

## **Determining Essential Steps in Designing a Successful System of Organizational Career Development**

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### **Abstract**

In the current contemporary and highly competitive business environment, all organizations are encouraged to create a work environment, which fosters growth and development by implementing a career development program. Because through such a program, organizations can achieve their strategic goals and employees' ideal career will be available for them. It is not exaggerated to say that there are still many organizations that have failed to achieve career development goals, their employees are not motivated to stay and they are always looking for competent individuals to fill the vacancies. Unfortunately, those organizations assume that the development costs are wasted. Therefore, in this paper, we intended to identify the essential steps to design a successful system of organizational career development; a system by which individuals and organizations are able to reach their goals. For the purposes of this study, 25 managers and human resource experts from Iranian large private companies, in Tehran, who have successfully experienced such a system, were interviewed. Six factors were determined as the most influential key factors in system's success, including goals and needs review, harmonizing the road map, accurate assessment, development program, and matching and creating opportunities. The findings indicate that a positive relationship exists between mentioned factors and the success of the organizational career development system.

**Keywords:** Organizational career development, Goals and needs review, Harmonizing the road map, Accurate assessment, Development program, Matching, Creating opportunities

### **Introduction**

In today's uncertain business environment, associated with more intense competition, organizations have been forced to build sustainable competitive advantage through individuals as the most valuable resource (Antoniou, 2010). In this situation, the development of individuals and the management of their career are among the basic measures that should be conducted, because it can benefit both the organizations and the individuals (Dehghan et al., 2010).

By definition, career development can be defined as the process of employee development in the path of occupations and experiences, which may occur in one or more organizations (Baruch & Rosenstein, 1992). Career in its perfect meaning, has been considered in early 70s. Since then, in this field several studies have been conducted, most of which have chosen the individual approach. However, the organizational approach of career theory still lacks a comprehensive framework that has been experienced in effect (Baruch & Peiperl, 2000).

These days we need a new approach to respond to such a condition, because the career development responsibility has been transferred from individuals to organizations (Gutteridge et al.,

1993), and it appears as individual's asset, managed by the organizations (Baruch, 2003); an approach in which individuals and organizations are both important and they can meet their needs successfully (Savickas et al., 2009).

Most proposed models for organizational career development (DeNisi & Griffin, 2013; Bernardin & Russel, 1993; Leibow & Lea, 1986; Walker & Gutteridge, 1979) have focused on the link between the organizations and the employees, and failed to identify how the interaction between these two factors will occur in a successful way. This paper aims to introduce factors that organizations should consider to have a successful career development system.

### ***Goals and review***

Due to the increasing phenomenon of global competition, organizations require to have a cadre of skilled individuals, who can assist organizations in achieving their strategic goals. Therefore, they intend to take advantage of career development program, although the focus of such a system is on human resource and their development.

In this process, organization should be cognizant that, as the situation changes employees, like organizations, may change their goals and needs over the time to fit their own definitions of career success and satisfaction. Thus, it requires creative HRD practitioners to spot new criteria for success in the career from employee's point of view. Today, employability and life satisfaction may be regarded as indicators of career success, which are becoming increasingly important in the 21st century. On the other hand, organizations that previously thought the human resource development leads to performance improvement, more retention and commitment, now consider some other criteria such as flexibility in the labor force and employee's creativity increase, because these indicators have an important contribution in organization performance effectiveness (McDonald & Hite, 2005).

Therefore, career development program should identify the update goals and the needs of both the organization and the employee, and create a link between them to result in achieving strategic goals and employee's development (Snell & Bohlander, 2012).

### ***Harmonizing the road map***

As we know, changes in the economic environment, global competition and abundance of workforce have caused a series of changes in the organizations. Re-organizing, downsizing, right-sizing, de-layering, flattening the pyramid and out sourcing are taking place in organizations. Subsequently, employee's career path and career opportunities are being altered profoundly. Organizations reduced the number of permanent staff and hired temporary workers, because they are less costly and awarded fewer benefits, which result in more flexibility in organization plan.

When a permanent contract between the employee and employer has changed into psychological contract, career patterns were affected because in the flattened structure, there was not the possibility of former linear career paths in which people were moving vertically towards the top of the organizational chart. As a result, organizations developed other alternative career path (Baruch, 2003) such as expert path, from this point of view, career success means advancing one's expertise in one's chosen discipline or field of work; spiral path, from the spiral perspective, a successful career means progressively broadening one's knowledge, skills and talents over time in a new field of a special work; transitional path, unlike the spiral career concept that involves an orderly progression of related work experiences, the transitory pattern is most clearly defined when a person moves from one type of work to another that is totally and completely different from anything the person has previously experienced. Not only organizations but also employees have adopted these alternative paths. As Brousseau and Driver report, the four mentioned paths are different, which people think of for achieving their ideal career and organization should provide

them with all of these four career paths to fulfill employee's needs and create flexibility in their business (Brousseau & Driver, 2010).

#### ***Accurate assessment***

It is an important step to assess individual's aspiration and match it with career requirements to fulfill the organizational career development goals in such a way that both sides benefit (Babaee, 2011). In this stage, to ensure the success achievement, it is critical to identify individual's aspirations and qualifications. These include interests and preferences as well as their competencies (Schutt, 2008) and career stage (Cummings and Worley, 2008) to be well-matched with those competencies required for the job; interests and preferences that the nature of the job demands; and appropriate age requirements that the job demands. (Raelin, 2002). Matching these two categories will affect the variables related to work (Kroth & Christensen, 2009) as well as help employees to be placed in the right position (Antoniou, 2010).

#### ***Career stage***

Career plan should be consistent with employee's changing need in various stages of life. This issue demands flexible structure in career paths, which enables people to take on different roles at different stages of the life courses (Bhattacharyya, 2011). Models, that show the career stage, assume that as people get older and gain more experience in working and non-working life, they will be exposed to changes and transformations that makes them to form different needs, interests and attitudes in each stage of career, which is consistent with an age period. As Adler and Aranya (1984) have indicated that professionals in a similar field but at different career stages were found to differ significantly in working need, attitudes and preferences.

Super (1957) proposed a model about career stage consisting of four stages, including exploration, establishment, maintenance and decline. Gould (1979) suggested a broader category for stages mentioned by Super, and called them trial stage (ages 22-30), stabilization (ages 31-44), and maintenance (ages 45-65). In his study, he indicated that there is a positive and significant relationship between employee's satisfaction and trial stage, and employee's performance is at the highest level during the stabilization stage. He named stabilization stage as the creativity years, and in Super's view, it's a period, when careers begin to take their shape.

Slocum and Cron (1985) found exactly the opposite. They found that the highest performers in their samples were those in the maintenance stage and individuals in the trial stage were less satisfied with their work than people in any of the other stages. Thompson et al. (1986) also proposed a four career stage, and emphasized that each stage of career differs from the others in the tasks that individuals perform, the types of relationships that they form, and the psychological adjustments that they need. Performance requirements vary from stage to stage. As employees progress through their careers, they usually take on more responsibility for leadership tasks.

Stage 1: Lacks of experience, works under the supervision of professional in the field, learns to perform well under pressure, and is expected to do the detailed and routine work.

Stage 2: Relies less on supervisor or mentor, works independently, goes into depth in one problem, and assumes responsibility for a definable portion of the project and process

Stage 3: Greater breadth of technical skills and application of those skills, Acts as an idea leader for a small group, assumes a formal supervisory position.

Stage 4: provides direction for the organization by: Mapping the organization's environment, managing the process by which decisions are made, focusing activities in areas of distinctive competence, exercising formal and informal power.

They believe that it seems essential to consider developmental needs of individuals in career development planning. If people pass through patterns of adjustment to their life in general and careers in particular, then identifying the patterns and issues associated with various ages and stages

may help our understanding of individuals' attitudes and behaviors in organizations. From a human resource and managerial perspective, this understanding may allow us to program effective organizational career planning as well as provide managers with more accurate explanations and predictions about their subordinates (Ornstein et al., 1989).

### ***Career anchor***

Investigating the internal career is a way of understanding the working needs of employees, which describes their ideas about working lives. The developed approach in this field is presented through career anchor theory (Hardin et al., 2001).

As stated in Schein's theory, career anchors are unambiguous patterns, underpinning people's reasons why they are working and changing jobs. He defined it as a syndrome of motives, values, and self-perceived talents, which guides and constrains the person's career (Rodrigues et al., 2013). He discovered how personality, motivation and inner values shape people's choices and preferences (Schein, 1990). Schein, in his studies in the mid-1970s, defined five distinct anchors: technical-functional, general-managerial, entrepreneurial-creativity, autonomy-independence and security-stability. In the 1980's, he added three more anchors so that his most recent classification consists of eight career anchors. Three added anchors are: pure challenge, and service dedication to a cause and life style (Schein, 1996).

**Technical- Functional:** Individuals who have received this career anchor would rather choose technical and functional progress. They are concerned with the quality of their work and intended to increase their proficiency continuously. This group of people considers their career as prolonged opportunities to keep learning more about their area of expertise (Derr, 1979)

**General Managerial:** They possess such managerial skills, such as analyzing problems and handling people, and have a strong demand to rise to the positions of managerial responsibility (Derr, 1979). What they really have after power is glory, responsibility, accomplishment of a task, the ability to build and manage a team, or various combinations of these. (Schein, 1996).

**Entrepreneurial Creativity:** Individuals with the entrepreneurial creativity anchor strive to create something new. They may work for organizations, but they have many plans to go out and set up their own business as soon as possible (Hardin et al., 2001). Since creativity is the main core of this anchor, they can meet the need for new products and build companies, which are the major source of new jobs for the other anchor groups (Schein, 1996).

**Security-Stability:** Individuals anchored in Security-Stability are motivated by job security and long-term attachment to an organization. They match perfectly with the values and norms of the organization and do not welcome the change (Danziger et al., 2008).

**Autonomy-Independence:** They are seeking for maximum freedom to control their activity (Schein, 1985). Self-reliance, which is critical for working in future firms, is a part of psychological make-up of individuals, anchored in autonomy-independence. Evidence indicates that when their need for independency increases, it causes them to be inclined to open up a personal business and avoid dependence on any particular organization and job (Schein, 1996).

**Life style:** People who are placed in this category are those, who tend to balance between career and personal development needs and their families. They think of economic security and life pattern stabilization through settling in a region and immobility. Working with organizations that have flexible working hours, opportunities for working at home, maternity leave, day care facilities in place, is a part of their job preferences (Schein 1990).

**Service-Dedication to a Cause :** Individuals with this anchor, service-dedication, idealize service to mankind and aspire to pursue work that achieves something of value, such as making the world a better place to live, solving environmental problems, improving harmony among people, helping others, improving people's safety, curing diseases through new products and so on. They are

more concerned with embodying certain values in their work lives than applying their talents or expertise (Schein, 1993).

**Pure challenge:** This group of individuals is motivated by coping with difficult obstacles, finding solution to unsolvable problems and winning over opponents. They define their career in daily competition and challenges where the winning is an important issue (Schein, 1993).

#### ***Vocational interest***

For a long time, the study of human interest has fascinated researchers, because it is believed that interest can make the human's choices predictable, and achieves success in activities and the degree of job satisfaction (Barak, 1981). According to motivation theory, interests affect the process of motivation, which result in high performance. First, it directs the employee's choice; second, interest energizes efforts; third, interest focuses attention and sustains pursuit until the objective is achieved.

Holland believed that vocational interest reflects the preferences of individuals in choosing behavior and context in which an activity occurs (Su et al., 2009). He presented one of the broadest theories regarding vocational interest and placed individuals in 6 categories.

**Realist:** tends to do technical and mechanical activity.  
**Investigative:** prefers to explore biological, social and physical phenomena, and enjoys scientific research.

**Artistic:** Likes to do creative activities and create artworks like drama, music, or creative writing

**Conventional:** interested in activities that follow set procedures, routines and standards. They prefer working with data and detail more than with ideas.

**Social:** prefers to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or other ways to serve people.

**Enterprising:** likes work activities that demand leading, persuading people and making decision. These people prefer action rather than thought (Holland, 1997).

Holland suggests that the similarity between interest and occupation causes a better performance and a longer tenure (Holland, 1997). Lent et al (1994) explained that interests affect 1) objectives related to work; 2) the action individuals perform to achieve the goal; 3) the performance related to work. In the next studies, other researcher found that interest affects the employee's performance as well, through motivating individuals to acquire knowledge and skills related to their work. Individuals are more motivated to learn when there is congruence between interests and job-related skill and knowledge.

#### ***Competency***

With the development of the concept of "competency management" and emphasis on its application in order to achieve the organizational strategic goals (Siugzdiniene, 2006), a growing perception comes into existence about the importance of developing and applying competencies as a crucial tool, which can enhance the competitive strength of organizations. Competency is defined as measurable patterns of knowledge, skills, abilities, behaviors and other characteristics that discriminate between the high performance and a performance with mediocre level. They are designed in the form of models that contain a set of required key (behavioral, technical and organizational) parameters for successful performance (Lee, 2010).

In human resource systems, competencies are jointing factor that connect HR subsystems together (Byham, 1996). They can be a criterion to recognize required knowledge, skills, behaviors to meet current and future needs in the area of recruitment, selection, development (Draganidis et al, 2006) and career planning (Alavi & Moghadam, 2006).

Competencies cause career planning to be conducted desirably (Abtahi , 2008). They usually help organizations provide standards for each occupation, and then compare the individual's competency with those standard competencies (Alavi& Moghadam, 2006). Filling the gap between standards and individuals, this process makes applicants well matched with the position they are willing to take up.

### ***Development planning***

The output of comprehensive assessment is the identification of the gap between current and future situation that enables organizations to form employee's career plan (Tovey, 1994). In fact career development program seeks to match the needs of employee with those of the organization and shifts the individuals from current abilities and understanding level to the expected situation in which higher level of competencies is demanded through creating learning experiences (Armstrong, 2010).

Organizations engaged in staff empowering process apply different mechanism, such as training to create enough opportunities for learning and growth (Jafari, 2002). Since training alone cannot foster capabilities and qualities of human resource in practice, other mechanism appeared (Esmaeeli, 2000), which demand redesigning of responsibilities and tasks, such as job rotation, job enlargement and job enrichment (Kalamas and Kalamas, 2004).

### ***Training***

On –the- job training is one of the most prevalent methods that happen in work activities. It is a procedure through which employee's work- related knowledge, skills, and abilities, are taught with the aim of helping organizations to achieve their destinations (Khorasani, 2007). Training refers to an investment on the power of individuals to enable them to make better use of their natural abilities. In another words, training pursues the development of employee's competencies and qualifications to improve their performance (Hajikarimi, 2000). Khanmohammadiotaqsara (2012) describes the advantages of training systems as follows:

- Create Job satisfaction,
- Reduce incidents and absenteeism,
- help employee performance improvement and organization efficiency,
- Strengthen the sense of loyalty.
- Value employees as an indispensable human capital,
- promote efficiency and economy, and
- prepare the way for growth and success in the job.

Beside financial perspectives that consider the impact of training programs on the improvement of performance and sales increase, from behavioral perspective, training has also a significant effect on employee's behaviors modification. In a quasi experiment approach in which the control and treatment groups were studied, behavior style of each respondent is analyzed. The study shows that training has a permanent impact on employee's changing behavior of the treatment group, while the control group shows no behavioral switching among the employees (Sunardi et al., 2012)

Although in economic theory, the ways in which training is lead to high productivity, is a black box that does not reveal whether it is the higher level of knowledge and skill or a higher motivation or firm loyalty, which drives the higher productivity after training. Actually, various studies, published in economics as well as in human resource journals, analyze the effects of training on workers' job satisfaction and commitment to the organization. The link between training and other outcomes, such as job satisfaction and commitment, indicates that not only skills but also other outcomes are affected by training. These outcomes, in turn, may affect performance, while the skill itself may not be effective (Sauermaann & Grip, 2013).

***Job rotation***

Job rotation is used to develop job-related skills. Depending on organization demands and capabilities, an employee is moved to a different job for a specified period of time, i.e. a week, a month, a year, two days per week, one day per month, and so on. By providing more and diverse tasks for employees than ever, it can increase motivation and employees will likely acquire more skills and knowledge that can provide better flexibility to the organization in terms of replacing workers, scheduling work, and being able to better adjust to changing work environments. (Kalamas, Kalamas, 2004)

Economists are discussing that job rotation has an impact on reducing fatigue and burnout, increasing efficiency, motivation, job satisfaction, productivity and personal safety. In a survey conducted by Wright and Bonet in 1992, the relationship between job rotation and job satisfaction was explained. In a two-year period, 98 employees were studied. They were divided into three groups: without rotation, intra-career rotation, and inter-career rotation. The results indicated that the group, who had experienced inter-career rotation, was more satisfied than two other groups (Jafari, 2002). Job rotation studying as a means of nurse's career development in a Spanish clinic has also correlated with learning motivation (Werner & Desimone, 2011). Campion et al (1994) suggested that job rotation must be connected with career development planning due to influence it has on satisfaction, motivation and job engagements. It enhances the employee's commitment and creates more opportunities for development and promotion (Cheraskin & Campion, 1996, Campion et al., 1994). It is one of the best methods of learning by which individuals learn how to perform the task while they are acting and gaining experience (Khorasani, 2007).

***Job enlargement***

Job enlargement is a strategy that involves expanding jobs horizontally, increasing the number of tasks that an individual performs (Kalamas, Kalamas, 2004) and considers issues such as training and learning different specialties. Job enlargement has four main characteristics: diversity of skills, identity of work, independence and feedback (Turner & Lawrence, 1965). The results of researches showed that employees will response positively to a job, which offers them skill variety, autonomy, task identity, and feedback than a job that is perceived as dull and monotonous. From an administrative perspective, this more favorable response may ultimately translate into reduced rates of absenteeism and turnover, and into enhanced levels of job performance (Brief, et al., 1976)

Job enlargement has several advantages in an organization. It accelerates the process of learning experiences; provides the possibility of employee's mobility with broad skills; makes the job interesting; results in the retention of employees in organizations and creates a range of experiences that can facilitate the improvement of organizational processes, which is performed by employees (Hill, 2011).

The results among different groups of researchers suggest that job enlargement leads to an increase in satisfaction (Hulin & Blood, 1968; Orpen, 1976), which in turn affects employee's performance (Sleem et al., 2012). Although it gives a feeling of increasing workload, it develops a set of skills that make staff flexible and valuable to the organization (Dubrin, 2011).

***Job enrichment***

Job enrichment refers to a process in which duties and tasks are developed vertically and become deeper. It makes the employees play more roles in planning, executing and assessing their work. In organizations that job enrichment system is being implemented, employees are able to perform the work thoroughly; have freedom, autonomy and more independence; their responsibility has been increased; the feedbacks will be given and consequently employees themselves can evaluate their work to correct their mistakes and improve their performance (Robbins, 1943/2007).

In fact, it is a kind of job training method considered as an important source of learning by increasing responsibilities and tasks (Malone, 2003)

As reported by Kalamas & Kalamas(2004) some of the actions, which can be taken to enrich a job are noted below:

- Employees are charged with doing the whole job, rather than just a piece of it.
- Performance feedback (either positive or negative) is provided on a regular basis to allow the employee to make corrections
- External controls (direction provided by a superior) are decreased, while internal controls (personal responsibility) are increased
- Increased autonomy is seen as an essential job component.
- Assignments are expanded so that new and different tasks can be learned.

In determining the status of job enrichment, Reif & Lathans (1974) stated that American superior industries described the following benefits for jobs, which were enriched.

In the area of performance: productivity, higher quality, better service, increased profit, and reduced costs.

In the area of satisfaction: improved attitudes, morals and work environment, reduced turnover, prevention of labor problems, development of workers' abilities, enhancement of esteem by provision of job autonomy , more interesting and more challenging work.

Studies have indicated that the main reason for the impact of job enrichment on performance should be sought in intrinsic rewards from job satisfaction. In the meantime, organization benefits from eliminating the cost of delay, absenteeism, and lack of attention to quality (Dehghan et al., 2010).

### ***Matching***

Clearly, for many far-sighted organizations, career development has evolved from an isolated tool for individual growth to a key strategic asset. It is important to understand that many differences exist among individuals so that what motivates one employee may have little or no effect on another. On the other hand, employees should be able to meet organization's current and future needs. Career development program aims to match these needs together, the employee's needs with those of the employers. Unfortunately, few individuals achieve a perfect match. When such a situation exists, organization will have to make a better fit, which leads to the waste of cost to prepare an employee for a position for which they are not suited (Snell& Bohlander, 2012).

### ***Creating opportunities***

Developing individual's potentials is a joint responsibility of the organization and the employee himself and the. While the former provide opportunities for the individual to experience practically, the latter should make use of opportunities, take a risk, and identify strengths and weakness.

One of the most effective instruments, which can help employees, is performance review. The purpose of performance review is to help the employees grow. It serves three main purposes: 1) general improvement of the person; 2) improvement of his performance in specific tasks; 3) identification and development of his potential for higher level responsibilities (Singh, 2010).

An appropriate performance review process is based on the bilateral relationship between the supervisors and employees. It has two advantages for employees. First, it prepares the ground to understand the expectations clearly; second, during the evaluation, they can talk about their aspirations to be supported for improvement or re-trained. Performance review can also be used as a guideline for organizations to identify training and development needs (Sennewald & Christman, 2008).

**Methodology**

Present study is an applied research in terms of objective, and a descriptive research in terms of data collecting method. Data collection has been conducted based on library studies and interviews were conducted through exploratory approach. To measure the reliability of the interview, retest and interceder reliability method were used, and its validity was obtained using expert’s opinion at any stage of the interview.

Statistical population of the study consists of managers and human resource experts, who had been involved in the process of organizational career development management in Iranian private sectors, in Tehran. To determine the sample size, the interviews continued until saturation. Finally, the number of sample size reached 25 interviewees, 15 subjects of whom were human resource experts and the rest were managers. It should be noted that the subjects of the sample was gathered through a snowball technique.

To analyze the data obtained from the interviews, thematic analysis method was used. According to Braun& Clarke (2006), thematic analysis was carried out in six phases to reach the results. In the first phase, the researcher reread the text of the interview frequently to become familiar with it and search for the meanings and patterns. In the next step, each phrase was coded manually. The codes, allocated to each phrase, consist of three items. Consider the following example:

*One of the issues that we have considered is to provide opportunities for moving in the horizontal direction for those who are not interested in managerial position. In addition, the organization has no capacity to reach all employees to the managerial position. {18 M 2}.*

In this example, number 18 represents the eighteenth code in the interview, the English letter M is used for managers and E for experts, number 2 in above example shows that this code is the second interview conducted with HR managers. In the third stage, different codes were combined to create a general theme; some of the codes formed the main themes, while others formed sub-themes. At the end of this phase, 8 themes and 21conceptual categories (sub themes) were identified. In phase 4 named “reviewing themes”, some of the themes were broken down into separate ones or collapsed into each other. In the fifth phase, themes were redefined. It is identified that what each theme is about and what aspect of data each theme captures. Eventually, a set of worked-out themes are reported in the form of thematic map.

**Results**

According to what stated, the interview texts were coded and then concepts were classified into conceptual categories that represent independent concepts. In the final steps, themes were extracted from these categories.

The main extracted themes are as follows:

**Goals and needs review**

**Table 1: Conceptual categories that constitute the theme of goals and needs review**

<b>Goals and needs review</b>	Organization’s needs and goals(1A)	{8 E8}, {6 E8}, {3 E2}, {15 E2}, {8 E11}, {7 E4}, {9 E10}	{16 M1}, {4 M2}, {22 M2}, {8 M2}, {1 M7}, {12 M2}
	Employee’s needs and goals (1B)	{3 E8}, {10 E9}, {4 E10}, {5 E5}, {4 E5}, {7 E5}, {16 E5}	{7 M2}, {6 M10}, {1 M11}, {31 M2}, {33 M2}, {13 M5}, {3 M8}

Table 1 shows the first conceptual categories (1A) of factors engaging in designing a successful career development system. One of the interviewees expressed his opinion in this way:

A system is called “successful” when it can lead to achieving the organization's goals. Therefore, career programs should be designed considering this issue {6 E8}.

Or

First, the organization must be aware of the development goals, and the benefits gained from such systems {22 M2}. If the organization gains no benefit, there will be no reason to invest on employees {23 M2}.

Another conceptual category (1B), classified within this theme, expresses interviewees’ attitudes about the need to pay attention to employee's needs and goals. The majority of respondents have a positive opinion about this issue. Consider the following statements:

Undoubtedly, the program will not succeed, regardless of the employee’s needs {1 M11}. If they do not meet their needs well, they will not participate in programs. This factor cause the program to be failed in practice, although it is well designed {2 M11}.

Or

According to our experience, we have found that paying attention to employees and their needs will increase their joy and raise the level of satisfaction that will be reflected in their performance {5 E5}.

Finally, the following statement can be extracted from the data analysis and conceptual categories related to the first theme:

**Statement 1:** from interviewees’ perspective, there is a relationship between the success of career development system and review of the goals and the needs of both organizations and employees

Here, to prevent expanding the length of paper, we just present the themes, conceptual categories and the statements.

#### 1- *Harmonizing the road map*

**Table 2: Conceptual categories that constitute the theme of harmonizing the road map**

<b>Harmonizing the road map</b>	Linear(2A)	{10 E3}, {12 E10}, {51 E4}, {20 E8}, {13 E12}	{48 M1}, {54 M1}, {56 M1}, {11 M5}, {27 M10}
	Expert(2B)	{4 E3}, {23 E3}, {11 E10}, {5 E11}	{49 M1}, {6 M2}, {58 M1}, {28 M2}, {21 M5}
	Spiral(2C)	{5 E3}, {6 E11}, {47 E3}, {48 E3} {46 E4}, {13 E5}, {15 E5}	{52 M1}, {57 M1}
	Transactional(2D)	{86 E4}, {17 E5}, {3 E5}	{6 M3}, {7 M9}, {12 M2}, {21 M4}

**Statement 2:** According to participants, there is a relationship between harmonizing the career path (road map) and designing a perfect organizational career system. If an organization is able to design a system, which allows employees to move in the desired direction (linear, expert, spiral and transactional), employee’s motivation and satisfaction will be greater to participate in career program, which, in turn, affects the results.

#### 2- *Accurate assessment*

**Statement 3:** Accurate assessment is directly related to the success of career development system. If assessments are performed with greater accuracy, the system will be more efficient.

**Table 3: Conceptual categories that constitute the theme of accurate assessment**

<b>Accurate Assessment</b>	Competency(3A)	{30 E1}, {24 E2}, {15 E3}, {44 E4}, {5 E6}	{21 M3}, {16 M12}, {27 M4} {29M11}
	Interests(3B)	{22 E2}, {31 E2}, {38 E2}, {41 E3}	{52 M2}, {13 M3}, {6 M11}, {7 M11}, {15 M11}, {3 M12}, {6 M12}, {7 M12}, {15 M12}, {8 M12}, {6 M13}, {11 M13}
	Career anchor (3C)	{31 E6}, {4 E13}, {45 E2}, {20 E12}, {6 E3}, {30 E7}, {20 E8}	{40 M2}, {25 M3}, {50 M3}, {54 M3}, {46 M3}, {25 M4}, {17 M11}, {13 M11}, {31 M10}, {34 M11}, {8 M10}, {16 M10}
	Career stage (3D)	{4 E14}, {2 E12}, {17 E3}	{51 M3}, {53 M3}, {23 M11}, {37 M11}, {29 M3}

**3- Development program**

**Table 4: Conceptual categories that constitute the theme of development program**

<b>Development program</b>	Training (4A)	{33 E3}, {18 E7}, {9 E1}, {9 E4}, {10 E4}, {11 E4}, {15 E4}, {8 E10}, {17 E11}, {19 E11}, {21 E5}, {7 E7}, {16 E11}	{6 M1}, {69 M1}, {9 M4}, {17 M4}, {1 M8}, {4 M8}, {8 M9}, {8 M11}
	Job enlargement(4B)	{11 E3}, {47 E3}, {48 E3}, {41 E4}, {12 E8}, {52 E4}, {23 E10}	{59M1}, {45M10}, {19 M11}, {26 M11}, {39 M11}, {41 M11}, {29 M11}, {33 M11}, {39 M1}, {15 M4}
	Job enrichment(4C)	{37 E2}, {4 E12}, {3 E7}, {23 E11},	{48 M3}, {11 M7}, {9 M12}, {7 M8}, {42 M11}
	Job rotation(4D)	{13 E1}, {35 E2}, {16 E3}, {18 E3}, {20 E3}, {13 E8}, {15 E8}, {16 E8}, {9 E6}, {14 E8}, {14 E10}, {19 E10}, {20 E10}, {5 E12}, {6 E12}	{40 M1}, {41 M1}, {42 M1}, {27 M11}, {22 M11}, {11 M12}, {28 M3}

**Statement 4:** the majority of interviewees expressed that applying development programs, such as training, job rotation, job enrichment and job enlargement, lead to an increase in effectiveness of organizational career development system.

**4- Matching**

**Table 5: Conceptual categories that constitute the theme of matching**

<b>Matching</b>	Career's requirements(5A)	{53 E2}, {12 E2}, {14 E7}, {12 E11}, {11 E11}	35 } {29 M2}, {21 M2}, {15 M2}, 11 } {46 M2}, {37 M2}, {M2}, {12 M9}, {M9}
	Individual's aspirations and qualifications (5B)	{23 E12}, {16 E9}	10 } {36 M2}, {8 M8}, {51 M2}, {39 M10}, {M9}

**Statement 5:** matching the career’s requirements with individual’s aspirations and qualifications are directly related to the success of career development system.

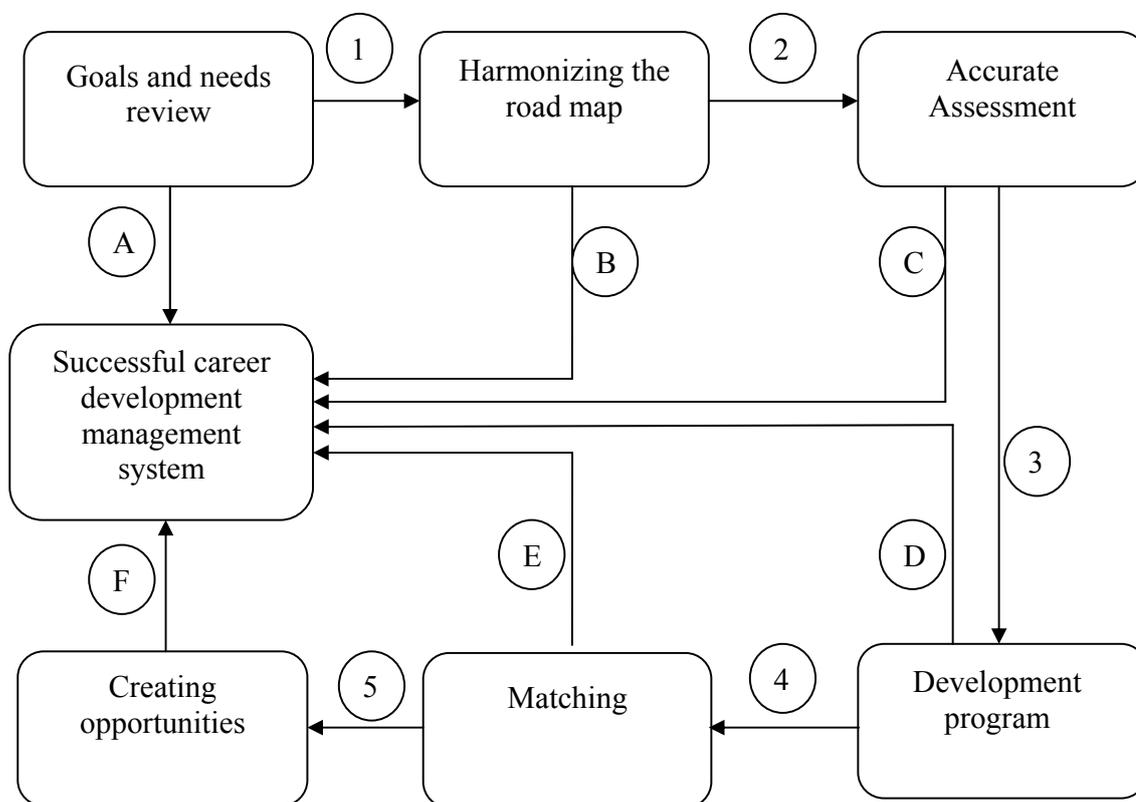
5- *Creating opportunities*

**Table 6: Conceptual categories that constitute the theme of creating opportunities**

<b>Creating opportunities</b>	Practice (6A)	{7 E1}, {5 E2}, {6 E2} {3 E3}, {4 E6}, {70 E2}	{24 M2}, {8 M3} ,{9 M3}\
	Performance review(6B)	{4 E2}, {17 E2}, {14 E5} {10 E8}, {8 E11}, {28 E12}	{16 M1}, {3 M4}, {8 M7}

**Statement 6:** Interviewees emphasized on the necessity of opportunity creation, in order for employees to implement what they have learned in practice and review their performance as well. It is stated that this action causes the system to be closer to its goal successfully.

Figure 1 presents the thematic map, emerged from the data collected in the current study.



**Figure 1: Theme’s map regarding effective steps for designing a successful career development system**

**Description of figure 1:**

- 1- The review of goals and needs enables organization to harmonize its road map with what individuals need.
- 2- Harmonized road map causes organization to assess the employee’s capabilities accurately, with regard to the requirements of the target career and the path in which employees want to step.

- 3- To fill the gap between employee's competencies and the career's requirements, development programs are fed with the assessment results
- 4- Development programs allow the two sides to be well- matched.
- 5- Matching process makes individuals to play their role, when opportunities are created.

For A-F: Refer to the results

### **Discussion and Conclusion**

Restructuring of the organizations in the current crisis (marked by mergers, layoffs and restrictions on activity) and changes have made the career development system a very important process for both employees and employers. From the company's perspective, the failure to motivate the employees, by planning their careers, can lead to hinder the process of filling vacant posts, decrease of the staff involvement and inappropriate use of the money allocated to training and development programs. From the employees' perspective, the lack of career can lead to frustration, feelings of not being appreciated by the company, the need to change the job or the company. Career planning is effective when the organizations fully use the skills and knowledge of their employees and make them motivated to achieve maximum performance, which helps the organization to achieve its objectives (Antoniou, 2010)

In this paper, we identified factors affecting the success of the career development system, which have been identified in the form of themes. Six themes are extracted and their conceptual categories are defined. These include goals and needs review: organization's needs and goals and employee's needs and goals; harmonizing the road map: linear, spiral, expert, transactional; accurate assessment: competency, interests, career anchor, career stage; development program: training, job enlargement, job enrichment, job rotation; matching: career's requirements, individual's aspirations and qualifications; creating opportunities: practice, performance review.

According to the themes extracted from the interview texts, essential measures and processes have been identified, which should be developed in such a way that they accomplish the goals of career development programs.

From practical perspective, this study helps organizations to identify the measures that should be taken into consideration to design an efficient system and detect factors affecting the success of career development management. The results are also perfectly matched with the theories that this study was built on (Schein, 1996; Baruch, 2003; Holland, 1997 and Super, 1957).

It is recommended that the future researches measure how much each of these factors can influence the success of the system and identify the moderating variables affecting each factor as well.

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