - 60 months seniority, in this model R^2 is 0.171, the

17.1 % of model could be explained by this variable. Adjusted R^2 value is 0.152, so the explanation value decreases to 15.2 %; which means that the model fails to explain a significant portion of the variability in affective commitment. Still, the coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment for the participants having less than 60 months seniority in the organization.

Table 23. Effect of Organizational Tenure over the Relation between Expectation Gap and Affective Commitment

Model Summary							
TENURE (months)	Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
0 – 12	1	0,507	0,257	0,241		0,866	
13 - 60	1	0,414	0,171	0,152		1,057	
61 - 120	1	0,190	0,036	-0,038		0,605	
121 - 180	1	0,403	0,163	0,070		0,791	
181 +	1	0,194	0,038	-0,155		1,483	
a	Predictors: (Constant), Expectation Gap						
ANOVA							
TENURE (months)	Model		Sum of Squares	df	Mean Square	F	Sig.
0 - 12	1	Regression	12,462	1	12,462	16,598	0,000
		Residual	36,038	48	0,751		
		Total	48,500	49			
13 - 60	1	Regression	9,918	1	9,918	8,870	0,005
		Residual	48,082	43	1,118		
		Total	58,000	44			
61 - 120	1	Regression	0,177	1	0,177	0,485	0,498
		Residual	4,756	13	0,366		
		Total	4,933	14			
121 - 180	1	Regression	1,094	1	1,094	1,748	0,219
		Residual	5,633	9	0,626		
		Total	6,727	10			
181 +	1	Regression	0,429	1	0,429	0,195	0,677
		Residual	11,000	5	2,200		
		Total	11,429	6			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Affective Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
TENURE (months)	Model		B	Std. Error	Beta		
0 - 12	1	(Constant)	4,605	0,254		18,150	0,000
		Expectation Gap	-0,620	0,152	-0,507	-4,074	0,000
13 - 60	1	(Constant)	4,448	0,306		14,532	0,000
		Expectation Gap	-0,451	0,151	-0,414	-2,978	0,005
61 - 120	1	(Constant)	4,165	0,368		11,320	0,000
		Expectation Gap	-0,102	0,147	-0,190	-0,696	0,498
121 - 180	1	(Constant)	5,117	0,555		9,223	0,000
		Expectation Gap	-0,317	0,240	-0,403	-1,322	0,219
181 +	1	(Constant)	4,750	1,192		3,985	0,010
		Expectation Gap	-0,250	0,566	-0,194	-0,441	0,677
a	Dependent Variable: Affective Commitment						

Table 24 shows the Model Summary, the ANOVA and the Coefficients of the relation between continuance commitment and expectation gap. Dependent variable is *Continuance Commitment* and independent variable is *Expectation Gap (I-R)*.

For the “0 – 12 Months” senior employees of the sample this model is not statistically significant, as ($F=3.208$, $p<0,080$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the “13 – 60 Months” senior employees of the sample this model is not statistically significant, as ($F=0.697$, $p<0,408$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the “61 - 120 Months” senior employees of the sample this model is not statistically significant, as ($F=1.759$, $p<0,208$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the “121 - 180 Months” senior employees of the sample this model is not statistically significant, as ($F=0,112$, $p<0,746$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

For the “More than 181 Months” senior employees of the sample this model is not statistically significant, as ($F=0.886$, $p<0,390$). This means the independent variable the “expectation gap” is not statistically important to explain the dependent variable “continuance commitment” for that sample.

Table 24. Effect of Organizational Tenure over the Relation between Expectation Gap and Continuance Commitment

Model Summary							
TENURE (months)	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
0 – 12	1	0,250	0,063	0,043	0,839		
13 - 60	1	0,126	0,016	-0,007	0,903		
61 - 120	1	0,345	0,119	0,051	0,892		
121 - 180	1	0,111	0,012	-0,098	0,989		
181 +	1	0,388	0,151	-0,019	0,985		
a	Predictors: (Constant), Expectation Gap						
ANOVA							
TENURE (months)	Model		Sum of Squares	df	Mean Square	F	Sig.
0 - 12	1	Regression	2,260	1	2,260	3,208	0,080
		Residual	33,820	48	0,705		
		Total	36,080	49			
13 - 60	1	Regression	0,568	1	0,568	0,697	0,408
		Residual	35,076	43	0,816		
		Total	35,644	44			
61 - 120	1	Regression	1,399	1	1,399	1,759	0,208
		Residual	10,335	13	0,795		
		Total	11,733	14			
121 - 180	1	Regression	0,109	1	0,109	0,112	0,746
		Residual	8,800	9	0,978		
		Total	8,909	10			
181 +	1	Regression	0,860	1	0,860	0,886	0,390
		Residual	4,854	5	0,971		
		Total	5,714	6			
a	Predictors: (Constant), Expectation Gap						
b	Dependent Variable: Continuance Commitment						
Coefficients							
			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
TENURE (months)	Model		B	Std. Error	Beta		
0 - 12	1	(Constant)	4,105	0,246		16,703	0,000
		Expectation Gap	-0,264	0,147	-0,250	-1,791	0,080
13 - 60	1	(Constant)	3,498	0,261		13,381	0,000
		Expectation Gap	-0,108	0,129	-0,126	-0,835	0,408
61 - 120	1	(Constant)	2,882	0,542		5,313	0,000
		Expectation Gap	0,287	0,217	0,345	1,326	0,208
121 - 180	1	(Constant)	4,300	0,693		6,202	0,000
		Expectation Gap	-0,100	0,299	-0,111	-0,334	0,746
181 +	1	(Constant)	4,229	0,792		5,341	0,003
		Expectation Gap	-0,354	0,376	-0,388	-0,941	0,390
a	Dependent Variable: Continuance Commitment						

In short, this model, for the demographic of organizational tenure, for non of the categories independent variable is statistically significant when explaining the relation as the Expectation Gap with continuance commitment has not the significant level of $p < 0.005$.

8. DISCUSSION

Career Development is an interesting issue of Human Resources discipline as in fact serves the employee rather than organization, but has indirect positive effect on organization. It is an organized and planned effort to attain a balance between the individual's career needs and the organization's objective career aspects. Within this context, there are two separate but interrelated concepts are included in the career development system: one is *career planning*, an individual level approach to analyze oneself and career opportunities; and the other is *career management*, an organizational level approach to match the needs of individual and the needs and support of the organization.

In the study of organizational behavior, organizational commitment is, in a general, the employee's psychological attachment to the organization. According to Meyer and Allen's (1991) three-component model of commitment can characterize an employee's commitment to the organization: Affective Commitment as the employee's positive emotional attachment to the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". Continuance Commitment is described within the limits of the costs of losing organizational membership, including economic losses and social costs that would have to be given up. The employee remains a member of the organization because he "has to". Normative Commitment appears because of feelings of obligation. These feelings may derive from many sources. For instance, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or

other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he "ought to"¹⁵⁴.

It can be claimed that there are important amount of literature linking organizational commitment to important work behaviors, such as turnover, job performance and so on. However, the study on the effect of organizational career management on organizational commitment may be a new area to analyze.

When the effect of the expectation gap on organizational commitment, the first hypothesis was defined as below;

H1. As the expectation gap increases, the organizational commitment decreases.

H2. Existence of career management activities increases the organizational commitment.

H3. The higher career management expectations, the lesser the organizational commitment.

In H1, H2 and H3 the dependent variable is Organizational Commitment and as the result of the factor analyses within this study the commitment variable could only be used as the factors established: affective commitment, which is defined as “the relative strength of an individual’s identification with and involvement in a particular organization”, and continuance commitment. There the hypothesis could not be statistically verified.

“Existing Career Management” represents the Career Management activities held by the organization; and “Expected Career Management” represents the employee expectations from the organization to offer them activities for their career ladder. The variable “I – R (ideal - real)”, which would be called as “Expectation Gap”, represents the gap between the employees' expectations on career management and the actual

¹⁵⁴ http://en.wikipedia.org/wiki/Organizational_commitment

career management activities conducted by the organization. So, the effects of employee expectations about career management (ideal-expected) and the actual situation executed at the firms about career management (real-existing) would be separately evaluated as independent variables in the following models, in addition to the independent variable of their combination of Expectation Gap.

The effect of independent variables Existing Career Management, Expected Career Management and Expectation Gap on the dependent variable Affective Commitment is tried to be certified in this study. It is seen that there is a statistically significant positive relationship between Existing Career Management and Affective Commitment, which means in our sample, if there is a realized career management activities in a firm, the employees become emotionally attached to the organization. Also the model relating Expectation Gap and Affective Commitment is certified; this model is significant. The expectation gap is a factor explaining affective commitment of the employee, within the sample. It is seen from the sample that as this expectation gap (the difference between the expected career planning and the actual career planning applied at the firms-higher expectations and lower realizations) increases, the affective commitment decreases. The coefficients of the remaining variables are not found to be statistically significant so, we can not make any judgments about their effect on commitment. The coefficient of expectation gap is statistically significant and thus we conclude that there is a negative relationship between this variable and affective commitment.

The striking result in this relationship is when the existing career management is significant and positively related to the affective commitment; the expectations about career management of employees from the organization are even not significant. The affectively committed employee wants to stay with the organization and feels emotionally attached. Therefore, when career management is realized at the organization, the affective commitment naturally increases; but as the employee

presently attached to the organization expectations do not affect the commitment. It can be said that affectively committed employees have lesser expectations.

As it is mentioned above three factors appeared after the factor analysis of organizational commitment scale. The second one, whose reliability value found to be over .70 is the Continuance Commitment; "an awareness of the costs associated with leaving the organization". The effect of independent variables Existing Career Management, Expected Career Management and Expectation Gap on the dependent variable is Continuance Commitment is tried to be certified in this study. Dependent variable is Continuance Commitment and independent variables are Expectation Gap. In this model the coefficient values of the independent variables Existing Career Management, Expected Career Management and Expectation Gap are not statistically significant, as we are studying at 95% confidence level which means that the individual coefficient estimates are statistically significant as long as $p < 0.05$. It is seen from the sample the coefficients of the variables are not found to be statistically significant so, we can not make any judgments about their effect on continuance commitment. In other words, a relationship between these two is not sighted from this sample.

As we have seen in the factor analysis, organizational commitment in fact can be decomposed into three factors: Affective Commitment, Continuance Commitment and Normative Commitment. The reliability values of the first and second factors were found to be over .70. However, Crobnach Alpha coefficiency for the third factor was found to be below .70 (the alpha value of this factor is .48) and so this factor, which could be called as Normative Commitment was left out.

Research questions regarding demographic variables are about if there is a difference depending on the demographic variables of the gender, age, level of education, tenure in the present job over the relation between expectation gap and organizational commitment.

Through gender-based analyzes of affective commitment-expectation gap and continuance commitment-expectation gap, it is seen that only for affective commitment in terms of male participants the model is significant. This means in the sample it is observed that if the expectation gap increases the affective commitment of men decreases. For continuance commitment no difference is sighted, and the models are not significant. In the literature both the ideas that women have higher or lower commitment to the organization than men is discussed. In our study we do not observe a significant relation for organizational commitment resulted from career management for the female participants.

As age is included as a demographic variable, it is seen that for the participants between 26-35 years old, there is a negative relationship between affective commitment-expectation gaps; means for that group the higher gap, the less commitment affectively to the organization. For the other age groups, the models are not statistically significant (affective commitment-expectation gap). The models of all age groups, studying on the affect of expectation gap on continuance commitments, are not statistically significant. In the literature continuance and emotional commitment increases as one gets older. However in our study it is observed that for the relation of career management, this commitment do not been certified. It can be concluded that career management is only effective for increasing affective commitment at earlier ages in our sample.

As educational level is included as a demographic variable, it is seen that for the participants having master/doctorate degree, there is a negative relationship between affective commitment-expectation gaps; means for that group the higher gap, the less commitment affectively to the organization. For the other educational levels, the models are not statistically significant (affective commitment-expectation gap). The

models of all educational levels, studying on the affect of expectation gap on continuance commitments, are not statistically significant.

As organizational tenure is included as a demographic variable, it is seen that for the participants having the seniority less than 60 months, there is a negative relationship between affective commitment-expectation gaps; means for that group the higher gap, the less commitment affectively to the organization. For the other organizational tenure groups over 60 months, the models are not statistically significant (affective commitment-expectation gap). The models of all seniority groups, studying on the affect of expectation gap on continuance commitments, are not statistically significant.

It is seen that in this study any model significant on the continuance commitment can not be observed. This could be a result of the items composing the continuance commitment factor. There are three items (“Right now, staying with my organization is a matter of necessity as much as desire.” “I cannot leave this organization as there are not any options outside.” “I believe that I have too few options to consider leaving this organization.”). As this study tries to observe the effect of career management on organizational commitment, and as the items above are related to the options rather than the organization itself, the result can be labeled as logical not to find out a significant relation between career management at the organization and continuance commitment.

9. RESULT

The study reported in this paper investigated how organizational career management affects the employees' expectations and how it affects the employee commitment (organizational commitment). This study oriented to organizational career management; although the recent trends are usually individual oriented, the importance of organizational impact on careers can not be denied; the idea behind which is joint responsibility of individual and organization resulting from the joint benefits.

Through this study the affirmative effect of organizational career management activities on the affective commitment of the employees in the sample is observed. Also in this study within the sample some demographic variables are analyzed and observed differences are explained in detail.

Although a strong statistically significant relationship could not be observed in this study, the importance of organizational career management could not be denied. Many studies could be found in the literature supporting the importance of career management activities held by an organization on the commitment of employees.

Other variables which are not measured by the surveys such as income policies, the attitude of the management towards the employees etc. might also effect organizational commitment. The effect of the organizational career management on organizational commitment could also be studied on sectoral basis.

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Appendix: Questionnaire

Sayın Katılımcı,

Bu anket Marmara Üniversitesi Sosyal Bilimler Enstitüsü Kamu Yönetimi Ana Bilim Dalı İnsan Kaynakları Yönetimi ve Gelişimi Yüksek Lisans Programı bünyesinde yürütülen bir tez çalışması için hazırlanmıştır.

Araştırmadan sağlıklı sonuçlar elde edilebilmesi için hiçbir sorunun boş bırakılmaması çok önemlidir. Değerlendirmenizi yaparken hiçbir soruyu boş bırakmamaya özen gösteriniz.

Vereceğiniz yanıtlar sadece akademik amaçlı kullanılacaktır, hiçbir şekilde farklı kurum ve kişilere sonuçlar yansıtılmayacaktır. Bu yüzden kimliğinizi belli edecek herhangi bir yazı yada işaret koymanıza gerek yoktur.

Çalışmaya katkılarınız için çok teşekkür ederim.

Neslihan PAK
neslihanpak@gmail.com

Sorulara geçmeden önce lütfen aşağıdaki bölümü doldurunuz.

Yaşınız

Cinsiyetiniz () Kadın () Erkek

Eğitim Düzeyiniz () Lise () Üniversite () Yüksek Lisans/Doktora

Çalıştığınız Sirketin Faaliyet Gösterdiği Sektör

Çalıştığınız Departman

Bu işyerindeki Çalışma Süreniz

Toplam İş Deneyiminiz

Bu işyeri çalıştığınız kaçınıcı işyeri?

Bu iş ilk işinizse lütfen varsa staj deneyiminizin süresini belirtiniz.

Lütfen aşağıdaki maddeleri iyi bir Kariyer Geliştirme Sisteminde **sizce ne kadar önemli olduğu (ideal)** ve **şirketinizde hangi ölçüde uygulandığı (real)** açısından değerlendiriniz.

		Her zaman	Genellikle	Bazen	Nadiren	Hiçbir zaman
1. Organizasyonunuzda elemanlarınızın kariyer gelişimiyle etkin bir biçimde ilgilenilmektedir.	<i>ideal</i>					
	<i>real</i>					
2. Kariyer gelişimi performans değerlendirme sisteminin ayrılmaz bir parçasıdır.	<i>ideal</i>					
	<i>real</i>					
3. Organizasyon, elemanlarının kariyer beklentileriyle genel olarak ilgilidir.	<i>ideal</i>					
	<i>real</i>					
4. Kariyer gelişimlerini planlamak ve gerçekleştirmek için elemanlara zaman ve olanak tanınır.	<i>ideal</i>					
	<i>real</i>					
5. Organizasyon içinde beliren iş olanakları istihdam yapılmadan önce işletme dışına duyurulur.	<i>ideal</i>					
	<i>real</i>					
6. Elemanlara kariyer danışmanlığı için profesyonel olarak yardımda bulunulur.	<i>ideal</i>					
	<i>real</i>					
7. Organizasyon içinde elemanların işleri ve kariyer yolları hakkında bilgi sahibi olma imkanları vardır.	<i>ideal</i>					
	<i>real</i>					
8. Elemanların kendi iş tanımlarını oluşturmaları / geliştirmeleri mümkündür.	<i>ideal</i>					
	<i>real</i>					
9. Şirketinizin Kariyer Geliştirme Sistemi hakkındaki genel değerlendirmeniz:	Yüksek 10 9 8 7 6 5 4 3 2 1 Düşük					

Lütfen aşağıdaki çalıştığınız kurumla ve işinizle ilgili ifadeleri *sizin görüşünüze ne derece yakın olduğu* açısından değerlendiriniz.

	Tamamen Katılıyorum	Katılıyorum	Biraz Katılmıyorum	Pek Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kariyerimin kalan kısmını bu şirkette geçirmekten mutluluk duyarım.						
2. Şu anda çalıştığım şirkette çalışmaya devam etmek için herhangi bir mecburiyet hissetmiyorum.						
3. Dışarıda başka iş imkanları olmadığı için çalıştığım yerden ayrılamıyorum.						
4. Şu anda işimden ayrılmak benim lehime olsa bile bunun doğru bir davranış olduğunu düşünmüyorum.						
5. Çalıştığım şirketin sorunlarını kendi sorunlarımımiş gibi görüyorum.						
6. Şu anda çalıştığım şirkette kalmaya devam etmemdeki esas sebep ihtiyacım olmasıdır.						
7. Bu şirkette kendimi "ailenin parçası" gibi hissediyorum.						
8. Çalıştığım şirkete çok şey borçluyum.						
9. İstesem bile şu anda işimi bırakmak benim için zor olurdu.						
10. Kendimi bu şirkete gönülden bağlı hissediyorum.						
11. Bu şirkette çalışıyor olmak benim için çok şey ifade ediyor.						
12. Şu anda işimden ayrılmaya karar verseydim hayatımda pek çok şey sekteye uğradı.						
13. Eğer şu anda işimi bıraksaydım kendimi suçlu hissederdim.						
14. Çalıştığım şirket sadakatimi hakediyor.						
15. Kendimi bu şirkete "aitmişim" gibi hissediyorum.						
16. Dışarıda iş imkanları az olduğu için bu şirketten ayrılmayı düşünmüyorum.						
17. Şu anda işimden ayrılmazdım çünkü bu şirkete karşı yükümlülüklerim olduğunu hissediyorum.						
18. Eğer bu şirkete kendimden çok fazla şey vermeseydim, başka bir yerde çalışmayı düşünebilirdim.						
19. Önümüzdeki bir yıl içinde yeni bir iş aramayı düşünüyorum.						
20. Sıklıkla işten ayrılmayı düşünüyorum.						