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THE EFFECT OF CAREER MANAGEMENT AND DEVELOPMENT IN HUMAN RESOURCE MANAGEMENT AND A RESEARCH

YÜKSEK LİSANS TEZİ

HANDE GÜRCAN

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Danışman: YARD. DOÇ. DR. AHMET TUĞRUL SAVAŞ

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Marmara Üniversitesi
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ABSTRACT

Today, intellectual capital has become the most important single asset of the organisations. Managing human resources is a central function within an organisation and its effective implementation involves combining the skills and knowledge of people.

Given the instable competitive environment and difficulty of predicting change, companies should build a portfolio of skills in their employee base. Therefore, career development has been transformed from an isolated tool for individual growth to a key strategic asset for farsighted organisations to increase effectiveness.

The purpose of this dissertation is to provide a deep understanding about the effect of career management and development in human resource management, which is a strategic process in maximizing individual's potential, and the success of the organisation as a whole.

The importance, the history, the objectives, major characteristics and the functions of the human resource management have been clarified in the first chapter.

In the second chapter; the concept of career, career management and development, and the challenges of effective career development have been introduced.

The reasons of the importance of career development for human resource management, HRM's role in career development and linkage between career development and other human resources systems have been explained in the third chapter.

In the fourth chapter; the application part of the research has been clarified, which includes the aim of the research, research design and methodology, limitations, company overview, findings, results and conclusion.

ÖZET

Günümüzde, entelektüel sermaye organizasyonların en önemli varlığı haline gelmiştir. İnsan kaynakları yönetimi organizasyonların temel bir fonksiyonudur ve bu fonksiyonun etkin uygulaması, insanların beceri ve bilgilerini birleştirmeyi içermektedir.

Durağan olmayan rekabetçi ortamın ve değişimi tahmin etmenin zorluğundan dolayı; işletmeler çalışanlarının beceri portföylerini oluşturmalıdırlar. Bu nedenle, etkinliği arttırmak adına kariyer gelişimi; ileri görüşlü organizasyonlarda bireysel gelişim için ayrı bir araç olmaktan, stratejik temel bir varlığa dönüşmüştür.

Bu tezin amacı; organizasyonların genel başarısını ve bireylerin sahip oldukları potansiyellerini en üst düzeye çıkartmaya yönelik startejik bir süreç olan, insan kaynakları yönetiminde kariyer yönetimi ve gelişiminin etkisi hakkında derin bir anlayışa sahip olmaktır.

İnsan kaynakları yönetiminin önemi, tarihçesi, amaçları, temel özellikleri ve fonksiyonları birinci bölümde anlatılmıştır.

İkinci bölümde; kariyer, yönetimi ve gelişiminin kapsamı ve etkin kariyer gelişimi için yapılabilecek stratejik uygulamalar ortaya çıkartılmıştır.

İnsan kaynaları yönetimi için kariyer gelişiminin öneminin nedenleri; kariyer gelişiminde insan kaynaklarının rolü, kariyer gelişimi ve kariyer gelişiminin diğer insan kaynakları sistemleri ile arasındaki bağlantı üçüncü bölümde açıklanmıştır.

Dördüncü bölümde, araştırmanın amacı, dizayn ve metodolojisi, sınırları, uygulama yapılan şirket hakkında genel bilgi, bulgular ve sonucu içeren araştırma bölümü bulunmaktadır.

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Introduction

In this century; political, economical and socio-cultural changes occurring in the Western developed countries are spreading to the rest of the world. Changes in the society, technological advancements and increased global competition are reflected to the organisations and brought about renewals in their production relations, working principles, style of management and leadership. The organisations should try to ensure that they achieve strategic flexibility, which is defined as the capability of the company to respond quickly to changing competitive conditions, and so built or maintain a competitive advantage. "If companies are to survive and thrive in this dynamic environment, they must adapt and change in response to the 'general environment' around them."[1] Therefore, in this changing environment, companies should try their best to react intelligently and find out which function affect most the organisations' surviving.

One of the key factors to achieve strategic flexibility is highly developed human capital. In other words, 'people are the most important single asset of the organisations. Managing human resources is a central function within an organisation and its effective implementation involves combining the skills and knowledge of people.'[2] This requires systematic and substantial investment in the development of employee skills. Given the instable competitive environment and difficulty of predicting change, companies should build a portfolio of skills in their employee base. The portfolio of skills will allow firms to respond more flexible to changes in their environment. This is to say that career development has been transformed from an isolated tool for individual growth to a key strategic asset for farsighted organisations to increase effectiveness.

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[1] Alan Griffiths, **"British Economy Survey"** , 'Section 10: Human Resources In Business', UK, Vol 29 No 1 Autumn 1999, pg. 37

[2] Stuart. Wall, Bronwen Rees, **"International Business",** UK: Financial Times/ Prentice Hall-Pearson Education Ltd., 2004, p.277

Furthermore, since people are regarded the most important asset of the organisations; they are trying to manage their activities to ensure that the right people with the right skills are in the right place at the right time to achieve strategic objectives and also to build a talent pool for the future. Therefore, organisations have to seek to attract, retain and develop all their employees whilst satisfying the employee career aspirations. Managing their careers and giving them the opportunities to develop themselves have extremely significant in order to do that.

Individuals are being evaluated according to the contribution of their skills and abilities to the organisation rather than their job title and seniority. Output focused high performance is expected from the employees rather than merely doing job. The new definition of work is more than a series of fixed operations. It requires flexibility in order to meet the continuously changing customer demands. Thus, continuous learning and development should be maintained to improve the quality of working life. Under these considerations, career patterns have also shifted. Career is now the repeated negotiation of the psychological contract between organisation and individual over time, as the needs and resources change. As a result of these changes, organisations have begun to take a more active approach to the career development of their employees.

Career development is an ongoing, organised and formalised effort that focuses on developing enriched and more capable workers. Career development must be a key business strategy if an organisation is to survive in today's increasingly competitive and global business environment.

This dissertation is intended to provide a deep understanding about the career management and development in the organisations. It does not ignore the changing nature of work but aims to show how employers can recognise and deal with the future shape and context of careers. The objectives of this research are to enable readers to:

- Understand the effect of career management and development in human resource management

- Gain a real picture of what the organisations are currently doing in terms of career management and development with an applied research

- Identify how the process of career management and development takes place in that particular company; find out who is responsible for it, the reasons to apply it from the company's viewpoint.

Chapter 1

1. Human Resource Management

1.1. The Importance and Definition of Human Resource Management

Today, human resource professionals are vital elements in the success of any organisation. Their jobs require a new level of sophistication that is unprecedented in human resource management. Not surprisingly, their status in the organisation has also been elevated. Even the name has been changed. Although the terms 'personnel' and 'human resource management' are frequently used interchangeably, it is important to note that the two connote quite different aspects. Once a solitary individual heading the personnel function, today the human resource department head may be a vice-president sitting on executive boards and anticipating in the development of the overall organisational strategy. Companies today recognize the importance of the people in meeting their goals. Consequently, when the company's executives make major decisions affecting the organisation and its people, human resource typically presents to represent the human side of the business.[3]

Human resource management is a concept that concerns those aspects of management that deal with the human side of organisations, first emerged in the 1980s. Armstrong defines human resource management as 'a strategic and coherent approach to the management of an organisation's most valued assets- the people working there who individually and collectively contribute to the achievement of its goals.'[4]

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[3] A. David De Cenzo, P. Stephen Robbins, **"Human Resource Management: Concepts and Practices"**, 4th edition, New Jersey: John Wiley and Sons Inc., 1994, p 6.
[4] Wall, Rees, 2004, p.276

Poole who adds a moralistic dimension and claims that, 'human resource management regards people as the most important single asset of the organisation; it is proactive in its relationship with people; and it seeks to enhance company performance, employee "needs" and societal well being'.[5]

Human resource management is the process of acquiring, motivating, training, developing and appraising of employees to perform the activities necessary to accomplish organisational objectives; and developing specific activities and overall organisational climate to generate maximum workers satisfaction and employee efficiency.[6] Therefore, Human resource management is a fundamental organ, working for better organisational performance and its practices will have positive influence on the overall productivity of the organisation.

1.2. The History of Human Resource Management

Adam Smith published his "Wealth of Nations" in 1776. He was the first economist who accepted that human factor in economic life was not peripheral but central. This belief kept him unique for a long time. From his point of view, it was the skills and competences of individuals, which were the basic individual and national wealth.[7] Naisbitt and Aburdence also stated that, "In the new society, human capital has replaced dollar capital as the strategic resource. People and profits are inexorably linked."[8]

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[5] M. Poole, **"Human Resource Management in an International Perspective",** International Journal of Human Resource Management, Jun1990, vol 1. issue.1, Business Source Premier

[6] Şerife Esin Eyüpoğlu, **" Reengineering of Human Resources Processes and Implementing Human Resources Information Systems to Improve Management Decision Making",** T.C. Marmara University, Institute of Graduate Studies in Pure and Applied Sciences, Istanbul, 2002, pg 16.

[7] Adil Kağan Gedikli, **"The Impact of Job Analysis & Human Resource Management Practices On The Performance of A Labour Intensive Company"**, T.C. Marmara University, Institute of Social Science, Management Administration Graduate Programme, Istanbul, 2002, pg 15

The Industrial Revolution began with the substitution of steam power and machinery for time consuming hand labour. Working conditions, social patterns, and the division of labour were significantly altered. With these changes also came a widening gap between workers and owners.[9] Therefore, industrial expansion and the emergence of labour unions, which characterised the early 1990s, necessitated an organisational function designed to deal with labour unions. In response to these developments, personnel departments were created.[10] The importance of personnel departments grew slowly as their contributions to work life and responsibility in the work life increased. During World War I, the American army used psychological tests to match the qualifications of the army personnel with their duties in the army. Because of the success of the army, companies have also begun to use tests for recruitment and selection, training and performance appraisal. [11] Whereas past activities had focused only on keeping unions out of the workplace or negotiating with existing unions over wages, hours and the terms and conditions of employment, human resources activities now reflected a more proactive orientation aimed at promoting proactive orientation aimed at promoting greater productivity. The seeds of change were sown, however, by the Hawthorne experiments and, more generally, the application of theories in the behavioural sciences to the study of business organisations and the performance of work.

The Hawthorne experiments were important not only for the knowledge they produced but also for stirring the interest of other behavioural scientists in workplace issues. Suddenly in the 1940s, *"human relations"* became a very hot subject and a number of academics, such as George Homans, Conrad Arensberg, William Foote Whyte, and Eliot Chapple, with a background in social psychology, sociology, and anthropology became interested in studying people and small groups in factories and other work organisations.

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[8] Gerald R. Ferris, M. Ronald Buckley, **"Human Resource Management: Perspectives, Context, Fuctions and Outcomes"**, UK: Prentice Hall, 3rd Edition, 1996, pg 4
[9] John M. Ivancevich**,** "Human Resource Management", 9th Edition, New York: Mc Graw Hill, 2004, p.6
[10] Ferris, Buckley, 1996, pg. 4
[11] Gedikli, 2002, pg. 16

By the late 1950s, human relations waned; a new field was born that was to have a major impact on both Industrial Relations and Personnel Management. This new field was organisational behaviour (OB). The central point made by early researchers in OB, such as Chris Argyris, Whyte, Rensis Likert, and Douglas McGregor, was that effective organisational performance requires that organisations be designed and operated in a way that best fits and makes use of the psychosocial needs and properties of the human beings who manage and work in them. McGregor (1960) thus developed the "Theory X and Theory Y" typology of human work motivation in order to make the case for a managerial style that was less command and control oriented, while Likert (1961) used earlier research of Kurt Lewin on effective leadership styles to make the case for more participative organisations. All of these new people and ideas, while strengthening management thought and practice, also caused the Personnel Management side to evolve a separate, increasingly independent set of research and teaching interests that had a dwindling link to Industrial Relations.[12]

The 1980's saw Human Resource Management entering the entrepreneurial phase, adapting itself to market economy and enterprise culture. Important subjects of that time were management of change, Japanese management practices, such as quality circles and total quality management.

When Human Resource Management Strategies are integrated with in the organisation, Human Resource Management plays a major role in clarifying the firm's human resource problems and develops solutions to them. It is oriented toward action, the individual, worldwide interdependence, and the future. Today, it would be difficult to imagine any organisation achieving and sustaining effectiveness without efficient Human Resource Management programs and activities.[13]

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[12] Bruce E. Kaufman, **"Human Resources and Industrial Relations: Commonalities and Differences",** *Human Resource Management Review, Volume 11, Issue 4, Winter 2001, Pages 339-374,* Business Source Premier

[13] Ivancevich, 2004, pg. 8

1.3. Objectives of Human Resource Management Function

The contributions of Human Resource Management makes to organisational effectiveness include the following table 1:

Table 1 Objectives of Human Resource Management Function

- Helping the organisation reach its goals.
- Employing the skills and abilities of the workforce efficiently.
- Providing the organisation with well-trained and well-motivated employees.
- Increasing the employee's job satisfaction and self-actualisation. Developing and maintaining a quality of work life that makes employment in the organisation desirable.
- Communicating Human Resource Management policies to all employees.
- Helping to maintain ethical policies and socially responsible behaviour.
- Managing change to the mutual advantage of individuals, groups, the enterprise and public.

Sourced by Ivancevich, 2004, pg. 10

1.4. Major Characteristics of Human Resource Management

The major characteristics of Human Resource Management can be identified as in the following table 2:

Table 2 The major characteristics of Human Resource Management

- The importance of adopting a strategic approach is emphasised.
- Line managers play a predominant role.
- Organisational policies must be integrated and cohesive in order to better project and support the central organisational values and objectives. Along with this, communication plays a vital role.
- An underlying philosophy is adopted that emphasises the achievement of competitive advantage through the efforts of people. This can variously be interpreted into actions that are known as hard Human Resource Management or those that are known as soft Human Resource Management.
- A unitarist rather than a pluralist approach prevails in the relationship between managers and employees.

Sourced by Margaret Foot, Caroline Hook, "Introducing Human Resource Management", Harlow, England: Prentice Hall, 2nd Edition, 1999, pg 8

1.5. Functions of Human Resource Management

Thinking organisations in terms of systems is useful because it enables one to recognize the interrelationship among parts. In James and Jessie Miller's book called 'Systems Science' in 1981, they investigated systems thinking into the organisations.

This view requires recognition of the system's boundaries, which mark the beginning of a system's external environment. [14]

Werther and Davis (1993) explained the role of major human resource subsystems using a system model: [15]

- Frameworks and Challenges: Human Resource Management experts face many challenges in dealing with people. The central challenge is to assist organisations in improving their effectiveness and efficiency in an ethical and socially responsible way.

- Preparation and Selection: To build a human resource information system, data are gathered about each job and about organisation's future human resource needs. Using this information, specialists can advise managers about the design of the jobs they supervise and find ways to make those jobs more productive and satisfying.

- Development and Evaluation: Human resource specialists can help to determine the needs of training, development and career counselling of employees. To evaluate employees, formal performance appraisals are conducted periodically.

- Compensation and Protection: Employees must be paid a fair wage or salary relative to their productive contribution and the organisation needs to protect its workers from occupational hazards.

- Employee relations and assessment: Employees need to be motivated and be satisfied with their jobs. To increase employee satisfaction and organisational productivity, communications are used to keep people informed.

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[14] Gedikli, 2002, pg 27
[15] William Werther, Jr., Keith Davis, **"Human Resources and Personnel Management",** 5th Edition, New York: McGraw Hill, 1996, pg 21- 22

In order to look at human resource management more specifically, it has been proposed that human resource management is an approach consisting of four functions- *staffing, training and development, motivation and maintenance*. In other words, human resource management consists of four activities: getting people, preparing them, stimulating them and keeping them inside the organisation.

1.5.1. Staffing function

Staffing is the process through which an organisation ensures that it always has the proper number of employees with the appropriate skills in the right jobs at the right time to achieve the organisation's objective. Staffing involves job analysis, human resource planning, recruitment and selection. According to Mondy, Noe and Premeux, companies must ensure that their workforces are productive today and in the foreseeable future.[16]

1.5.1.1. Job analysis

Briefly, job analysis can be defined as 'obtaining information about jobs'.[17] Job analysis is the process of collecting, tabulating, grouping, analysing, interpreting, and reporting the data pertaining to the work performed by individuals who fill operative, clerical, technical, staff, supervisory or managerial positions. Job analysis focuses on the duties, tasks and elements that make up a job. The results of job analyses are used to identify and organise content for writing and revising job descriptions and applicant specifications. [18] In order to summarise, job analysis involves the following steps:[19]

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[16] R. Wayne Mondy, Robert M. Noe, Shane R. Premeaux, **"Human Resource Management",** 8th Edition, New
Jersey: Prentice Hall, 2002, pg. 3.
[17] Cynthia D. Fisher, Lyle F. Schoenfeldt, James B. Shaw, **"Human Resource Management",** 3rd Edition, USA: Houghton Mifflin Company, 1996, pg 134.

- ❖ Collecting and recording job information
- ❖ Checking the job information for accuracy
- ❖ Writing job descriptions based on information
- ❖ Using the information to determine what skills, abilities and knowledge are required on the job.
- ❖ Updating the information from time to time.

Two other job analyses terms were also defined by Fisher, Schoenfeldt, Shaw as in the following definitions;

a. Job description: It is a written narrative describing the activities performed on a job; usually it also includes information about the equipment used and the working conditions under which the job is performed.

b. Job specification: This outlines the specific skills, knowledge, abilities and other physical and personal characteristics that necessary to perform a job.

1.5.1.2. Human Resource Planning (HRP)

Human resource planning is both a process and a set of plans. It is how organisations assets the future supply of and demand for human resources. In addition, an effective human resource plan also provides mechanism to eliminate any gaps that may exist between supply and demand. Thus, human resource planning determines the numbers and types of employees to be recruited into the organisation or phased out of it.

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[18] William R. Tracey, Ed. D., **"The Human Resources Glossary, The Complete Desk Reference for HR Executives, Managers, and Practitioners"**, 2nd Edition, USA: St. Lucie Press, 1998, 279
[19] Fisher, Schoenfeldt, Shaw, 1996, pg 133- 134

Dynamic by nature, the human resource planning process often requires periodic readjustments as labour market conditions change.[20]

Strategic human resource planning has probably fostered the most change in human resources departments during the past years. Organisations can no longer hire employees haphazardly. They should have a well-defined reason for needing individuals who possess specific qualifications, skills and knowledge that are directly likened to specific jobs required in the organisation. Strategic human resource planning is the essential practice in order to understand which positions/jobs are critical for the organisations. It provides the organisation to have the right number and kind of people, at the right place in the right time who are capable of completing those tasks effectively and efficiently. Strategic human resource planning will help the organisation to achieve its overall objectives.[21]

1.5.1.3. Recruitment & Selection

Recruitment and Selection is a planned way in which the organisation interfaces with the labour supply.[22] The Recruitment and Selection process is concerned with identifying, attracting and choosing suitable people to meet an organisation's human resource requirements. They are integrated activities and 'where recruitment stops and selection begins is a moot point'. However, it is necessary to try to differentiate between the two areas: Whitehill (1991) describes the recruitment process as a positive one, 'building a roster of potentially qualified applicants', as opposed to the 'negative' process of selection. Therefore, a useful definition of recruitment could be 'searching for obtaining potential job candidates in sufficient numbers and quality so that the organisation can select the most appropriate people to fill its job needs; whereas

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[20] Ivancevich, 2004, pg. 135
[21] Rabia Pınar Dinçer, **"Managing Organisational Change in Human Resources Management& A Sample From Pharmaceutical Sector"**, T.C. Marmara University, Institute of Social Science, Human Resource Management& Development Graduate Programme, Istanbul, 2004, pg. 194
[22] Gedikli, 2002, pg 28

selection is concerned more with 'predicting which candidates will make the most appropriate contribution to the organisation - now and in the future. [23]

1.5.2. Training & Development Function

The training and development function of human resource management is concerned with preparing the employees to work effectively and efficiently in the organisation. It consists of training, development and career management and development.

1.5.2.1. Training and Development

"Training refers to the methods used to give the new or present employees, the skills they need to perform their jobs."[24] There are five major purposes of training: improving performance, updating employee's skills, solving organisational problems, preparing for promotion, orienting new employees.[25] Employee development is more future-oriented and concerned with education. The objective of both training and development is to raise the level of performance in one or more aspects.

1.5.2.2. Career Management and Development

Career management is concerned with planning and shaping the path, which people take in their career progression within the organisation. It is generally applied to

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[23] Ian Beardwell and Len Holden, **"Human Resource Management: A Contemporary Approach",** 3rd Edition, Great Britain: Prentice Hall, 2001, p.226
[24] Gary Dessler, **"A Framework For Human Resource Management"**, 2nd Edition, New Jersey: Prentice Hall, 2002, pg. 135
[25] Micheal Carrel, Frank Kuzmits, Norbert Elbert, **"Personnel/Human Resources Management"**, 4th Edition, USA: MacMillan Publishing, 1992, pg 272-274

managerial staff and follows an assessment of the needs of the organisation for managers and the preferences of employment needs.[26]

Career development is the process designed to assist workers in managing their careers. There are several positive results of career development programmes: ensuring the needed talent will be available, improving the organisation's ability for attracting and retaining high-talent employees, ensuring that minorities and women getting opportunities for growth and development, reducing employee frustration, enhancing the cultural diversity and promotional organisational goodwill.[27] Further information about career management and development will be given in the next chapters.

1.5.3. Motivation Function

One of the major functions of human resource management is the issue of employee motivation. The motivation function is one of the most important, yet probably the least understood, aspects of the human resource management process. Because, human behaviour is very complex and difficult to understand. "In the workplace, motivation is a primary factor when it comes to getting work done. No matter how skilled the workers in any specific department may happen to be, the goals of the jobs necessity will not reach the desired levels of success and timeliness if the proper employee motivation is not in place." [28] Trying to figure out what motivates various employees has long been a concern of behavioural scientists. However, research has given some important insights into employee motivation. "Motivation is not just what the employee exhibits, but also a compilation of environmental issues surrounding the job. It has been proposed that one's performance in an organization is a function of

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[26] Gedikli, 2002, pg. 30
[27] Sema Bilgin, **"The Place Of Corporate Culture In Human Resource Management And An Example"**, T.C. Marmara University, Institute of Social Science, Human Resource Management & Development GraduateProgramme, Istanbul, 2005, pg 117
[28] hrVillage 2000-2006, **"Employee motivation - How to motivate employees"**, http://www.hrvillage.com/human-resources/employee-motivation.htm, 24.09.2006

two factors: ability and willingness to do the job. Thus, from a performance perspective, employees need to have the appropriate skills and abilities to adequately do the job."[29]

There is also another concern, which is the job design itself. If jobs are poorly designed, poorly laid out, or improperly described, employees will perform below their capability. Therefore, the organisations should ensure that jobs have been properly designed.

Performance standards for each employee should also be set. While no easy task, managers must be sure that the performance evaluation system is designed to provide feedback to employees regarding their past performance, while simultaneously, addressing any performance weakness the employee may have.[30] Consequently, motivation function consists of 'performance appraisal systems and compensation management systems.'[31]

Performance appraisal can be defined as 'a structured formal interaction between a subordinate and supervisor, that generally takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.'[32] In many organisations, appraisal results are used to help determine reward outcomes, either directly or indirectly. That is, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions. For the same reason, appraisal results are also used to identify the poorer performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay.[33]

One of the definitions of compensation is; 'direct and indirect monetary and non-monetary rewards given to employees on the basis of the value of the job, their

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[29] Dinçer, 2004, pg 199
[30] Dinçer, 2004, pg 200
[31] Gedikli, 2002, pg. 30
[32] Archer North, 2006, **"Introduction to Performance Appraisal",** http://www.performance-appraisal.com/intro.htm, 24.09.2006
[33] North, 2006, 24.09.2006

personal contributions, and their performance. These rewards must meet both the organization's ability to pay and any governing legal regulations.'[34] The term 'compensation' includes all rewards that individuals receive as a result of their employment. The reward could be one or the combination of the pay, benefits and non-financial rewards. [35] However, benefits are fundamentals in the compensation package as a reward. A major reason benefits make up such a large portion of the compensation package is that generally, health care costs have been increasing more quickly than the inflation rate. Employers frequently provide health care insurance as an employee benefit, these costs are very important in the management of benefits.[36]

Table 3 Definitions of Pay, Benefits, Non-financial Rewards

Pay: The money that person receives for performing a job. Benefits: Additional financial rewards, other than base pay, including paid vacations, sick leave, holidays and medical insurance. Non-financial Rewards: Non-monetary rewards such s enjoyment of the work performed or a satisfactory workplace environment that provides flexibility.

Sourced by Mondy, Noe and Premeaux, 2002, pg.4

Furthermore, it can be said that compensation management helps to attract and retain the human resource in order to achieve the organisations' objectives. An organisation looks for the following objectives through the effective compensation management: [37]

- Acquire qualified personnel
- Retain present employees
- Ensure equity

[34] Barron's,2006, **"Compensation",** http://www.answers.com/topic/compensation#top, 25.09.2006
[35] Mondy, Noe and Premeaux, 2002, pg.4
[36] Dinçer, 2004, pg 22
[37] Gedikli, 2002, pg 31

- Reward desired behaviour
- Control costs
- Comply with legal regulations
- Facilitate understanding
- Further administrative efficiency

1.5.4 Maintenance Function

The last phase of the human resource management process is the maintenance function. As the name implies, the objective of this function is to put into place activities that will help retain productive employees. Human resource management should work to ensure that the working environment is safe and healthy; caring for employees' well-being has a major effect on their commitment.

Safety involves protecting employees from injuries caused by work related accidents. Health refers to the employees' freedom from illnesses and their general physical and mental well-being. These aspects of jobs are important because employees who work in a safe environment and enjoy good health are more likely to be productive and yield ling term benefits to the organization.[38]

Human resource management should also realize that any problem an employee faces in his or her personal life will ultimately be brought into the workplace. Employee assistance programs are needed, such as, programs that help individuals deal with stressful life situations. Such programs provide many benefits to the organization while simultaneously helping the affected employee. It is necessary to human resource management to operate appropriate communication programs in the organization as well as protecting an employee's welfare. Included in such programs is the ability for employees to know what is occurring around them and to vent frustrations. Employee relations programs should be designed to ensure that employees are kept well informed

[38] Mondy, Noe and Premeaux, pg 5

and to foster an environment where employees' voices are heard, if time and effort are expended. Afterwards, human resource management may be available to achieve its ultimate goal of having competent employees, who have adapted to the organization's culture, with knowledge, abilities and up-to-date skills who use high energy levels, and who are willing to maintain their commitment and loyalty to the company.[39]

[39] Agha Sadaruddin, 22.08.2001, **"The Maintenance Function",** http://www.suite101.com/article.cfm/strategic_resource_management/70280, 25.09.2006

Chapter 2

2. Career Management and Development

2.1. Concept of Career

2. 1.1. The definition of career

Traditionally, the term 'career' has understood a series of upward moves with steadily increasing in pay, responsibility, rewards and status. Hence, having a successful career is the province of an elite few. Additionally, many would view careers as relevant only to professional or managerial positions and if career success is to be achieved within one organisation, probably applicable only to larger organisations. Nowadays organisations have changed to such an extent that employees no longer want or expect a long-term career within a single organisation; they are more concerned with developing and updating their skills and knowledge. This may be achieved not just by upward progression but by lateral moves, broader work experience, moves to other organisations and across different employment types.[40]

> The term 'career' has been defined by Leach and Chakiris(1988) as follows: "Careers flow from jobs… jobs need not lead anywhere; it is just something a person gets paid for. Careers, on the other hand, are continuous behavioural episodes, leading to a path or ladder that ends, optimally, in some sort of career capstone experience."[41]

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[40] Tricia Jackson, **"Career Development"** , 1st Edition, UK: Good Practice, IPD, 2000, pg 5-6
[41] Tom Redman, Adrian Wilkinson, **"Contemporary Human Resource Management",** 1st Edition, UK: Financial Times/ Prentice Hall-Pearson Education Ltd, 2001, pg 267

The idea of hierarchy, of moving up is emphasised in this definition. Moreover, the idea that one can reach the top of the career is interesting. In other words the career has been regarded as an ultimate goal or destination. This concept of career as a journey that leads somewhere definable is repeated in the path metaphor, while upward movement is suggested by the familiar ladder image. More recent definitions with more inclusive approach are as follows:[42]

> "Accumulations of information and knowledge embodied in skills, expertise and relationship networks that are acquired through an evolving sequence of work experiences over time." (A. Bird, 1996)

> "The individual's development in learning and work throughout life" (A. Collin and A. G. Watts, 1996)

While these definitions contain subtle differences, central to both conceptualisations is an emphasis on work and non-work experience thus; they include voluntary work and other life experience and the idea of career as moving and sequential- though not necessarily hierarchical. Besides, each can be used to explore both objective and subjective aspects of career, and their interrelationship.

Additionally, Beach defines the term 'career' as "a lifelong sequence of jobs integrated with the attitudes and motives of the person as he or she engages in the work roles"[43]. Werther and Davis simply define it as 'all the jobs held during one's working life.' [44]

Moreover, the definition of career needs to broaden to encompass the personal development that results from work experiences for all individuals. Therefore, the definition of career can be using in this research comes from the IPD (Institute of Personal Development in UK) Guide on Career Management and Development in the following;

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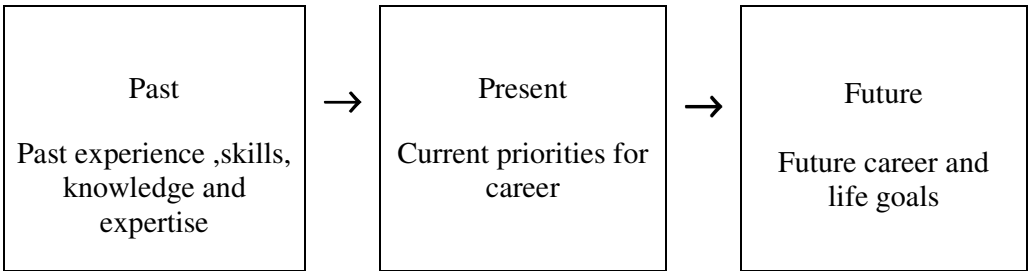
[42] Redman, Wilkinson, 2001, pg 269
[43] Dale S. Beach, **"Personnel: The Management of People at Work"**, 4th edition, New York: Macmillan Publishing, 1980, pg 320
[44] Werther and Davis, 1996, pg 310

"The total sequence of employment-related positions, roles, activities and experiences encountered by an individual." [45]

2.1.1.1. The Individual Perspective

People's desires for their careers vary and generally depend on where they are in their personal and working lives. Career priorities can be determined by their age, background, financial commitments, family situation, lifestyle choices and future life plans. Some employees may wish to be promoted into another job within the same organisation. Nevertheless, a career can be developed with so many other ways, such as taking on different responsibilities, moving to a new job with a different employer, investing in new skills or qualifications, reducing or increasing working hours, taking career breaks and seeking flexible employment. Expectations of people to gain from their jobs can be shaped by their current needs in terms of personal development, their previous work experiences and aspirations for the future.[46]

Figure 1 Individual Perspective



Sourced by King, 2004, pg 6

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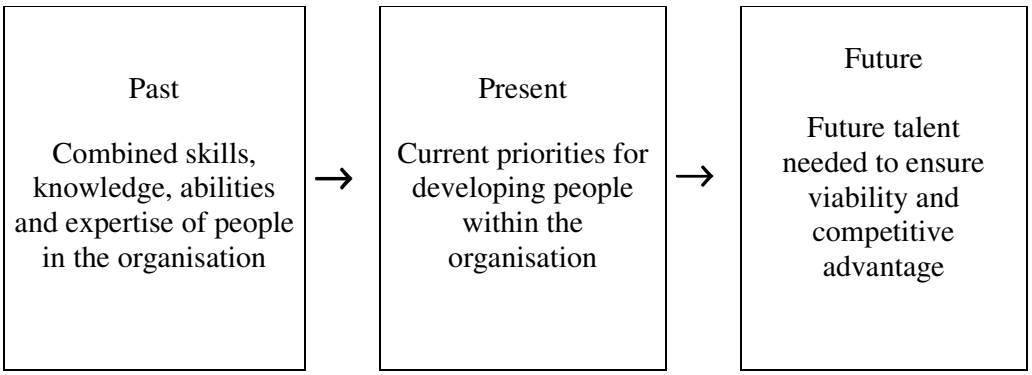
[45] IPD (Institute of Personal Development) Guide, **"Career Management in Organisations"**, 1st edition, London: IPD, 1998, pg 1-2

[46] Zella King, **"Career management: a guide"**, London: CIPD (Chartered Institute of Personnel and Development), 2004, pg. 6

2.1.1.2. The Organisational Perspective

As it is mentioned before, employers need to have the right people with the right skills in place if their organisations are to remain viable in the short-term and maintain competitive advantage in the long-term. What kind of people and what kinds of skills needed is depended on the sector of the economy in which the company operates, its occupational make-up, the technology adopted, its customers' orientation etc. The job structures, what sort of individuals are recruited into each job, and how employees are developed once in the job can be determine by these organisational requirements. Within any one company, jobs can be varied so as to whether they provide the opportunity for career progression. Many organisations offer career progression generally those where the skills involved are either unique or highly valuable to the organisation and unfortunately, limited opportunity in others.[47]

Figure 2 Organisational Perspective



Sourced by King, 2004, pg 7

Furthermore, a confusion may be occur about the terms *career, occupation, position* and *job*. Concisely, careers are defined and have meaning in terms of people and they are all ultimately unique to each individual. Occupations, positions and jobs, on the other hand, exist out there in the organisations and industries, separate from what

[47] King, 2004, pg. 7

people bring to them. Reardon… et al. defines *occupation* as 'a group of similar positions found in different industries or organisations.'[48] An occupation, which might be a trade or a profession, exists apart from a person. It is found in an industry or an organisation.

Reardon… et al (2000) also defines *position* as following:

> "A group of tasks performed by one person in an organisation; a unit of work with a recurring or continuous set of tasks. A task is a unit of job behaviour with a beginning point and an ending point in a matter of hours rather than days."[49]

According to them positions are formed when an organisation identifies in an area of knowledge or a set of skills-tasks- that will enable the organisation to function better if the tasks are completed. A position exists whether it is vacant or filled, though when one is 'looking for a job'; he or she typically applies for a vacant position. A person may work in many different positions over the course of lifelong employment, even if it is in the same organisation or occupation. Ordinarily, positions are filled by paid employees, but some organisations have identified unpaid, volunteer positions.

Lastly, they define *Job* as "a paid position held by one or more persons requiring some similar attributes in a specific organisation."[50] A job may consist of one or a group of similar paid positions held by persons, traditionally performed within a 45-hour week in Turkey[51] A person may work in numerous different jobs over the course of a lifetime. Jobs have special meaning in terms of particular organisation. Jobs are filled by people, and they are task-outcome-, and organisation-centred. In order to

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[48] Robert C. Reardon, J. G. Lenz, J. P. Sampson, G. W. Peterson, **"Career development and planning : a comprehensive approach"**, 1st Edition, US: Brooks/Cole Thomson Learning, 2000, pg 8
[49] Reardon… et al., 2000, pg 9
[50] Reardon… et al., 2000, pg 9
[51] Prof. Dr. Nuri Çelik, **"Turkish Republic Labour Law",** İstanbul: Beta,17th Edition, Law Number: 4857, item: 63, "Working period", 2004, pg 289

understand the difference of the terms position and job better, it can be seen this way; people lose or gain jobs; organisations lose or gain positions.

2.2. Career Stages

One way to analyse and to discuss careers is to consider them in stages and steps. Career stages are phases of an individual's work life, starting from inquiries about job opportunities and identification of skills until the retirement. In each stage, individual has different needs and expectations to satisfy. Therefore, each stage has its own unique identity. Five career stages can be identified that can generalise for most adults, regardless of occupation: exploration, establishment and achievement, mid-career, late-career and decline[52]. Stages are depicted in the following figure:

Figure 3 Stages in Career Development

Photocopy

[52] A. David De Cenzo, P. Stephen Robbins, **"Human Resource Management"**, 5th Edition, New Jersey: John Wiley and Sons Inc., 1996, pg 272

2.2.1. Exploration Stage

Many of the critical choices individuals make about their careers are made prior to entering the work force on a paid basis. What the people hear from their relatives, teachers and friends, what they see on television or on the street corner, and what sports they play, begin to narrow their career choice alternatives and to lead them in certain directions. Certainly, the careers of individuals' parents, their interests, their aspiration for them, and their financial resources will be heavy factors in determining the perception of what careers are available or what schools, colleges or universities they might consider.

Individuals make up opinions through environment and daily life experiences. One evaluates his capabilities and decides for an educational path. The exploration period ends for most of the people in their mid-twenties as they make the transition from school to work. From organisations' point of view, this stage has at least relevance, since it occurs prior to employment. The exploration period is a time when a number of expectations about one's career are developed, many of which are unrealistic. Such expectations may lie dormant for years and then pop up later to frustrate both employer and employee.

2.2.2. Establishment and Achievement Stage (Early Career)

The age band for early career is between 25 and 40 years. The establishment stage involves fitting into the organisation and understanding 'how things are done around here?'. According to Torrington, Hall and Taylor, thorough induction programmes are important, but more especially it is important to provide the new recruit with a 'real' job and early challenges rather than a roving commission from department to department with no real purpose, as often found on trainee schemes. Feedback and support from the immediate manager are also keys.[53]

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[53] Derek Torrington, Laura Hall, Stephen Taylor, **'Human Resource Management'**, 6th Edition, UK: Prentice Hall, 2005, pg 412

The achievement part of this stage is demonstrating competence and gaining greater responsibility and authority. It is at this stage that access to opportunities for career development becomes key. Development within the job opportunities for promotion and broadening moves are all aided if the organisation has a structured approach to career development, involving career ladders, pathways or matrices, but not necessarily hierarchical progression. Feedback remains important as do opportunities and support for further career exploration and planning. Organisations are likely provide the most support for 'high fliers' who are seen as the senior management of the future and who may be on 'fast track' programmes. [54]

2.2.3. Mid-Career

Many people do not face their first severe career dilemmas until they reach the mid-career stage. This is a time when individuals may continue their improvements in performance, level off, or begin to deteriorate. Therefore, although the challenge of remaining productive at work after one is no longer a 'learner' is a major challenge of this career stage, the pattern ceases to be as clear as it was for exploration and establishment. [55]

Greenhaus and Callanan (1994) suggest in Torrington, Hall and Taylor's book that the mid-career stage usually falls between the ages of 40 to 55, and may involve further growth and advancement or the maintenance of a steady state. In either case, it is generally accompanied by some form of re-evaluation of career and life direction. A few will experience decline at this stage. For those who continue to advance, organisational support remains important. Some people whose career has reached a plateau will experience feelings of failure. Organisational support in these cases needs

[54] Torrington, Hall, Taylor, 2005, pg 412
[55] De Cenzo, Robbins, 1999, pg 273

to involve the use of lateral career paths, job expansion, development as mentors of others, further training to keep up to date and the use of a flexible reward system. [56]

2.2.4. Late career

This is the continuation of the mid-career for those who chooses to improve, rather than being stagnant or declining performance. The person is eminent in terms of his/her power and experience of judgement. As a result, people at this stage are not expected to learn or outperform their former activity levels.

2.2.5. Decline Stage

This final stage in one's career is difficult for everyone, but, ironically, is probably hardest on those who have had continued successes in their early stages. After decades of continued achievements and high levels of performance, the time has come for retirement. These individuals are forced to set out of the limelight and to relinquish a major component of their identity. For those who have seen their performance deteriorate over the years, it may be a pleasant time, the frustrations that have been associated with work are left behind. For the plateau, it is probably an easy transition to other life activities. Adjustments, of course, will have to be made regardless of whether one is leaving a sparkling career or a dismal job. The structure and regimentation that work provided will no longer be there. Work responsibilities will be fewer and life will be less structured due to the absence of work. As a result, it is challenging stage for anyone to confront. [57]

[56] Torrington, Hall, Taylor, 2005, pg 413
[57] De Cenzo, Robbins, 1999, pg 274

2.3. Career Management

2.3.1. The Definition of Career Management

It can be seen in most of the management literature that the terms career planning, career development and career management are used interchangeably. According to Topaloglu, career management means all activities pursued by organisations including assistance or guidance to employees in analysing skills and benefits and planning their career development programs, which is deliberate management approach to be able to bring out the complete potentials of employees. The fundamentals, which lie beneath career management practices, stem from the idea of supporting employees' career development efforts for better performance.[58]

"Career management is the design and management of opportunities and training for staff to progress and develop within an organisation"[59] The essential features of career management have been covered in this definition and it has been suggested by design that it is a structured process, anticipates what is required by the organisation, and sets this in the context of the individuals' view as to how their career should progress. The reference to opportunities has been implied that career progression or movement involves a recognition that offers benefits for the organisation and the people in it. Career management also can be defined as follows:

"Planning and shaping the progression or movement of individuals within an organisation by aligning employee preferences and potential with organisational resourcing needs"[60] It has been suggested by planning that career management is a managed process. It anticipates what is required by the organisation, and sets this in the context of individual preferences. The reference to shaping has been implied that career

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[58] Asuman Topaloglu, **"The Effect of Career Management Practices on Turnover and an Application"**, T.C. Marmara University, Institute of Social Science, Human Resource Management and Development Graduate Programme, Istanbul, 2006, pg 21

[59] **"Career management"**(15 November 2005), http://www.kcl.ac.uk/about/structure/admin/pertra/paymod/cm.html, 12.06.2006

[60] **"Career management"**(15 November 2005), 12.06.2006

progression or movement will be part of a process of intervention where the outcomes are agreed. This shaping occurs through a process of structured and informal dialogues in practice.

Another career management definition can be using in this dissertation comes from Andrew Mayo (1991) that gives the one of the best ideas about career management as follows:

> "The design and implementation of organisational process which enable the careers of individuals to be planned and managed in a way optimizes both the needs of the organisation and the preferences and capabilities of individuals."[61]

Two dimensions appear from this, -those relating to the organisation and those relating to the individual. Corporate succession planning can be seen as a process primarily for the benefit of the organisation, and career counselling as specifically for the benefit of the individual. Then there are processes like appraisal, which bring the two together. At this interface, the role of an employee's manager is essential. The aspirations of the individual may neither match the organisation's view of his or her capability nor meet its real needs- for this reason, the importance of not letting the two parties operate apart from one another and making sure mutual objectives are agreed and aimed for.[62] The illustrated table bellow shows a list of the processes that might be found, the majority of organisations have some of these in name but with varying degrees of effectiveness. (Please see the following table, Table 4. Career Management Processes)

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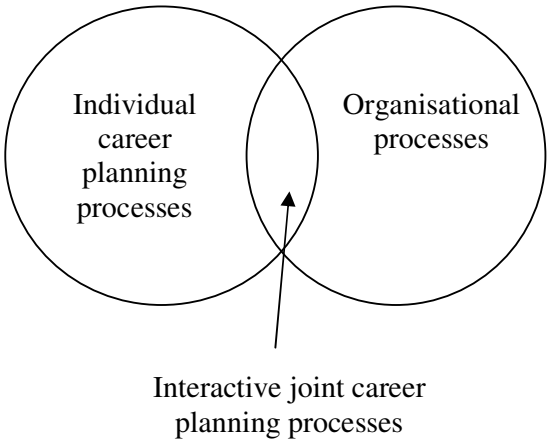
[61] Andrew Mayo, "Managing Careers Strategies for Organisations", 1st Edition, UK: Biddlest Ltd./ Institute of Personnel Management, 1991, pg 69
[62] Mayo, 1991, pg 69

Table 4 Career Management Processes

Individual career planning processes	Joint career planning processes	Organisational processes
- Occupational choice assessment/counselling - Career planning workshops - Self-development plans/ activities - Pre-retirement courses - Use of career resource centres - Career seminars - Use of computerized career planning - Writing CVs and personal growth profiles	- Appraisal and development reviews - Potential assessment centres - Career guidance/ development centres - Mentoring - Career counselling/ career planning - Outplacement - Career breaks and alternative methods of employment	- Appointment processes - Career structures - High flyer schemes - Organisation/ grade structures - Succession planning - Creating opportunities for experience - Manpower planning - Expatriate policies - Defining person specifications for jobs

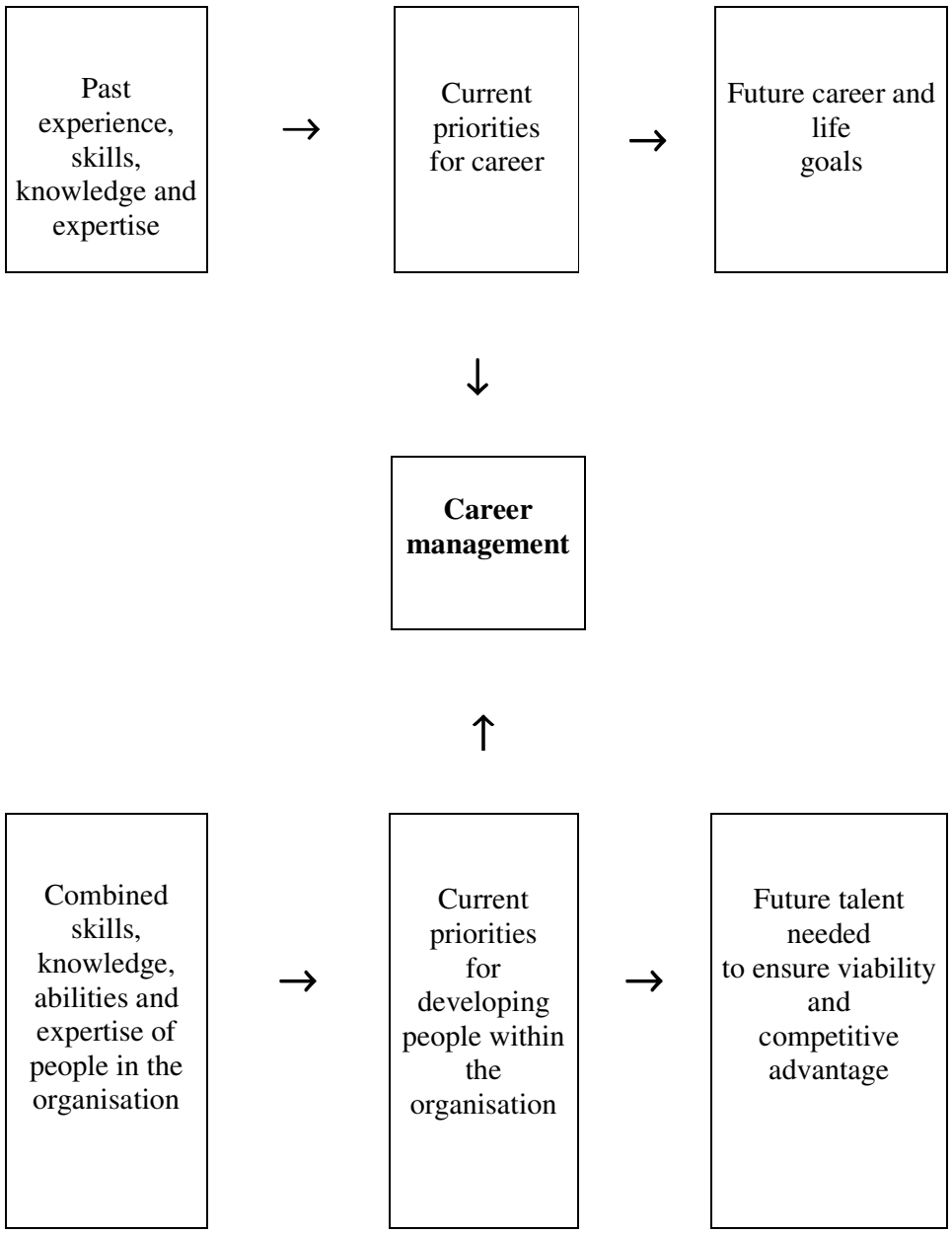


Sourced by: Mayo (1991), pg 70

The purpose of the career management is to find an optimal, rather than a perfect fit between the organisation's and the individual's perspective. In other words, the fundamental issue is to find not the ideal solution for either party but a solution,

which should be satisfactory for both parties. This has been depicted in the following figure 4;

Figure 4 Reconciling organisational and individual perspectives



Sourced by: King, 2004, pg. 7

According to IPD's guide (1998) career management includes following issues: [63]

- Communication about the organisation through company and product branding, advertising as well as through recruitment literature. These can affect the individual's perceptions of the organisation's culture and values, and also expectations about what a career with the organisation may be like.

- Negotiation, at the point of recruitment, between individual and organisation to find a satisfactory fit between both sides expectations. This may include discussions about pay, responsibilities, benefits, training or skills to be developed and career prospects.

- Management of the jobs' sequence that the individual does while employed by the organisation. This may include development centres, succession planning processes, secondments or lateral moves, providing access to career workshops and resource centres or personal development planning. These, together with the organisation's overall success or lack of the success, will identify the individual's progression rate through the organisation and affect his or her perceptions of strengths and weaknesses and preferences about subsequent steps.

- The individual's management in the job, including providing training, managing and appraising performance, scheduling work. These processes will affect competencies demonstrated and the skills developed in the job

[63] IPD Guide, 1998, pg. 3

and the individual's perceptions about his or her ability and potential for progression within the organisation.

- Coaching and mentoring sessions and informal discussions and events, which affect the individual's career perceptions. These include interaction and contact with managers, supervisors and colleagues. Career priorities and preferences may be shaped after the informal discussions that are often a fundamental source of information about prospects within the organisation.

- Action taken by the individual to influence his or her sequence of jobs, and the experience, skills and knowledge gained within the organisation and outside it. This may include seeking guidance about subsequent steps, requesting training, seeking visibility with senior managers or pushing for involvement in certain tasks.

The term career management implies that somebody is doing managing but the question should be answered is 'who should that some one be?'. For effective career management to take place, the involvement and support of employees, their line managers, HR and senior management are all necessary. Line managers are generally expected to assess, counsel and advise their people in their development and careers. However, it should also be expected human resource specialists, including those working in a generalist role, to see this as a part of their special contribution. Most of the line managers are asked to have the level of organisational and professional knowledge to cope effectively other than in the unit or function they know best. Moreover, a measure of the importance of an issue could be whether an organisation believes it worthy of some dedicated responsibility. For example, it is probably seen unrealistic to have full time person for the small and medium sized firm. According to Mayo, a balance is needed however, there is a risk that line managers devolve their entire responsibility to the specialist whereas the responsibility must remain with them.[64]

According to Armstrong, career management has three overall aims;[65]

- To ensure that the organisation's needs for management succession are satisfied.
- To provide men and women of promise with a sequence of training and experience that will equip them for whatever level of responsibility they have the ability to reach.
- To give individuals with potential the guidance and encouragement they need if they are to fulfil their potential and achieve a

[64] Mayo, 1991, pg 71
[65] Michael Armstrong, **"A Handbook of HRM Practice"**, 9th Edition, London : Kogan Page, 2003, pg 594

successful career with the organisation in tune with their talents and aspirations.

2.3.2. Why is career management important? [66]

Career management is a process that enables employees;

- Become aware of their values, interests, strengths and weaknesses.
- Gain information about job opportunities within the company
- Clarify career goals
- Create action plans in order to achieve career goals

Career management is essential from both the organisations' and employees' perspectives. From the organisations' perspective, the failure to motivate employees to plan their careers can result in a lack of employees to fill open positions, in lower employee commitment, and in improper use of money that allocated for training and development programs. From employees' perspectives, lack of career management can result in frustration, feeling worthless in the organisation and being unable to find suitable job change with internally or with another company caused by mergers and acquisitions, restructuring, downsizing.

2.3.3. The needs of effective career management

It is not intended to put forward one 'best practice' solution in terms of effective career management. However, according to King, there are a number of underlying principles that symbolize effective career management:[67]

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[66] Raymond A. Noe, **"İnsan Kaynaklarının Eğitim ve Gelişimi"**, Translated by Prof. Dr. Canan Çetin, İstanbul: Beta, 1st Edition, 1999, pg 327-328

- Consistency. Since responsibility for career management is generally shared by line managers and HR professionals, employees can obtain messages about their careers in a range of situations. Effective career management involves ensuring that, a consistent and coherent picture of the organisation's perspective is presented in all of those situations.

- Collaboration. Partnership between the employer and the employee has significant importance for effective career management. Employers should collaborate with employees at all levels of the organisation to discover mutually satisfactory solutions.

- Proactivity. Effective career management anticipates the organisation's future direction and reflects the wider objectives or corporate strategy. It continues the current capabilities of the organisation whilst building flexibility and alacrity for the future.

- Dynamism. Compromise and flexibility have been required for effective career management over time, as changing individual and organisational circumstances mean that each party needs and expects different things from the employment relationship.

Furthermore, it is possible for both individuals and organisations to manage careers better in organisations today. According to Arnold, Feldman; some further essential keys to effective career management could be as follows:[68]

- *Both organisations and individuals need to plan for more mobility careers today.* In other words, both organisations and individuals need to

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[67] King, 2004, pg 8
[68] Hugh J. Arnold, Daniel C. Feldman, **"Organisational Behaviour"**, 1st Edition, Singapore: McGraw Hill, 1986, pg 569

do more goal setting and examination of alternative courses of action to meet their own career management objectives.

- *The transition from school to work is critical time in individuals' careers, and needs to be managed carefully by both organisations and individuals.* In order to better socialize new recruits into organisations, challenging first job assignments, relevant training, timely and reliable feedback, and relaxed orientation programs should be tried to provide by the organisations. Initiate conversations with supervisors to obtain feedback, seek to broaden their own skills and abilities and search out opportunities to increase the scope of the jobs should be strived by individuals for excellent performance from the start.

- *Promotions and transfers may be beneficial to both employees and organisations, but if these job changes are inappropriately timed, much of their positive impact is lost.* Promotions and transfers can broaden the business perspective of employees as well as help solve staffing problems. Nevertheless, if organisations move employees without enough advance warning and too frequently, problems develop that prevent the positive results of promotions and transfers.

- *Organisations can put into practice a range of programs to help managers deal with the particular stresses and frustrations of middle age.* Elements of these programs can include: career pathing, career counselling, career information systems, employees skills inventories, additional training and periodic skill assessment. Besides, to develop employees potential and avoid obsolescence in middle age, career management has to be coordinated with other human resource functions such as human resource planning, performance appraisal and personnel selection in order to be successful in those programs.

- *Individuals should rely less heavily on the "get ahead quick" advice of popular writers about careers and rely more heavily on long-run,*

systematic career planning. Career self-development can only succeed if it involves continual self-appraisal, goal setting and concrete career planning.

Figure 5 Factors contributing to effective career management

Sourced by CIPD Survey Report 2003: **Managing employee careers; Issues, trends and prospects,** London: CIPD, http://www.cipd.co.uk/NR/rdonlyres/E96E8FE4-9403-4304-82AC-879D8BC51EDE/0/manag_emp_car_survey.pdf , 15.06.2006

As a result, in the twenty-first century, career management is a critical challenge for HR professionals. Developing and sustaining organisations in the long-term and giving each individual within the organisation, a significant focus for the future is crucial. Nevertheless, a focus on financial results and short-term business horizons mean that the need for effective career management, with its more intangible, long-term outcomes, is often ignored. HR specialists need to defend the cause of career management within their organisations, helping every line manager, senior executive and individual employee understand and adopt its importance.

2.3.4. Career management and the psychological contract

In order to explain the importance of career management, Herriot(1992) stated that, "only those organisations that negotiate careers will survive into the next century".[69]

Career management and career planning have a great impact on whether organisations can meet corporate goals and individuals meet personal goals. According to Mayo in order to successfully manage careers, a strategy is required that meets the needs of both parties and that gives an explicit framework for attracting, developing and retaining employees in line with business objectives.[70] Traditional organisational approaches to career management are, however, no longer appropriate in modern dynamic organisations. The forces for change that lead to the shift in the concept of career management have continued apace. "The changing business world and need for lean production undermines the traditional drivers of employee motivation: job security, cost of living increases and career progression".[71] Loyalty and commitment have also been changed in nature, the emphasis shifting to current performance, not long-term careers. A useful way to capture and summarise these changes in how careers are managed is to analyse the shift in the psychological contract and this is the framework for analysis that the paper will adopt.

Herriot links career and psychological contracts by defining an organisational career as "the sequence of renegotiations of the psychological contract, which the individual and the organisation conduct during the period of his/her employment."[72] Focusing on the psychological contract emphasises the importance of balancing both individual and organisational concerns about careers. This is especially important for those organisations, which are still seeking loyalty and commitment from their employees, even though they are unable or unwilling to provide job security in return.

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[69] Carol Atkinson , **"Career management and the changing psychological contract",** Career Development International, Volume 7, Number 1, 2002 pg 14-23
[70] Mayo, 1991, pg 80
[71] Atkinson ,2002, pg 16
[72] Atkinson ,2002, pg 17

The psychological contract itself can be defined as the set of practical and emotional expectations of benefits that employers and employees can reasonably have of each other and the content of the psychological contract has been defined as trust, fairness and delivery of deal. However, the new contract reflects the need for flexible, highly skilled employees who have little job security but who are marketable externally. This is described by Guest as "a rugged independent individual offering knowledge and skills through a series of transactions in the labour market".[73] The expectation of the provision of training and development to support the notion of employability also plays a key part in the new psychological contract. It is necessary to explain the term ***'employability'*** here. In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is 'the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they seek work.'[74]

Psychological contracts can be described in two ways: relational contracts, characterised by company-specific skills, long-term career development and extensive training, and transactional contracts, which focus on short-term financial relationships and involve low emotional commitment by employees.[75]

Changes in careers following restructuring may constitute a breach of the psychological contract. Brown indicated that the new contract has resembled an ultimatum, where the organisation exchanges the privilege of having a job for employee compliance and commitment. Job security, however, remained the most important aspect of employee desires. Continuous change and restructuring were shown to lead to increased feelings of insecurity, inequity and powerlessness. According to Atkinson,

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[73] D. E. Guest, **"Is the psychological Contract Worth Taking Seriously?"**, Journal of Organisational Behaviour, 1998, Volume 19, pg 658
[74] J. Hillage, E. Pollard, **"Employability: developing a framework for policy analysis"**, Department for Education and Employment's (DfEE), Research Brief No. 85, pg 12
[75] Atkinson ,2002, pg 18

three stages of adaptation have been categorised in the shifting psychological contract. Many organisations go through the first stage, the trauma of change, and the second phase, adapting to the new contract, and will experience many of the problems identified above. In these situations, they estimate that a seven-year period may be required to reach full adaptation to the new contract, but that this is not a linear process and it is possible to cycle back through a previous state. The third stage of adaptation, however, avoids the trauma of the changing contract, involving gradual change and continuous learning, demonstrating fundamental respect for the individual, valuing the employee and offering loyalty to individuals based on performance and development, and reward of this. They argue that if handled in the right way, change to the psychological contract is possible without engaging in stages one and two. They state that those with most success in moving from the old contract to the new have confronted it openly and tried to define it.[76]

New career patterns and shifting psychological contracts are clearly a significant issue for organisations: the "old" psychological contract is no longer sustainable in contemporary marketplaces, but the "new" psychological contract may be equally damaging to organisational success if it has very negative impacts on employee attitudes and motivation. Research has indicated that, if managed properly, seven years should be a long enough period to embed a new psychological contract. There has been little empirical work to track this assertion, however, and this paper aims to present longitudinal research over a seven-year period in order to review progress made in changing career structures and associated psychological contracts in the case study organisation.

2.3.5. Evaluating career management systems

Career management systems should be evaluated to ensure that they are meeting the needs of the business and employees. According to Noe in Çetin's book, there are several types of outcomes, which can be used to evaluate career management systems. Firstly, the reactions of the employees and managers who use the career

[76] Atkinson ,2002, pg 20

management system can be identified through surveys. Employees who use the activities such as counselling, planning can be asked to evaluate the information's helpfulness and quality. However, managers can provide information concerning how the system affected the quality of the job candidates and the employees selected for the positions. Secondly, more objective information related to results of the career management system can be followed such as actual time to fill open positions, employee use of the system. If the goals of the system relate to diversity, the number of women and minorities promoted into management positions may be appropriate measure.[77]

One of the fundamental issues is that evaluation of career management system has be based on its objectives. If improving employee morale is the system's goal, then attitudes can be measured. If the system objectives are more measurable, then appropriate data can be collected such as turnover rates.

2.4. Career Development

2.4.1. The definition of career development

The terms 'career development' and 'career management' tend to be used interchangeably by commentators and practitioners. However, 'career development' implies the need to balance organisational and individual needs and the range of interventions that are available.

A definition of career development can be supplied by W.R Tracey:

"The process of assessing, aligning and balancing organisational and individual needs, capabilities, opportunities and challenges through multiple approaches and methods. It emphasises the person as an individual who performs, configures and adapts

[77] Noe, Translated by Prof. Dr. Canan Çetin, pg 348

various work roles. Its major intervention is self-assessment and developmental processes that affect individual and organisational abilities to generate optimal matches of people and jobs."[78]

Alternatively, a narrower definition for 'career management' has defined by J. Stewart, A. Reynolds and S. Sambrook (1997):

"Systematically preparing, implementing and monitoring an individual's career plan. It may be driven by the individual or the organisation or both."[79]

Gomez-Mejia, Balkin and Cardy define career development as 'an ongoing and formalized effort that focuses on developing enriched and more capable workers.'[80]

With these definitions in the above, it is clear that when using the term 'career development', also be referring to 'career management' from the organisational perspective. An organisation must make career development a key business strategy if it intends to survive in an increasingly competitive and global business environment. In the information age, companies will compete more on their workers' skill, knowledge and innovation levels than on the basis of labour costs or manufacturing capacity. Because career development plays a central role in ensuring a competitive work force, it cannot be a low-priority program offered only during good economic times.[81]

2.4.2. Identifying the responsibility for career development

In the late 1980s and early 1990s, organisations engaging in career development adopted a 'leave it to us' or paternalistic approach. The basis of this

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[78] W.R. Tracey, **"The Human Resources Glossary: A Complete Desk Reference for HR Professionals."** New York, NY: AMACOM (a division of American Management Association), 1991
[79] J. Stewart, A. Reynolds and S. Sambrook; **"The Dictionary of HRD",** Aldershot: Gower Publishing, 1997, pg 27
[80] Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy, **"Managing Human Resources"**, 3rd Edition, New Jersey: Prentice Hall, 2001, pg 294
[81] Gomez-Mejia, Balkin, Cardy, 2001, pg 295

approach was the larger organisations tended to run their career development programmes centrally, only concentrating on management development and succession planning.[82]

The definition of management development is necessary here and even though there are so many definitions about management development, for the purpose of this dissertation, it is taken to cover the entire structured process by which managers learn and improve their skills for the benefit of their employing organisations and themselves. Therefore, management development includes: [83]

- "structured informal learning: work-based methods aimed at structuring the informal learning which will always take place
- formal training courses of various kinds: from very specific courses on technical aspects of jobs to courses on wider management skills
- education: which might range from courses for (perhaps prospective) junior managers or supervisors at NVQ Level 3 to Master of Business Administration (MBA) degrees."

Moreover, in those years individuals would be regularly consulted to ensure that information on their career aspirations was up to date, but their role was largely reactive. Employees entrusted major decisions affecting their careers to the organisation, often simply waiting for the employer to bring a promotion opportunity to their attention. After that period the approach has been changed to 'over to you', in which interventions were aimed at getting employees to manage their own careers.

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[82] Jackson, 2000, pg 20
[83] CIPD 2006, **Management Development,**
http://www.cipd.co.uk/subjects/lrnanddev/mmtdevelop/mngmntdevt.htm?IsSrchRes=1, 26.06.2006

Table 5 Career Development Interventions

Leave it to us	***Over to you***
➢ Centralised succession planning ➢ Emphasis on management development ➢ Graduate recruitment programme ➢ Training and development activities initiated by the organisation ➢ Performance appraisal scheme controlled by P&D ➢ Counselling provision	➢ Personal Development plans (PDPs) ➢ Career action centres(CACs) ➢ Development centres (DCs) ➢ Career workshops ➢ Networking ➢ Career Counselling

Sourced by Jackson, 2000, pg 22

The organisation's role has become one of providing a supportive environment. Further, there was a shift towards including the whole workforce, not just selected groups, and the provisions such as they were, tended to be provided locally rather than centrally in terms of career development.[84] Recently, it can be seen that there is a further shift to the 'we are in it together' or partnership approach. In the researched company (primary data of this dissertation), this shift will also be seen as a partnership approach, will be discussed in the chapter four.

[84] W. Hirsh, C. Jackson, **"Ticket to ride or no place to go?",** People Management, Vol 2.,No.13, 1996, pg 22-25, GaleGroup InfoTrac Expanded Academic ASAP, Digital Database, http://infotrac.galegroup.com/itw/infomark/106/611/89708119w2/purl=rc1_EAIM_0_A18554746&dyn=25!xrn_1_0_A18554746?sw_aep=anglia_itw

Table 6 Roles in Career Development

Individual

- Accept responsibility for your own career
- Assess your interest, skills and values
- Seek out career information and resources
- Establish goals and career plans
- Utilize development opportunities
- Talk with your manager about your career
- Follow through on realistic career plans

Manager

- Provide timely performance feedback
- Provide developmental assignments and support
- Participate in career development discussions
- Support employee development plans

Organisation

- Communicate mission policies and procedures
- Provide training and development opportunities
- Provide career information and career programs
- Offer a variety of career options

Sourced by Fred L. Otte and Peggy G. Hutchenson, **"Helping Employees Manage Careers"**, New Jersey: Prentice Hall, 1992, pg 56

In this dissertation, as you can see in the above table, a shared responsibility i.e. partnership approach is advocated for career development. Individuals have to take responsibility for their own careers, besides they need their employer to ensure that the environment is a supportive one that barriers to career development are overcome.

Moreover, 'Human Resources' Role in Career Development' has been identified by Snell (2004), as it can be seen in the following figure.

2.4.3. The importance of career development for organisations

From the organisations viewpoint, career development can reduce costs due to employee turnover. If a company assists employees in developing career plans, these plans are likely to be closely tied to the organisation; therefore, employees are less likely quit. Taking an interest in employees' careers can also improve morale, boost productivity and help the organisation become more efficient. The fact that an organisation shows interest in an employee's career development has a positive effect on that employee. Under the circumstances, employees believe the company regards them as part of an overall plan and not just as numbers. An emphasis on career development can also have a positive effect on the ways employees view their jobs and their employers. According to Byars and Rue, career development has three major objectives from the organisations viewpoint:[85]

- To meet the immediate and future human resource needs of the organisation on the timely basis
- To better inform the organisation and the individual about potential career paths within the organisation
- To utilize existing human resource programs to the fullest by integrating the activities that select, assign, develop and manage individual careers with the organisation's plan.

According to Hirsh and Jackson (2004), there are some issues about career development, which are matter to organisations. Firstly, careers are how higher-level and business-specific skills and knowledge are acquired. Employees undertaking sequences of work experiences progressively grow those skills. Key writers on careers

[85] Lloyd L. Byars, Leslie W. Rue, **"Human Resource Management",** 6th Edition, USA: McGraw Hill, 2000, pg 249

in organisations see careers and learning as inextricably linked. Secondly, careers are how skills and knowledge are deployed and spread in organisations, as employees move from one job to another in response to where they are needed. Such deployment and knowledge sharing is critical to organisational flexibility. Thirdly, career movement is also how culture and values – the 'glue' of the organisation – are transmitted, and how personal networks are extended and strengthened. Corporate culture and networks are often key to rapid and effective action. Lastly, career development is a major tool for attracting, motivating and retaining good quality employees. [86] According to Winter and Jackson, (1999) providing career opportunities is one of the key practices that influence organisational performance. In their research, it has shown the link between the extent to which high flyers experience career support and their intention to stay with their employer.[87]

2.4.4. The reasons of the career development for organisations

Investing time and other resources in career management provides immediate and longer-term benefits for organisations and organisations should not be prepared to leave the management of experience to chance. There are many advantages of investing in career development that The IPD Guide has been identified.[88] First of all, a frank exchange on mutual expectations at the recruitment stage can reduce later wastage rates and lost investment in training and development; it can also help in attracting the right applicants. Secondly, investment in career management processes also enables a coherent understanding of expectations and opportunities between the individual and organisation over time to be developed. Thirdly, this ensures individuals' knowledge and skills to be used more effectively and also facilitates the alignment of individual and organisational perspective. Career management processes assist organisations to manage change. Lastly, the contribution made towards improving motivation, flexibility

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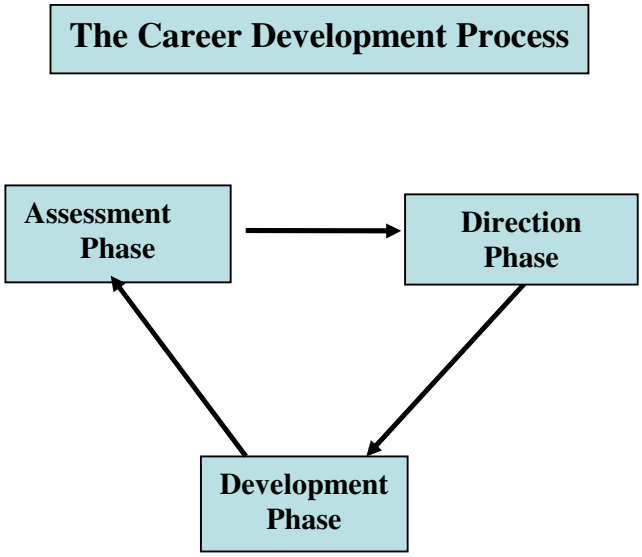
[86] Wendy Hirsh, Charles Jackson, **"Managing Careers in Large Organisations",** Corporate Partners Research Programme, London: The Work Foundation, 1st Edition, 2004,
[87] J. Winter, C. Jackson, **"Riding the Wave",** Oxford: Career Innovation Research Group, 1999, pg 12
[88] IPD (Institute of Personal Development) Guide, 1998, pg. ix- x.

and commitment in the workforce impacts positively on productivity, costs and labour turnover. Besides, it may assist in the retention of key skills and enable training and development effort to focus effectively.

2.5. Meeting the Challenges of Effective Career Development

Gomez-Mejia, Balkin and Cardy (2001) identified three phases in the career development process- assessment, direction and development phases as shown in the following diagram.

Figure 6 The Career Development Process



Sourced by Gomez-Mejia, Balkin, Cardy, 2001, pg 300

2.5.1. The Assessment Phase

The assessment phase of career development involves activities ranging from self-assessment to organisationally provided assessment. The goal of assessment, whether performed by employees themselves or by the organisation, is to identify employees' strengths and weaknesses.

2.5.1.1. Self-Assessment

Self-assessment is increasingly important for companies that want empower their employees to take control of their careers. The major tools used for self-assessment are workbooks and workshops as in the following:[89]

a) Career workbooks:

These have been popular for decades. In addition to the the exercises included in a generic career workbook, tailored workbooks may contain a statement of organisation's policies and procedures regarding career issues as well as descriptions of the career paths and options available in the organisation. Here it is necessary to give one of the definitions of career path. According to Tracey (1998), career path is the typical hierarchical structure of a career field, it depicts the sequence of positions lowest to highest in that occupation or profession.[90]

[89] Gomez-Mejia, Balkin, Cardy, 2001, pg 300
[90] Tracey, Ed. D, 1998, pg 67

b) Career-planning workshops:

Management should consider the value of group workshops to facilitate career development. By bringing together groups of employees with their managers, problems and misperceptions can be identified and, hopefully, resolved.[91]

Career planning workshops are usually conducted off-site and offered as a confidential programme to help individuals assess their strengths and weaknesses, values and interests, identify career opportunities, set career goals and begin to develop a strategy and action plan.

These may be led by the organisation's Human Resource Department or by an external provider such a consulting firm or local university, give employees information about career options in the organisation. Workshops may last 2-3 days, and normally involve individual paper-and-pencil exercises, group discussions, one-to-one discussions and private conferences with tutors. [92]

2.5.1.2. Organisational Assessment

From the Gomez-Mejia, Balkin and Cardy's point of view, organisational assessments could be assessment centres, psychological testing, performance appraisal, promotability forecasts and succession planning.

a) Assessment centres:

The assessment centre is a process in which multiple raters or evaluators (also known as assessors) evaluate employees' performance on a number o f exercises. An assessment centre is usually held outside the location such as conference centre. From

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[91] De Cenzo, Robbins, 1999, pg 282
[92] Derek Torrington, Laura Hall, **"Human Resource Management"**, Hertfordshire: Prentice Hall Europe, 4th Edition, 1998, pg 464

six to twelve employees participate at one time. Assessment centres are primarily used to identify if employees have the personality characteristics, administrative skills, and interpersonal skills needed for managerial jobs. They are also being used to identify if employees have the necessary skills to work in teams.[93] The purpose of assessment centres is to focus on opportunities for personal development, and to gauge potential and help to select for promotion. Although they take place off the job, they include work-related activities and group work, as well as counselling and psychometric assessments, so they can be included under the heading of work-based methods. They are mainly for large organisations.[94]

Assessment centres are concentrated multi-activity events, usually held within a single organisation, taking place over two or three days (or sometimes longer). They take place off-the-job, comprising attendance at an in company event that may include any or all of the following components. [95]

- Group work
- Counselling
- Interviews
- Discussions
- In Basket Exercises
- Activities, Business Games
- Psychometric Assessments

These measures competencies needed for a particular job and provide participants with feedback about their strengths and weaknesses in the competency areas as uncovered in the exercises. This feedback increases employees' understanding of their skills and helps them develop realistic career goals and plans.

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[93] Noe, Translated by Prof Dr. Canan Çetin, 1999, pg 258
[94] Mike Cannell, **"Management Development",** 2nd edition, London: CIPD(Chartered Institute of Personnel and Development), 2006, p. 17
[95] Kenneth Fee, **"A Guide to Management Development Techniques"**, London: Kogan Page, 2001, pg 109

b) Psychological test

Psychological test is 'a test instrument used to screen, select and assign employees, select employees for promotion and training and development, classify and group trainees, determine the effectiveness and quality of instructional systems, provide a basis for guiding and assisting employees in career development and trainees in improving their performance.'[96]

c) Performance appraisal

Performance appraisal is another source of valuable career development information. Its definition has been given in the first chapter. Unfortunately, appraisals are frequently limited to assessment of past performance rather than oriented toward future performance improvements and directions. Future oriented performance appraisal can give employees essential insights into their strengths and weaknesses and the career paths available to them.

d) Promotability forecasts

Promotability forecasts are decisions made by managers regarding the advancement potential of their subordinates. These forecasts allow the organisation to identify people who appear to have high advancement potential.[97]

e) Succession Planning

According to Arnold, **Succession** refers to the replacement of one or more people in an organisation by new individuals.[98] **Succession Planning** may be broadly

[96] Tracey, Ed. D, 1998, pg 424
[97] Gomez-Mejia, Balkin, Cardy, 2001, pg 303

defined as identifying future potential leaders to fill key positions. Wendy Hirsh defined succession planning as 'a process by which one or more successors are identified for key posts (or groups of similar key posts), and career moves and/or development activities are planned for these successors. Successors may be fairly ready to do the job (short-term successors) or seen as having longer-term potential (long-term successors).' According to Hirsh, 'succession planning sits inside a very much wider set of resourcing and development processes called 'succession management', encompassing management resourcing strategy, aggregate analysis of demand/supply (human resource planning and auditing), skills analysis, the job filling process, and management development (including graduate and high-flyer programmes).'[99]

Furthermore, Heathfield simply defined succession planning as 'a process whereby an organization ensures that employees are recruited and developed to fill each key role within the company.'[100] Through the organisation's succession planning process, it can recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles. The organisations also retain superior employees because they appreciate the time, attention, and development that employers are investing in them. To effectively do succession planning in the organization, the organization's long-term goals have to be identified. From the same viewpoint, Armstrong believes that; the aim of succession planning is to ensure that, as far as possible, suitable managers are available to fill vacancies created by promotion, retirement, death, leaving or transfer. It also aims to ensure that a cadre of managers is available to fill the new appointments that may be established in the future. [101]

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[98] John Arnold, **"Managing Careers into the 21st Century",** 1st Edition, Great Britain: Paul Chapman Publishing, 1997, pg 56
[99]CIPD 2006, **"Main features of modern succession planning",** http://www.cipd.co.uk/subjects/hrpract/general/successplan.htm , 26.09.2006
[100] Susan M. Heathfield, 2006, **"Succession Planning",** http://humanresources.about.com/od/glossarys/g/successionplan.htm, 30.09.2006
[101] Armstrong, 2003, pg 602

2.5.2. The Direction Phase

The direction phase of career development involves determining the type of career that employees want and the steps they must take to realize their career goals. This phase, represented by the competencies, should be based on a careful assessment of what is needed in the profession. Further, career development direction should not be a stand-alone effort. To be effective, career development must be integrated with other human resource management efforts, such as staffing, training and performance appraisal. According to Gomez-Mejia, Balkin and Cardy, there are two major approaches to career direction that are individual counselling and various information services.

a) Individual Career Counselling

Career counselling is the activity that integrates the different steps in the career planning process. Individual career counselling refers to one-to-one sessions with the goal of helping employees examine their career aspirations. Topics of discussion may include some issues such as the employee's current job responsibilities, interests and career objectives. However, the counselling process can also move into personal move into personal concerns; this is proper because, life concerns are very important factors in determining career aspirations. In this context, career counselling is viewed by the organisation as a service to its employees, through not as a primary service.[102]

An employee's supervisor, a human resource specialist or a combination of both may perform career counselling. In most situations, it is preferable to have the counselling conducted by the immediate manager with appropriate input from human resource personnel. The immediate manager generally has the advantage of practical experience, knows the company and is in a position to make a realistic appraisal of organisational opportunities.[103] Career counselling by immediate managers is usually

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[102] Ivancevich, 2004, pg. 457

included in performance evaluations. The inclusion of career information in performance appraisal has created the current interest in career planning. A characteristic of effective performance evaluation is to let the employee know not only how well he or she has done, but also what future holds. Thus, the immediate manager should be able to counsel the employee in terms of organisational needs and opportunities not only within the specific department, but also throughout the organisation. Since immediate managers usually have limited information about the total organisation, it is often necessary to adopt more formal and systematic counselling approaches.

b) Information Services

Information services provide career development information to employees. According to Gomez-Mejia, Balkin and Cardy, the most commonly provided information services are job-posting systems, skills inventories, career paths and career resource centres.

c) Job-Posting System

Job-Posting System is a 'method of making employees aware of job vacancies by posting a notice in central locations throughout an organisation and giving a specified period to apply for the job.'[104] This is an easy and direct way of providing employees with information on job openings. The jobs available in the organisation are announced on a bulletin board, in a company newsletter, through a phone recording or computer system or over a company's intranet.

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[103] Anar Alakbarov, **"The Role of Performance Appraisal in Career Development and an Application",** T. C. Marmara University, Institute of Social Science, Human Resource Management & Development Graduate Programme, Istanbul, 2005, pg 23

[104] Lloyd L. Byars, Leslie W. Rue, **"Human Resource Management",** 6th Edition, USA: McGraw Hill, 2000, pg 491

d) Skills inventors

Skills inventors are consolidated lists of biographical and other information on all employees in the organisation.[105] In other words, they are company-maintained records with information such as employees' abilities, skills, knowledge and education. The companies can use this comprehensive, centralised human resource information system to get an overall picture of its workforce's training and development needs as well as to identify existing talent in one department that can be more productively employed in another.[106]

e) Career paths

Career paths provide valuable information regarding the possible directions and career opportunities available in an organisation. A career path presents the steps in possible career and a plausible timetable for accomplishing them. Moreover, Byars and Rue defined career pathing as 'a sequence of developmental activities involving informal and formal education, training and job experiences that help make an individual capable of holding a more advanced job in the future.'[107] Career paths exist on an informal basis in almost all organisations. However, career paths are much more useful when formally defined and documented. Besides, career pathing is most useful when used as part of the overall career planning process.

f) Career resource centres

A career resource centre is a collection of career development materials such as workbooks, tapes and texts. These resources might be maintained by the human resource department in its offices or in an area that is readily accessible to employees.

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[105] Byars, Rue, 2000, pg 495
[106] Gomez-Mejia, Balkin, Cardy, 2001, pg 308
[107] Byars, Rue, 2000, pg. 254

2.5.3. The Development Phase

Meeting the requirements necessary to move up in an organisation can require a great deal of growth and self-improvement. The development phase, which involves taking actions to create and increase skills to prepare for the future job opportunities, is meant to foster this growth and self-improvement. According to Gomez-Mejia, Balkin and Cardy, the most common development programs are coaching mentoring, job rotation and enrichment and tuition assistance.[108]

2.5.3.1. Coaching

The ability to motivate and inspire workers is now a core competency for the best managers. From the Reed's view, managers must embrace coaching as a key weapon in the war to retain top talent, because good people will stay where they feel they are growing and learning. Human resource managers must take each member of staff to their full potential, not merely to the manager's potential.[109]

The term 'coaching' has come to refer to many different activities. Its early use in the business world often carried a remedial connotation – people were coached because they were underperforming or their behaviour was unsatisfactory. These days, coaching is more usually seen as a means of developing people within an organisation in order that they perform more effectively and reach their potential.[110] The following table depicts the definitions of coaching from different author's view:

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[108] Gomez-Mejia, Balkin, Cardy,2001, pg 309
[109] Alec Reed, **"Innovation in human resource management: tooling up for the talent wars",** London: Chartered Institute of Personnel and Development, 2001, pg 62
[110] Jessica Jarvis, **"a guide: Coaching and buying coaching services",** London: Chartered Institute of Personnel and Development, 2004, pg 17

Table 7 Definitions of Coaching

Definitions of Coaching	Author
A process that enables learning and development to occur and thus performance to improve	Parsloe (1999)
Unlocking a person's potential to maximise their own performance	Whitmore (1996)
The overall purpose of coach-mentoring is to provide help and support for people in an increasingly competitive and pressurised world in order to help them: • develop their skills • improve their performance • maximise their potential • and to become the person they want to be	CIPD Coaching Courses Definition
Primarily a short-term intervention aimed at performance improvement or developing a particular competence	Clutterbuck (2003)
A conversation, or series of conversations, one person has with another	Starr (2003)
The art of facilitating the performance, learning and development of another	Downey (1999)
Defines the verb 'coach' – 'tutor, train, give hints to, prime with facts'	Concise Oxford Dictionary
A coach is a collaborative partner who works with the learner to help them achieve goals, solve problems, learn and develop	Caplan (2003)
Meant to be a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organisational issues or change initiatives. Essentially,	Hall et al (1999)

coaches provide executives with feedback they would normally never get about personal, performance, career and organisational issues	
A collaborative, solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coach	Grant (2000)

Sourced by Jarvis, pg 18

Although there is a lack of agreement among coaching professionals about precise definitions, these are some generally agreed characteristics of coaching in organisations:

Table 8 Generally Agreed Characteristics of Coaching in Organisations

- It consists of one-to-one developmental discussions.
- It provides people with feedback on both their strengths and weaknesses.
- It is aimed at specific issues/areas.
- It is a relatively short-term activity, except in executive coaching, which tends to have a longer timeframe.
- It is essentially a non-directive form of development.
- It focuses on improving performance and developing/enhancing individuals skills.
- It is used to address a wide range of issues
- Coaching activities have both organisational and individual goals.
- It assumes that the individual is psychologically healthy and does not require a clinical intervention.
- It works on the premise that clients are self-aware, or can achieve self-awareness.
- It is time-bounded.
- It is a skilled activity.
- Personal issues may be discussed but the emphasis is on performance at work

Sourced by Jarvis pg.19

There are three roles that a coach can play: Part of coaching can be one-to-one with an employee, providing feedback based on psychological tests, 360 degree assessment, or interview with bosses, peers and subordinates. A second role is to help employees learn for themselves by putting them in touch with experts who can help them with their concerns and by teaching them how to obtain feedback from others. Third, the coach may provide the employee with resources such as mentors, courses or job experiences that the employee may not otherwise have access to.[111]

Moreover, to be effective, coaching must cut across hierarchies and functional boundaries, e.g., managers coach subordinates, and peers coach peers, so that all employees become more adaptive to change. It is through the process of learning that change takes place. The coach, however, is not a teacher, but a partner who introduces others to challenges, options and alternative behaviours. The focus of coaching should be less on teaching new techniques, than on being a helper. The coach does not tell employees what to do, but rather helps them be better than they already are. Coaching, as a proactive behaviour, is one of the best ways to ensure that employees improve and become consistently more productive. Coaching is different from old-fashioned performance appraisals, evaluations; as the process focuses on what people are doing right and on ways, they can capitalize on their strengths to improve further. Coaching, then, has two main goals, to increase skill levels, and to modify behaviour by discarding undesirable behaviours and learning more effective ones. The proper use of coaching then, is linked directly to empowerment. Coaches setup environments where individuals feel able to make decisions for themselves, by developing self-confidence and beliefs in oneself and in others. This practice leads to higher quality performance, and ultimately, to the "empowered organization" [112]

As a result from the CIPD's perspective, coaching is developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement

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[111] Noe, translated by Prof Dr. Canan Çetin, pg. 276-277
[112] Gary D. Geroy, Phillip C. Wright, Joan Anderson, **"Strategic performance empowerment model",** Empowerment in Organizations ,Volume 6, Number 2, 1998, pp. 57-65

at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals.

2.5.3.2. Mentoring

One of the definitions of the mentor 'is someone who can act as a sounding board for ideas and plans. They bring their own unique experience of life and business, and are willing to share their skills and know how – and their contacts – with less experienced business people.'[113]

Mentoring is a developmentally oriented relationship between senior and junior colleagues or peers. Mentoring relationships, which can occur at all levels and in all areas of an organisation, generally involve advising, role modelling, sharing contracts and giving general support. Mentoring can be either voluntary and informal or involuntary and formal. Informal mentoring is generally more effective than mentoring done solely as a formal responsibility though there are situations in which a formal mentoring program may be the better choice.

Mentors, usually come from inside the organisation. Typically mentors will be experienced managers (but not individuals' line managers, because frankness is needed in exchanges) who regularly meet more junior colleagues to help them perform better and groom them for career advancement. However, for more senior managers, outside mentors may sometimes be hired. [114]

2.5.3.3. Coaching Versus Mentoring

There are many similarities between coaching and mentoring since both involve a one-to-one relationship, which provides an opportunity for individuals to reflect, learn and develop. However, when comparing coaching with the traditional

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[113]Business Gateway, **"Business Mentoring"**, http://www.bgateway.com/bg-home/bg-services/bg-business-mentoring/bg-what-is-a-mentor.htm, 27.09.2006

[114]Mike Cannell, **"Management Development",** CIPD, Nov.2004, http://www.cipd.co.uk/subjects/lrnanddev/mmtdevelop/mngmntdevt.htm?IsSrchRes=1 , 27.09.2006

understanding of mentoring, there are some key differences. These differences have been depicted in the following table 9.

Table 9 The Differences between Mentoring and Coaching

Mentoring	Coaching
❖ Ongoing relationship that can last for a long period of time	❖ Relationship generally has a set duration
❖ Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	❖ Generally more structured in nature and meetings are scheduled on a regular basis
❖ More long-term and takes a broader view of the person	❖ Short-term (sometimes time-bounded) and focused on specific development areas/issues
❖ Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	❖ Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
❖ Focus is on career and personal development	❖ Focus is generally on development/issues at work
❖ Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	❖ The agenda is focused on achieving specific, immediate goals
❖ Mentoring revolves more around developing the mentee professionally	❖ Coaching revolves more around specific development areas/issues

Sourced by Jarvis, 2004, pg 20

2.5.3.4. Job rotation

Job rotation is a phrase used to refer to the planned movement of people between jobs over a period of time and for one or more of a number of different purposes. In other words, job rotation involves the movement of employees through a range of jobs in order to increase interest and motivation. Basically, there are two forms of job rotation. One is within-function rotation and the other is cross-functional rotation. Within-function rotation means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area. Cross-functional rotation means movement between jobs in different parts of the organization over a period of time. The jobs identified for cross-functional rotation are likely to be arranged in a sequence representing increasing levels of responsibility. Job swaps, as the name suggests, may involve no more than two individuals in different departments or functions, exchanging jobs for a limited period. [115] Job rotation can improve "multi-skilling" but also involves the need for greater training. In a sense, job rotation is similar to job enlargement. This approach widens the activities of a worker by switching him or her around a range of work. Job rotation may offer the advantage of making it easier to cover for absent colleagues, but it may also reduce' productivity as workers are initially unfamiliar with a new task. In the following table 10, possible benefits of job rotation have been clarified by Bennett(2003):

[115] Ben Bennett, **"Job rotation: Its role in promoting learning in organizations",** *Development and Learning in Organizations*, Volume 17, Number 4, 2003, pg 7-9

Table 10 Possible Benefits of Job Rotation

❖ Job rotation can lead directly to the accelerated development of new members of staff. ❖ Cross-functional job rotation can be a powerful way of developing organizational high-fliers. ❖ Enabling staff to work in different areas of the organization through cross-functional job rotation and job swaps can contribute to knowledge retention and management by spreading individuals' expertise more widely within the organization. ❖ Cross-functional job rotation and, to a lesser extent, job swaps can contribute to the development of social as well as individual human capital by establishing and developing new relationships across the organization

Sourced by Bennett, 2003, pg 8

2.5.3.5. Job Enrichment

Job enrichment is 'the addition to a job of tasks that increase the amount of employee control or responsibility. It is a vertical expansion of the job as opposed to the horizontal expansion of a job, which is called job enlargement.'[116] Therefore, job enrichment is applied by giving more autonomy and responsibility to an employee. In order to enrich the job the following actions can be followed:[117]

- Giving an entire job to an employee rather than just a piece of work.
- Giving more freedom so the individual can perform the job as he or she sees fit
- Increasing a person's accountability for work by reducing external control

[116] F. John Reh, 2006, **"Management: Job Enrichment"**, http://management.about.com/cs/people/g/jobenrichment.htm, 30.09.2006
[117] Alakbarov, 2005, pg 24

- Expending assignments so employees can learn to do new tasks and develop new areas of expertise
- Giving feedback reports directly to employees rather than to management only.

This method focuses on the need of satisfaction and motivation. Supporters of job enrichment claims that the additional challenge and responsibility lead to higher productivity, lower absenteeism and increased motivation. However, while this method can be resulted by the substantial improvement in employee attitudes, it may not necessarily lead to greater productivity.

2.5.3.6. Tuition assistance programs

Organisations offer tuition assistance programs to support their employees' education and development. Tuition and other costs of educational programs (ranging from seminars, workshops and continuing education programs to degree programs) may be entirely covered, partially covered, or covered contingent upon adequate performance in the program. [118]

2.6. The Balanced Scorecard

In chapter two, one of the techniques that the researched company has been using is the Balanced Scorecard. Therefore, giving an overview of balanced scorecard is appropriate in this chapter.

In the information era of globalisation that we live now; unique customer knowledge, and instant communication has essential implications for the measurement systems. Financial numbers alone cannot longer show what is necessary to transform

[118] Gomez-Mejia, Balkin, Cardy, 2001, pg 313

powerful intangible assets such as innovation and human capital into real value. The Balanced Scorecard has emerged as one of the greatest tool in helping thousands of organisations translate the strategy, align employee action and connect the power of today's value-creating intellectual assets. [119]

The balanced scorecard (BSC) was developed by Robert Kaplan- a professor at Harvard University- and David Norton- the president of a Massachusetts consulting firm- in the early 1990s. According to Kaplan and Norton, the four perspectives (financial, customer, internal, innovation & learning) of BSC will enable companies to track financial results and simultaneously monitor progress in building the capabilities that are necessary for acquiring the intellectual capital or intangible assets needed for future business growth and for providing keener competition.[120] BSC provides answers to four basic questions: [121]

1. How do customers see us? (Customer Perspective)
2. What must we excel at? (Internal Perspective)
3. Can we continue to improve and create value? (Innovation & Learning Perspective)
4. How do we look to shareholders? (Financial Perspective)

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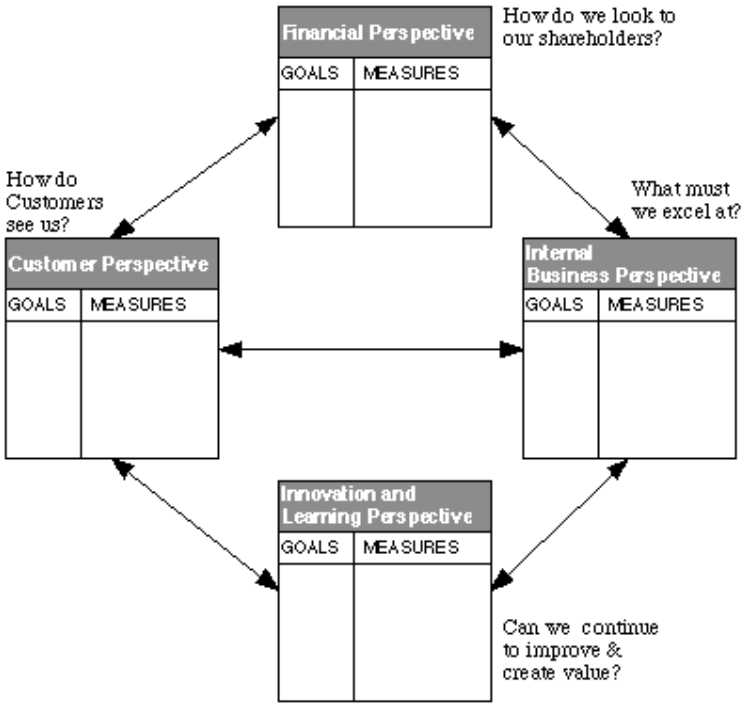
[119] Paul R. Niven, **"Balanced Scorecard Step By Step"**, USA: John Wiley & Sons Inc, 2002 pg. 1

[120] Khim Ling Sim & Hian Chye Koh, **"Balanced Scorecard: A rising trend in strategic performance measurement, Measuring Business Excellence",** 5, 2. 2001, Emerald Fulltext (Emerald), http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=/published/emeraldfulltextarticle/pdf/2670050204.pdf

[121] Robert S Kaplan, David P. Norton (1992), "**The Balanced Scorecard- Measures That Drive Performance",** Harvard Business Review on Measuring Corporate Performance, USA: Harvard Business School Press, 1998, pg 126

Figure 7 Balanced Scorecard



Kaplan & Norton, 1992. Sourced by Paul Arveson ,1998, **Balanced Scorecard,** http://www.som.cranfield.ac.uk/som/research/centres/cbp/pma/Balanced%20Scorecard.doc, 16.10.2006

According to Robert S. Kaplan (2005) the drivers of revenue growth can be defined by the customer perspective. "It includes generic customer outcomes, such as satisfaction, retention, acquisition and growth, as well as the differentiating value proposition the organization intends to offer to generate sales and loyalty from targeted customers. Secondly, the internal perspective clarifies the operating, innovation, customer management, regulatory and social process objectives for creating and delivering the customer value proposition and improving the productivity and quality of operating processes. Thirdly, the innovation and learning perspective identifies the intangible assets that are most important to the strategy. The objectives in this perspective identify which jobs (the human capital), which systems (the information capital), and what kind of climate (the organization capital) are required to support the value creating internal processes. Managers use the balanced scorecard to describe and

communicate their strategy, to align business units and shared services to create synergies, to set priorities for strategic initiatives, and to report on and guide the implementation of the strategy. Lastly, the tangible outcomes of the strategy in traditional financial terms can be described by the financial perspective, such as return on investment (ROI), shareholder value, profitability, revenue growth, and lower unit costs." [122]

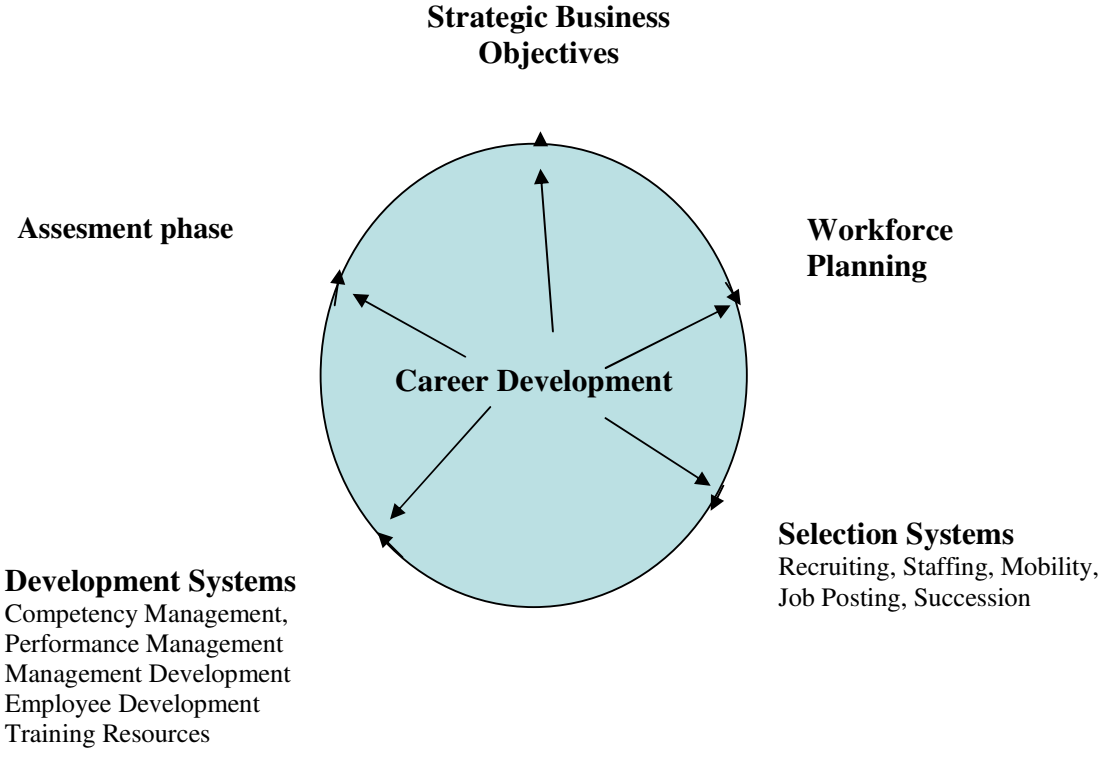
[122] Robert S. Kaplan , **"How the balanced scorecard complements the McKinsey 7-S model,"** VOL. 33 NO. 3, 2005, Emerald Fulltext (Emerald), http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=/published/emeraldfulltextarticle/pdf/2610330306.pdf

Chapter 3

3.1. Linkage between career development and other human resources systems

A career development culture must align its selection systems, development systems and reward systems, workforce planning with strategic business objectives as depicted in the following diagram 9 Relationship between Career Development and Other Human Resources Systems. Focusing on career development without changes in other systems will lead to cynicism.

Figure 8 Relationship between Career Development and Other Human Resources Systems



Sourced by Özlem Akkayalı, **"Career Development in the Banking Sector"**, T. C. Marmara University, Institute of Social Science, Human Resource Management & Development Graduate Programme, Istanbul, 2002, pg 29

3.1.1. Selection Systems

Both internal moves and external hiring should be aligned with the career development system. According to Akkayalı, if individuals are expected to develop to be ready for new challenges in their present job or to be flexible, as changing business needs requires moves, there needs to be a system that supports these expectations.[123]

Table 11 Aligning Selection Systems

Policy/Procedure	Alignment Needed
External recruiting	Recruiters/Managers must convey positive reality about development and advancement when hiring.
Internal staffing	Internal candidates must have access to information about position openings and requirements. There is a means to consider internal candidates when hiring. The job posting system has integrity.
Mobility systems	A policy about cross-functional or interdepartmental moves must balance
Succession planning	Career development policies for top employees must align with the philosophy and practices for all employees. There is a process for identifying people capable of filling leadership positions. Secret lists and procedures are not aligned with a development focus.

Sourced by Peggy Simonsen, "**Promoting a Development Culture in Your Organization"**, Davies-Black Publishing, 1997, pg 93

[123] Akkayalı, 2002, pg 30

3.1.2. Workforce Planning

Workforce planning is essential to ensure a link between career development and the strategic direction of the organisation.[124] Planning includes the description of the roles and competencies that will be in demand in the future. Planning is a matter of reconciling anticipated future needs of the companies with expected staffing requirements. If employees have advance notice and information about the competencies needed in other growing areas, many will actively prepare themselves for new opportunities within the organisations.

3.1.3. Development Systems

The development systems of the organisation should be aligned with the career development system. The relationship between the development systems and career development is shown in the following table 12.

[124] Akkayalı, 2002, pg 31

Table 12 Aligning Development Systems

Policy/Procedure	Alignment Needed
Competency management	People need to target competencies for development instead of focusing solely on promotions.
Performance management	A developmental performance management process needs to be integrated with the philosophy of development.
Management development	Managers' role in developing employees need to be assured. There should be accountability for employee development as well as for financial goals.
Employee development	Training –in house or external- needs to be available and attendance encouraged. There must not be conflict development plans and action to achieve development goals.
Development resources	Development needs should be the catalysts to determine training needed. A variety of on-the-job development and self-directed resources must be available. Coaching should supplement formal training classes.

Sourced by Simonsen, 1997, pg 97

3.1.4. Reward Systems

Reward systems of the organisation should be integrated with the career development system. Compensation system should be based on roles and reward results. The following table 13 shows the relationship between the reward systems and career development system.

Table 13 Aligning Reward Systems

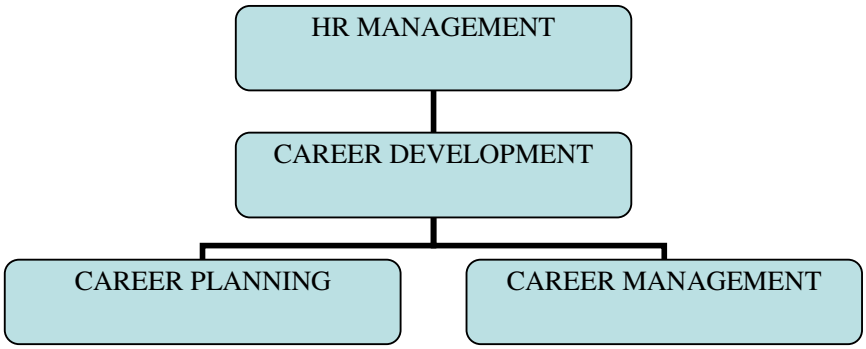
Policy/Procedure	Alignment Needed
Compensation	Compensation must be structured to reinforce the development message. If there is a need for a broader base of experience, lateral move should be rewarded. If the need is to grow in place, compensate accordingly.
Recognition	Recognition, celebrations and non-monetary rewards should support appropriate goal achievement.
Benefits	Alignment works best when individuals can choose the benefits that contribute to their development and needs.

Sourced by Simonsen, 1997, pg 98

3.2. The Role of Human Resource Management in Career Management

Figure 9 HRM's Role in Career Management

Sourced by Scott Snell, **"Managing Human Resources: Career Development"**, South-Western: Charlie Cook Copyright, 2004, pg 7



-Individual career planning

-Career counselling

-Performance and potential evaluation

-Personalised career development

-Training and education (management development)

-Personnel inventories and succession charts

Adapted from Don Harvey, Robert Bruce Bowin, "Human Resource Management: An experiential Approach", New Jersey: Prentice Hall, 1996, pg 197

Career development encompasses career management and career planning. Career planning is the process through which individual employees identify and implement steps to attain career goals.[125]

Career planning is a fundamental issue because, it involves the first stages of an organisational system, which means the identification of career goals, shaping paths, understanding and becoming aware of self-skills, interests, values, opportunities, choices and consequences. Career planning is important for individuals because, working life is a major factor determining the quality of the individuals' lives, and productivity in their jobs. Therefore, people want satisfaction, success, involvement, and productivity in their jobs. This happens when the abilities, skills and interests of the

[125] George T. Milkovich, John W. Boudreau, **"Human Resource Management"**, 8th Edition, USA: Irwin, Times Mirror Higher Education Group, 1997, pg. 361

person match the requirements of his/her job. Moreover, this kind of matching can be achieved through an effective career planning.

It is also essential for the organisations, because as the purpose of management in an organisation is to create conditions to all employees to reach their full potential for productivity in their present and future jobs. This can only be done through an effective career planning. Thus, the aims of the career planning for individuals are career establishment, advancement, maintenance and satisfaction at works. By providing career planning opportunities the organisations aims to facilitate career advancement and maximize individuals' contributions to the organisation. [126]

Career management is the process through which organisations select, assess, assign and develop employees to provide a pool of qualified people to meet future needs.[127]

Assuming that an organisation already provides extensive employee development programs, why should it need to consider a career development program as well? A long-term career focus should increase the organisation's effectiveness in managing its human resources. More specifically, it can be identified several positive results that can occur from a well-designed *career development program*:[128]

Ensures Needed Talent Will Be Available

Career development efforts are consistent with, and are a natural extension of, strategic human resource planning. Changing staff requirements over the intermediate and long term should be identified when the company sets long-term goals and objectives. Working with individual employees to help them align their needs and aspirations with those of the organisation is changing staffing requirements.

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[126] Tuğçe Kulaç, **"The Role of Coaching in Career Development"**, T. C. Marmara University, Institute of Social Science, Human Resource Management & Development Graduate Programme, Istanbul, 2002, pg. 22
[127] Milkovich, Boudreau, 1997, pg. 361
[128] De Cenzo, Robbins, 1999, pg 267-269

Improves the Organisation's Ability to Attract and Retain High-Talent Employees

Importantly development appears to be a natural response to the rising concern by employees for the quality of work life and personal life planning. As more and more people seek jobs that offer challenge, responsibility and opportunities for advancement, realistic career planning becomes increasingly necessary. Additionally, social values have changed so that more members of the work force no longer look at their work in isolation. Their work must be compatible with their personal and family interest and commitments. Again, career development should result in a better individual-organisation match for employees and thus lead to less turnover.

Ensures that Minorities and Women Get Opportunities for Growth and Development

Equal employment opportunity legislation and affirmative-action programs have demanded that minority groups and women get opportunities for growth and development that will prepare them for greater responsibilities within the organisation. The fair employment movement gave impetus to career development programs targeted for these special groups.

Reduces Employee Frustration

Although the educational level of the work force has risen, so too, have their occupational aspirations. However, economic stagnation and increased concern by organisations to reduce costs have also reduced opportunities. This has increased frustration in employees who see a significant disparity between their aspirations and actual opportunities. Career counselling can result in more realistic, rather than raised, employee expectations.

Locates Right People in the Right Jobs

Employee output must increase to accommodate reduced staffs and the need to sell more services. It is important, therefore, that the right people are in the right jobs so that output can be maximised. Career development programs benefit the organisation by helping employees locate the right jobs within the organisation. One of the main reasons that companies develop career development programs is to locate the right people in the right job. From the organisational standpoint, it is necessary to maximise the effectiveness of employees and increase productivity.

Increases Employee Loyalty and Satisfaction

Effective career management provides greater loyalty and commitment to the organisation and decreases employee turnover as well as increases the job satisfaction level. Employees who believe that the organisation is interested in their career planning will be more likely to remain with the organisation.

Chapter 4

The Research

4. The Research

4.1. The Aim of the Research

The aim of the research is to provide a deep understanding about the effect of career management and development in human resource management, which is a strategic process in maximizing individual's potential, and the success of the organisation as a whole. The objectives of this research are to enable readers to:

- Understand the effect of career management and development in human resource management
- Gain a real picture of what the organisations are currently doing in terms of career management and development with an applied research
- Identify how the process of career management and development takes place in this particular company; find out who is responsible for it, the reasons to apply it from the company's viewpoint.

4.2. Research Design and Methodology

Research can take on many characteristics and classifications which can be seen in the following table 14:

Table 14 Characteristics and Classifications of the Research

1. Exploratory, descriptive, analytical or predictive…
This relates to the purpose of the research
2. Quantitative or Qualitative …
This relates to the process of research.
3. Deductive or Inductive research…
This relates to the logic of research.
4. Applied or basic research…
This relates to the outcome of the research.

Sourced by J. Collis, R. Hossey, **"Business Research: A Practical Guide For Undergraduate And Postgraduate Students",** UK: Palgrave Macmillan, 2003, pg. 10

If the research is classified according to its purpose, it can be described as being exploratory, descriptive, analytical or predictive. The purpose of this dissertation is to examine 'the effect of career management and development in human resource management', therefore the type of design is 'descriptive' among the other types of research. Because, Collis and Hossey (2003) define a descriptive research as, "Research which describes phenomena as they exist. It is used to identify and obtain information on the characteristics of a particular issue or problem."[129]

[129] J. Collis, R. Hossey, 2003, pg. 11

Table 15 QUANTITATIVE/QUALITATIVE INTERFACE

Quantitative	Qualitative
○ objective	○ subjective
○ tests theory	○ develops theory
○ concise and narrow	○ complex and broad
○ measurable	○ interpretative
○ report statistical analysis	○ report rich narrative-individual interpretation
○ elements of analysis are numbers	○ elements of analysis, words/ideas
○ researcher is separate	○ social phenomena
○ positivist	
○ hypothesis	

Sourced by Collis, Hossey, 2003, pg. 14

Besides, the research can also be differentiated by looking at the approach adopted by the researcher. According to Collis and Hossey (2003), 'quantitative approach is objective in nature and concentrates on measuring phenomena. Therefore, it involves collecting and analysing numerical data and applying statistical tests.'[130] However, 'qualitative methods an array of interpretative techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in social world.'[131] This dissertation is a '*qualitative research*.'

Another important classification whether the research can be deductive or inductive research. This research's application part is *inductive*. Inductive research is theory-generating, and is often linked to qualitative interviews. Inductive method is referred to as moving from the particular to general.[132] Whereas, deductive research is, "A study in which a conceptual and theoretical structure is developed and then tested by empirical observation; thus particular instances are deduced from general inferences.

[130] Collis, Hossey, pg. 13
[131] Collis, Hossey, pg. 14
[132] **"Approaching the Dissertation: Appropriate Methodologies"**, http://www.socscidiss.bham.ac.uk/s9.html, 13.10.2006

For this reason, the deductive method is referred to as moving from general to the particular."[133] Moreover, this dissertation is an *applied research*.

In data collecting process, it is aimed to reach both secondary and primary data in this dissertation. After the *literature review*, one of the methods, which can be used in qualitative research -*interview*- has been chosen in order to collect primary data. Both open-ended, half-structured questions have been asked to the respondents. It is intended to interview the entire senior and line managers in this particular organisation, however, eight people have accepted and been interviewed out of fourteen.

4.3. Limitations of the Research

The scope of the research is limited to the company Otoyol-IVECO A.Ş. in Turkey. The respondents (8 directors out of 14) were interviewed through both open-ended, half-structured, 11 questions, that the questionnaire can be seen in the Appendix A.

4.4. An Overview of the Company

In order to explain the effect of career management and development in human resource management, a leading company in the automotive sector in Turkey has been chosen to undertake a research for this part.

The reason of choosing the company- (Otoyol-IVECO)- is to understand and explain the effect of career management and development in human resource management that the company gives due importance for this issue and uses some of the strategic tools in order to meet the challenges of effective career development.

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[133] Collis, Hossey, pg. 15

Koç Holding was established in 1963; today it is one of the engines of development in the Turkish private sector and plays a major role in the national economy with 87.000 employees, over 12.000 authorized dealers and after sale services in 118 consolidated companies covering a wide range of activities including passenger cars, commercial vehicles, automotive parts, consumer durables, foodstuffs, retailing, energy and mining, tourism and services, foreign trade, banking, insurance and construction. Otoyol-IVECO is among one hundred companies of it.[134]

Iveco, a company in the Fiat Group, is one of the leading international manufacturers of commercial vehicles and diesel engines. It also produces buses, coaches and special vehicles for defence and civil protection applications, and fire-fighting vehicles. Iveco complements its product range with an array of after sale, financial and used vehicles services. Iveco's internationalisation strategy is pursued through priority actions in high growth potential areas such as China, South America and Turkey both directly and by means of joint ventures, licensing agreements and equity investments.[135]

Turkish Otoyol and Italian Iveco announced a joint venture in 1989. Because Otoyol-IVECO has become a multinational company, intellectual capital has been the most fundamental resource of it as a multinational company. Therefore, this structure influences the approach to the company's career management and development policies and the process. Moreover, there are 225 white-collar and 726 blue-collar workers in this organisation included the factory workers in Adapazarı and the average age within the company is 34 for the white-collar workers and 35 for the blue-collar workers.

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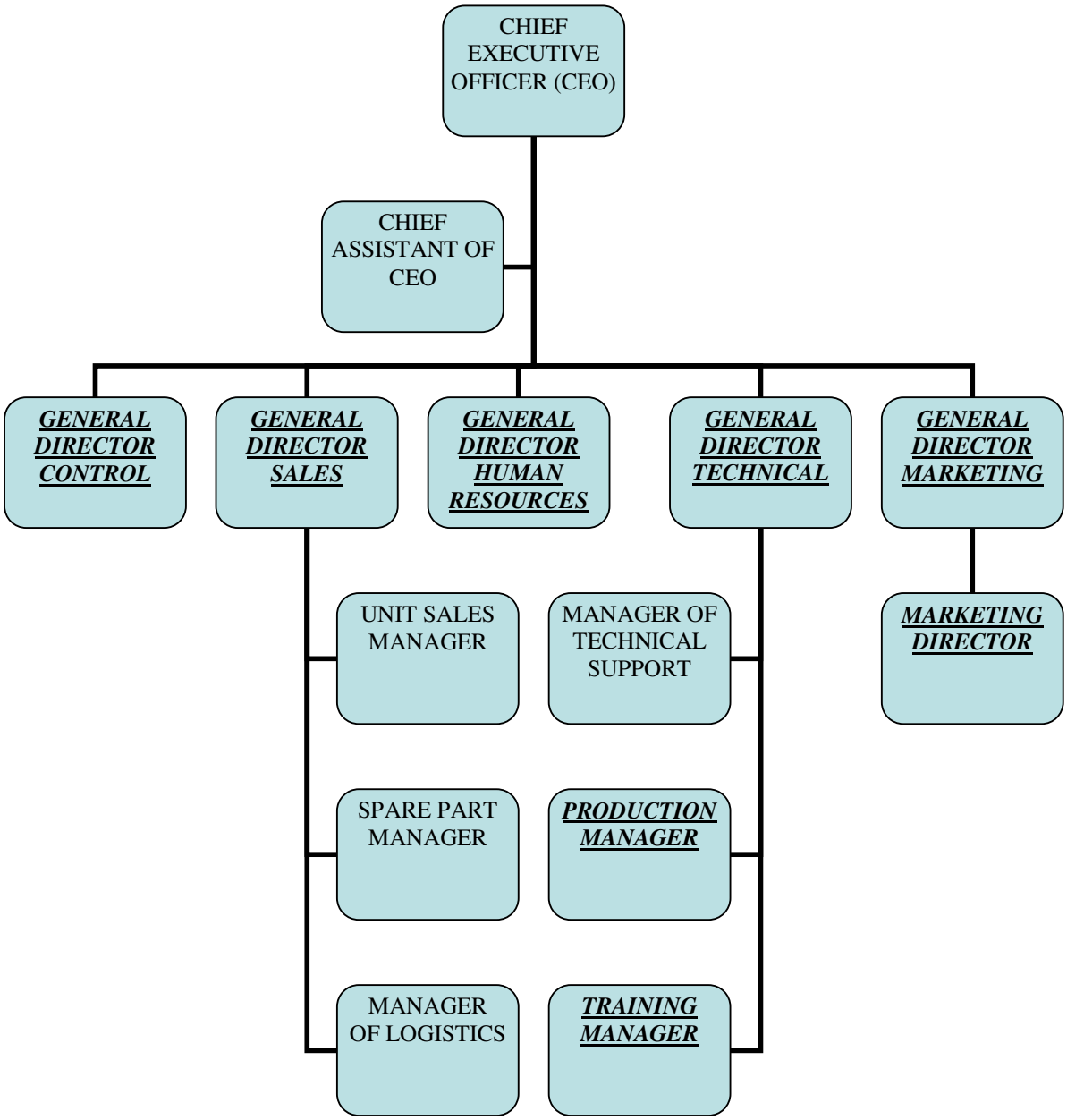
[134] **Koç Tarihçe,** 2006, http://www.koc.com.tr/User/Default.aspx?LANGUAGE_CODE=TR, 08.10.2006
[135] **Iveco,** 2006, http://www.hannover.iveco.com/en/docs/About%20Iveco.pdf, 08.10.2006

4.5. Organisational Structure



Positions of interviewed eight directors, which were written in bold, italic, underlined letters, can be seen in the above organisational structure.

4.6. Findings

As it is mentioned before, interviews have been implemented to eight managers of the company. The interview questionnaire can be seen in the Appendix A. The questionnaire has been adapted from the 'The 2003- Managing Careers Survey: Issues, trends and prospects' undertaken by Chartered Institute of Personnel and Development (CIPD) in UK, which has been a guiding survey in order to compose my dissertation. The questionnaire of this survey can be seen in the Appendix B.

Career management practices, like other human resource practices, are most effective when they are based on business requirements and aligned with other business and human resource strategies. It was interested to determine how far this company is trying to make this alignment happen in practice. Therefore, interviews were started by asking to the interviewees whether the company has a formal written strategy for the career management of its employees or not. In addition, they were asked to whom it is implemented. (Please see ***the 1st Question***) All of the interviewees have accepted that there is a formal written strategy for career management and it is implemented for all staff at first. Having a formal, written strategy can be understood positively related to perceptions of the effectiveness of career management activities. Besides, it ensures that minorities and women get opportunities for career development.

In ***the second question***, they were asked that to indicate who was involved, and to what extent they were involved, with determining the career management strategy in the organisation. All (100%) of the interviewees have answered HR/personnel staff is considered to be the most involved, however 62.5% (five people) of the interviewees have answered board members are also involved in some extent.

In ***the third question***, they were asked for the three statements, which they feel most represent the main strategic objective/objectives of the company's career

management activities. The answers of the interviewees can be seen in the following table 16:

Table 16 Answers of the Interviewees for the 3rd Question

STATEMENTS in the questionnaire	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
EIGHT INTERVIEWEES	*	*					*					
	*	*					*					
	*	*					*					
	*	*			*							
	*	*			*							
	*	*			*							
	*	*			*							
		*			*						*	

87.5% (seven people) of the interviewees said that 'growing future senior management/leaders' was considered to be one of the strategic objectives.

100% (eight people) of them have accepted 'retaining key staff' as one of the main aims.

However, 62.5% (five people) of the interviewees have mentioned that 'producing high-level and specialist skills' has been aimed by the company.

37.5% (three people) of them have mentioned, 'the encouraging career moves other than promotions' was also one of the main objectives.

Only (one person) 12.5% of the interviewees have seen 'filling vacancies' as an objective. The answers with the statements of the question three can be viewed more clearly in the following table 17:

Table 17 Statements and Results of the 3rd Question

Total: 8 interviewees = 100%

STATEMENTS of the 3rd Question	RESULTS
1. Growing future senior management/leaders	87.5
2. Retaining key staff	100
3. Supporting changes in the organisational structure/business environment	-
4. Assisting organisational resource planning	-
5. Producing high-level and specialist skills	62.5
6. Meeting the future skills requirements of the organisation	-
7. Encouraging career moves other than promotions	37.5
8. Attracting new staff	-
9. Dealing with underperformance	-
10. Redeployment of staff to other roles	-
11. Filling vacancies	12.5
12. Providing understanding of career opportunities and expectations between the organisation and the individual	-

It has been found that the strategic aims of career management were focused on developing or retaining people of particular value to the organisation, such as key staff with high-level or specialist skills and those who have the potential to be future senior management.

For effective career management to take place, the involvement and support of employees, their line managers, HR and senior management are all necessary. Therefore, respondents were asked some questions to try to gain a picture of how supportive these groups are of the career management activities that currently take place in this particular company. As you can see in ***the fourth question***, it was asked who is seen as having the main responsibility for driving career management and development activities in their organisation. It has been revealed that the company's role has become

providing a supportive environment. There was a shift towards including the whole workforce, not just selected groups in terms of career management and development. Interviewees have believed that there was a further shift to the 'we are in it together' or partnership approach in their organisation.

In ***the fifth question***, it was asked how seriously line managers took career management activities in the company. 75% (six people) of the interviewees answered the question that they were not taking it very seriously.

However, ***the sixth question*** was how much employees value the career management activities their organisation provides. 87.5% (seven people) of them believed that they are highly valued by employees.

Moreover, they have been asked in ***the seventh question***, whether the line managers are trained to support the career management and development or not. The answers were that they are not trained to support the career management and development. The problem is compounded by the fact that the line managers are not trained to support the career development and the lack of training is likely to mean that line managers have quite limited understanding of the reasons career development is important both to individuals and the organisation as a whole. It could also mean they are unlikely to have the skills to deliver high-quality career support.

In ***the eighth question***, the interviewees were asked major barriers in the company to effective career management from their standpoint. They clarified a number of significant barriers to career management in their organisation. The commitment of senior management plays a key role in perceptions of effectiveness and the largest barrier to career management is seen to be a lack of commitment from senior management, followed by lack of resources and time and perceived as optional or peripheral, rather than essential.

In ***the ninth question***, they were asked which career management activities they use in their organisation. The answers were quite clear that the interviewees have mentioned that;

- Assessment centres,

- Psychological tests,
- Performance appraisal,
- Individual Career Counselling,
- Information Services,
- Career paths,
- Job rotation,
- Tuition assistance programs

These are mostly used activities in terms of career management in the company.

In ***the tenth question***, respondents were asked to explain the career management and development process of their company. However, only General Director of Human Resource was able to give me a real picture of the process with deeper information. The other respondents have mentioned the process shortly and they were not able to explain the activities systematically as well as General Director of Human Resource was. The career management process of the company can be composed as follows:

Before they started career management and development process, the company's human resource department had redesigned and described all the job descriptions. These descriptions have been easily reachable or accessible by all the employees via intranet or in the hard copies. The company has been using this 'intranet' in terms of information services, which is 'an internet-based application, is usually used to exchange data within an organisation.'[136] This has enabled them to inform what is happening inside the company such as job descriptions; times and dates of seminars, trainings, and also job vacancies.

First step of the process was identifying the potentials. Although the company was trying to implement the activities to all staff, the identification of the potential ones

[136] Tawfik Jelassi, Albrecht Enders, **"Strategies for e-business, creating value through electronic and mobile commerce: concepts and cases",** 1st Edition, Harlow: Financial Times Prentice Hall, 2005, pg 602

gave the company an opportunity to focus on employees who were desirous, open-minded, passionate and would like to improve their qualifications and skills in order to step up on career moves other than promotion. The company found these potentials via having an assessment centre. As it is mentioned in the literature review, assessment centres were situational exercises that the company used this to select managerial talent. Interview, in-basket exercises, and business games measured competencies needed for a particular job and provided participants with feedback about their strengths and weaknesses in the competency areas as uncovered in the exercises. This feedback has increased employees' understanding of their skills and helped them develop realistic career goals and plans.

Afterwards, the next step was to find the potentials interests by psychological tests, which were instruments used to understand their desirous, aims. To understand the employees' interests has enabled a planned movement of people between jobs over a period of time and for one or more of a number of different purposes. Career paths of individuals have been shaped in light of these interests. Job rotation has involved the movement of employees through a range of jobs in order to increase interest and motivation.

Psychological tests have also helped to select employees for promotion and training and development, classify and group trainees, determine the effectiveness and quality of instructional systems, provide a basis for guiding and assisting employees in career development and trainees in improving their performance. Moreover, the company has offered tuition assistance programs to support their employees' education and development. These were only for potentials. As a result, there were five major purposes of training in this company: improving performance, updating employee's skills, solving organisational problems, preparing for promotion, orienting new employees.

Performance appraisal has been another source of valuable career development information for this company. Generally, it has taken the form of a periodic interview, which was semi-annual in this company; the work performance of the employee was examined and discussed, with a view to identifying weaknesses and strengths as well as

opportunities for improvement and skills development. The appraisal results have been used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions. For the same reason, appraisal results have been also used to identify the poorer performers who may require some form of counselling. However, according to company's policy, poorer performances have not been required demotion, dismissal or decreases in pay. If their performance has been less than expected, he/she would not gain bonus. Because, employees have been paid by their performance. They have been given 'Objective Cards with Grades'(Balanced Scorecard), which they should be able to perform at least 90% of what they were expected. A five-interval-scale has been using in the company. These intervals were named as A, B, C, D, and E. Each letter has indicated a performance level from high to poor performance respectively.

A. High performance/ Performance greatly exceeds expectations
B. Very good performance/ Performance exceeds expectations
C. Good performance/ Performance meets expectations, potential and willingness for development
D. Average performance/ Although performance meets expectations, no use of initiative
E. Poor performance/ Performance below expectations and standards.

For example, employees have been expected at least Grade C with 90% performance. Grade D and E have been the most undesirable ones. (Please see detailed information in the appendix.)

Furthermore, individual career counselling has also taken place in the organisation for all potentials. One-to-one sessions with the goal of helping employees have examined their career aspirations. A combination of an employee's supervisor and human resource specialist has been performing career counselling. Discussions generally have included some issues such as the employee's current job responsibilities, interests and career objectives as well as performance increases or decreases.

For ***the eleventh question***, they were asked when the process has been started and what they thought about the benefits of the career management for their company. The process has been implemented for two years. (Since 2004) Therefore, general opinion of the interviewees was that it was quite new but very effective though; it has helped to change the structure of the company, from reaching the organisation's business objectives to employees' satisfaction. A consultancy firm was outsourced to measure the employees' job satisfaction with 'work life evaluation and development questionnaire' and they found that there was a 24% increase. This questionnaire can be seen in the Appendix C. Locating right people in the right jobs has also been another benefit for company via job rotations. Interviewed directors of the organisation were also binding the career management system with the decrease of employee turnover in the last two years. 18% decrease have been revealed whilst the interviews. They believe that this system has been improving the organisation's ability to attract and retain high-talent employees. Thus, all the interviewees have believed that after this system the organisation's climate has made employees feel and work more happily, active and effective in this company.

4.7. Results of the Research

Otoyol-IVECO has a formal written strategy for career management and it is implemented for all staff. Having a formal written strategy can be understood positively related to perceptions of the effectiveness of career management activities. It also ensures that minorities or women get the same opportunities in terms of career development.

The company's main strategic objectives in terms of career management are;

- Growing future senior management/leaders,
- Retaining key staff,
- Producing high-level and specialist skills.

In other words, the strategic aims of career management were focused on developing or retaining people of particular value to the organisation, such as key staff with high-level or specialist skills and those who have the potential to be future senior management. Although the company has many activities related to improve qualifications and skills such as training, seminars, counselling; surprisingly *'filling vacancies'* are mentioned by only 12.5% of the respondents as a major objective.

Hence, the implemented career management activities are focused on potentials. Even if HR is the most heavily involved group, it is good to see that board members are involving for determining the career management strategy in the organisation.

Career management should follow a partnership model, with individuals taking ownership of their own career development; taking responsibility for their own career, developing specific career plans and goals, and being more aware and realistic about their interests, strengths and development needs; and organisations supporting them by offering guidance and information. According to interviewees' point of view, the company has followed this partnership model, but if the line managers are not trained to have effective career discussions with employees, it will not be seen as it is in practice. Unsurprisingly, the training of line managers to support career management can also be positively linked to effective career management. If managers are not trained properly then employees will not receive high-quality career support. The lack of training may cause that line managers have quite limited understanding of the reasons of career development and this may affect the process. It could also mean they are unlikely to have the skills to deliver high-quality career support.

Besides, the company has offered tuition assistance programs to support their employees' education and development for only potentials. Ensuring that all employees have access to training is very essential in creating equality of opportunity in terms of career progression.

The barriers to career management are mostly practical in the company:

- Lack of senior management commitment

- Lack of time and resources,
- Perceived as optional or peripheral, rather than essential.

These barriers can be overcome through explaining more deeply the importance and reasons of career management via seminars, trainings etc.

The company has been implementing eight activities out of seventeen, which are determined from the first three chapter of this dissertation. These implemented activities have indicated a well-performed career management in practice. However, for the future, it would be better, if the company also implements some self-assessment practices as well as organisational ones. For instance, workshops can be a good solution so as to give employees information about career options in the organisation. Moreover, managers can also participate in a workshop to help them develop career coaching skills and provide advice on how they could manage their own careers. Succession planning could be another practice to identify future potential leaders to fill key positions, which will help to realize the company's strategic objectives. Coaching and mentoring sessions and informal discussions and events can also be implemented, which affect the individual's career perceptions. These include interaction and contact with managers, supervisors and colleagues. Career priorities and preferences may be shaped after the informal discussions that are often a fundamental source of information about prospects within the organisation.

Performance appraisals of the company were frequently limited to assessment of past performance rather than oriented toward future performance improvements and directions. Future oriented performance appraisal can give employees essential insights into their strengths and weaknesses and the career paths available to them.

It was understood that the career management system has been improving the company's ability to attract and retain high-talent employees. The system has affected the employee turnover rate with an 18% decrease. Besides, the process has affected the job satisfaction level of the employees with a 24% increase.

Conclusion

In this dissertation, you have been introduced to the emerging techniques of career management and the ways career development can be used to improve organisational effectiveness. Career development is a continuing cycle of these phases: an assessment phase, a direction phase and a development phase. Each phase is an essential part of developing the workforce.

In *the assessment phase*; employees' skills, interests, and values are identified. These assessments may be carried out by workers themselves, by the organisation, or by both.

Self-assessment, which is often done through career workbooks and career-planning workshops, is especially significant for companies that want empower their employees to take control of their careers. As it can be seen in the research part, unfortunately self-assessment's activities are not very common in practice. Therefore, companies have to pay special attention for this issue and try to put those activities in practice.

Organisational assessment is done through assessment centres, psychological testing, performance appraisal, promotability forecasts, and succession planning. For example, some of the organisational assessment activities have been implementing more frequently as it can be seen in the researched company. Hence, it has been understood that the organisations should follow the organisational assessment activities in order to use career management and development as a strategic tool.

In *the direction phase* workers may receive individual career counselling or information from a variety of sources, including a job-posting system, skills inventories, career paths, an career resource centres. This phase, represented by the competencies,

should be based on a careful assessment of what is needed in the profession. Further, career development direction should not be a stand-alone effort in the organisations. To be effective, organisations must integrate career development with other human resource management efforts, such as staffing, training and performance appraisal.

The development phase involves taking actions to create and increase employees' skills and promotability. Generally, the most common development programs are mentoring, coaching, job rotation, and tuition assistance programs. For instance, it would be better if the researched company have the coaching and mentoring programs as well as job rotation and tuition assistance programs. If the organisations are to recruit and retain well-qualified, high-skilled employees, the programs of the development phase should not be ignored.

Having a career management system may form willingness among workers and help to identify a staff of capable individuals. In addition, career management affects the job satisfaction level and employee turnover rate in a positive way. It has been found that the career management and development system have an effect on increasing employees' job satisfaction level and decreasing the employee turnover rate. Therefore, it is suggested that the organisations should understand the significance of effective career management and development and implement the strategic activities in order to satisfy their employees and meet their expectations, which will help to retain them.

Career management may also have some disadvantages whilst the implementation of the activities. There may be a risk of unrealistic expectations. Some necessary opportunities may not be provided and this may cause dissatisfaction and anxiety among the organisation. For this reason, organisations should be careful for the promotions and inform all staff for the opportunities or possible vacancies.

Consequently, human resource management plays a major role in helping the organisation reach its goals, providing it with well-trained and well-motivated employees, increasing the employees' job satisfaction, developing and maintaining the quality of work life that makes employment in the organisation desirable. Besides, it should be acknowledged that a well-designed career management and development

programme in human resource management improves the organisation's ability to attract and retain high-talent employees, locates right people in the right jobs and increases employee loyalty and satisfaction. Having an effective career management programme should be a main objective of every organisation to remain viable.

It is recommended for the further studies that the research can be implemented in a different industry. Besides, the survey results of a different industry and this dissertation can be compared as well.

APPENDIX A

Mülakat Soruları

1- Şirketiniz, çalışanlarının kariyer yönetimi için resmi yazılı bir stratejiye sahip mi? Kimlere uygulanıyor?

2- Kimler, hangi derecede bu stratejinin belirlenmesinde etkilidir?

3- Kariyer yönetimi aktivitelerinizin temel stratejik amaçlarını en iyi şekilde temsil eden üç ifadenin hangileri olduğunu söyleyiniz.

□ Gelecek yöneticilerin/liderlerin yetiştirilmesi
□ Kilit çalışanların tutulması
□ Örgütsel yapıda veya işletme çevresindeki değişikliklerin desteklenmesi
□ Örgütsel kaynak planlamasına yardımcı olmak
□ Yüksek seviyeli ve uzman becerilerin oluşturulması
□ Organizasyonun gelecekteki beceri beklentilerinin karşılanması
□ Terfiler yerine kariyer hareketlerinin teşvik edilmesi
□ Yeni çalışanların çekilmesi
□ Düşük performansın ele alınması
□ Çalışanların yeni roller için yeniden geliştirilmesi
□ Boşlukların doldurulması
□ Bireylerin ve organizasyonun beklentilerinin ve kariyer fırsatlarının anlaşılmasının sağlanması
□ Diğer_____

4- Organizasyonunuzda kariyer yönetimi ve gelişimi aktivitelerinden asıl sorumlu olarak olanlar kim/kimlerdir?

5- Kariyer yönetimi, şirketinizdeki birim yöneticileriniz tarafından ne derece ciddiye alınmaktadır?

6- Organizasyonunuzun sağladığı kariyer yönetimi aktivitelerinize, çalışanlarınız ne derece değer vermektedir?

7- Orta kademe yöneticileri kariyer yönetimi ve gelişimine destek verebilmek için eğitim alıyorlar mı?

8- Aşağıdakilerden hangisi veya hangilerinin etkin kariyer yönetimine temel engel olduğunu söyleyiniz.

- Üst yönetimden alınan sorumluluk eksikliği
- Temel örgütsel değişim örneğin şirket birleşmeleri
- Çalışanların ilgi eksikliği
- Temel olmaktansa opsiyonel veya ikincil olarak algılanması
- İnsan Kaynakları veya işletme stratejileriyle bağlantılı olmaması
- Bilgi/yetenek/alet eksikliği
- Örgütsel kültür
- Kaynak ve zaman eksikliği
- Geleceğin belirsizliği
- Orta kademe yöneticilerin destek eksikliği
- Diğer_____

9- Şirketinizde, kariyer yönetimi aktivitelerinden hangilerini kullanıyorsunuz?

- Kariyer çalışma kitapları (workbooks)
- Kariyer planlama atölyeleri (workshops)
- Değerleme merkezleri
- Psikolojik testler
- Performans değerlendirme
- Terfi tahminleri
- Başarı Planlama
- Bireysel kariyer danışmanlığı
- Job-Posting Sistemi
- Beceri envanteri
- Kariyer patikaları

 Kariyer kaynak merkezi
 Koçluk
 Mentorluk
 İş rotasyonu
 İş zenginleştirme
 Eğitim destek programları
 Diğer_____

10- Kariyer yönetimi ve gelişimi sürecini anlatabilir misiniz?

11- Süreç ne kadar zamandır işlemektedir ve kariyer gelişiminin şirketinize sağladığı faydalar nelerdir?

Interview Questionnaire

1- Does your organisation have a formal written strategy for the career management of its employees? To whom is it implemented?

2- Who is involved in determining this strategy within the organisation, and to what extent are they involved?

3- From the following list, tell three statements which you feel most represent the main strategic objectives of your organisation's career management activities.

□ Growing future senior management/leaders
□ Retaining key staff
□ Supporting changes in the organisational structure/business environment
□ Assisting organisational resource planning
□ Producing high-level and specialist skills
□ Meeting the future skills requirements of the organisation
□ Encouraging career moves other than promotions
□ Attracting new staff
□ Dealing with underperformance
□ Redeployment of staff to other roles
□ Filling vacancies
□ Providing understanding of career opportunities and expectations between the organisation and the individual
□ Other_____

4- Who is responsible for the career management and development activities in your organisation?

5- How seriously is career management taken by line managers in your organisation?

6- How much do employees value the career management activities your organisation provides?

7- Are line managers trained to support the career management and development?

8- Tell whether you think any of the following are major barriers to effective career management in your organisation.

□ Lack of commitment from senior management

□ Major organisational change eg merger and acquisitions/redundancy

□ Lack of interest from employees

□ Perceived as optional or peripheral, rather than essential

□ Not linked to HR or business strategy

□ Lack of knowledge/skills/tools within the organisation to deliver it

□ Organisational culture

□ Lack of resources and time

□ Uncertainty about the future

□ Lack of support from middle managers

□ Other_____

9- Which of the following activities you use for career management in your organisation?

□Career workbooks

□Career-planning workshops

□Assessment centres

□Psychological test

□Performance appraisal

□Promotability forecasts

□Succession Planning

□Individual Career Counselling

□Job-Posting System

□Skills inventors

□Career paths

- Career resource centres
- Coaching
- Mentoring
- Job rotation
- Job Enrichment
- Tuition assistance programs

10- Could you explain the process of the career management and development process of your organisation?

11- How long has the process been implemented and what are the benefits of career development to your organisation?

APPENDIX B

Chartered Institute of Personnel and Development

Career management survey 2003

All questions relate only to your organisation in the UK. All responses will be treated in strict confidence.

The questionnaire should take just 10 to 15 minutes to complete. Please return the questionnaire by **17 JANUARY 2003** using the prepaid envelope enclosed.

For the purposes of this survey, the following definition of career management is being used:
'planning and shaping the progression or movement of individuals within an organisation by aligning employee preferences and potential with organisational resourcing needs'.

Section 1: Links with HR and business strategy

1 Does your organisation have a formal written strategy for the career management of its employees?

☐ 1 Yes, for all staff ☐ 2 Only for some groups ☐ 3 No If no, please go to Question 3.

2 Who is involved in determining this strategy within the organisation, and to what extent are they involved? Please indicate which of the following you think reflect current practice in your organisatio

	No involvement	Some involvement	A great deal of involvement
Board members	☐ 1	☐ 2	☐ 3
HR/personnel staff	☐ 1	☐ 2	☐ 3
Line management	☐ 1	☐ 2	☐ 3
Trade union representatives	☐ 1	☐ 2	☐ 3
Employee representatives	☐ 1	☐ 2	☐ 3
External consultants	☐ 1	☐ 2	☐ 3
Other (please specify):	☐ 1	☐ 2	☐ 3

3 To what extent do you believe that career management activities in your organisation (whether forma or informal) support the needs of the business?

☐ 1 Not at all ☐ 2 To some extent ☐ 3 To a great extent ☐ 4 Don't know

4 Which of the following best describes the degree to which career management activities are integrate with overall HR strategy?

☐ 1 Not integrated at all ☐ 2 Partly integrated ☐ 3 Fully integrated ☐ 4 Don't know

5 From the following list, please tick the **THREE** statements which you feel most represent the main strategic objectives of your organisation's career management activities.

☐ 1 Assisting organisational resource planning
☐ 2 Supporting changes in the organisational structure or the business environment
☐ 3 Retaining key staff
☐ 4 Attracting new staff
☐ 5 Growing future senior management/leaders
☐ 6 Producing high-level and specialist skills
☐ 7 Encouraging career moves other than promotions
☐ 8 Dealing with under performance
☐ 9 Redeployment of staff to other roles

☐ 10 Filling vacancies

☐ 11 Meeting the future skills requirements of the organisation

☐ 12 Providing understanding of career opportunities and expectations between the organisation and the individual

☐ 13 Other (please specify):

_____

6 How would you rate the effectiveness of your organisation's career management activities in meeting these objectives in the past 12 months?

☐ 1 Ineffective ☐ 2 Not very effective ☐ 3 Effective ☐ 4 Very effective ☐ 5 Don't know

7 The following statements represent philosophies that organisations adopt as their approach to career management. Please indicate the degree to which your organisation's approach agrees with each.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Career management is not a business priority.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
We advocate individual ownership of career development.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Career development should be available to all staff, not just concentrated on the elite few.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Employees need advice, support and training in how to manage their careers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Career management is a key part of our organisation's attraction and retention strategy.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Our board should reflect the diversity of our workforce and customer base.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Career management activities should be focused on high-flyers or high-potential employees.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
A partnership approach to career management between employer and employee is essential.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

Section 2: Organisational support for career management

8 How firmly committed are senior management to career management activities in your organisation?

☐ 1 Not committed at all ☐ 2 Partly committed ☐ 3 Firmly committed ☐ 4 Don't know

9 In general, who is seen as having the **MAIN** responsibility for driving career management and development activities in your organisation? Please tick one box only.

☐ 1 The board/management team

☐ 2 The individual

☐ 3 HR

☐ 4 Line managers

☐ 5 Other (please specify):

_____

10 What proportion of line managers are trained to support the career management and development of their team members?

☐ 1 None ☐ 2 A minority ☐ 3 About half ☐ 4 A majority ☐ 5 All ☐ 6 Don't know

11 What kind of career experiences/goals are line managers encouraged to help employees explore? Please tick all that you think are applicable.

- ☐ [1] Long-term career aspirations
- ☐ [2] Short-term goals within the organisation
- ☐ [3] Promotion
- ☐ [4] Lateral moves
- ☐ [5] Secondments
- ☐ [6] Project roles
- ☐ [7] Geographical moves
- ☐ [8] Work-life balance
- ☐ [9] None of the above
- ☐ [10] Other (please specify):

_____

12 In your view, how seriously is career management taken by line managers in the organisation?

☐ [1] Not seriously at all ☐ [2] Not very seriously ☐ [3] Seriously ☐ [4] Very seriously ☐ [5] Don't know

13 In your view, how much do employees value the career management activities your organisation provides?

☐ [1] Not valued at all ☐ [2] Not very valued ☐ [3] Quite valued ☐ [4] Highly valued ☐ [5] Don't know

14 Does your organisation mainly seek to fill positions in senior management with people from inside or outside the organisation?

- ☐ [1] Mainly inside the organisation
- ☐ [2] Mainly outside the organisation
- ☐ [3] A mix of both
- ☐ [4] Don't know

15 Please indicate whether you think any of the following are major barriers to effective career management in your organisation. Please tick all that apply.

- ☐ [1] Lack of commitment from senior management
- ☐ [2] Major organisational change eg merger and acquisitions/redundancy
- ☐ [3] Lack of interest from employees
- ☐ [4] Perceived as optional or peripheral, rather than essential
- ☐ [5] Not linked to HR or business strategy
- ☐ [6] Lack of knowledge/skills/tools within the organisation to deliver it
- ☐ [7] Organisational culture
- ☐ [8] Lack of resources and time
- ☐ [9] Uncertainty about the future
- ☐ [10] Lack of support from middle managers

Section 3: Current career management practices in your organisation

Please indicate in the table below whether the following career management practices (1) take place in your organisation, (2) how effective you think they are, (3) and to whom they are available.

Career management practices	Takes place (Y/N?)	Effectiveness of practice (✓)					Availability to employee groups (✓)					
		Not effective at all	Not very effective	Effective	Very effective	Don't know	All staff	Senior managers	Professional staff	Middle /junior managers	Graduates	Other staff groups
Specific career interventions												
Succession planning												
High-potential development schemes												
Career workshops or careers courses												
Career information/tools on the intranet or on paper												
Career information/advice from staff in a learning centre or career unit												
Career counselling by trained individuals (internal or external)												
Career coaching												
Formal mentoring												
Job filling and job experience												
Open internal job market so individuals can apply for an internal job vacancy												
Career moves managed by the organisation												
Internal secondments/project assignments/work shadowing												
Online vacancy board												
Managed career-break schemes												
External secondments												
Related employee development processes												
Graduate entry schemes												
Development or assessment centres												
Formal appraisal or development review with manager/boss including career review												
Development programmes which include work/career experience												
Informal processes												
Informal career support from boss/other managers/peers												
Informal career support from HR or training function												
Other practices (please specify:)												

Section 4: Formal career coaching in organisations

For the purposes of this section, the following definition of career coaching is being used:

'a process which enables an employee to have focused attention on their individual career concerns, leading to increased clarity, personal change and forward action'.

16 Does career coaching take place within your organisation?

☐ 1 Yes ☐ 2 No If no, please go to Section 5.

17 Does your organisation have a formal, structured approach to the career coaching of employees?

☐ 1 Yes, for all staff ☐ 2 Only for some groups ☐ 3 No

18 Which of the following formal and informal career coaching activities take place in your organisation? Please tick all that apply.

☐ 1 Formal one-off group events
☐ 2 Formal regular one-to-ones
☐ 3 Informal discussions with managers or peers
☐ 4 Mentoring scheme
☐ 5 Other (please specify):

_____

19 What are the **MAIN AIMS** of your organisation's career coaching activities? Please tick the **THREE** that you think are most applicable.

☐ 1 Performance improvement
☐ 2 Fast track
☐ 3 Retention
☐ 4 Job transitions
☐ 5 Developing potential
☐ 6 Attraction of talent
☐ 7 Restructuring/change
☐ 8 Relocation
☐ 9 New entrants to the organisation
☐ 10 Other (please specify):

20 Which of the following measures do you use (if any) to assess the effectiveness of your organisation's career coaching activities? Please tick all that apply.

☐ 1 Feedback from participants
☐ 2 Employee surveys
☐ 3 Exit interviews
☐ 4 Staff turnover rates
☐ 5 Appraisal systems
☐ 6 Other (please specify):

_____

21 Who delivers your career coaching activities? Please tick all that apply.

☐ 1 Line manager
☐ 2 HR department
☐ 3 Mentor
☐ 4 Internal career coach/consultant
☐ 5 External career coach/consultant
☐ 6 Other (please specify):

_____

Section 5: Careers and employee lifestyle choices

22 Does your organisation provide the following groups of employees with support or assistance in managing their careers, above and beyond what is available to staff in general?

	Yes	No	Don't know
Part-time workers	☐ 1	☐ 2	☐ 3
Women returning to work after a break for children	☐ 1	☐ 2	☐ 3
Older workers (aged 50+)	☐ 1	☐ 2	☐ 3
Contract/temporary workers	☐ 1	☐ 2	☐ 3
Employees returning to work after long-term absence	☐ 1	☐ 2	☐ 3
Employees returning to work after a career break	☐ 1	☐ 2	☐ 3
New entrants to the workforce	☐ 1	☐ 2	☐ 3
Other group (please specify):			

_____

23 Does your organisation promise or commit itself to:

	Yes	No	Don't know
provide employees with a career?	☐ 1	☐ 2	☐ 3
provide employees with a reasonably secure job?	☐ 1	☐ 2	☐ 3
provide employees with interesting work?	☐ 1	☐ 2	☐ 3
provide employees with flexibility on aspects of their work lives?	☐ 1	☐ 2	☐ 3
provide employees with advice on personal goals as well as work-related goals?	☐ 1	☐ 2	☐ 3
provide employees with opportunities to develop their skills?	☐ 1	☐ 2	☐ 3
help employees to achieve work-life balance?	☐ 1	☐ 2	☐ 3
ensure employees understand what career opportunities are available to them?	☐ 1	☐ 2	☐ 3

24 In your view, how do you feel the following activities would affect a typical employee's career progression within your organisation?

	Would have a negative effect	Wouldn't affect it	Would have a positive effect	Don't know	N/A
1 Gaining extra relevant qualifications	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2 Having an unconventional career history	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3 Taking a career break	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4 Working from home part-time or full-time	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5 Taking a long period of sickness	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6 Undertaking work-related training or development	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7 Non-work achievements in personal life	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8 Going on maternity or paternity leave	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9 Needing time for family responsibilities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10 Declining an opportunity to work abroad	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11 Not signing a waiver for the working time directive	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12 Working long hours	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13 Working in a number of locations/business areas during their career	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14 Taking on extra work responsibilities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15 Working flexible or reduced hours	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16 Socialising with other employees/clients/ customers outside core work hours	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

25 Which three activities from the list in question 24 do you think would have the greatest **POSITIVE** influence an employee's career progression in your organisation? Please enter the relevant statement numbers in the boxes below.

☐ [1] ☐ [2] ☐ [3]

26 Which three activities from the list in question 24 do you think would have the greatest **NEGATIVE** influence an employee's career progression in your organisation? Please enter the relevant statement numbers in the boxes below.

☐ [1] ☐ [2] ☐ [3]

27 Please indicate the degree to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Employees these days look for more balance between their work and personal lives.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]
Career management in the future will need to meet the needs of those in non-conventional career paths/flexible labour markets.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]
Special attention needs to be paid to the career management of certain groups of workers, including women, ethnic minorities, plateaued managers and flexible workers.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]
It is not worthwhile for organisations to invest in updating the skills and knowledge of contract or flexible workers.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]
The career expectations of young people now entering the workforce offer a huge challenge for organisations going forward.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]
The glass ceiling for women is still very evident in the majority of organisations.	☐ [1]	☐ [2]	☐ [3]	☐ [4]	☐ [5]	☐ [6]

28 What is your organisation's view on the proposals for removing the compulsory retirement age of 60 or 6

☐ [1] Strongly not in favour ☐ [2] Not in favour ☐ [3] Neutral
☐ [4] In favour ☐ [5] Strongly in favour ☐ [6] Don't know

29 Does your organisation operate a mandatory retirement age policy?

☐ [1] Yes ☐ [2] No ☐ [3] Don't know

30 If yes, do you think this causes problems for the organisation in terms of the retention of talent or key skill

☐ [1] Yes ☐ [2] No ☐ [3] Don't know

31 Is your organisation considering any initiatives to encourage older workers to stay on in employment?

☐ [1] Yes ☐ [2] No ☐ [3] Don't know

32 If yes, please provide details:

_____

_____

Section 6: Future changes in practice

33 Please read the following statements about possible changes in career management practices over the next few years and indicate whether you agree or disagree with each statement.

	Disagree	Agree	Don't know
Because fewer promotions are available, employees will arrive at a career plateau at a younger age.	☐1	☐2	☐3
Employers increasingly value experience and performance over qualifications for career advancement in organisations.	☐1	☐2	☐3
Individuals will need to be more proactive in looking after their own careers in the future.	☐1	☐2	☐3
Moving to work in a different country or business unit will become a key way to progress your career.	☐1	☐2	☐3
It is imperative to balance employee career demands with organisational needs.	☐1	☐2	☐3
There will be less clear 'career paths' on offer in organisations in the future.	☐1	☐2	☐3
Employees don't really understand what the word 'career' means nowadays.	☐1	☐2	☐3
There is no point doing succession planning these days, as people don't stay around long enough for it to have any effect.	☐1	☐2	☐3
If individuals are to take responsibility for their own career development, career support is critical.	☐1	☐2	☐3
Consideration of career management processes should be a crucial part of any organisational change or restructuring activity.	☐1	☐2	☐3
Increasingly employees will have to change organisations to move up the career ladder.	☐1	☐2	☐3
Companies will increasingly use lateral job moves to develop their managers.	☐1	☐2	☐3

Section 7: Background information on organisation and respondent

34 Name _____

35 Job title _____

36 Organisation _____

If you prefer please attach your business card to indicate the above.

Your organisation

37 How many employees work in your organisation in the UK?

☐1 Less than 250 ☐2 251–500 ☐3 501–1,000
☐4 1,001–5,000 ☐5 5,001–10,000 ☐6 More than 10,001

38 What approximate percentage of your organisation's employees are part-time? _____ %

39 What approximate percentage of your organisation's employees are female? _____ %

40 What approximate percentage of your organisation's employees are from ethnic minorities? _____ %

41 What approximate percentage of your organisation's employees are:

Managerial/professional/technical staff? _____ %

Non-managerial/white-collar staff? _____ %

Manual staff? _____ %

42 Please indicate whether your organisation is in the:

☐[1] Private sector ☐[2] Public sector ☐[3] Voluntary sector ☐[4] Not-for-profit sector

43 Which sector does your organisation primarily operate in?

☐[1] Agriculture and mining
☐[2] Chemicals, oil and pharmaceuticals
☐[3] Communications
☐[4] Construction
☐[5] Energy and water
☐[6] Engineering/electronics
☐[7] Finance/insurance and real estate
☐[8] Food, drink and tobacco
☐[9] Hotels, catering and leisure
☐[10] Media (broadcasting, publishing etc)
☐[11] Paper and printing
☐[12] Professional services (accountancy, advertising, consultancy, legal, PR, etc)
☐[13] Public services (army, education, NHS, local and central government, police etc.)
☐[14] Retail and wholesale
☐[15] Transport, distribution and storage
☐[16] Voluntary and community services (charities, housing associations etc.)
☐[17] Other services (please specify):

_____

☐[18] Other manufacturing (please specify):

_____

Please read the following statement and delete as appropriate:

I would/would not like to receive a complimentary copy of the survey findings and/or invitations to future events on career management.

Finally, we are considering developing mini case studies for use in the CIPD's report. Would you be willing to participate in a further 15-minute telephone interview?

Yes ☐[1] No ☐[2]

Thank you for completing this questionnaire. Your participation in the survey is appreciated.

Please return this questionnaire by Friday 17 January 2003 in the prepaid enveloped provided or post to: CIPD c/o Quality Fieldwork, 86 Aldridge Rd, Perry Barr, Birmingham B42 1BR.

Chartered Institute of Personnel and Development

CIPD House Camp Road London SW19 4UX
Tel: 020 8971 9000 Fax: 020 8263 3333
E-mail: cipd@cipd.co.uk Website: www.cipd.co.uk
Incorporated by Royal Charter Registered charity no.1079797

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APPENDIX C

PHOTOCOPY

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