

**T.C.**  
**İstanbul Üniversitesi**  
**Sosyal Bilimler Enstitüsü**  
**İşletme Anabilim Dalı**

**Yüksek Lisans Tezi**

**ORGANIZATIONAL CAREER DEVELOPMENT  
AND AN APPLICATION OVER DEFENCE  
INDUSTRY ORGANIZATIONS**

**Bilal Gökhan Evrey**

**Enstitü No: 2504020024**

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Enstitümüz **İşletme** Bilim Dalında **2502002024** numaralı **Bilal Gökhan Evrey**'in hazırladığı “ **Örgütsel Kariyer Gelişim Sistemi ve Savunma Sanayinde Bir Uygulama**” konulu **YÜKSEK LİSANS /~~DOKTORA~~ TEZİ** ile ilgili **TEZ SAVUNMA SINAVI**, Lisansüstü Öğretim Yönetmeliği'nin 10.maddesi uyarınca 08 /11/2005 Salı saat 13:00'de yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin kabulüne\* **OYBİRLİĞİ / OYÇOKLUĞUYLA** karar verilmiştir.

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## ÖZ

# ÖRGÜTSEL KARIYER GELİŞİMİ VE SAVUNMA SANAYİ KURULUŞLARINDA BİR UYGULAMA

Yüksek Lisans Tezi : İşletme Ana Bilim Dalı

Danışman : Prof.Dr.Mahmut Paksoy

Kasım 2005, 85 sayfa, 50 kaynak

Bu tezin amacı yönetici pozisyonların mühendislerin örgütsel kariyer gelişim beklentilerindeki etkileşimini incelemek ve savunma sanayii şirketlerinde örgütsel kariyer gelişim sistemlerinin durumunu ortaya çıkarmaktır. 27 soru ve 5 alt bölümden oluşan örgütsel kariyer gelişim beklenti anketi ve 10 sorudan oluşan örgütsel kariyer gelişim altyapı anketi şirketlerin mevcut durumu ile mühendislerin kariyer gelişimleri ile ilgili beklentilerini ortaya çıkartmak maksadıyla kullanılmıştır. Örgütsel kariyer gelişimi altyapı anketi açık sorulardan oluşurken, beklenti anketi Likert'in beş ölçekli sorulardan oluşmuştur. Anketin güvenilirliğine ilişkin Cronbach Alfa değerleri sırasıyla şöyledir; performans- terfi dengesi .80, örgütsel bilgilendirme .81, bilgi gereksinimi .77, performans- tatmin sonuçları .83, aktif danışmanlık .79; hepsi de tatmin edici olarak kabul edilebilir. Toplanan veriler ortalama, standart sapma, genel ortalamalar ve t-testleri ile analiz edilmiştir. Yönetici ve yönetici olmayan mühendislerin beklentileri arasında istatistiki olarak önemli bir farklılık bulunmuştur. Sonuç olarak; mühendislerin kariyer gelişim süreçlerinde mühendislerin örgütlerinden kariyerlerine ilişkin beklentileri çerçevesinde örgütsel kariyer gelişim desteğinin önemi ile savunma sanayii kuruluşlarının örgütsel kariyer gelişim sistemlerine yönelik mevcut eksiklikleri ortaya konularak örgütsel kariyer gelişim sistemlerinin kurulması gerekliliği ortaya konulmuştur.

Anahtar Kelimeler: Kariyer Gelişimi, Örgütsel Kariyer Gelişimi, Savunma Sanayii

Komite: Prof.Dr.Mahmut Paksoy, Doç.Dr.Ahmet Cevat Acar, Doç.Dr.İbrahim Pınar, Doç.Dr. Gönen Dündar, Doç.Dr.Fatih Semerciöz

## **ABSTRACT**

# **ORGANIZATIONAL CAREER DEVELOPMENT AND AN APPLICATION OVER DEFENCE INDUSTRY ORGANIZATIONS**

MA, Business Administration

Adviser: Prof.Dr.Mahmut Paksoy

November 2005, 85 Pages, 50 References

The purpose of this thesis is to examine the interaction of managerial positions in organizational career development initiatives of engineers and reveal the situations of the organizational career development systems in defence industry companies. Organizational career development questionnaire composed of five different literature oriented areas composed of 27 items and organizational career development system substructure questionnaire composed of ten items is used for the revealing of present situation of companies and the career development related expectations of engineers. While organizational career development questionnaire is open, expectation questionnaire is Likert five rating scale. In the testing reliability questionnaire's Cronbach Alpha are as follows, Performance-Promotion Balance .80, Organizational Informing .81 , Information Necessity .77, Performance-Satisfaction Results .83, Active Supervisors .79; all of them can be considered satisfactory. Collected data was analyzed by the means, standard deviation and t-test. There was a statistically significant difference between the expectations of managerial and non-managerial positioned engineers.

As a result the importance of organizational support for the engineers' career development progress is shown by investigating the engineer's career expectations from their organizations and the deficiencies of the organization over the organizational career development system is shown for the necessity of establishment of organizational career development systems in defence industry.

Key Words: Career Development, Organizational Career Development, Defence Industry

Committee: Prof.Dr.Mahmut Paksoy, Doç.Dr.Ahmet Cevat Acar, Doç.Dr.İbrahim Pınar, Doç.Dr. Gönen Dündar, Doç.Dr.Fatih Semerciöz

## **PREFACE**

Career has been one of the most important concept of 20<sup>th</sup> century and has changed and increased importance within its nature with the globalization resulting widening markets. To clearly understand and adapt our most important assets' career to this new information age related developments, we should research new career related conceptual applications in the world.

The meaningful theoretical alignment of individual career planning with the organizational initiatives is the main researched topic over this thesis. Mandatory and critical national defence technologies main acquirement asset; engineers' career development oppurtunites have been questioned within the organizational career development and career related expectation level surveys.

The results of the surveys have been analysed for the exploration of dynamics behind the organizational career development initiatives of defence industry companies and their existing human resources management initiatives has been examined in terms of evaluation of an establishment of organizational career development systems.

Within the 2023 defence industry vision, we explored and paved the way for the amelioration of career development systems of our blossoming organizations and this thesis can be accepted as a theoretical organizational career development resource for the private, semi- private and state organizations.

From the basic thoughts up to the research of this thesis, I would like to thank my thesis advisor Prof.Dr.Mahmut Paksoy, all Istanbul university personneland our defence industry's human resources managers and engineers who work for our countries' more secure future.

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## INTRODUCTION

“Forming a national defence industry base whose contribution to the social prosperity is indisputable, which plays a vanguard role in development of country’s science and technology infrastructure, acquired the power of realization of balanced cooperations and rivalry in international arena by the help of it’s specific techonology and system development ability and possessed the development ability of mandatory national or critical system and technologies that confronts national security necessities.”

In the 20<sup>th</sup> century no emerging term has not shaped every person life so deeply; career. The swift evolution of people’s desire for achieving the meaningful relationship between the personal life and the work life has shaped and forced the academicians for career related theoritical researches and practical models has been put into practice especially by the evolution of vocational education and behavioral psychology. This unabandonable journey of career, will surely be explored in terms of different sciences for the beneficial of individual and the organizations in the future.

From the time of the invention of electricity’s introducing factories to the work-life, up to today, organizations and individuals have been searching for the meaningful integration and development processes through their systems.

This meaningful relation had been expressed within these words; “Behind every successful person, there is one elementary truth. Somewhere, some way, someone cared about their growth and development.”

In terms of the sentence above, the main dynamics behind the career’s growth and development has been an important subject for the individuals and organizations throughout the last decades with the evolution of career counselling, career development and in organizational scheme; organizational career development concepts. The meaningful relationship between an employeer and the organization has emerged as an inevitable organizational practice in today’s competitive nature of globalized markets and growing needs of organizations’ attracting well educated people and showing their help over the personal development activities in terms of

strategic human resources planning.

This vital relation has also been an important aspect for the defence industry which is the locomotive industry for the developed countries throughout the 20th century. Especially the efficient allocation, socialization, development of engineers who became the invaluable assets of organizations within the strategic future oriented projects, research and development programs, has been the most important issue in front of the defence industry organizations' HR managers. The acquirement and holding of engineers for the implementation of critical national defence technologies comes out as an important national security necessity and it will be vital for our blossoming national defence industry organizations in the near future.

Within this thesis we examined theoretical and practical evolution of career development and organizational career development practices and researched the main dynamics over establishing an organizational career development in a defence industry company through an application.

Throughout this research we aimed to clarify the needs of defence industry's well educated and experienced engineers and the healthy nature of planned effort for the linkage between the individual's career needs and the organization's workforce requirements. Within this perspective the importance of recognizing the developmental activities vital linkage with the organizational effectiveness and the strategies have blossomed as the strategic human resource planning concept throughout this research.

Within the thesis we explored the career and related concepts in human resources management, theoretical evolution of career development and organizational career development's theoretical bases, components, interventions and practices in the first three chapters as literature review.

In the research part we explored the deficiencies of defence companies over career development practices and engineers expectations and their view over the establishment of organizational career development system.

## **CHAPTER 1**

# **CAREER AND RELATED CONCEPTS IN HUMAN RESOURCES MANAGEMENT**

The developing nature of Human Resources Management (HRM) in the 20<sup>th</sup> century had forced the organizations to rethink about the changing and varied needs of work types and their most important value's the human's career's relation with the organizations needs. The organizations' workforce needs' healthy relation with the workers' career has been the most prominent question on the minds of CEO's and HR managers of many organizations. This question will surely bear the minds of managers in the future.

To clearly understand this question with the empirical and theoretical developments in the human resources management, we should define the career and the related concepts in the swift developing HRM.

## **1.1. CAREER CONCEPT IN HRM**

### **1.1.1. CAREER CONCEPT**

The word career had evolved and increased its importance within the HR research areas in the last 50 years. Especially the state organization's different work types result; various officials, the rapid changing battlefields' result; various corps and the developing industries factories' result; miscellaneous workers had been the roadsteps of transformational evolution of career.

While Webster's New World College Dictionary defines a career as "one's progress through life or in one's work" or "a profession or occupation which one trains for and pursues as a lifework.", Arthur, Hall and Lawrence similarly define career as "the evolving sequence of a person's work experiences over time."According to Schein; career is defined as a set of occupational experiences and roles that make up a person's work life.Jepsen and Choudhuri point out that this definition is broad in terms of work experiences and thus covers productive efforts such as homemaking that do not involve employment per se. In addition, it includes the dimension of time through the use of the phrase "evolving sequence." Clearly,

these definitions speak to the comprehensive and longitudinal nature of the career concept.

### 1.1.2. CHANGING CAREER CONCEPT

Career concept has transformed in HRM through the 20th century with the evolving career theories and the new nature of the career within a simplified corporation to strategic alliances of downsized companies and as a result different types of career has emerged within the changing paradigms of career.

Especially the rapid globalization of business activity context by reason of the information era developments, has introduced a wider variety of cultural, regulatory and institutional considerations into the conduct of work and in a sense the career concept. The organizational undergoing downsizings, mergers, realignments and the restructings has changed the social contract between employer and the employee away from long-term, informal and implicit understandings, towards contractual and short term arrangements.

As a result of these changes in business context, newly emerging career phenomea's can be shown as below;

**Table 1.** The Emerging Career Phenomeas

<b>The New Phonemea</b>	<b>Related Academician</b>
Careers by reputation	Kanter
Boundaryless career	Arthur and Rousseau
Careers as repositiers of knowledge	Bird

**Source :** Allan Bird, Hugh P.Gunz, Michael B Arthur, "Careers in A Complex World: The Search For New Perspectives From The New Science", **M@n@gement**, 2002, p.2

As the organizational changes that started in early 1990's has introduced new innovative organizational structures and processes, career definition has changed with the career growth and advancement oppurtunities by rejecting the traditional perception of career as an individual voyage in an organizational landscape. The workforce of tomorrow will surely experience changing career paradigms of these developments.

**Table 2.** Changing Career Paradigms

<b>OLD PARADIGMS</b>	<b>NEW PARADIGMS</b>
Job security	Employability security
Longitudinal career paths	Alternate career paths
Job/person fit	Person/organization fit
Organizational loyalty	Job task loyalty
Career success	Work/family balance
Academic degree	Continous relearning
Position/title	Competencies/development
Full-time employment	Contract employment
Retirement	Career sabbaticals
Single jobs/careers	Multiple jobs/careers

**Source** : Ph.D Kenneth, M., Nowack., “Workforce 2010 The Changing Career Paradigms”, **Administration and Interpretation of the Career Profile Inventory**, (In Web), <http://www.opd.net>, 22 August 2005.

The realities of 21<sup>st</sup> centuries work environment we mentioned above, has forced the academician to find new definitions for explaining this new career concepts like as; protean career, boundaryless career and the career by reputation. Among these concepts protean career explicitly focussed on the nature of careers as an element of the new employment relationship.

The word protean has been derived from the name of the Greek sea god Proteus, who could transform himself at any moment into any creature he wished ; protean stands for the flexibility , which is so strongly needed for organizations and individuals. Flexibility of the workforce enables organizations to respond to oppurtunities and threats to deal with fluctuating demand and supply. The new protean career’s main points shows the changing career paradigms’ effect over the career concept;

**Table 3.** Traditional and Modern Career

E m p l o y m e n t relationship	Job security for loyalty	Employability for performance and flexibility
Boundaries	One or two firms	Multiple firms

Skills	Firm-specific	Transferable
Success measured by	Pay, promotion, status	Psychologically meaningful work
Responsibility for career management	Organisation	Individual
Training	Formal programmes	On the job
Milestones	Age-related	Learning-related

**Source :** Sullivan, H., "From Traditional Career To Modern Career", **Career Development Quarterly**, May 1999, p. 483.

The resultant force of the virtuality of careers had forced the whole type of organizations to rethink about this modern career concept and give importance to the career related organizational efforts for balancing the individual needs with the organizational ones.

## 1.2. CAREER DEVELOPMENT

Career development is defined as "an ongoing process of planning directed action toward personal work and life goals. Development means growth, continuous acquisition and application of one's skills. Career development is the outcome of the individual's career planning and the organization's provision of support and opportunities, ideally a collaborative process...."

This definition is explained briefly within Tracey's definition used in Career Development book in 2000 ;

"The process of assessing, aligning and balancing organizational and individual needs, capabilities, opportunities and challenges through multiple approaches and methods. It emphasises the person as the individual who performs, configures, adapts various work roles. Its major invention is self assesment and developmental processes that affect individual and organizational abilities to generate optimal matches of people and jobs."

Through these definition we see the development of one's career has been interchangably connected with two important aspects of today's career concepts;

individuality and the organizational strategic objectives oriented continuous learning process. These two aspects have been explained in career development models by linking the organizational needs with the individual career needs.

**Table 4.** Career Development Two Bases

<b>Organizational needs</b>		<b>Individual Career Needs</b>
<ul style="list-style-type: none"> <li>■ What are the organization's major strategic issues over the next two years?</li> <li>■ What are the most critical needs and challenges that the organization will face over the next two or three years?</li> <li>■ What critical skills, knowledge and experience will be needed to meet these challenges?</li> <li>■ What staffing levels will be required?</li> <li>■ Does the organization have the bench strength necessary to meet the critical challenges?</li> </ul>	<p><b>The linkage:</b> Are employees developing themselves in a way that links personal effectiveness and satisfaction with the achievement of the organization's strategic objectives ?</p>	<p>How do I find career oppurtunities within the organization that;</p> <ul style="list-style-type: none"> <li>■ Use my strenghts,</li> <li>■ Adress my developmental needs,</li> <li>■ Provide challenge,</li> <li>■ Match my interests,</li> <li>■ Match my values,</li> <li>■ Match my personal style.</li> </ul>

**Source :** Thomas Gutteridge, Zandy B.Leibowitz, Jane E.Shore, "Career Development System-Linking Organizational Needs with Individual Career Needs", **Organizational Career Development**, Jossey Bassey Publication, 1993, p.2.

These two needs linkage has been transformed into career development models. The individual career planning and the organizational career management concepts relations and the results as the optimal balancing the the needs of the organizational and individual needs.

The importance of organizational career development model has been explained as; "when individuals plan their careers in concert with overall business strategy and the direction, the resulting win-win alignment can produce significant gains for both parties."

This vital organizational process has been explained with the career development models by their sub processes.

**Table 5.** Career Development System

<b>CAREER DEVELOPMENT</b>	
<b>ORGANIZATIONAL</b>	
<b>CAREER MANAGEMENT</b> <ul style="list-style-type: none"><li>■ The integration of human resources plans with system,</li><li>■ The determination of career paths</li><li>■ Announcement of available jobs for the sake of career informative,</li><li>■ The evaluation of employee's performance,</li><li>■ Implementation of career mentoring to the subordinates,</li><li>■ Formation of new personnel politics.</li></ul>	
<b>INDIVIDUAL</b>	
<b>CAREER PLANNING</b> <ul style="list-style-type: none"><li>■ The evaluation of strong and weak sides and self knowledge, interests and values,</li><li>■ The identification of career opportunities in and outside of the organization,</li><li>■ Identification of the self short, middle and long term objectives,</li><li>■ Preperation of plans,</li><li>■ The implementation of plans.</li></ul>	

**Source :** Cavide Uyargil, "Kariyer Geliştirme Sistemi", İşletmelerde Performans Yönetim Sistemi, İ.Ü. İşletme Fakültesi, Publication No: 262, 1994, p.14.

### **1.2.1. CAREER PLANNING**

The individual part of career development models has been explained through career planning concept. Career planning has been related with the organizational and the individual aspects.

Career planning is defined as the continual process of the individual employee's identifying career related goals and establishing plans for achieving these

goals by becoming aware of his/her own skills, interests, values and opportunities, constraints, choices and consequences.

Gutteridge explained the employee's road to her career goals with the identifying and attending the works, education and the related development programs in and out of the organization.

From these definitions we can see career planning has two different level the organizational and the individual.

**Table 6.** Organizational and Individual Career Planning Perspectives

<b>Organizational Career Planning</b>	<b>Individual Career Planning</b>
<ul style="list-style-type: none"> <li>■ Identify future</li> <li>■ Organizational staffing needs</li> <li>■ Plan career ladders</li> <li>■ Assess individual potential and training needs in organization</li> <li>■ Match organizational needs with individual abilities</li> <li>■ Audit and develop a career system within the organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify personal abilities</li> <li>■ Plan life and work goals</li> <li>■ Assess alternative career paths inside or outside the organization</li> <li>■ Note changes in interests and goals as a career and life stage change.</li> </ul>

**Source :** Robert L.Mathis And John H. Jackson, **Personel/Human Resource Management**, Sixth Edition, West Publishing Company, 1991, p.285.

### **1.2.2. CAREER MANAGEMENT**

Career management is the organizational leg of career development and simply explained by the HR practices like job settlement, potential assessment, mentoring and training, can be accepted as continual process of synchronizing of the individual interests and abilities with the organizational opportunities for the sake of achieving the organizational outputs.

Especially the changing career concept from the traditional to the individuality and the virtuality of the organization can easily show us the organizational necessity for the establishment and the implementation of effective

career management systems within its unabandonable strategic development in today's swift developing markets.

Career management has three different aspects; the evaluation of individual performance, assessment of individual needs, abilities and interests, planning of the developmental activities. In this sense career management by assessing and defining the developmental needs from the determination of the organizational development and individual career planning, becomes the linkage between the strategical organizational career development and the individual career planning.

Career management and career planning by emerging under the career development concept include very different career related concepts while achieving this vital organizational progress. We will examine them below.

### **1.3. CAREER ANCHORS**

The resultant force over the people's career choices has been one of the most important developing research area of the Human Resources Management academicians. Especially Schein's research on how career occupants define themselves in relation to their work result by developing the career anchor concept which has showed the importance of realizing the relation between the individual desires and the organizational opportunities.

A person's career anchor is the evolving self-concept of what an individual is good at, the individual's needs and motives, and what values govern the individual's work-related choices.

Schein has explained his study's results by dividing the career anchors into eight different types;

**1) Security/Stability.** You are primarily concerned about jobs and work that will make you feel economically secure and stable.

**2) Autonomy/Independence.** You primarily want your working-life to be under your control.

**3) Technical and functional competence.** You seek higher levels of challenge within your area of expertise, and you resist general management because that would require you to drop the exercise of your skill.

**4) General management competence.** Your anchor is to rise to a high level within the organization.

**5) Entrepreneurial creativity.** You have always wanted to create a business or product or service of your own, where your success was entirely due to your own creative effort.

**6) Service/dedication to cause.** You will only remain in a job or organization if it allows you to fulfill the values you hold.

**7) Pure challenge.** If this were your anchor, you require the kind of work that will always permit you to feel that you are overcoming “impossible” barriers, meeting very difficult challenges.

**8) Life style.** If this were your anchor, you would feel that your work and career life must be integrated with other aspects of your total life, including your family situation and your personal growth needs.

The benefits to the organization by understanding the career anchors of personnel will be;

- The ability of healthy career interventions in the organization,
- The ability of proposing appropriate opportunities to the personnel in accordance with her/his orientations,
- Appropriate reward system design,
- Appropriate promotion system design,
- Establishment of an employee reward system,
- The facilitation of manager’s understanding the internal career satisfying reasons of personnel,
- An instrument for understanding the organizational career culture,
- A way for structuring the career discussions and job quitting interviews.

#### **1.4. CAREER MODELS**

Career choice is another aspect that has been researched and identified within the different career moves of the employees by M.J.Driver. The approaches and their meaningful relation with the career models has been explained as below;

Vocational guiding and speciality theory	Stationary situation career view
--	----------------------------------

Organizational Career Degrees View	Linear Career
Life-Stages and Human Potential Theory	Spiral Career View
Chance	Permanent career

**Stationary Situation (Stable) Career :** In this concept career selection process is only one time and permanently occurs. Confidence and competence are the fundamental principles.

**Linear Career:** Career activity continue as a life-long process. Career is the advancement over the hierarchical steps of the organization one by one. The main aims are the advancement and obtaining power.

**Spiral Career :** Career selection process is an ongoing process by achieving experience and abilities by changing them one by one. In this context the main aim is improvement.

**Permanent Career:** Career selection is routine. Identity, challenge and change are the main reasons for the movement, by changing the areas, organizations and careers year by year.

### 1.5. CAREER MAP

An employee's how will attain to the upper level positions has been explained to employees by the career maps involving the vertical and horizontal career paths. Career planning's constiting element career paths are becoming important in todays organizations and in a flexible careers within the specialized area , person should be informed within the market.

### 1.6. CAREER PATH

The flexible line of movement through which an employee may move during employment within a company is called career path. Career path's flexibility is enlarging with the new career phenomeas and transfer oppurtunity in the market becomes important.

### 1.7.CAREER MATURITY

Career maturity has been one of the influential concept over the recent career development theories and explained as the readiness to make appropriate career decisions. As this concept is influenced by the age, race, ethnicity, locus of control,

socioeconomic status, work salience, and gender, these factors affects the individuals' readiness to succeed in mastering the tasks appropriate to various stages of career development.

We have defined and explored career and related concepts' evolution in this chapter. The basic drives that explained the interaction of an individual's career in an organizational scheme is shown with the 21<sup>th</sup> century's new career concepts. The changing nature of worklife is shown as a day by day changing by career concepts in terms of individual's career expectations from an organization.

We will explore the theoretical bases of career development in the next chapter in order to understand the basic drives behind the career development initiatives of an individual and the healthy based formation of an organizational career development system.

## CHAPTER 2

### THEORETICAL EVOLUTION OF CAREER DEVELOPMENT

Although today's new career concepts are not strictly connected with the organizational structure within the new technological and conceptual developments of today's worklife, the main researchs over the career has been interconnected with the traditional organizational career. Through the 20<sup>th</sup> century research areas over the career can be described as below;

- How individuals' aptitudes, interests, and skills change over the course of their working lives,
- How individuals make decisions about which jobs to pursue and which organizational positions to accept (or leave),
- How individuals adjust to new job situations,
- How organizations plan for and manage these transition processes,
- The impact of short-run career decisions on long term career options,
- The integration (or conflict) between career demand and personal life demands.

Between these career related research areas, the main question has been the achievement of understanding the process of individual career decision making, the synchronization of the individual peculiarities with the requirements of vocations.

To clearly understand this basic relation and the theoretical evolution of organizational career development, we should explore these career theories.

#### 2.1. THE EVOLUTION OF CAREER DEVELOPMENT

Not only career development but also career can not be seen in the academical researchs up to 1960's. The basic concepts over the way to career and career development had been the vocational education, vocational counselling and vocational psychology.

Vocational guidance has been historically important for the civilizational

advancements and achievements, like as the pyramids' outstanding architects' education system in the Ancient Egypt, the educational systems of Ottoman Empire Army, the shipman of the ocean conquerers and the scientists of Renaissance.

But among this technological advancements of the human history, the main dynamics of the individual's career decision making has been the parental or the familial occupations.

Developmental effects of the industrial revolution over the worklife has been the most important force over the change within the vocational education. The countries 18<sup>th</sup> and 19<sup>th</sup> century's vocational educational developments over the different branches of armies had been the result of new rapid technological developments of the war area like as the rifle types within the US Independence War, the range of artilleries in Crimean War and the submarines and tanks appearance in the WWI.

Especially the new forms of emerging careers within the technological revolution had influenced the work life within these four main factors; the division of labor, the growth of technology, the extension of vocational education and the spread of modern forms of democracy. According to other observers, during the 20<sup>th</sup> century vocational guidance has been also effected by some other developments, like as; political or social phenomea legislations, national crises, shifts in social values, the civil rights, women's liberation movements and economic conditions.

The emergence of vocational guidance movement, with the Frank Parson's classical book "Choosing A Vocation" published in 1909, can be accepted as the first theoretical road step to the career development by showing original conceptual and process elements of vocational guidance and vocational counselling. The theoretical researchs up to 1950 had been shaped by the three step model of Parson which involves;

1. a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities.
2. a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.

3. true reasoning on the relations of these two groups of facts.

The first printage of The Occupational Outlook Handbook (1948), Super's recommendations over the identification of career counseling within his career pattern study and the printage of psychology of careers within the birth of life-span approach to career development (1957), Roe's theory of personality (1956), John Holland's the psychology of vocational choice and his trait-factor theory (1966) and the Krumboltz's social learning theory are the main developments over the formal and theoretical roadsteps of the career development concept. Entirely these developmental stages of career development, career selection and decision making theories has been established by different scientists from different social science branches like as psychology, sociology and economy. Among these social branches psychology has stemmed, shaped and directed these theories.

## **2.2. PSYCHOLOGICAL CAREER DEVELOPMENT THEORIES**

Psychology has clearly gave roots to the scientific researches of career decision making and career development with their theories and empirical studies. Personalities relationship with the people's career and the psychological factors that effects the career choice and development had been the main study areas of these theoretical surveys. Especially on three different areas the theories explained the process of career development; trait and factor, developmental and social learning and cognitive. Within these theories, trait and factor theories with their explanation of the meaningful relation between stable and measurable personal specialities and the different factors of works.

### **2.2.1. TRAIT AND FACTOR THEORIES**

Trait-factor theories development stemmed from the Frank Parson's concept of the significance of accurate knowing self , a through knowledge of job specifications and the ability to effect an optimal match between them.

The main assumptions of trait and factor theory which is the first structural theory over career decision making are;

All individuals has some trustable and relevant specific trait cluster.

Works force the employees to have specific traits to become successful.

Career choice is almost a simple process and in this process it is possible that individuals comparison with the works.

When individual specialities and the work requirements become closer, the success will increase.

These assumptions had forced and showed the way of development by exploring individual's personalities subtypes, especially with "What is trait?", "Are they changeable?", "Are they measurable?" and "Can they be used in predicting the career related behaviours?" questions. These research areas had given its fruits over classification and selection processes with the selection and job acquisition tests and scientific research books over the personal traits. U.S. Armies Alpha and Beta tests used for classification and selection were the first examples of these efforts.

#### **2.2.1.1.Theory of Work Adjustment**

Theory of work adjustment was founded on the main assumption that individuals struggle for achieving harmony with the work environment and this struggle is continuous within the expectations of organization. The aspects of work environment that meet the individual requirements for the work, as it is called work needs, are called the reinforcers that is the power behind the challenge over the individual development. This process has resulted within the two important terms for explaining one's adjustment; satisfaction and satisfactoriness. The ways of realization of correspondence between the idealization of harmony between the needs and the abilities is the research area of this theory.

To explain this process, ongoing work behaviour is explained within these terms;

Celerity; the speed with which workers initiate interaction with the work environment, pace; the level of effort workers choose to expend in an interaction, rhythm; the pattern of pace in the interaction including steady, cyclical, or erratic, endurance; the length of time workers remain in the interaction. In the TWA these behavioral tendencies are proposed to represent the workers' personality styles associated with work.

The process of work adjustment of individuals is also conceptualized by

Lofquist and Dawis within the adjustment process of an individual within the needs of the work and the abilities acquired up to that time, the result of this process; satisfaction level and also satisfaction level results; promotion, transfer, outplacement and retaining in the organization. This cycle goes over and over until the satisfaction level supports the promotion of individual.

### **2.2.1.2. Holland's Career Typology**

Although the trait and factor theories had opened the way of career development, trait and factor theories is criticized because of not clearly explaining the personality types meaningful relations with the career within the changing political, economical and social factors. To close this gap new theories emerge mainly focusing on the personality types. Between these theories Holland's theory has been the most researched and discussed one.

Holland's career typology has explained the traits by naming the personality types and their relation with the occupational requirements. Holland's career typology's main assumption is that; the career interest is one side of personality, so the identification of career interest is also the description of personality.

Individual workers and the work environments' meaningful relationship has been explained with the six personality/interest types which are; realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). The career choices are described by the expressions of personality, ability and the appropriate environment in this theory. The personality types and the environments can be described as below;

**Realistic Types** : People in this group have good skills in working with tools, mechanical or electrical drawings, machines, likes to work with animals, tools, or machines; generally avoid social activities like teaching, healing, and informing others, see themselves as practical, mechanical, and realistic.

**Investigative Types** : People in this group like to study and solve math or science problems, generally avoid leading, selling, or persuading people; are good at understanding and solving science and math problems, see themselves as precise,

scientific, and intellectual.

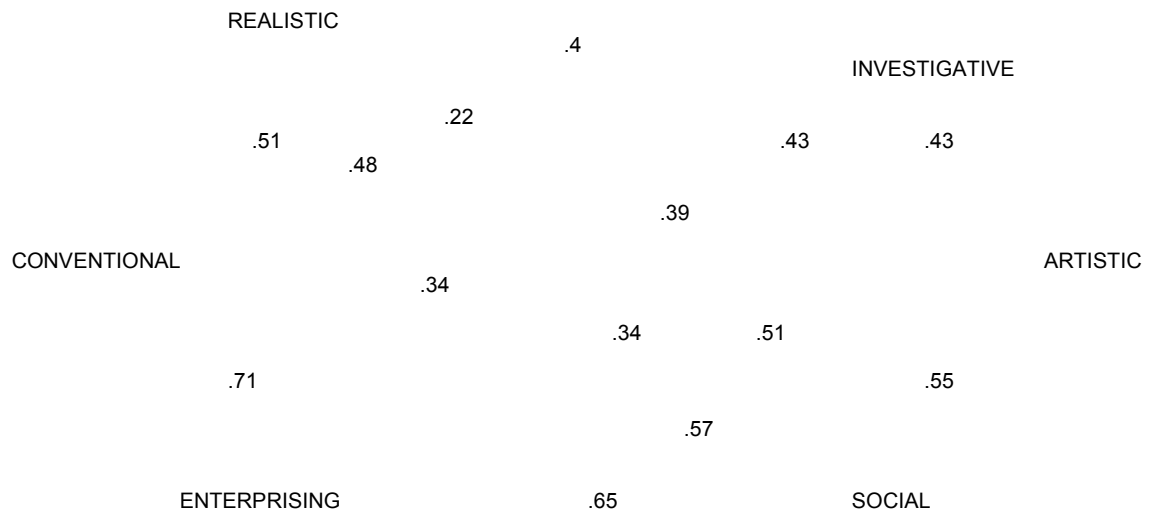
**Social Types :** People in this group like to do things to help people -- like, teaching, nursing, or giving first aid, providing information, generally avoid using machines, tools, or animals to achieve a goal, are good at teaching, counseling, nursing, or giving information, value helping people and solving social problems and see themselves as helpful, friendly, and trustworthy.

**Conventional Types :** People in this group like to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities, are good at working with written records and numbers in a systematic, orderly way, value success in business, see themselves as orderly, and good at following a set plan.

**Artistic Types :** People in this group like to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities, have good artistic abilities -- in creative writing, drama, crafts, music, or art, value the creative arts -- like drama, music, art, or the works of creative writers and see themselves as expressive, original, and independent.

**Enterprising Types :** People in this group like to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking, are good at leading people and selling things or ideas, value success in politics, leadership, or business, and see themselves as energetic, ambitious, and sociable. These types can be seen in three strong type models in individual personalities like as; RAE (Realistic, Artistic and Enterprising).

The assumption that these personality types defined people seek environments that fit best with their interest types is also explained empirically with the Holland's studies and result of these; a hexagonal model developed to illustrate the relationship between personality and occupational environment.



**Figure 1.** Holland's Personality Types and Relation Between Them

Although Holland's career typology had showed and become concrete the personalities over the career decision making and showed the importance of personality over career success, it was criticised for ignoring the race, gender biases and especially females tendency to score in three personality types (artistic, social and conventional). Although this theory had expressed the personal and environmental influences had been shaped within the parental behaviours as a model and the environmental influences contribute to the personality types, the development and transformation stages of personality had not been explained within the theoretical studies and that became another criticized point over the theory.

### **2.2.2. DEVELOPMENTAL THEORIES**

The developmental side of the theories became more obvious with the Roe's theory of personality development. While this theory had investigated the way of career decision making, it showed the importance of effects of the childhood environment, the development stages of needs and the personality parameters over the career decision making. These interest areas have showed how the psychological needs are vitally connected with the career through the all stages of life. By explaining the relation between the career behaviour and the personality, Roe's theory had showed the Maslow's hierarchy of needs and self actualization needs are shaped within the

personality which mainly take its roots from the parental behaviours and the childhood experiences.

Psychological career decision making theory of Bordin can also be expressed as one of the career theories over explaining the relation between the personality which comes from the relation between the biological needs and family atmosphere.

The career's meaningful matching with the personality has changed with the developmental theories with their assumption of career paths that are explained as an on-going process rather than a one time event. Especially the changing nature of personalities over a life time and its effects over the person acceptance of career decision making has been the new concepts over these theories. These concepts can be shown in these theories that are shown as below and these theories explanation of changing nature of personalities becomes a turning point in these researches.

#### **2.2.2.1. Ginzberg, Ginsburg, Axelrad and Herma Development Theory**

The first theory that expressed the process of career decision making is not an ordinary, unplanned action of individuals and explained the vocational choice is influenced by some inner and outer factors, was the Ginzberg and his friends developmental theory. The fact that the vocational choice is influenced by four factors which are the reality factor, the educational process, emotional factor and individual factors, has explained within the three stages of vocational choice process. These stages briefly interpreted like this; the fantasy stage, the tentative stage: realistic stage. While fantasy stage is explained as the 6-11 years old period that shapes the child first acceptances of identities that shapes her/his career decision making, tentative stage is explained within the adulthood that is composed of interest, ability and values exploration. On the other hand the realistic stage is by its three sub stages; exploration, restriction of choice based on personal likes, skills and abilities, crystallization, occupational choice making and specification, the individual educational efforts for achieving their career goals. In this sense this theory has

showed the stage approach to the relation of career decision making process.

### **2.2.2.2. Super's Theory of Vocational Choice**

The model of Parson's matching personality with career, transformed completely with the Super's theory's explanation of career development process within self concept development for achieving its adaptation to the changing work environments. The developmental nature of self concept had showed the importance of change and developments importance to the career decision making in terms of workers experience gains and the struggles for achieving it. The role for the self concept meaningful and balanced relation with the changing nature of works has been explained within the stages of this theory.

The crystallization stage, ages 14-18, (time when children learn to get along with the one another and begin to think about their future),

Specification stage, ages 18-21,

Implementation stage, ages 21-24,

The Stabilization Stage, ages 24-35,

Consolidation stage, 35,

Readiness Stage, age 55.

### **2.2.3. SOCIAL LEARNING/ SOCIAL COGNITIVE THEORIES**

Two of the career decision making related theories comes front with the social side of the career within the Bandura's self efficacy theory (1977) and his social learning and cognitive processes adaption to the theoretical explanation of career development process; social learning and social cognitive theories.

#### **2.2.3.1. Social Learning Theory of Career Decision Making**

Bandura's social learning theory that explains the interaction between the individual's perception of outside experiences in life within the learning processes

not psychological or developmental processes has shaped the theory. Mitchell and Krumboltz has explained this basics with classical behaviouralism and stiffening theory.

This theory offers a framework for the career development, and accounts for the interplay between educational and vocational interests, career related choices and work performance by highlighting the interaction of personal attributes, external environment factors and behaviour in career decision making. The learning cycle of career related experiences over a life time has been explained in career paths and career decision making.

According to this theory four factors influence career choice and development:

1. Genetic endowment and special abilities (eg. Artistic talent, intelligence)
2. Environmental conditions and events that include social, cultural, political and economic forces,
3. Individuals unique learning experiencehistories and individuals task approach skills (eg. Performance standards, work habits,) and
4. Individuals' task approach skills (eg. Performance standards, work habits) that result from the interactions between the first three factors.

Social learning theory has showed the importance of social learning experiences, attaching, meanal, visual learning styles, over the social interactions of an individual and career decision making processes amd explained the factors that effects individuals' career decision making process.

### **2.2.3.2. Social Cognitive Career Theory**

Social cognitive theory is also take attention to social process of individuals' the career decison making. The cognitions of an individual over career decision making, like as acquisitions from career, has been the main subject of this

theory.

As Social Cognitive Career Theory contribute to the career development theoretical domain by explaining the relationships among the social cognitive variables (e.g.self efficacy) and individual's socio-contextual environment such as gender, race/culture, family, community and political compenents.

As a result theory states that, if individuals believe in their own ability and have a clear expectation of the outcome of their behaviour, they will behave in a way that will help them achieve their goal.

In this chapter we have explored the theoretical bases of career development in terms of defining the main dynamics over the career development theories. Especially Holland's trait and factor theory and developmental theories have been the influential theories that also shaped the main dynamics of established and applied organizational career development systems in today's organizations.

We will explore the compenents of the organizational career development systems and the future oriented some models in order to understand the healthy application of an organizational career development system in defence industry companies.

## **CHAPTER 3**

### **ORGANIZATIONAL CAREER DEVELOPMENT**

Career development theoretical development has blossomed over the traditional organizational career concept and meaningful organizational career related efforts has become one of the important research areas of Human Resources Management. Especially the organizational commitment importance realization within the strategical management techniques' implementation within the transnational companies have been the basement of this evolution.

#### **3.1. THE EVOLUTION OF CAREER DEVELOPMENT PRACTICES IN ORGANIZATIONS**

The explanation of career development process within the individual perspective had been the fundamental roadsteps over the first half of the 20<sup>th</sup> century. This explanation's expression of career issues' at one point time transformed with a revolutionary change over the career development process interpretation on a long term as a life span theories. Especially the development of vocational behaviour and the humanistic psychology had affected this transformation.

##### **3.1.1. K.LEWIN FIELD THEORY**

One of the most influential organizational career development theorists, Douglas T.Hall ascribed the origins of organizational career development to sociologists, political scientists and social psychologists, and in particular to Kurt Lewin. Although Kurt Lewin's fame came from his responsibility for the creation of a variety of innovations (e.g. National Training Laboratories, T-groups, action research), his main contribution was explaining the human behaviour as a product of the relationship between the person and the social environment. The first important roadstep Theory Lewin's Field Theory has explained behaviour in a formula;

$$\mathbf{B : f(P,E)}$$

In this formula while B demonstrates the individual's behaviour, P expresses person

and E expresses the environment. This theory's main points that laid the bases of organizational career development are the expression of individual's consideration as a whole and the examination of adult behaviours in the organization in different time intervals.

Although Lewin's Field Theory had been the most influential theory over the 1950, the organizational career development's basic assumptions came from the humanistic psychologists who were attempting to revolutionize psychology in the 40s and 50s. Carl Rogers with his person centered therapy and Abraham Maslow, with his hierarchy of needs and his study of self-actualization had changed the course of management and the organizational behaviour studies. A sociologist Everett C. Hughes' identification of two main facets of career with the objectives (series of positions) and the subjective (individual's view of his or her experiences) are also an evolutionary definition over the organizational career development.

Explicit organizational career development theories basic thoughts had emerged in the 1960s within the three science branches ; sociology, organizational behaviour and politics.

### **3.1.2. CHICAGO SOCIOLOGY SCHOOL'S RESEARCHES**

Chicago Sociology School's researches had caused the sociology's evolving role over the explanation of the individual's social role and realization of it. While one of these sociologists from this school, Thomas expressed the importance of individual's perception of self life in a social group and the formation of exterior reality, another sociologist Clifford Shaw had put the basics over the career as a sociological concept by examining the career by the life stories in relational, chronological and situational order. Also Hughes had explained career in sociological perceptions by two sub sides; objective and subjective career side. While the objective side of the career is explained as the individual's status and positions in an organization, the subjective side expresses individuals perceptions over himself and the career experiences. These sociological schools researches' results can be expressed as below:

Career is the summation of subjective and objective specialities.

Career includes a series of status,  
Career is the reflection of communities peculiarities,  
Career connects individual to the sociology.

### **3.1.3. ORGANIZATIONAL BEHAVIOUR**

Organizational behaviour researches had also big impacts over the development of organizational career development by trying to explain the successful integration of individual's objectives and needs with the organization's complex goals and needs. Especially Argyris's explanation of this process by two concepts: autonomy, individual's needs, control, the unchangeables in a formal organization. According to the writer, organizations tend to suppress individuals' needs while striving for the realization of its goals. This results in an informal struggle between the individual and the organization over their goals and mostly the individual has been the one who regrettably recedes.

McGregor's participative management and the mutual goal setting procedures had also been accepted as a more positive view over this evolutionary process.

### **3.1.4. POLITICAL SCIENCE**

Also political science can be accepted as one of the most influential science branches over the development of organizational career development by detailing management procedures in terms of their effects on employee behaviours and decisions. With the evolution of new management procedures in the 1930s and 1940s, a new field; organizational behaviour had begun to emerge in the 1950s. As a result, Political science's contribution to the evolution of organizational career development has been the examination of the organizational administrative practices that control the individual's career.

## **3.2. THE REVOLUTION OVER THE CAREER DEVELOPMENT THEORY**

The development of career development theories within the name of the vocational guidance and the individuality of career decision making at one time intervals explanation with the trait and factor theories had been revolutionized by

Donald Super's work life staging Personality Theory's assumptions;

Career development is a lifelong process (rather than ending with a vocational choice in early adulthood), adults move through stages of development in their careers, stages that require decisions and growth, vocational decisions are reversible and changable (rather than being fixed in early adulthood), "career" includes all the roles a person plays in life, including the role of the worker, parent, leisurite, citizen, student, etc.

The continual and developmental nature of career development had transformed the vocational education and counselling related efforts with the organizational ones. Organizational career development theories stemmed from the career development practices needs come out through the second half of the 20<sup>th</sup> century. We will explore these theories one by one.

### **3.3. ORGANIZATIONAL CAREER DEVELOPMENT THEORIES**

Organizational career concept's establishment stage over the 1960s had clearly forced the social scientists to think over the meaningful career development activities in the organizations. Especially Maschuttes Institute Of Technology's four scientists'; Lolle Bilyn, Douglas T.Hall, John van Maanen, and Edgar Schein, theoretical works had shaped the organizational career development systems up to today. The important organizational career development theories are;

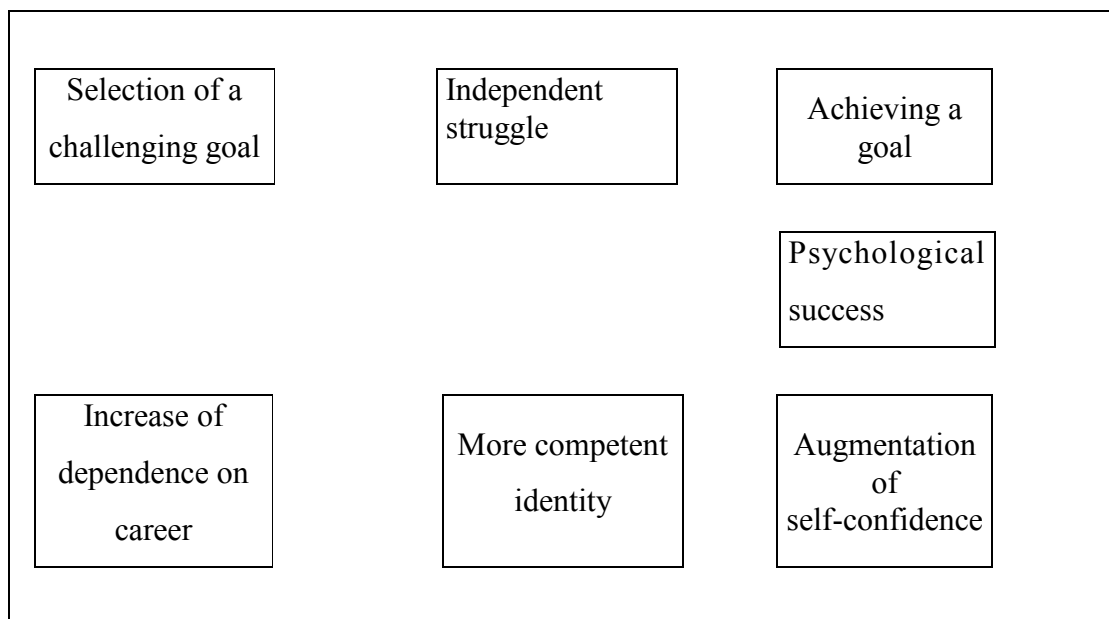
- Psychological Success (Hall),
- Three Dimensional Career Model (Schein),
- Interaction of individual and Organization (Schein),
- Organizational Socialization (Van Maanen),
- Four Stage of a Professional Career (Dalton, Thompson and Price).

#### **3.3.1. PSYCHOLOGICAL SUCCESS**

Psychological success theory explores the relations between the identity, psychological success and the career in an organizational scheme. Especially the theory's the first year's "challenging works experience and success in the organization will take the attention of senior executives and with the help of the growing performance it will cause success" assumption is an important one that

expresses the career development process is inevitably affected by the inner organizational factors.

According to Psychological Success Model, if an individual has a challenging goal, he/she strives for the sake of achieving it. And also if individual has the abilities for the work, by the help of this high struggle he achieve his goals. As a result psychological success feeling comes out because of a performance shown for achieving valuable and hard goal. The psychological success feeling has caused augmentation of self trust and more competent identity for an individual of the organization. This repeating psychological success cycle has shown there is a meaningful relationship between the individual's career success, high performance and the challenging jobs in the first years and individual performance. The cycle of psychological success is shown in the Figure 2.



**Figure 2.** Psychological Success Model

The central assets of this theory is identity concept. The individual's identity consists of the sub identities and also career subidentity has to have a meaningful relation with the career role. While career sub-identity means the identities that individual has in the career area, career role stands for the individual perception of the required behaviours and specialities of a work area. The important result of the meaningful adjustment of this career subidentity with the career roles comes out as

the career satisfaction concept. This interconnected cycle components' growth effects each other and this process results as the career's growth in an organizational context.

Hall also searched middle ages career variation phase in terms of his theory. The psychological success cycle's repeating nature results career monotonous concept which comes forward from the complications of waiting success from all career experiences and the repeating activities of a career. Although the inner and outer organizational changes forced the fragmentation of career monotonous, the main effort should come from the individual reality comes forward. Within this perspective Hall has expressed the importance of career flattening process and psychological success role effects over the increasing or decreasing individual's performance.

### **3.3.2. THREE DIMENSIONAL CAREER MODEL**

Schein's three dimensional career model intended to examine the career mobility in organizations in terms of three dimensional conic structure.

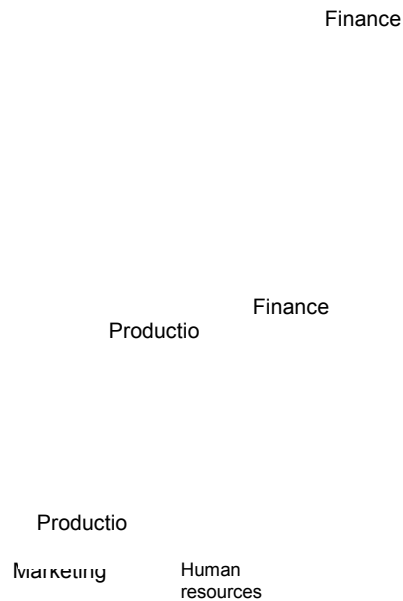
An individual's career movements in the organization also expressing the developmental is explained in three movement types as below;

Vertical career movement

Horizontal career movement

Radial career movement

While vertical career stands for the upwards and downwards movements, vertical career that shows the movement between the functional areas, expressed the second type career. Radial career movement means the career movements inner or outer of the social system. These three different career movements is shown in Figure.3 with Three Dimensional Organizational Model.



**Figure 3.** Three Dimensional Organizational Model

**Source:** Hall, T. D., Career Development, The International Library, Dartmouth Publication Company, 1994, s.439.

These career movement has also shaped by three different borders. While hierarchical border is explained by the organizational stages, functional borders has connected with the vertical movement. This border especially stands for some types of organizations, like as military ones which are strictly addicted to the high rotation and inter-sectional crossing speciality. While hierarchical borders stands for the seniority, merit, individual peculiarities, functional border exists for the individual's qualifications and the needs for the educational and developmental change.

### **3. The Individual- Organization Interaction Theory**

Within this sociologic theory, Schein intended to explain the individual's course when he joined an organization. In this sense he expressed the two process, organization's effects over the individual as the socialization and the individual's effects over the organization as the renovation, that explained the interrelation.

While socialization means individual's intervention process' educational base of norms, values and necessary behaviours, organizational socialization is explained as the educational process of what is important for the organization and the

ways of works.

According to Schein; individual learned the organizational values, norms and behaviour models from different resources, like as; organization's formal writings, bosses and administrators, work friends, rewards and punishments. Among these norms and values the ones that has to be comply with for the survival of the organization, are explained as the basic ones, while the others stands for border ones.

Also the different socialization processes of individual explained as belows;

Rebellion: Individual revolts and uses his efforts for hamper organizational goals realization or get out of organization.

Adjustment: Individual adjusts to the organizational rules and accepts the organizational bureaucracy by leaving his own productivity.

Individual creativity: While this people accepts the basic organizational values, they contribute to the organizational development by criticizing the border norms.

Among these reactions the adjustment process of an individual to the organization has explained the importance of organizational socialization and the culturilization processes' main dynamics by expressing the individual's elasticity to the adjustment to the organizational requirements and individual's strong and weak side over achieving this process.

As a result Schein's theory has outlined these hypotheses;

While organizational socialization focused on the hierarchical and central career movement, training and development activities related with the functional career movements,

Renovation or individual's influence over the organization occurs in the middle career stage,

While socialization is widespread in the first years, renovation increases in the latter stages,

Socialization or influencing investigates the slippery social personality, renovation includes more stationary social personalities,

More stationary social personalities socialization processes can only be achieved by the compelling persuasion.

Schein 's theory had showed the importance and the amelioration of individual's acceptance of organizational norms and values over achieving the accordiance between the individual goals and the organizational goals. While organization influences individual with its culture and values, individual contribute to the organization with the renovations.

#### **4. ORGANIZATIONAL SOCIALIZATION**

Van Maanen is also one of the theorists that work over the organizational socialization but he focused on the organization's strategies over achieving new members to the organization rather than Schein's individual-organization interrelation process. He expressed these strategies as below;

- Collective and individual socialization process,
- Formal or informal socialization process,
- Serial or coincidental stages socialization process,
- Stable and changing socialization process,
- Serial or not serial socialization process,
- Investing or not investing socialization process.

Collective socialization process occurs within new personnel in a group scheme. Main objectives in this process have been common identity, solidarity and commitment. Organizational roles identification process comes forward in this process in organization places. Military recruitment phase can be given as an example of this type.

Individual socialization process comes forward when an organization roles vary and in terms of this reality, socialization process is done in an individual scheme one by one. Apprentice education can be given as an example of this type.

Subjective socialization process new member is given his next role is examined by excluding the organization. For the informal one new personnel is put on the workline and learns his role while practicing.

Serial socialization process's main objective is to show the way to work by

obvious goal series while in inserial ones it is indefinite and changable. Medical occupations can be examples of serial socialization ones, while administrators stand for the inserial ones.

While in stable socialization type's important side was the expectation of individual's showing a satisfying performance in a specific time, transforming socialization process achieve this by giving some clues in time intervals. Rotainal education and candidate's performance examining in different times can be given as an example of these types.

In Serial socializations, we see experienced members coaching roles over adjustment of new personnel while in unserial no role given to them. Career advancement systems and a female managers situation can be accepted as examples of these processes.

Investing socialization's important aspect was acceptance of new member as a valuable asset, and give importance to his abilities, while non-investing do not.

According to Van Maanen, he expressed the importance of individual's adjustment to the organization and the renovation necessity in the organizations. But organizations do not pay attention to the socialization process and strategies and they do this process with their limited capabilities in an unconscionous way. However without paying attention to the individual's adaptation to the organization, renovation and creativity in organizations can not be increased.

## 5. Four Stages of A Professional Career

A professional career consists of four stages; apprentice, colleague, mentoring and patronage. Individual works under the control of others in the first stage. In the second one shows his competence by contribution to the organizational activities. While individual mentors other people in stage three, in stage four he strives for directing the organization. These stages shown in figure 3.2. as below.

	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage3</u>	<u>Stage4</u>
Central activity	Help	Independent Contribution	Education	Directing

First Relation	Apprentice	Colleague	Mentor	Protection
Basic Psychological Subjects	Dependence	Independence	Responsibility	Force Projection

**Figure 4.** Four Stages of Career

In the first stage the optimum balance between the routine works and the challenging ones is the most important factor that affects the career life. Also the role of guides for showing how the work is done and dependence are another important aspects of this stage.

When an individual comes to the second stage, he becomes a professional and starts searching specialization areas and opportunities. Individual shall decide his specialization area and its length according to experiences he had gained up to that time.

The third stage comes forward with directing, advising and developing nature of a professional. Professional who interested in himself in second stage, in third stage starts interesting in others. Goal setting, authorization, supervision and coordination are the main responsibilities of professional.

In career's fourth stage individual effectiveness over directing the organization comes forward. Director, inner enterprising and new thoughts realization can be given as examples of roles given to the individual in this stage.

Dalton, Thompson and Price's model has reveal the career stages' importance in organizational career development theoretical base. The meaningful developing relationship between the organization and the individual by knowing what ahead of them in a series of stages shows the need of preparation of both sides to these new circumstances.

These all career related theories can be accepted as the research levels of mankind for the amelioration of his worklife by defining the stages, concepts and related sciences.

This theoretical developments have opened the way for the career

development systems in organizations and showed the way for the meaningful worklife for the humankind.

### **3. ORGANIZATIONAL CAREER DEVELOPMENT SYSTEM**

Although the importance of career development for the survival of the organizations has been shown by these theoretical fundamental ideas with the developing social science areas, psychology, sociology, political science and organizational behaviour and obviously organizational career development practices of organizations researches show that organizations run this vital process mostly in ineffective or somewhat effective ways. This career development practices' carrying out in organizations by solving important organizational problems in these swift globalized markets becomes an important concern for the whole organizations. For clearly understanding this establishment of healthy organizational career development systems, we will focus on the basic points and some example systems through this part.

#### **3.4.1. Organizational Career Development System Concept**

Simply we can see career shaped life styles has been improving concept over the 20<sup>th</sup> century and it will be in the 21<sup>st</sup> century. From this perspective as career is connected with the organizations, the organizational efforts for the amelioration of the individual's career needs comes forward in today's worklife. The globalization trends; multi-cultural nature of widening markets causing diversing workforce, evolutionary nature of different legislative procedures in different countries, have forced organizations to think over their career development efforts. This crucial nature of process is expressed in these words;

“In modern management view for the sake of efficiently beneficence from the human resources, organizations' applying career development programs contains very importance for the organizational efficiency and personnel satisfaction.”

In this context organizational career development is explained as a planned effort to link the individual's career needs with the organizations. It is a process for helping individuals plan their careers in concert with an organization's business requirements and strategic direction.

Within the same perspective, while Simonsen explains this process' purpose as the collaboration of ensuring best possible fit between the individual's interests, skills, values, needs and work preferences and the requirements of the position, work unit and the organization, Tracey explained this concept as the process of assessing, aligning and balancing organizational and individual needs, capabilities, opportunities and challenges through multiple approaches and methods.

### 3.4.2. The Components of Organizational Career Development System

We can see the importance of linkage process of individual career planning and the organization's career management activities from these descriptions. Although Bernes and Magnusson accepted this linkage, they showed another important component; life planning. They described organizational career development as an activity of implementation of services and procedures that meet the needs of both individuals and organizations within the three components of delivery;

Career planning: services meeting individual needs, such as career planning workshops, Career management: services meeting organizational needs, such as performance appraisals,

Life planning : services meeting individual and family needs that go beyond traditional work specific issues, such as alcohol and drug counselling.

**Table 7.** Organizational Career Development System's Components

Career planning	Career management	Life planning
<ul style="list-style-type: none"> <li>• Informal counselling by personnel staff</li> <li>• Career counselling by supervisors</li> <li>• Job performance and development planning</li> <li>• Career exploration programs</li> <li>• Psychological testing and assessment</li> <li>• Career support groups</li> <li>• Testing and feedback regarding aptitudes, interests, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Employee career development policies</li> <li>• Performance appraisal: Planning and review</li> <li>• Promotion and transfer procedures</li> <li>• Educational assistance programs</li> <li>• External training and development programs</li> <li>• Designed training programs</li> <li>• Management succession and replacement planning</li> <li>• Communication of equal</li> </ul>	<ul style="list-style-type: none"> <li>• Personal financial planning</li> <li>• Family/marital counselling</li> <li>• Alcohol/drug counselling</li> <li>• Job separation counselling</li> <li>• Workshops and communications on retirement preparation</li> <li>• Interpersonal skills training</li> </ul>

<ul style="list-style-type: none"> <li>• Referrals to external counsellors and resources</li> <li>• Training of supervisors in career counselling</li> <li>• Career counselling by specialized staff counsellors</li> <li>• Individual self-analysis and planning workbooks</li> <li>• Assessment centres for career development purposes</li> <li>• Career planning workshops</li> <li>• Informal mentorship programs</li> <li>• Formal mentorship programs</li> <li>• Teaching of advancement strategies</li> </ul>	<p>employment opportunity and affirmative action plans and policies</p> <ul style="list-style-type: none"> <li>• Recruitment procedures</li> <li>• Personnel information system</li> <li>• Job description and job evaluation</li> <li>• Manpower forecasting</li> <li>• Skill inventories</li> <li>• Job rotational programs</li> <li>• Flexible working arrangements (work at home, 4-day work week, etc.)</li> <li>• Communication on training and development options</li> <li>• Communication on job requirements</li> <li>• Communication on career paths or ladders</li> <li>• Job posting and communication on job vacancies</li> <li>• New employee orientation programs</li> <li>• Job redesign</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Stress management</li> <li>• Weight control</li> <li>• Nutrition</li> <li>• Fitness</li> <li>• First aid</li> <li>• Preventative health care</li> <li>• Safety</li> <li>• Smoking cessation</li> <li>• Formal employee assistance programs</li> </ul>
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Source: Dave E. Redekopp, Career Development in Organizations:Origins, Concepts and Practices, Canadian Career Development Foundation, February, 2002, p.4.

According to Gutteridge three interrelated assumptions characterize the field of the organizational career development practices; the developmental nature's gains over the HR structures, policies and procedures of the organization, collaborative contributions of whole staff resulting as organizational commitment and the concept of system nature's systematical thinking throughout the process.

Within these practical components, Gutteridge has described organizational career development practices in six areas;

1. Employee self assessment tools, such as career planning workshops, workbooks, or computer software.
2. Organizational potential assessment processes, such as promotability forecasts and assessment centers.

3. Internal labor market information exchanges, including career information exchanges, including career information handbooks, resource centers.
4. Individual counselling and career discussions between the employees and supervisors, HR staffs or specialized career counsellors.
5. Job matching systems such as job posting, skills audits or inventories and replacement or succession planning.
6. Development programs, including internal and external programs, seminars, tuition reimbursement, job rotation, enrichment, mentoring systems.

The meaningful interrelational system between these six areas of organizational career development practices have been core field for the healthy relationbetween the career management and career development initiatives of an individualand organizational directors, namly the human resources managers. These interventions education, settlement, practicing and healthy results can only be achieved if they can be established over organizational andindividual needs kneading.

Organizational career development’s main processes also has been explained within this model;



**Figure 5.** A Model of Organizational Career Development

**Source :** T.G.Gutteridge, Organizational Career Development Systems: The State of The Practice. In T.D.Hall And Associates, Career Development in Organizations. San Francisco, Ca:Jossey-Bass, 1986, p.54.

### **3.4.3. The Evolution of Organizational Career Development Systems**

An individual's career's meaningful alignment with his/her life demands, organizational career development efforts have been examined and explained within the theoretical works of arts that we have examined in the previous parts. The voyage of career development from the prospect of an individual's relationship with the work (pre-entry or in transitions) to the vocational education and psychology (the core field of career development) emphasizing individual processes (e.g., decision making, adjustment), from the career counselling to the career development systems, have also evolved in the organizational practices along with the 20<sup>th</sup> century.

Organizational career development systems first stage comes out as development career planning processes in mid 1960s with the advent of human potential movement. As part of employee development initiatives, personnel departments began to offer career counseling and support services focused on individual employee needs. Expectations were simple: provide a service the employees requested and, for the fast trackers, a means of moving up in the organization.

Employees found the programs helpful, informative, and motivating. But they lacked the support they needed to carry out their goals. Managers, without a clear role in the process, were suspicious of the programs; employee goals seemed to focus on career mobility which threatened the stability of their workgroups. And there were no organizational processes to move plans into action.

The results were not enough and career plans were not implemented to have an impact on the organization.

Development with manager support came next. Although computer assisted career planning tools widespread and organizations asked their managers to coach their employees' career development in the organizations by helping employees with their development plans, career development activities remained a nice-to have programs with no strong links to business goals, strategies, and processes but support had improved.

Although managers received training on how to be career coaches, they were not clear on what behind the development. The developmental coaching plans without a connection with the realities of organization had become shortlived with little organizational impact and management's attention.

By the mid nineties the idea of linking development to business needs slowly took place in some of the state-of-the-art organizations. At this stage, organizational career development evolved into strategic development. Trends, impacts and challenges of these years have career development become deliberately linked to organizational business strategy. While employees became future ready participants in organizations, managers liasons to ensure that employee development was in line with organizational needs and goals.

We will examine briefly this model in the examples of career development models but first of all we will explained the basic points within the organizational career development like as its contents, interventions, establishment and evaluation of efficiency.

#### **3.4.4. The Contents of Organizational Career Development System**

Although the contents of the organizational career development should contain all personel, for the sake of system's efficiency, when time and the cost factors taken into consideration, the personel groups have to be described and different groups' different needs should be taken into consideration in order of their importance and urgency for the organizational strategic goals.especially the managers come forward in the organizational career development systems as a target group. We can simply express the groups that can be accepted as the attending ones to the career development programs for the organizational career development system's being alive as below in Table 8.

**Table 8.** Worker Groups Attending Career Development Programs

 All workers
 Production workers

- Office workers
- Supervisors
- Professional/technical workers
- Top managers
- Middle managers
- Special interest groups
- Women
- Minorities
- Recruits
- High potential workers
- Middle career workers
- Pre-retired workers
- Handicapped workers

**Source:** Nader, L., The Handbook of Human Resource Development, John Wiley and Sons, Inc., 1984, p.30.

According to Gutteridge for the effectiveness of career development programs organizations should take into account varying learning styles and preferences of these groups, different work sites/conditions staff work in and offer an array of tools and activities able to be accessed by these groups.

### **3.4.5. Establishment of Organizational Career Development System**

As we have explained the evolution of organizational career development in the 20<sup>th</sup> century, today organization's system has to be strategically established.

Within this perspective as organizational career development system involves most of the HR functions and interconnected with the strategic assessments, organizational career development system can be described as an example of "Strategic HR Management" that contribute to the organizational success by connecting the today's work and the future needs.

Especially risings of the strategic HR management practices, learning organizations, participative management and organizational commitment concepts

have shaped organizational career development practices. Different practices and models comes forward in the area researches but mainly an efficient career development system consists of four interconnected stages; human resources planning, individual evaluation, matching and development. But before this interconnected stages starts, there is a preparation phase for the organizations; a pilot study.

The healthy organizational career development system's establishment has to be started with the career development groups meaningful separation and their individual needs identification in a pilot study group. In this sense as career development programs establishment phase starts with the a pilot study that gives organizations an advantage for a passage more wider career development system by testing and correcting the deficiencies, the healthy bases of system are will be settled. For the clear identifying this vital study's realization in organization, we have to clearly define the stages of a pilot study. The stages of career development pilot study can be described as below;

**Table 9.** Stages of Pilot Study

Finding a suitable test area,
Foundation of Visible vision and goals,
Provision of participation of supervisors and workers,
Determination of work calender, roles and responsibilities,
Usage of more than one approaches,
Prediction of possible obstacles,
Formation of evaluation plan,
Acknowledging time and oppurtunity for the problems solving,
Feedback of participants,
Taking into considearion of the critics of pilot study

**Source:** Leibowitz, B.Z., Faren, C., Kaye, L. B., "Designing Career Development Systems", San Francisco:Jossey-Bass, 1986, p.6.

Through the establishment phase, personnel's career related expectations

from the organization should be taken into consideration. These expectations can be expressed briefly as below;

Personnel expect an equity between promotion and performance evaluation systems about career opportunities,

Personnel expect timely performance feedback and more active role in career development from the managers,

Personnel expect to be informed knowledges about the organizational career advancement,




Personnel expect to be satisfied about the knowledge needs related to career advancement in different stages,

Personnel according to their age and occupation expect to be payed attention to their career satisfaction levels sourced differences.







### 3.4.6. Organizational Career Development System Models

Career development practices in organization's vital linkage between the business strategic and development of individuals has transformed within the strategic thinking and strategic development model came forward for an example of integration set of processes to help all levels of an organization with its four stages, namely 4C's; context, competencies, collaboration, and commitment.

**Table 10.** Strategic Development System

	Actual /anticipated business challenges and opportunities
	Business strategy
	Organizational values

The Drivers

	Establishing a business context
	Understanding local implications
	Understanding resulting local priorities
	Translating business requirements to performance challenges
	Understanding organizational core competence and capability
	Identifying and assessing workgroup/team and individual competencies

<ul style="list-style-type: none"> <li>■ Collaborating to build ownership and commitment</li> <li>■ Workgroup/team development</li> <li>■ Individual development planning</li> <li>■ Demonstrating ownership and commitment</li> <li>■ Developing competencies</li> <li>■ Deploying/applying competencies</li> <li>■ Leveraging competencies through shared learning</li> </ul>
<ul style="list-style-type: none"> <li>■ Supportive organizational processes</li> <li>■ Supportive organizational culture</li> </ul>

**Source :** Forrer Stephen, Lea, Daniel, H., “Reinventing Career Development in The 21st Century.”, Strategic Development and Performance In The 21st Century, 2000, p.5.

As the system starts with the analization of the business context within the help of strategic thinking and dialogue, the second stage follows by determinating the core HR competencies needed to meet business challenges, oppurtunities and strategy. And the third stage focusses on collaboration of creating a mindset and personal ownership of the results- prerequisites to commitment, in the fourth set of processes demonstration of commitment and ownership comes forward by the shared continous learning and improvement cycle.

Today organizational career development system’s execution has been put into practice in four stages, especially in computer assisted career development programs; analization, projection, development, evaluation.

Within the perspective of contents and the establishment phase of organizational career development systems’ designing a career development system phases has also been explained with this three stages;

The identification of organizational needs and the target group,

The evaluation of existing human resources structure,

The conformation of career development with the organizational culture.

### **3.4.7. Organizational Career Development Interventions**

While some of the interventions that are used in the career development are towards the individual, some are for the organizational system. As the essence of the career

development system is the establishment of linkage between the organizational needs and the individual ones, the establishment and the usage of these interventions in accordance comes forward for the effectiveness of the organizational career development systems. The communication and the feedback mechanisms of the system have been the core of these interventions and these are essential for the life of these interventions and the whole system.

As career development interventions vary from one organization to another and in different models, interventions usage is defined within the concepts of organizational culture, organizational stages and special career groups that shaped the content of the system. The formal adaptation and the implementation of these interventions has been the main steps of the establishment phase of organizational career development system. Self assessment tools, individual counselling interventions, inner organization information services, organizational potential assessment processes and interventions and organizational supported career related developmental programs can be expressed as the main step roads of organizational career development system's healthy implementation over organization. We will explore these interventions within this table:

**Table 11.** Organizational Career Development Interventions

1. Self Assessment Tools
Career Planning Workshops
Career Workbooks
Pre Retirement Workshops
2. Individual Counselling
Personnel Consultant
Outplacement
Supervision
3. Information Services
Job Posting Systems
Skills Inventories
Career Path Planning

- Career Resource Centers
- 3. Organizational Potential Assessment Process
  - Assessment Centers
  - Promotability Forecasts
  - Succession Planning
  - Psychological Testing
- 4. Developmental Programs
  - Job Rotation Programs
  - Tuition Refund Programs
  - Internal And External Training Programs
  - Formal Mentoring Programs
  - Intern HR Development Programs
  - Career Counselling Training For The Supervisors
  - Guidance And Coaching Systems

**Source :** Russell J.A. And Curtis L.B., “Career Development Practices And Perceived Effectiveness in Fortune 500 Firms”, Meeting Of Society of Industrial and Organizational Psychology, San Francisco, 1993 April , p.23.

We can see five different intervention groups in these practices in organizations; individual and organizational assessment tools, counselling services, informative services and developmental programs. These groups have been practiced within different stages of system with different purposes.

Through the analization stage of career development programs we see the individual and organizational self assessment tools widely usage. Through the implementation of these self assessment tools, we see the importance of individual and organizational career development theories’ basic realities realization within the psychological and social tests. The meaningful relationship between the personality and organizational culture, individual expectations and the organiztional goals have been the subjects of these interventions.

As counselling, informative servives and developmental programs are wide open sources to the individuals and they are countinous, they are primarily used in

the development phase.

Within these interventions, the important ones can be accepted as the net of organizational career development services, assessment centers, career counselling training programs for the supervisors, career coaching workshops, career softwares and workbooks. The adaptation of these interventions with the HR activities like as; training and development, staffing and selection, performance evaluation are also vital for the system.

#### **3.4.8. The Evaluation of Effectiveness of Organizational Career Development System**

Although career development activities have been accepted as long term investments for the companies, within the main activities of system some indicators can show the effectiveness of the system.

First of all the reaching levels over the individual and organizational goals in a space of time within the concepts of maintaining the individual development activities, development of determination of goal setting, improvement of job-person fit process, the establishment of a supervisor candidate pond and the amelioration of the individual organization career communication and synchronization can be accepted as the goal reaching level assessment stage.

Secondly stage involves the evaluation of achievement level of processes within the concepts of employment of career intervention by the workers, realized career discussions, realized career moves and realization level of succession planning. Third stage aims to explore the changes in the performance indexes within the reduction of turnovers, increase of inner promotion and the increase of labour's performance and morale.

Finally reactions of labours to career development interventions are also examined in terms of evaluation of career development capability and the organizational career information's competence.

#### **3.5. Organizational Career Development Relation with The Human Resources**

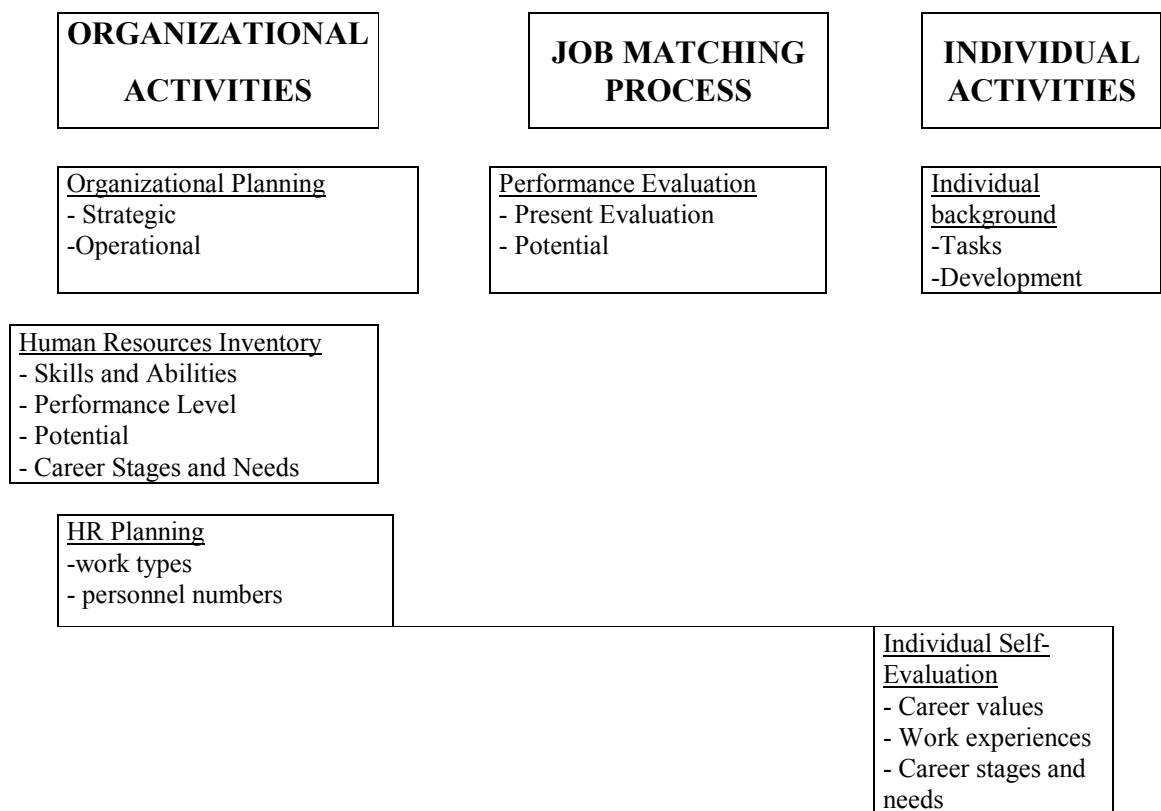
Among the human resources' goals, we see creation of a admirable work

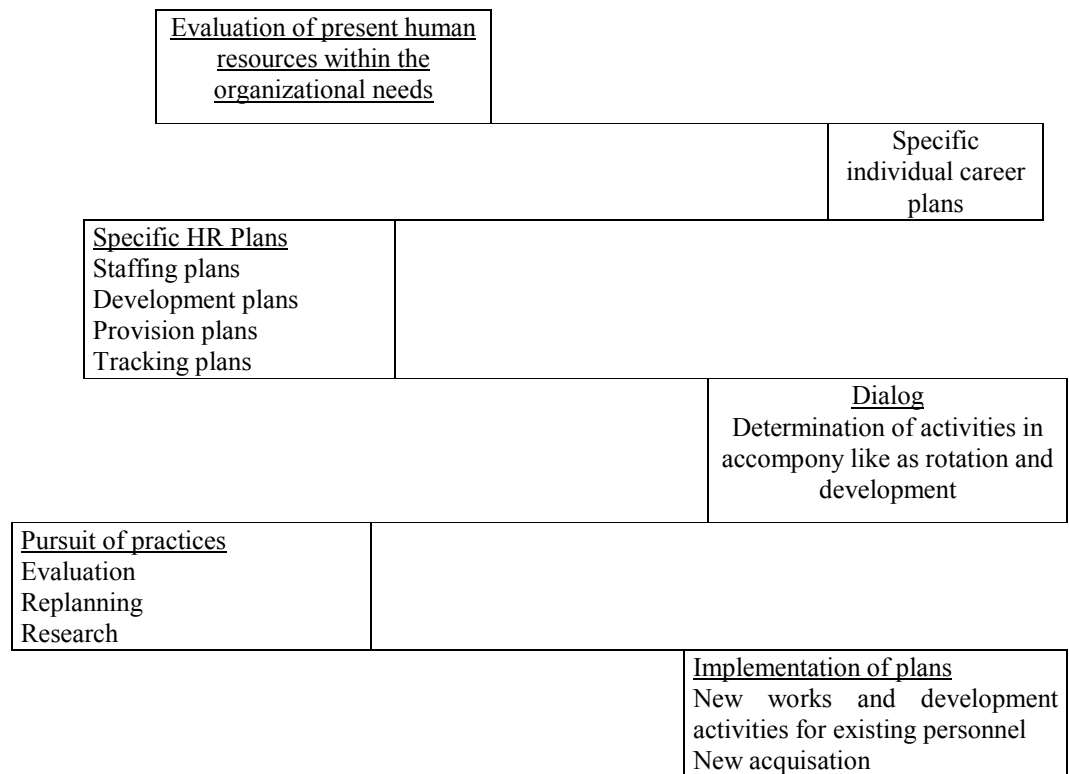
environment for the qualified personnel, provision of successful personnel's staying in the organization and motivation of personnel. Through the dynamic process of acquisition, socialization, development and outplacement of personnel, human resources important sub systems comes forward; human resources planning, provision and selection, training and development and performance evaluation.

Strategic human resources management basic assumption, integration and adaptation of these sub systems in terms of organizations politics has also been explained within the career development system.

Career development system's relation should be focussed carefully over the integration of career development initiatives of organization with the human resources system. Evolution of a human resources management system in a strategic scale is the main aim of this vital integration within the vision of the companies.

The relation between career development system and human resources management is explicitly shown in Figure 6.





**Figure 6.** Relation Between Career Development System and Human Resources Management

**Source :** Schein, E., Career Dynamics: Matching An individual and Organizational Needs, Massachutes: Addison Wesley Publishing Company, 1978, p.191.

Through this adaptation and integration process of career development practices within the human resources practices has been explained mainly within the organizational activities, job matching process and the individual activities.

As the aim of the organizational career development system is to fill out the organization's staff with the available talented personnel within the limits of organization's strategic objectives, human resources planning process's successful implementation over the organization is vital as it stands for the basic processes comes out in this stage; the evaluation of the organizational requirements like as workforce demand and the requirements of the staff positions. Within this perspective a new concept has come out recently, possession of appropriate size of human resources; rightsizing. For the sake of achieving this vital process, human resources planning should be implemented in five interconnected stages shown in

**Table 12.** Steps of Human Resources Planning

- general evaluation of organizational structure
- accumulation of required datas,
- query of right questions,
- identification of optimum organizational structure,
- identification of unnecessary positions.

**Source:** Zeffane, R. G.Mayo, Rightsizing: The Strategic Human Resource Management Challenge of The 1990s. Management Decision, 32(9), 1992, p.6-7.

Today organizations use computer in HR planning activities. Commonly usage of computer comes out in two areas; human resources forecasting and organizational succession planning. These activities involves evaluation of requisitions for the key works, the ratio of workforce rotation and the inner career movements. At this stage organizational chart, workforce projections, job definitions and job requirements analysis modulles support the human resources planning process.

Human resources provision and selection process pursuit HR planning activities. Application processes, examination and job interview can be described as the sub-processes of this stage.

At this stage the alienation of personality with the organizational culture comes forward within the relational integration of human resources provision and the socialization processes of an individual. Suitable means of selection and provison and careful charging of selection processes will eventually help career development system's healthy implementation over the organizaiton.

The heart of the career development program comes out with the training and development activities. Individual's interest and values shifts, knowledge and ability deficiencies and organizational alterations are the main subjects of this stage. As today's career understanding changes to a process of acquiring knowledge and skills for the next provisions, training and development activities that we have expressed before have an important effect over achieving these goals.

Performance evaluation is the linkage stage between the training and development process and career development activities. The detection of the next

level of career requirements of an individual comes out as a feedback for the next development plans. Healthy evaluation of individual's performance has been examined within the sub system of career development system career management's important sub processes; goal setting, self evaluation, senior evaluation and development of an individual to the required programs.

We have explored the organizational career development theoretical bases and organizational career development models in this chapter in order to understand the basics of organizational career development. Also future oriented new model suggestion which are supported by some area researchs in Canada and U.S., have been shown in this chapter.

This three chapter's empirical research has been explored for the amelioration of today's defence industry companies organizational career development practices for the sake of having our country's defence companies' healthy human resources management and not losing their most valuable asset; well educated engineers. We will explore defence companies' today's organizational career development activities and our engineers' expectations from their companies in terms of their career in the near future and developing and changing concepts of career, career development and organizational career development systems and models that shines in the whole human resources management literature.

## **CHAPTER 4**

### **AN APPLICATION OVER DEFENCE INDUSTRY ORGANIZATIONS**

In this chapter research model of organizational career development, basic and sub hypotheses of research subject, first acceptances, data collection interventions and mass and the sample has been explained briefly. Reliability and validity analysis of the pilot and main research is also explained in this chapter.

#### **4.1. AIM OF THE RESEARCH**

Throughout the application, we aimed to clearly examine the existence of organizational career development systems over defence industry companies and discover the improvable areas over organizational career development system. Also the dynamics behind the organization related career expectation levels of engineers are explored in order to show the vitality of organizational career development systems' linkage with the strategic human resource plans.

#### **4.2. METHODOLOGY OF THE RESEARCH**

Research is a descriptive research. Research is a field research and implemented in defence industry organization. Organizations' evaluation within the steps of organizational career development and individual perception of career development activities has been researched within the strategic and theoretical assumptions.

#### **4.3. HYPOTHESES OF THE RESEARCH**

Research subject has been examined in two sub categories in the name of basic hypotheses and sub-hypotheses.

##### **4.3.1. Basic Hypotheses**

$H_0$ : There isn't significance difference between the expectations of engineers who works in managerial and non-managerial positions.

$H_1$ : There is a significance difference between the expectations of engineers who works in managerial and non-managerial positions.

### **4.3.2. Sub- Hypotheses**

The relation of engineers' view over their expectations from the organization had also been explored with the sub hypotheses in the concepts of project-based research and development based, sexuality and career stages.

*H<sub>0</sub>*: There isn't significance difference between the expectations of engineers who works in research and development and project based positions.

*H<sub>1</sub>*: There is a significance difference between the expectations of engineers who works in research and development and project based positions.

*H<sub>0</sub>*: There isn't significance difference between the organizational expectations of engineers who are in establishment and stabilization stages.

*H<sub>1</sub>*: There is a significance difference between the organizational expectations of engineers who are in establishment and stabilization stages.

*H<sub>0</sub>*: There isn't significance difference between the organizational expectations of engineers who are male or female.

*H<sub>1</sub>*: There is a significance difference between the organizational expectations of engineers who are male or female.

## **4.4. ASSUMPTIONS OF THE RESEARCH**

As this research is an area research, research is implemented in defence industry organizations in Ankara which stand for good examples of these type organizations. Three companies had been chosen because of their more than 10 years history, their quality certificates, like as; ISO-9001, ACAP, and their high numbers of personnel. Within regard of these realities, these organizations can be accepted as model research areas for the whole defence industry organizations.

Within the research, the engineers have been accepted as a voluntary contributor to the organizational development activities.

The engineers in these organizations have also been accepted as good samples of the whole engineers in defence industry companies.

## **4.5. DATA COLLECTION MEANS**

Data collection mean used in research generally consists of three parts.

In the first part of the survey demographic variables of engineers have been explored within the concepts like as; the working years, education levels and work specifications.

Second part of the survey consists of questions regarding the organizational career development practices and this part has been answered by the human resources management personnel. This part is used to explore the level of the practice and the deficiencies of the organization in organizational career development activities.

Third part of the survey is consists of questions regarding the employee expectations and the view of the organizations' career development initiatives.

#### **4.5.1. MASS AND SAMPLE**

The mass of the research is the engineers in the Turkey's defence industry organizations. Pilot and the main research is implemented over engineers who work in the defence industry companies. Engineers different career paths has been the main research area and through this research, engineers who are in managerial and non managerial positioned engineers contributed to the research. The pilot research is implemented over 60 engineers and 7 of the survey is accepted as uneligible for the analysis and the realibility and the validity analysis is implemented with the 53 surveys.

The mass of the research is accepted as 1000 (the real number, as it is approximately 1000, can not be given for the national security reasons). Within the main research sample mass number is calculated by the formula " $n = Nt^2pq/d^2(N-1) + t^2pq$ ". As there can not be found any similar research p and q is accepted as 0,50. and research is also implemented over a 0,95 realibility interval and 0,05 sample error, sample mass volume is found as 278.

As surveys can be unreturned and misfilled research is implemented over a 330 engineers in these defense industry companies. As it is expected 41 survey unreturned which stands for the return rate of %88 and misfilled 7 surveys resulted 282 survey is eligible for the analysis.

The organizational career development level survey is applied over the scarce human resource personnel of three defence companies. Only 15 surveys come out

eligible for the analysis.

The organizational career development activities survey is also implemented over human resources management personnel in these defence industry companies.

#### **4.5.2. The Basics of the Survey**

The main aim of one of the surveys used in the research is to determine the organizational career development activities and consists of three parts. While first part of the survey includes demographic information about the human resource managers, second part of the survey explores the existence and the level of organizational career development system in the organization. This survey is originated from the organizational career development survey applied in NY St. John Fisher College. Within this survey the existence of organizational career development system, the drives over the existence and nonexistence of system, the responsibility of the system, the groups that can be given special importance over the system, the factors that influences the system, the effectiveness of the human resource activities in terms of career development activities and the status of organizational career development practices have been explored.

The second survey, implemented over engineers, has explored the expectations of engineers from their organizations in terms of their career development. Five main expectation areas had been used for the formation of the survey. This survey is originated from the results of an original career development expectations questionnaire. Five different expectations areas are developed with six questions each and a thirty questions formed survey is used for the evaluation of the expectations of engineers from their organizations in terms of their career development.

#### **4.5.3. APPLIED STATISTICAL ANALYSIS**

Through the research, SPSS (Statistical Package For The Social Sciences) 12.00 program has been used in order to explore the results of the research. After the surveys' superficial controls, reliability and the validity analysis implemented. As the first survey that explores the organizational career development practices had been resulted with the graphs and percentages, second survey that explores the

expectations of engineers had been resulted with statistical analyses. Within the pilot and the main research the reliability analysis had been researched in terms of Cronbach Alpha coefficient and in the validity analysis factor analysis resulted as the Kaiser Mayer Olkin and Bartlett Test of Sphericity Coefficients.

For the second survey the hypotheses over the expectations of engineers had also been explored within the t-tests and variance analysis in terms of their managerial roles, working periods and sexuality.

#### **4.6. THE RESULTS OF ANALYSIS**

In this part applied statistical analysis and tests are evaluated and the main and sub hypothesis related finding are presented.

##### **4.6.1. REALIBILITY ANALYSIS FINDINGS**

SPSS has been used for the second survey that stands for the engineers expectations evaluation. First of all, the organizational career development expectations survey is implemented over 58 engineers in terms of a pilot research and reliability analysis is applied. As the reliability analysis result Cronbach Alpha Coefficient comes out as 0.83 within the two repeated analysis. The sub-dimensions of expectations had also been analysed in terms of realibility analysis and the results of this analysis is shown in Table 13.

**Table 13.** Cronbach Alpha Realibility Coefficients (Pilot Research)

Sub-dimensions	Cronbach alpha
Performance-Promotion Balance(PPB)	,78
Organizational Informing(OI)	,80
Information Necessity (IN)	,76
Performance-Satisfaction Results(PSR)	,85
Active Supervisors(AS)	,82

The reliability analysis is also implemented in a general scale and the result Cronbach Alpha Coefficient comes out as 0.83 within the two repeated analysis. The third expression that stands for the organizational informal “I have to be informed about

the organizational career paths by the organization” and the performance –promotion balance expression “The organizational performance feedback system should respond to the personel career needs.” are excluded from the survey in the main research. As the realibility analysis coefficient’s value’s being over 0.70 is acceptable in the social sciences, we can simply accept these values for the main research start.

The realibility analysis is also repeated for the main research with the excluded phrases and the results of the realibility analysis for the sub dimensions are shown in the Table 14.

**Table 14.** Cronbach Alpha Realibility Coefficients (Main Research)

Sub-dimensions	Cronbach alpha
Performance-Promotion Balance(PPB)	,80
Organizational Informing(OI)	,81
Information Necessity (IN)	,77
Performance-Satisfaction Results(PSR)	,83
Active Supervisors(AS)	,79

The realibility analysis is also repeated for the main research and found 0.82. These all realibility Cronbach Alpha Coefficients can also be accepted reliable as they are all over 0.70.

#### **4.6.2. VALIDITY ANALYSIS FINDINGS**

The validity analysis is implemented by the factor analysis for the pilot research. While Kaiser Mayer Olkin (KMO) measure of sampling adequacy coefficient came out 0.81366, Bartlett Test of Sphericity is found 0.00 meaning scale. Within the factor analysis factors of expressions had grouped within the five different sub titles (Performance-Promotion Balance (PPB), Organizational Informing (OI), Information Necessity (IN), Performance-Satisfaction Results (PSR), Active Supervisors (AS)) that had been used for the formation of the survey. In terms of these sub titles, the phrases comes out nearly intact from the factor analysis. Only the phrase “My information necessity about the career development over the status that I attend in my organization.” That stands for the (IN) is excluded from the main

research.

The factor loadings of the expressions in main research are shown in the Table 15.

**Table 15.** Expectation Scale Factor Loads

Expressio	P.P.B.	O.I	I.N	P.S.R	A.S
n	0,820				
8	0,712				
13	0,621				
21	0,542				
25	0,742				
26		0,823			
1		0,751			
7		0,648			
12		0,578			
20		0,679			
22			0.632		
2			0.753		
3			0.821		
9			0.789		
11			0.653		
15			0.811		
18			0.656		
23				0.664	
5				0.552	
14				0.754	
16				0.832	
24				0.751	
26					
4					
6					
10					
17					
27					
					0.882
					0.912

		0.723
		0.842
		0.943

### 4.6.3. MAIN AND THE SUB HYPOTHESIS T-TEST RESULTS

Engineers' organizational career development expectations related hypothesis are resulted with the t-tests under this part.

Before examining the t test results over the hypothesis, the hypothesis related averages, standard deviation, masses of the engineers in Table 16 in terms of clearly show the meaningfully high averages of career related expectations of engineers.

**Table 16.** Hypothesis Related Statistical Variables of Engineers (n=282)

Hypothesis Order	Engineer Related Research Area	Mass (n)	Expectation	
			Averages	Standart Deviation
Main	Managerial	76	4.19	0,64
	Non-managerial	206	3,55	1,12
Sub-1	Research and development	38	3,75	0,72

	Project- based	244	3,69	0,67
Sub-2	Stabilization	122	3,77	0,43
	Implementation	160	3,77	0,87
Sub-3	Male	223	3,86	0,32
	Female	59	3,65	0,36

The hypothesis are examined in four different parts. Managerial position, organizational work experience, education level and sexuality sourced expectational differences come forward for the hypothesis main and subtitles.

As in the main hypothesis we put forward, “Being a manager in an organization can change an engineer’s career related expectations?” question is analysed . According to the surveys, we see the expectation average of engineers in managerial position (n=76) (Ed= 4.19; SS= ,64) and the expectation averages of engineers in non-managerial positions (n=206) (Ed=3,55; SS=1,12) are meaningfully different. (t= 5.421; p<sub>double</sub>=0,04) With this result H<sub>0</sub> hypothesis is rejected. There is a significant statistical different between these two groups.

For the sub hypothesis we repeated the same t tests in order of their categories. First of all the question that investigate the expectation difference between the engineers that works in research and development and project based engineers is researched. According to the surveys we see the expectation average of engineers work in research and development (n=38) (Ed= 3,75; Sd= ,72) and the expectation averages of engineers work project-based (n=244) (Ed=3,69; Sd=0.67) are nearly level. (t=0.462; p<sub>double</sub>=0,005.) With this result H<sub>0</sub> hypothesis is rejected. There is a significant statistical different between these two groups.

Secondly we searched the question that investigate the expectation difference between the engineers who are in their implementation stage and stabilization stage is researched. According to the surveys we see the expectation average of engineers in implementation stage (n=122) (Ed= 3,77; SS= ,43) and the expectation averages of engineers in stabilization stage (n=160) (Ed=3,77; SS=0.87) are nearly level. (t=1,139; p<sub>double</sub>=0,126.) With this result H<sub>0</sub> hypothesis is accepted. There isn’t a

significant statistical different between these two groups.

Thirdly; we searched the question that investigate the expectation difference between the male and female engineers. According to the surveys we see the career related organizational expectations' average of male engineers (n=223) (Ed=3,86; SS= ,32) and the expectation averages of female engineers (n=59) (Ed=3,65; SS=,36) are different. (t=4,074; p<sub>double</sub>=0,231.) With this result H<sub>0</sub> hypothesis is accepted. There isn't a significant statistical different between these two groups.

#### **4.7. ORGANIZATIONAL CAREER DEVELOPMENT LEVEL SURVEY RESULTS**

In order to explore the recent theoretical and model oriented organizational career development practices that we put forward in Chapter 3, we applied organizational career development questionnaire that is also applied in U.S. and Canada for 500 companies.

First of all all three companies human resources managers defined their organizations as a club organization that stands for the worker cycle is low and their manager positions are filled by inside promotion . This result can be accepted as our organizations' stable nature deficiency in a swift changing needs of rivalry nature of defence industry markets could not be realized. An academy or a basketball team type organizations that stand for the worker cycle is high for their software based projects and research and development activities is the next level of organizations that are available for the competitive nature of defence industry markets.

Secondly three defence companies we applied our survey in Ankara has showed us the recent situations of their existing organizational career development activities. Although three defence companies' human resource managers show their ambition for the establishment of this system in our interviews, survey questioning their organizational career development practices showed us that there have never been organizational career development system in these companies.

For the amelioration of the present situation of the organizational career development activities of these companies, we have explored the main dynamics behind the defectiveness of organizational career development systems. HR

managers explained this deficiency related question with their % 87 (13 of 15) expressed the inadequate budget resources and %74 (11 of 15) expressed inadequate support from the senior management. They also expressed the organizational career development activities should be carried out by professional career advisors in accordance with the Human Resources Managers and expressed their personnel is scarce (none %74, 1-5 % 26) and can not be available for extra activities of career development.

When we explored the HR managers' evaluation of necessity and the sequence of Organizational Career Development groups, new recruits(%93, 14 of 15) and professional technical personnel (engineers and technicians) (%80 12 of 15) comes forward in the results.

The factors that effects the structuring of organizational career development programs are explained with these coming forward replies.; the effect of career development to the organizational commitment (%100 15 all), rivalry ability of company (%80 12 of 15) and the development of organizational strategic plan (%72 11 of 15).

Also the organizational career development related human resources activities efficiency has been questioned and human resources departments of defence industry companies' HR managers evaluated human resources selection processes and salary management as very effective. While human resources planning and job analysis process is expressed as somewhat effective, promotion and transfer practices and performance evaluation activities are expressed as ineffective.

At last the survey shows that there are significant deficiencies over establishment of organizational career development system by investigating the career development interventions existence and efficiency questionarre. Almost all of the organizational career development interventions are expressed as nearly none exist in these three defence industry companies. Worker self evaluation tools, organizational potential evaluation tools, in inventory work information exchange, individual career counselling and career development programs are almost the most requested programs from the HR managers and managers tended to explained

their existing programs with the ones in survey. Only inner work announcement settlement and substitution plans, work rotation and outer seminars and courses are expressed as applying but they also expressed these tools are somewhat effective in terms of establishment of organizational career development system.

## **RESULTS AND PROPOSALS**

The results of the research shows that organizational career development systems's establishment over the defence industry companies vitality has been shown in terms of the organizational career development expectations of engineers.

The theoretical and practical sides of organizational career development systems had been explored within this thesis and the main dynamics that drive the personnel for the career development has been researched within this thesis.

The demographic and role-based expectations differences have been examined for the sake of establishment of probable and visionary organizational career development systems in Turkey's defence industry companies.

As an area research, also within three semi- private defence companies, the deficiencies and the practices of organizational career development has been researched and the defence industry companies vital assets engineers' career development's importance for the national security has been clearly shown in this thesis. The changing nature of human resources that is not only a limited activity that pay attention to the personnel acquisition or the salary bills, strategic human resources management technics with the development of an organization with its all assets in a visionary way is the way of swift developing defence industry companies' only instrument of survival through the 21<sup>st</sup> century.

According to the findings of our research, the changing nature of careers from traditional organizational ones to the flexible protean careers, the theoretical basements of career development and organizational career development comes forward in an important way for the survival of the organizations as we conclude this fact from the high average of organizational career development expectations of engineers. We can simply come to the conclusion that "Organizations who can not meet the expectations of it's valuable assets' vital career desires within it's strategic vision can not surely compete in the future rivalry markets."

Also the aligning nature of career development came forward within the results as the engineers in managerial positions expectations are higher than the

nonmanagerial positioned ones. This result can be accepted as organizations should align the individual career related needs with the organizational strategic vision in terms of managerial positions' usage in the succession plannings with the career development of engineers. This result is also supported by the same researchs explore the career paths preferences of engineers.

Demographic variables are also analysed with independent t-tests in order to explore if there is a meaningful difference between the expectations of these variables, like as, stages, sexuality and career paths. Especially between group expectations, research and development and project based engineers expectation levels are statistically meaningfully different but the stage and sexuality related expectation difference is not found.

The research results can be summerized as; our blossoming defence industry companies shall understand and feel the importance of organizational career development systems' vitality for their survival in order to support our national defence with their future oriented projects and visionary research and development programs. Organizational career development systems, aligning the individual career expectations in order of organizational needs, should be established immediately by these organizations in accordance with their existing human resource programs and specialized professional support should be taken for the establishment of systems. Organizational career development interventions shall also be given special importance and some human resources personnel shall be given a special education over execution, development and survival of the system. In a sense straetgic human resources system should be established and organizational career development system should be interconnected with this system.

The organizational career development systems' support and the relation with the organizational commitment is also another aspect that should be taken into cansideration in the subsequent researchs in order to explore and understand the effects and level of flexible careers in Turkey.

The main dynamics of human resources are changing in terms of career related concepts day by day. Organizations that respond this revolution with healthy

adaptation will survive in the future. Our defence industry companies should understand the situation and respond this revolution in accordance with the Turkey Republic's strategic vision and objectives.

This research can also be accepted as a inquiry document for the all public, semi private and private companies for the amelioration of their career development programs with the theoritical bases, models and an area research's results.

In the future, researches organizational career development systems relation with the strategic human resources management may be theoritically explained with an applied system results and the career related expectations realization by the organization effects over organizational commitment shall be researched.

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## **APPENDIX**

**T.C.**  
**İSTANBUL ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**İŞLETME ANA BİLİM DALI**

**SAYIN KATILIMCI,**

Bu anket formu, Ütğm.Bilal Gökhan Evrey tarafından, İstanbul Üniversitesi İşletme Fakültesi'nde yürütülmekte olan yüksek lisans tez çalışmasının araştırma bölümünün önemli bir parçasıdır. Bu çalışmada, örgütsel kariyer gelişim sisteminde mühendislerin örgütten beklentileri ve örgütün kariyer gelişim sistemine yönelik bakış açılarının araştırılması amaçlanmıştır.

Katılımcılardan, tüm soru ve ifadelere öngörülen formata uygun olarak, gerçek durumu ve düşüncelerini yansıtacak biçimde cevap vermeleri beklenmektedir. Anket sonuçları bireysel olarak değil toplu halde istatistik teknikler ile işlenecek ve bilimsel çalışma amacıyla kullanılacaktır. Sorularda olumlu ve olumsuz ifadeler bulunduğundan cevaplarınızı verirken ifadeleri dikkatle okumanızı rica ederiz. Çalışmaya yapacağınız önemli katkılardan dolayı şimdiden teşekkür ediyor ve saygılarımızı sunuyoruz.

Prof.Dr.Mahmut Paksoy

Tez Danışmanı

## **ANKET HAKKINDA ÖN BİLGİ**

Sorular, işaretlemeli test şeklinde hazırlandığından cevaplama kolay ve az zaman alıcı anketi doldurmak 15 dakikadan fazla zamanınızı almayacaktır. Bu nedenle, lütfen, hiçbir soruyu atlamadan tüm soruları yanıtlamaya çalışınız. Araştırmanın değeri ve başarısı tümüyle sizin katılımınıza bağlıdır.

Anket üç bölümden oluşmaktadır. Birinci bölümde kişisel bilgilerinizle ilgili doldurmanız gereken sorular yer almaktadır. Anketin ikinci ve üçüncü bölümlerinde ise örgütsel kariyer gelişimine ilişkin sorular ile örgütün kariyer gelişim sistemi oluşturulması süreci ile personelin örgütsel kariyer gelişimine ilişkin beklentileri incelenecektir.

Anketi cevaplandırırken soruları rahatlık ve içtenlikle cevaplayınız. Ölçekte yer alan maddeleri cevaplandırırken, her ifadeyi dikkatle okuyarak, ifadeye ne derecede katıldığınızı belirten ölçeğe uygun ifadeyi işaretleyiniz.

**Kesinlikle katılıyorum**

**Katılıyorum**

**Kararsızım**

**Katılmıyorum**

**Kesinlikle katılmıyorum**

## **Birinci Bölüm**

Adınız soyadınız: ..... (Zorunlu değildir.)

### **A. Cinsiyetiniz**

Bay

Bayan

### **B. Yaşınız**

21-24

24-35

35-55

### **C. Eğitim Durumu**

Lisans

Yüksek Lisans

Doktora

### **D. Şirketteki Çalışma Süreniz**

1- 4

4-9

9-16

16-30

### **E. Şirketteki Görev Alanınız**

Proje Tabanlı

Araştırma Geliştirme Tabanlı

Her İkisi

Yönetici

**F. Mezun Olduđunuz Mühendislik Dalınız**

Makine

Elektrik- Elektronik

Sistem

Diđer

Metalurji

Kimya

Fizik

Bilgisayar

**İkinci Bölüm**

**Örgütsel Kariyer Gelişimi Anketi**

1. Aşağıdakilerden hangisi organizasyonunuzu iş gören devrine yönelik tam olarak tanımlar ?

Kulüp ( Havayolları, Hükümet Örgütü) (İş Gören Devri Az)

Basketbol Takımı (Yazılım Geliştirici, Araştırma Şirketi) İş Gören Devri Yüksek.

Akademi (Elektronik Üreticileri, Otomobil Üreticileri) Dışarıdan Üst Kademe, Kariyer Geliştirme Önemlidir.

İstihkam (Oteller, Tekstildciler), İnsan Kaynakları Tasarruf.

2. Organizasyonunuzda size bağılı kaç kiři çalışmaktadır?

3. řu anda organizasyonunuzda örgütsel kariyer gelişimi sistemi var mıdır?

Evet

Hayır

Vardı fakat devam edilmedi

4. 3. Sorudaki cevabınız hayır veya vardı fakat devam edilmedi ise aşağıdakilerden hangisinden dolayı yapılmamıştır?

Yetersiz bütçe kaynakları

Üst yönetim tarafından yetersiz destek

İşçi ilgisinin azlığı

Yönetici ve Süpervizör ilgi eksikliği

İnsan kaynakları kabiliyeti ve ilgisinin eksikliği

Organizasyonun ihtiyaçları ile kariyer gelişiminin uyumsuzluğu

5. Kariyer gelişim sisteminizin sorumluluđu sizce kimde olmalıdır ?

Personel

İnsan  
Kaynakları  
Departmanında

Örgütün  
Yöneticileri

Profesyonel kariyer  
danışmanları

6. Organizasyonunuzdaki kariyer gelişimine zamanının hepsini verebilecek insan kaynakları personeli kadrosu siz dahil kaç kişidir?

Hiç

1-5

5-10

10 ve üstü

7. Kariyer gelişim sisteminiz tarafından incelenmesi düşünülen grupları öncelik sırasına göre sıralayınız ?

Profesyonel/Teknik İş görenler

Üst Kademe Yöneticileri

Orta Kademe Yöneticiler

Yeni işe Alınanlar

Kadınlar

Özürü İş görenler



6. Psikolojik Testler										
7. Yerleştirme /Yedekleme Planları										
8. İlerleme Öngörüler										
9. Mülakat İşlemleri										
10. Kariyer Bilgisi El Kitapları										
11. İç İş Duyuruları										
12. Kariyer Kaynakları Merkezi										
13. Kariyer Haritaları										
14. Danışmanlık Eğitimi Görmüş İnsan Kaynakları Personeli										
15. Supervizörler ve Hat Yöneticileri										
16. Uzman Danışmanlar										
17. İş Rotasyonu										
18. İşletme İçi İK Geliştirme Programları										
19. Dış Seminer ve Kurslar										
20. Burs ve Eğitim Yardımı										
21. Gözetimciler İçin Kariyer Danışmanlığı Eğitimi										
22. İki Basamaklı ve Çalışan Eşlerin Kariyer Programları										
23. Rehberlik ve Koçluk Sistemleri										
	<b>Hİ</b>	<b>D</b>	<b>P</b>	<b>Y</b>		<b>Eğer Uyguluyorsanız</b>				
	<b>Ç</b>	<b>E</b>	<b>L</b>	<b>A</b>		<b>Ç</b>	<b>E</b>	<b>Ne</b>	<b>E</b>	<b>Ç</b>
	<b>UY</b>	<b>V</b>	<b>A</b>	<b>P</b>		<b>o</b>	<b>t</b>	<b>etk</b>	<b>t</b>	<b>o</b>
	<b>G</b>	<b>A</b>	<b>N</b>	<b>I</b>		<b>k</b>	<b>k</b>	<b>ili</b>	<b>k</b>	<b>k</b>
	<b>UL</b>	<b>M</b>	<b>L</b>	<b>L</b>		<b>e</b>	<b>i</b>	<b>ne</b>	<b>i</b>	<b>e</b>
	<b>AN</b>	<b>E</b>	<b>A</b>	<b>I</b>		<b>t</b>	<b>s</b>	<b>de</b>	<b>l</b>	<b>t</b>
	<b>M</b>	<b>D</b>	<b>N</b>	<b>Y</b>		<b>k</b>	<b>i</b>	<b>etk</b>	<b>i</b>	<b>k</b>
	<b>AD</b>	<b>İ</b>	<b>I</b>	<b>O</b>		<b>is</b>	<b>z</b>	<b>isiz</b>		<b>il</b>
	<b>I</b>	<b>L</b>	<b>Y</b>	<b>R</b>		<b>iz</b>				<b>i</b>
		<b>M</b>	<b>O</b>							
		<b>E</b>	<b>R</b>							
		<b>D</b>								
		<b>İ</b>								
						<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### Üçüncü Bölüm

### Örgütsel Kariyer Gelişim Beklenti Anketi

S.No	Genel ifade	Ke sin likl e Ka tılı yor um	K a tılı yor um	K a r ı s ı m	K a tılı yor um	Ke sin likl e Ka tılı yor um
1.	Organizasyondaki muhtelif kariyer yolları hakkında örgütüm tarafından düzenli olarak bilgilendirilmeliyim.					
2.	Çalıştığım kurumun personeli kariyerine ilişkin bilgilere ulaşmasını sağlayan personel bilgi sistemi olmalıdır.					
3.	Çalıştığım kurum kariyer ilerletecek adımları personeline göstermelidir.					
4.	Amirlerim kariyer gelişimime ilişkin daha çok gayret sarf etmelidirler.					
5.	İş tatminimin artması ile oluşan performans değişikliğim örgüt tarafından görülmelidir.					
6.	Örgütsel kariyer gelişim sürecinde amirlerim daha aktif rol almalıdır.					
7.	Organizasyonum işimdeki verimliliğim konusunda değerlendirmelerini kariyerime ait karar noktalarında bana sunmalıdır.					
8.	İş yerimde terfi işlemleri performans dikkate alınarak yapılmalıdır.					
9.	Kariyerimi ilerletmek amacıyla almam gereken eğitimlerin neler olduğunu örgüt tarafından bana					

	bildirilmelidir.						
10.	Kariyer planlarım hakkında amirlerim bana yardımcı olmalıdır.						
11.	Organizasyonumun performans geribildirim sistemi personelin ihtiyaçlarına cevap vermelidir.						
12.	Kurumumda boşalan pozisyonların nasıl doldurulacağına ilişkin bilgilerden zamanında haberim olmalıdır.						
13.	Organizasyonumda performans kriterleri ile terfi sistemi birbirine bağlantılı olmalıdır.						
14.	Çalıştığım kurum iş tatminim sonucunda oluşan performans değişikliklerine hakim olması gerekmez.						
15.	Çalıştığım kuruluştaki kariyer yolları hakkında bilgilendirilmeliyim.						
16.	Örgüt, iş tatmini düzeyimden oluşan farklılıkları dikkate alması gerekir.						
17.	Amirlerim kariyer beklentilerimi dikkate almalıdır.						
18.	Performansım hakkında zamanında geribildirim yapılmalıdır.						
19.	Organizasyonda yükseldiğim pozisyonlardaki kariyer gelişimime ilişkin bilgi ihtiyacım karşılanmalıdır.						
20.	İşe başladığımda örgütte ilerleme yollarına ilişkin örgüt tarafından bilgilendirilmeliyim.						
21.	Çalıştığım kurum performansımı dikkate alarak beni terfi ettirmelidir.						
22.	Performans değerlendirme sistemi geri bildirimimi benim için önemlidir.						

23.	Kariyer yollarına ait bilgi gereksinimimin organizasyon tarafından karşılanmasını isterim.					
24.	Yaptığım işten aldığım haz amirlerim ve örgüt tarafından tespit edilmelidir.					
25.	Performanstaki gelişim organizasyonda yükselme imkanı sağlamalıdır.					
26.	Performans ölçümlerinin adaletli olduğu terfilerle ortaya çıkmalıdır.					
27.	Amirler çalışanların kariyerlerini değerlendirme sürecinde daha fazla işbirliği yapmalıdır.					

g. Örgütsel kariyer gelişim sürecinde örgütten beklentilerinizi yazılı olarak burada belirtebilirsiniz.

