

**The Islamic University – Gaza  
Postgraduate Department**

**Faculty of Commerce  
Dep. of Business Administration**



**The Role of HRM Practices in Improving Career Development  
Opportunities of the NGO Staff in Gaza Strip**

**Prepared by  
Hanadi Rebhi Saleh**

**Supervised by  
Dr. Sami Ali Abu El Rous**

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## *Dedication*

*I dedicate this thesis to my Father's soul*

*"Rebhi Saleh Rabah Al Sheikh Saleh"*

*Father, you were and still are the one who most supported me throughout my life and paved my way to success. In every step forward in my life I owe you all the things that contributed to who I am. My sole concern in life was for you to always be proud of me*

*May Allah Bless Your Soul*

*Your Daughter*

*Hanadi*

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## **Abstract**

This research study explores the organization's and employees' role in enhancing career development opportunities. It identifies the prevailing career planning and development approaches within local and international NGOs and amongst employees. In addition, this paper assesses the knowledge of career development concepts between individual employees and the prominent practices in NGOs. The organizational role is analyzed through the followed approach in career management, performance appraisal, and training and development practices, while the individual role is examined through the followed approach in career management and individual characteristics, including autonomy, self-efficacy and career competencies.

The data collection was achieved through a survey distributed to 100 local and international NGOs who met the required criteria. A total sample of 887 employees were surveyed. These employees had at least five years of work experience and worked for the same organization for at least two years, occupying different management and technical levels. A total of 529 completed surveys were analyzed.

### **The most important findings of the research include:**

- The research emphasizes the important roles of organizations and individuals in managing and developing careers and reflects the mutual and balanced relation between both.
- The boundaryless approach is the first followed approach in career development among NGO employees. The employees have a boundaryless mindset which is followed more than the physical mobility preference.
- The mobility preference is adapted by more local NGOs employees, while the boundaryless mindset is prevalent for the INGO employees.
- The employees have self-directed protean career but they are normally not using their own values to guide their career.
- Still some of the organizations and the individuals are following the traditional approach in managing careers but in a weak manner; it is followed in the local NGO more than in the international NGO.
- The performance appraisal for employees is a prevalent HRM practice in the NGOs but its outputs are not used effectively to enhance employees' career development.
- Training and development practices in NGOs have impacted career development for employees but with moderate effect, as they are not well aligned to support career development initiatives for individual employees.
- Employees have high self-efficacy, which stresses that the individuals can contribute to the success of their career development by their increased ability in acquiring new skills and achieving higher personal goals if they would have the organizational platform and support in enhancing their career development.
- The NGO's employees have accumulated a high degree of career competencies; they can exploit them in enhancing their career opportunities in the labor market in general and their current organization in particular.

### **The most important recommendations of the research include:**

- NGOs should work together with the employees on building their capacities and think strategically in having long-term goals in relation to training and development and building organizational human capital capacity.
- NGOs should allocate budget for career development activities and should state this as part of any project proposal and communicate this approach to the donors.

- NGOs should start adopting diversified career development tools like mentoring, expatriation, career planning and management courses, succession planning, job rotation and enrichment, individual development plan and career counseling.
- International NGOs should facilitate the opportunities in working internationally to individuals in order to build their capacities and enhance their career development opportunities.
- Individuals should build their capacities no matter how often the organizations have career development activities.
- NGOs should use personal characteristics; like self-efficacy and career competencies as indicators for choosing suitable employees for different fields in order to select potential employees who can be involved in a succession planning.

## ملخص الدراسة

تهدف الدراسة إلى دراسة دور المؤسسة و الأفراد في تعزيز فرص التطوير الوظيفي ، أيضاً يحدد المنهج المتبع في تخطيط وتنمية المستقبل الوظيفي في المؤسسات غير الحكومية في قطاع غزة. بالإضافة لذلك فإن البحث يقيم مدى معرفة الأفراد بمفاهيم التطوير الوظيفي والممارسات السائدة في المؤسسات. يتم دراسة دور المؤسسات من خلال المنهج المتبع في تخطيط وتنمية المستقبل الوظيفي ، ممارسات تقييم الأداء والتدريب و التطوير، أما دور الفرد يتم بحثه من خلال المنهج المتبع في تخطيط وتنمية المستقبل الوظيفي، الخصائص الشخصية المرتبطة بالتطوير الوظيفي وهي الاستقلالية الذاتية، الإيمان بالقدرة الذاتية والكفاءة الوظيفية.

أداة جمع البيانات هي استبيانة وزعت على مائة مؤسسة محلية ودولية اختيرت على أساس معايير محددة، ووزعت على عينة من الموظفين - يشغلون مختلف المناصب الإدارية و الفنية- عددهم 887 ، هؤلاء الموظفين تم اختيارهم بناء على معايير وهي أن يكون لديهم خمس سنوات خبرة و عملوا في مؤسستهم الحالية على الأقل لمدة سنتين ، وتم تحليل 529 استبيان مطابقة للمعايير .

### أهم نتائج الدراسة هي كالتالي:

- يؤكد البحث على أهمية العلاقة المشتركة بين المؤسسة والفرد في تخطيط وتنمية فرص ومستقبل التطوير الوظيفي.
- المنهج اللا محدود هو المنهج الأكثر اتباعاً في تخطيط وتنمية المستقبل الوظيفي حيث أن الموظفين يتبعون العقلية الوظيفية اللا محدودة أكثر من ميلهم للتنقل الوظيفي الفعلي بين المؤسسات.
- موظفي المؤسسات الأهلية أكثر ميلاً للتنقل الوظيفي بينما موظفي المؤسسات الدولية أكثر ميلاً لاتباع العقلية الوظيفية اللا محدودة.
- الموظفون وحدهم هم المسؤولون عن إدارة مستقبلهم الوظيفي لكنهم لا يوجهوا و يختاروا وظائفهم بناء على قيمهم الخاصة في أغلب الأحيان.
- المنهج التقليدي في تخطيط وتنمية المستقبل الوظيفي لا يزال متبعاً خاصة في المؤسسات الأهلية لكن بصورة ضعيفة.
- تقييم الأداء من الممارسات السائدة في المؤسسات غير الحكومية لكن لا يتم ربط نتائجه بشكل فعال لزيادة فرص التطوير الوظيفي.
- ممارسات التدريب والتطوير في المؤسسات لها تأثير متوسط على فرص التطوير الوظيفي للموظفين، إذ أن معظم الممارسات والخدمات التي تعزز التطوير الوظيفي موجودة بصورة ضعيفة.
- الخصائص الشخصية للموظفين لها تأثير قوي على فرص التطوير الوظيفي: إذ أن الإيمان بالقدرة الذاتية من أهم العوامل التي تدعم التطوير الوظيفي من خلال مقدرة الموظفين على اكتساب مهارات جديدة وتحقيق أهدافهم الشخصية في ظل وجود بيئة مؤسسية تعزز ذلك.
- يتمتع الموظفون بكفاءات وظيفية جيدة تمكنهم من استغلالها للحصول على فرص تطوير وظيفي في سوق العمل وفي مؤسستهم الحالية.

### أهم توصيات الدراسة هي كالتالي:

- على المؤسسة أن تتبنى استراتيجيات بعيدة الأمد وذلك بأن تعمل بشراكة مع الموظفين لبناء قدراتهم وترتبط أهدافها قدر الإمكان مع أهدافهم الوظيفية التطويرية
- يجب أن تخصص المؤسسات ميزانية مخصصة لتطوير وبناء قدرات الموظفين.
- يجب أن تطبق المؤسسات بعض الممارسات التي تعزز التطوير الوظيفي مثل: تقديم الاستشارات المهنية، التدوير والإثراء الوظيفي، مهام العمل الخارجية، آليات تخطيط المستقبل الوظيفي، التدريب في الخارج، التوجي
- وتخطيط تتابع الموظفين في المستويات الإدارية العالية.
- يجب على المؤسسات الدولية أن تعمل لتسهيل فرص الموظفين في العمل في بلدان أخرى لإثراء خبراتهم وتعزيز فرص التطوير الوظيفي.
- على الموظفين أن يهتموا بتطوير مساهمهم الوظيفي حتى ولو لم تقدم المؤسسة فرص لذلك.
- يمكن استخدام الإيمان بالقدرة الذاتية والكفاءات الوظيفية كمؤشر جيد للعديد من المجالات مثل اختيار الموظفين المؤهلين لبرامج تتابع الموظفين في المستويات الإدارية العليا.

## **Chapter One**

### **The Research General Framework**

- **Introduction**
- **Problem Statement**
- **The Research Hypotheses**
- **The Research Variables**
- **The Research Objectives**
- **The Research Importance**

## Chapter One

### The Research General Framework

#### Introduction

The term, "non-governmental organization" or NGO, came into currency in 1945 because of the need for the United Nations (UN) to differentiate in its Charter between participation rights for intergovernmental specialized agencies and those for international private organizations. At the UN, virtually all types of private bodies can be recognized as NGOs. They must be independent from government control, not seeking to challenge governments either as a political party or by a narrow focus on human rights, non-profit-making and non-criminal (Willetts 2002, cited in Zayyan 2010, p.28). International NGOs (INGO) differ from their for-profit counterparts in important ways; one is the values-driven approach to attaining justice, equity, and empowerment for the poor that most international non-profit share (Hailey 2000, cited in Power, Maury & Maury, S 2003, p.23).

An INGO is defined as a non-profit development agency with global operations whose mission is, "among other things", to assist the poor through community development. Examples include CARE, Oxfam, Save the Children, World Vision, and other similar groups (Power, Maury & Maury, S 2003, p.38).

Historically, Palestinian civil society organizations have played a key role in the socio-economic development of Palestinian society. Before the Oslo Accords, these organizations filled the void of absent state institutions and during the post-Oslo era they complemented the institutions of the Palestinian National Authority (PNA). In addition, the Palestinian NGOs were a key component of maintaining the national struggle and social fabric of Palestinian society that was under occupation. In the 1990s the number of Palestinian Non-Governmental Organizations (PNGOs) increased dramatically, primarily because organizations were tolerated to a point and because of the specialization of many organizations. In addition to PNGOs flourishing during this time, many Inter-Governmental Organizations (IGOs, such as the UN, International Monetary Fund, World Bank Group, EU, etc.) and International Non-Governmental Organizations (INGOs) also flourished in the West Bank and Gaza.

In the early 2000s, the number of PNGOs started to increase again covering important segments of social services such as health, education, agriculture, environment, and youth as well as the promotion and implementation of human rights, good governance and democracy. The PNA's clear dependency on external aid, together with its inability to provide funds for civil society organizations, left PNGOs with no other choice but to seek funding elsewhere. However, despite the fact that the sustainability of these organizations is dependent on external aid and that 78% of the revenues of PNGOs are generated from external donors, they only received 10% of the complete external aid distributed to the West Bank and Gaza between 1999 and 2008. Thus, similar to the PNA, the Palestinian civil society has become dependent on external aid due to its inability to generate local funds (MA'AN Development Center 2011, p.4).

Since the NGOs services complement those of the government, at times, or completely replace them—and since they constitute one of four major employers in the labor market (alongside with governmental institutions, UNRWA, and the private sector), NGOs started to

undeniably play a very important role as development institutions (Dema 2008, cited in Zayyan 2010, p.2).

Currently, there is a large number of NGOs in the Gaza Strip, estimated, according to the Ministry of Interior Affairs, at around 887 registered NGOs. All of these NGOs are registered within the Ministry of Interior Affairs under a specific number and hold a particular identity i.e. non-profit organization, non-profit corporate etc.

Tahrawi (2010) mentioned that some of the big organizations which are project-based and have projects on a continuous basis, adopt clear strategies for human resource development in order to meet the work requirements. Although there is a good investment in human resources in NGOs, it is considered low due to the financial limitations. As most of the NGOs do not have human resource management (HRM) division and such functions are managed by the administrative, financial manager in the organization, or project coordinator who supervises the work on the field. Moreover, NGOs do not have the dedicated budget to attract qualified employees because it is easy to recruit many when needed due to the high supply and low demand in the market (Tahrawi 2010, pp.113-115).

### **Problem Statement**

In the Gaza Strip, according to Palestinian Central Bureau of Statistics (PCBS) in 2011; the public sector was the largest employer in the Gaza Strip with 54% compared with 46% in the private sector. The private sector is barely surviving due to export ban, economic recession and scarcity of some raw materials. The local and international NGOs which employ relatively good number of the work force, each organization is working on securing funds to sustain its operation, yet funds are limited because of the instability of political conditions, and if such funds existed, many are competing to acquire the resource.

All these factors lead the organizations to focus on short-term vision and do not adopt strategic plans for further development. Due to the large supply of human capital in the market, employees are not on the top priority of the organizations' concerns. Consequently, few organizations are concerned about their staff's career planning and development and rarely do they allocate huge budget for organizational practices to support career development activities.

In some INGOs like UNRWA; most staff members were aware of career path development concepts, yet they believed that their personal roles were the most effective factor on their actual career development (Al Madhoon 2005). On the other hand, some of the local NGOs like the NGOs operating in the health sector do not have a comprehensive clear methodology for human resource planning nor do they involve the employees in planning or inform them about future career plans and paths, and if the plans exist they are short-term. Based on these circumstances, the employees have an unclear picture about the goals and objective of the organization, and a misunderstanding about its priorities. Accordingly, the employees tend to understand the career requirements and paths on their own, which can lead to greater confusion on the future of their job and a weak ability to manage their career effectively. In addition, the absence of allocated budget for training the employees along with the ambiguous organizational structure brings forward many questions about the ability of the organization to provide the employees with professional career path planning (Adwan 2008, pp.113-115).

In light of the above, the research problem is as follows "Do the HRM practices implemented by NGOs support the improvement of employees career development opportunities? Does the individual play a major role in enhancing their career development?"

### **Research Hypotheses:**

The followings are the hypotheses that will be tested through the research:

1. There is a statistical relationship between career planning and development approaches and career development opportunities.
2. There is a statistical relationship between performance appraisal in the organization and career development opportunities.
3. There is a statistical relationship between training and development practices in the organization and career development opportunities.
4. There is a statistical relationship between individual characteristics; career autonomy, self efficacy and career competencies, and career development opportunities.
5. There is a statistical differences due to the following organizational characteristics; type and years of operations in Gaza Strip,
6. There is a statistical differences due to the following personal characteristics; age, gender, educational background, job title, years of experience and years of service in the organization.

### **The Research Variables:**

The followings are the independent and dependent variables that will be studies through research:

#### **1. Independent Variable(s):**

- Career planning and development approaches
- Performance appraisal in the organization
- Training and development practices in the organization
- Individual characteristics; career autonomy, self efficacy and career competencies

#### **2. Dependent Variable(s)**

- Career development opportunities

### **The Research Objectives**

The research will provide initial assessment of the career development opportunities for the employees working for both local and international NGOs, the different practices the employers adopt for developing their employees careers and the individuals role in developing their own career. The research has the following specific objectives:

1. To identify the most prevalent career planning and development approach among organizations and individuals.
2. To examine the role of performance appraisal in developing career for individual employee.
3. To identify the training and development practices applied in the organization, and how far these practices enhance career development opportunities.
4. To assess how far career development concepts are familiar for the individuals and prominent in the organization.
5. To evaluate the organization role in enhancing career development opportunities for employees on the long run.
6. To reflect how far the individual characteristics; autonomy, self efficacy and career competencies have positive effect on career development.
7. To assess the individual employee role in enhancing career development opportunities.
8. To recommend how the organizations and the individuals can work better on integrating career development in different aspects of the job and work place.

### **The Research Importance**

This research has many factors contributing to its significance and importance to the career development literature, the community and the researcher as follows:

1. The research examines the organizational and individual role together in managing and developing career, and the career development approaches followed in the NGOs working in Gaza Strip.
2. There are very few international, regional and local researches on career developments in the NGOs.
3. The research studies new concepts, generated by other researchers, in career development and the major factors that influence the career development.
4. The research can be used as a benchmark to other future researches in Gaza Strip and the West Bank, and can be applied to the private sector as well with minimal modifications.
5. The research findings can be used by NGOs to better understand the individual employees' characteristics that influence career development and adopt some practices that enhance the employability of their staff.
6. The researcher has in depth interest in career and professional development as an approach that can promote the well being and their contribution on both the local and international level.
7. The researcher will start working on other researches, such as the kind of career path transformation which this research project will serve as the beginning.
8. The researcher will participate with this research in local conference in this field and will look forward to publish the research in international journal.

## **Chapter Two**

### **The Research Theoretical Framework**

#### **- Section I:**

#### **Human Resource Management Definition and Domains**

#### **- Section II:**

#### **Career Development Concepts, Approaches and Requirements**

## **Section I**

### **Human Resource Management Definition and Domains**

- **Introduction**
- **Human Resource Management (HRM) Definition**
- **Main Domains of HRM**
- **How Far HRM Functions are Interrelated**

## Chapter Two

### Section I

#### Human Resource Management Concepts and Domains

##### Introduction

Our work in many ways signifies who we are and defines our personality, habits, and our lifestyle. Finding the right career can lead to a lifetime of satisfaction, otherwise it can lead to poor self-esteem, lowered self-efficacy, a lack of life satisfaction, and even depression, according to many authors (cited in Lewis & Kosine 2008, p.227). The emerging realization is that the responsibility for career development lies both with individuals and with the organization that employs them (Selmer 1999, p.2). The joint responsibility implies that both parties should share various obligations in developing employees' careers with the assumption that employee career effectiveness will be greater than if either party is left on their own (Hall 1986, 1990; Orpen 1994, cited in Selmer 1999).

In the twenty-first century, with the occurrence of reorganizing, downsizing, rightsizing, pyramid flattening, teaming, and outsourcing, traditional career ladders are vanishing fast for many jobs resulting in the reality for most individuals that they will have to change few or ten different jobs during their working life, therefore forcing them to focus on learning and developing skills that enhance their current performance and qualify them for their next job and collaborate with their organization efforts regarding the development initiatives. Thus, lifetime employment must become lifetime employability; to maintain their employability, contemporary workers must participate with the organization to manage their own careers. Employability is as important to organizations as it is to individuals, high technology, with its sophisticated production processes, makes a skilled work force even more important for economic success. (Selmer 1999, p.56; Savickas n.d., pp.52-3)

Career development cannot be handled in a single day or with a one-shot workshop; rather, it represents a formalized effort to recognize employees as vital organizational resources and to develop the human capital to enriched and more capable workers. Organizations are interested in career development realizing that improved efficiency, profitability, corporate growth, and maybe even survival, increasingly depend on better use and development of talent, by deploying its human resource management to serve as a solid base for connecting all the efforts to bring out the best match between individual and organizational development requirements and opportunities (Jackson Jr. & Sirianni 2009).

##### Human Resource Management (HRM) Definition

Human resources are the drive and headspring of the development of the enterprise. An enterprise neglecting its human resources is just like water without a headstream and wood without roots. The enterprise can hardly have any strength of competition and exploitation. The most critical tasks of HRM in the overall power industry will be: 1) to build up a benign operation mechanism and management system of talents cultivation, introduction, adoption, motivation, competition and assessment; 2) to deploy career management with a focus on the "Three High" talents troop construction<sup>1</sup>

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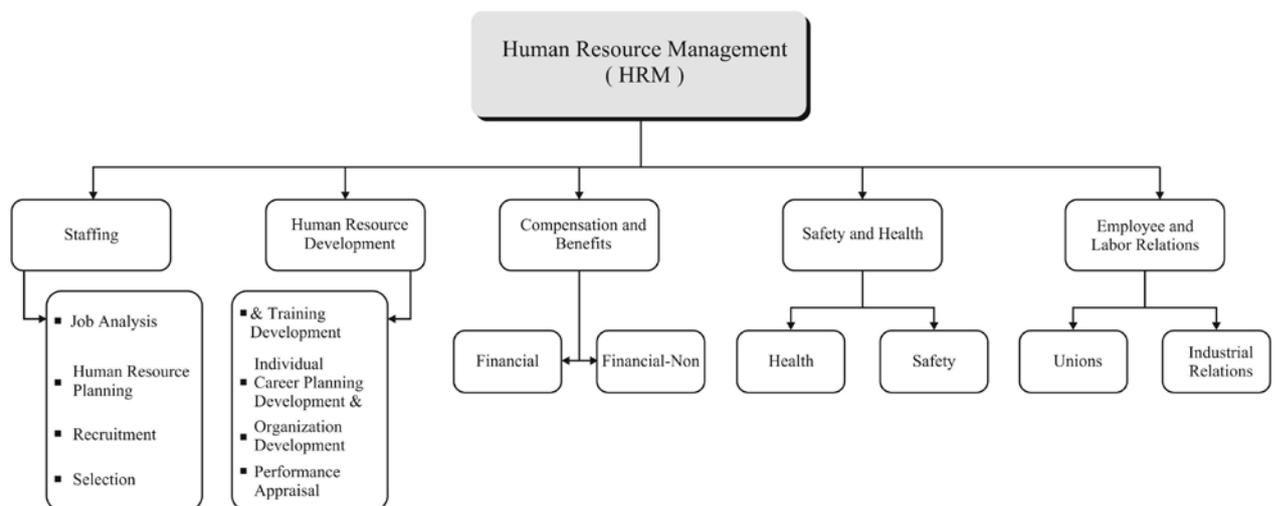
<sup>1</sup> The high skill talented person constructs becomes the the most important which the enterprise constructs, also is the place economic development important link

Human Resource Management (HRM) is the utilization of an organization's human resources to achieve organizational objectives (Mondy & Noe 2005, p.4). HRM is a set of philosophies, processes, and procedures that a company uses to manage: 1) entry and exit processes in the firm, 2) the growth and development of employees, 3) the reward and recognition systems, and 4) the total organizational climate for how people are treated (Bruner et al. 2003, p.42).

### Main Domains of HRM

An effective human resource management is an integrated system which consists of five main domain areas; staffing, human resource development, compensation and benefits, safety and health, and employee and labor relations (Mondy & Noe 2005, pp.5-6); figure (2.1) illustrates main domains of human resource management.

Figure (2.1): Main Domains of Human Resource Management



Source: Articulated by the researcher

### 1. Staffing

Staffing is the process through which an organization ensures that it always has the proper number of employees with the appropriate skills in the right jobs, at the right time, to achieve the organization's objectives. Staffing involves job analysis, human resource planning, recruitment, and selection (Mondy & Noe 2005).

**1.1 Job analysis** is a primary step in staffing which is, a basic human resource management tool, and is the systematic process of determining the skills, duties, and knowledge required for performing jobs in an organization. Job analysis provides a summary of a job's duties and responsibilities, its relationship to other jobs, the knowledge and skills required, and working conditions under which it is performed. Job facts are gathered, analyzed, and recorded, as the job exists, not as the job should exist, and job analysis is conducted after the job has been designed, the worker has been trained, and the job is being performed. The information generated from job analysis is used to prepare both job description and job specifications. The job description is a document that provides information regarding the essential tasks, duties, and responsibilities of the job. The minimum acceptable qualifications that a person should possess in order to perform a particular job are contained in the job specification.

, 3) and to foster a senior management team, a high-  
**1.2 Human resource planning (HRP)** is the process of forecasting the organization's  
 Resource requirements to ensure that the required numbers of employees, with the required skills, are available when and where they are needed.

**1.3 Recruitment** is the process of attracting individuals on a timely basis, in sufficient numbers, and with appropriate qualifications and encouraging them to apply for job with an organization. The recruitment process begins when a manager initiates an employee requisition, a document that specifies job title, department, and the date the employee is needed to begin working. Then it is the HR role to determine whether the employee qualification requirement are available internally within the organization or it should be looked at external recruitment sources; universities, colleges, and other organizations, Once the source of the candidate is identified the company deploys the best recruitment method; internal recruitment includes job posting and employee referrals whereas the external methods include advertising in different newspapers and journals, using employment agencies and recruiters, job fairs, internships, executive search firms, and professional associations.

**1.4 Selection** is the final step in staffing; selecting capable employees is one of management's top priorities; selection is the process of choosing from a group of applicants the individual best suited for a particular position and organization. The selection process begins with a preliminary interview to shorten the list of applicants, and then the applicants go through a series of tests, one or more employment interviews, and reference and background checks internal.

## **2. Human Resource Development (HRD)**

HRD is a major HRM function that focuses on three main areas; individual development such as skill development, interpersonal skills, career development, etc; occupational and group development in which training and development needs occur for group of workers; and organization development (Wilson 2005, pp.15-16).

Human Resources Development (HRD) is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. HRD is essentially a business-led approach to developing people within a strategic framework (Armstrong 2001, p.515).

### **2.1 Training and Development (T&D)**

The most essential component of HRD is training and development (T&D), which is the heart of a continuous effort designed to improve employee competency and organizational performance. Training is the activities designed to provide learners with the knowledge and skill needed for their present jobs. Formal training is a planned, structured, and occurs when people are called away from their workstations to participate in this exercise. Development involves learning that goes beyond today's job and has a more long-term focus, it prepares employees to keep pace with the organization as it changes and grows. Training and development methods include classroom programs, mentoring and coaching, simulation, distance learning and videoconferencing, E-Learning, on the job training and corporate universities, etc (Mondy & Noe 2005, pp.202-3 & 209-216). Employee development activities can take many forms, including assessment and feedback, training programs or courses, and other work experiences. Employee development may not be a formal part of one's job, and can occur through such work experiences as special assignments, voluntary participation in task forces, committees and projects, and other events in which something is learned or skills are developed, according to many authors (cited in Blau et al., 2008, p.2).

### **2.2 Career Planning and Development**

Career planning is the set of policies and practices an organization uses to shape the progression of individuals within it, in accordance with assessment of organizational needs and the performance, potential and preferences of individual members of the enterprise (Armstrong 2001, p.595). A career plan is the roadmap that results from this planning process.

The roadmap specifies the best ways for an individual to grow and develop, through a related succession of job milestones (Souder 1983, p.249). Organizational Career Planning is the planned succession of jobs worked out by a firm to develop its employees. With organizational career planning, the organization identifies paths and activities for individual employees as they develop (Mondy & Noe 2005, p.237).

Boudreaux (2001,p.805) stated that career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles (cited in Egan, Upton & Lynham 2006,p. 27)

### **2.3 Organization development (OD)**

OD is a collection of planned change interventions, built on humanistic-democratic values that seek to improve organizational effectiveness and employee well being, OD encompasses the whole organization and may involve the introduction of a new culture or ways of operating (Wilson 2005, p.16). OD is the planned process of improving an organization by developing its structure, systems, and processes to improve effectiveness and achieve desired goals, it is a major means of achieving change in the corporate culture, this development is important as both work and the work force diversify and change. The tools and techniques used for OD are survey feedback, sensitivity training, team building, and quality circles (Mondy & Noe 2005, p.227).

The various organization development practices should be consolidated to produce an effective career development (CD); a formal approach taken by the organization to ensure that people with the proper qualifications and experiences are available when needed. Career development benefits both the organization and the employee because properly developed employees are better prepared to add value both to themselves and to the company. Its tools are specified during career planning and utilized in CD programs which include diversified training and development methods and the application of organizational development techniques (Mondy & Noe 2005, p.244).

### **2.4 Performance appraisal (PA)**

Performance appraisal (PA), is a critical element in the performance management system, it is a sub-set of performance management and relates to the formal process of assessing and measuring employee performance against agreed objectives. Formal appraisal takes place regularly, usually annually, although it can occur more often (Pilbeam & Corbridge 2002, p.264).

The aim of the performance appraisal is to give employee feedback on performance, identify training needs, provide the organization the opportunity to development and to improve employee performance through counseling, coaching and development, in overall PA is valuable for every human resource functional area (Mondy & Noe 2005).

## **3. Compensation and Benefits**

Compensation is the total of all rewards provided to employees in return for their services and includes direct and indirect financial compensation (Mondy & Noe 2005, p.284).

**3.1 Financial Compensation** is the direct financial compensation that consists of the pay that a person receives in the form of wages, salaries, commissions and bonuses (Mondy & Noe 2005, p.284).

Base pay is the fixed salary or wage which constitutes the rate for the job or the basic salary, wage or hourly pay, it is the rate for the job. Base pay can be derived from job evaluation to determine internal equity and from market intelligence. This rate may vary in a skill-based or competence-based system according to the individual's skill or competence.

Discretionary or variable pay is any additional element of financial reward which may or may not be consolidated. This can vary considerably from zero per cent where all pay is base pay,

with no 'add-ons', to 100 per cent where all pay is variable pay and there is no element for 'rate for the job' . Variable pay of 100 per cent is sometimes associated with sales jobs and referred to as 'commission only' pay.

Reward strategy and policy will determine the role that variable pay will play and the proportion of pay that is earned over and above base pay; skill-based pay, service related pay, performance-related pay, team based pay, contribution-related pay and competence based pay.

Total earnings are usually calculated as the sum of base pay and any additional payments. They constitute the amount of money paid into the bank or placed in an employee's pay packet (Pilbeam & Corbridge 2002; Armstrong 2001).

Employee benefits; the indirect financial compensation (fringe benefits), are various non wage compensation provided to employees in addition to their normal wages or salaries. Some of the benefits include; housing (employer-provided or employer paid),group insurance (health, dental, life etc.),disability income protection, retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid and non paid),social security, profit sharing, funding of education, and other specialized benefits (Mondy & Noe 2005, p.284).

The objectives of the employee benefits policies and practices of an organization are to: provide an attractive and competitive total remuneration package which both attracts and retain high quality employees; provide the personal needs for employees; increase the economic security of employees; increase the commitment of employees to the organization; provide for some employee a tax efficient method of remuneration (Pilbeam & Corbridge 2002; Armstrong 2001).

**3.2 Non Financial Compensation** consists of the satisfaction that a person receives from the job itself or from the psychological and/or physical environment in which the person work. The job as a total compensation factor includes; skill variety, task identity, task significance, autonomy, and feedback. While the job environment has important features including; sound policies, competent supervisors, congenial co-workers, appropriate status symbols, and pleasant physical working conditions (Mondy & Noe 2005, pp.284, 314,341).

Quality of work life is defined as the degree to which employees are able to satisfy their important personnel needs by working in the firm. Some of the most important method of nonfinancial personnel motivation includes such closely-related programs as:

- Alternative work arrangements: these involve allowing employees to design relatively flexible work days and/or work weeks for themselves so as to better accommodate the employees' personal needs and preferences.
- Quality circle programs: these include the establishment of specially trained work teams which meet periodically (usually weekly) to analyze and solve problems in their work areas.
- Companywide quality improvement programs: these programs are instituted to improve the quality of the employer's product or services; the basic approach involves a coordinated, companywide effort built around monitoring customer satisfaction and using employee teams and involvement to continually improve quality (Dessler 1991, p.471).

## **4. Safety and Health**

**4.1 Safety** involves protecting employees from injuries caused by work-related accidents (Mondy and Noe 2005, p.6). Safety programmes deal with the prevention of accidents and with minimizing the resulting loss and damage to persons and property. They relate more to systems of work than the working environment, but both health and safety programmes are

concerned with protection against hazards, and their aims and methods are clearly interlinked (Armstrong 2001, p.819).

**4.2 Health** refers to the employees' freedom physical or emotional illness. These aspects of the job are important because employees who work in a safe environment and enjoy good health are more likely to be productive and yield long-term benefits to the organization (Mondy & Noe 2005, p.6). Occupational health programmes deal with the prevention of ill-health arising from working conditions, they consist of two elements: occupational medicine, which is a specialized branch of preventive medicine concerned with the diagnosis and prevention of health hazards at work and dealing with any ill-health or stress that has occurred in spite of preventive actions; occupational hygiene, which is the province of the chemist and the engineer or ergonomist engaged in the measurement and control of environmental hazards (Armstrong 2001, p.819).

The prevention of accidents and elimination of health and safety hazards are a prime responsibility of management and managers, in order to minimize suffering and loss the following should be implemented:

- The achievement of the highest standards of health and safety in the workplace by elimination, or at least minimization, of health and safety hazards and risks (Armstrong 2001, pp.819-20).
- Developing health and safety policies
- Conducting risk assessments which identify hazards and assess the risks attached to them (Pilbeam & Corbridge 2002, p.314&320).
- Carrying out health and safety audits and inspections in order to locate and define any faults in the system, equipment, plant or machines, or any operational errors that might be the source of accidents.
- Implementing occupational health programs;
- Managing stress; the ways in which stress can be managed by the organization include; job design, target and performance standards, placement, career development, performance management process, counseling, management training and work life balance policies.
- Preventing accidents;
- Measuring health and safety performance;
- Communicating the need for good health and safety practices;
- Training in good health and safety practices (Armstrong 2001, pp.820-21&829).

## **5. Employee and Labor Relations**

**5.1 Employee relations** processes consist of the approaches and methods adopted by employers to deal with employees either collectively through trade unions or individually (Armstrong 2001, p.754). Individuals join unions for many different reasons; job, personal, social or political consideration including dissatisfaction with management, compensation, job security, management's attitude, the need for a social outlet, the opportunity for leadership, forces organization, and peer pressure (Mondy and Noe 2005, p.408).

The Industrial Relations Services (1994) identified four approaches to employee relations policies, which are;

- Adversarial: the organization decides what it wants to do, and the employees are expected to fit in. Employees only exercise power by refusing to cooperate.
- Traditional: a good day-to-day working relationship but management proposes and the workforce reacts through its elected representatives.
- Partnership: the organization involves employees in the drawing up and execution of organization policies, but retains the right to manage.

- Power sharing: employees are involved in both day-to-day and strategic decision making (Armstrong 2001, p.754).

**5.2 Industrial relations** processes are those aspects of employee relations that are concerned with dealing between employers and trade unions (Armstrong, 2001, p.753). When a labor union represents a firm's employees, the human resource activity is referred to as industrial relations, which handles the job of collective bargaining (Mondy and Noe 2005, p.7). Collective bargaining arrangements are those set up by agreements between managements, employers' association, or joint employer negotiating bodies and trade unions to determine specified terms and conditions of employment for groups of employees.(Armstrong 2001, p.763).

Industrial relations processes consist of:

- Approaches to recognizing or de-recognizing trade unions; an employer fully recognize a union for the purposes of collective bargaining when pay and conditions of employment are jointly agreed between management and trade unions to representing their members on issues arising from employment.
- Formal methods of collective bargaining;
- Partnership as an approach to employee relations; partnership agreement is one in which both parties ( management and the trade union) agree to work together on their mutual advantage and to achieve a climate of more cooperative and therefore less adversarial industrial relations.
- The informal day-to-day contacts on employment issues that take place in the workplace between management and trade union representatives or officials;
- Features of the industrial relations scene such as union membership in the workplace, the check-off and strikes (Armstrong 2001, p.753, 761,763&765).

Most organizations do, in fact, manage without trade unions. HRM techniques for increasing commitment through involvement and communication processes provide a route that some organizations without unions follow in order to maintain a satisfactory employee relations climate (Armstrong 2001, pp.774-5).

### **How Far HRM Functions are Interrelated**

All HRM functional areas are highly interrelated and dependent on each other, the output of each element can not be discarded, and it should be integrated somehow into others.

When conducting job analysis, it is essential for the recruitment to have a clear understanding of the qualification required to perform the job in order to determine the tests needed to examine those skills and hence select the most suitable candidate, if the selection results in marginally qualified individuals, training efforts will be intensified. Also it is important after selection for the training and development, in case the person who will fill the position does not possess all the qualifications required, the training programs will be tailored to acquire the missing skill. Also the employee performance is evaluated based on their job description and any specific goals that have been set. In terms of compensation and benefits, in some cases the compensation package is inferior to those provided by the firm's competitors, accordingly hiring the best candidate is impossible, while a competitive pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running, and to retain employees who require less training. it is a must to know the relative value of a particular job to the company before a dollar value is set, and if the job is hazard not only the value of the job rise but also the safety and health consideration should take place and special insurance should be contracted .Job analysis provides a standard for evaluation and comparison of talent and consequently the information is important to employee and labor relation (Mondy & Noe 2005).

The performance-review process provide more accurate objective information for training

and development and career-management systems.To assess individuals' strengths and weaknesses so that future development is identified ,the assessment result should be related to the employees' individual benefits and career development (**Özçelik & Ferman 2006, p.82**).

## **Section II**

### **Career Development Concepts, Approaches and Requirements**

- **Career Definitions**
- **Career Development Definitions**
- **Why is Career Development Crucial to Both Individuals and Organizations?**
- **Approaches in Career Development**
- **The Process of Career Management**
- **The Overall Requirements to Achieve Career Development**

## Chapter Two

### Section II

#### Career Development Concepts, Approaches and Requirements

##### **Career Definitions:**

Career is defined as a sequence of related work experiences and activities, directed at personal and organizational goals, through which a person passes during his or her lifetime, that are partly under their control and partly under that of others (Hall 1986, 1990, cited in Selmer 1999, p.56).

The National Career Development Guidelines, a federal project combining the efforts of several government agencies and professional associations, stated that career originally meant a road, or a course to be traveled, in time it began to mean a course of achievement within a profession, Through the first seventy-five years of the twentieth century, career referred to a professional occupation yielding both money and a respected position in which one could advance, from this perspective, some people had “careers” while others merely had “jobs”. However, for the last quarter-century career has been viewed more broadly, encompassing work, leisure and other life-span dimensions (National Career Development Association n.d., p. 6 of 10).

Career is a developmental and lifelong process including a wide range of occupational, family, civic, and political roles which individuals will undertake throughout their adult lives. It includes paid employment, self employment, unpaid work, multiple jobbing, entrepreneurial enterprise, home based enterprise, study as an adult, and unemployment (New Zealand Qualification Authority 2003, p. 2 of 4).

##### **Career Development Definitions:**

Super (1957) defined career development as a lifelong, continuous process of developing and implementing a self concept, testing it against reality, with satisfaction to self and benefit to society. Peterson (1984) defined career development intervention as a learning process in which generic competency skills are mastered and applied to making career decisions, executing them, and achieving satisfaction with jobs and life in general (cited in Egan, Upton & Lynham 2006, pp.458,464).

In the late 1980s, many of the ideas introduced by the career development pioneers were incorporated into the National Career Development Guidelines, and define career development as a lifelong process of learning about ourselves in relation to the world of work which reflects professional consensus in three main areas: (1) Student and adult competencies and indicators for individual growth and self-knowledge, educational and occupational exploration, and career planning. (2) Organizational capabilities to support competency-based career development programs: and (3) Personnel with the knowledge and skills necessary to deliver these programs effectively (National Career Development Association n.d., pp. 5-6 of 10).

Simonsen (1994) defined Career development as an ongoing process of planning, action toward personal work and life goals, development means; growth, continuous acquisition and application of one’s skills, it is the outcome of the individual’s career planning and the organization’s provision of support and opportunities, ideally a collaborative process. Cummings & Worley (2005) emphasized that career development helps individuals achieve their career objectives, mainly consists of the person's career planning and organizational

practices that help employees implement those plans. The practices include; skill training, performance feedback and coaching, planned job rotation, mentoring and continuous education (cited in Egan, Upton & Lynham 2006, pp. 466-67).

As a collaborative effort, career development is process, reinforcing its dual nature from both individuals and organizations to create a partnership that enhances employees' knowledge, skills, competencies, and attitudes required for their current and future job assignments. It is a quintessential development activity because enhanced individual performance contributes to the success of the organization (Gilley, Egglund & Gilley 2002, cited in McDonald and Hite 2005, p.419).

### **Why is Career Development Crucial to both Individuals and Organizations?**

Career development has impressive impact and mutual benefit for both the individual and the organization; in the changing work environment, for organization survival it is relying on its human capital and it strives to better use and development of talent, hence investing in their career development. The outcomes of this are; improved efficiency, profitability, corporate growth, and maybe even survival. Employees involved in significant career development programs are likely to show increased job satisfaction and company loyalty, which translates to reduced employee turnover for firms. Accordingly, it is translated to increased customer satisfaction and firm productivity (Selmer 1999; Jackson Jr. & Sirianni 2009). It has been found that in financial services organizations like banks and investment entities; high employee turnover subconsciously causes customers to doubt if their investment are safe when new people are constantly change, every new face behind the teller line is a new face for customers to get to know and trust (Brox 2007, cited in Jackson Jr. & Sirianni 2009, p.280).

Employers no longer able to guarantee lifelong continuity of employment or upward career progression increasingly look to employee development initiatives to retain and motivate staff. Less explicit mention is now made of career development; more is made of personal development, often with the aim of increasing employee achievement and commitment to the business goals. The advantages to the individual are obvious – a greater sense of fulfillment, often, and increased job satisfaction but, in addition, a higher degree of “marketability” both within the organization and the external labour market (Ball 1998, p.9).

For the individual employee, career planning and development provides insight and direction and constitutes a means for handling ambiguous role requirements and organizational demands, identifying career opportunities, lessening stress in connection with career adjustment and the empowerment opportunities including coaching and training enables the employees to handle the stress and responsibilities, while also improving their job performance. Further development builds a confidence of the ability to perform a wide range of tasks and empower the employees through shifting decision-making authority down through the organizational hierarchy, allowing lower level employees the opportunity to gain additional responsibilities in order to perform their jobs more effectively and solve work and customers problems and handling service failures (Selmer 1999; Jackson Jr. & Sirianni 2009).

Through career management, self-satisfaction towards work and make work more meaningful and life nicer and be more orientated towards the future. Once the physical requests of the employees in the power enterprises are met, the career management then can satisfy their growing spiritual demands to improve their satisfaction towards work and life (Ma, Ji & Ma 2006, p.138)

Career development interventions effectively ease occupational choice and enhance work adjustment by helping individuals to gain self-knowledge about where they can be satisfactory and satisfied. As today's economy requires the flexibility to move repeatedly into newly configured jobs, the interventions help job changers to learn which jobs are easiest for

them to move into and the specific skills needed to acquire in order to ease smooth job transitions (Savickas n.d., p.61).

## **Approaches in Career Development**

### **1. Organizational Approach**

#### **1.1 The Traditional notion of a career**

In the past clear differences were made between manual workers and shop-floor workers who were perceived to have a job but not a career; and management and professional trainees, often graduates, who had access to specialist career-related training and fast-track progression routes. Much of career development was linked to processes designed to secure promotion for a select few through managerial grades. It was assumed that so long as the selected elite wanted to stay, there would be a career for them. Walton (1999) mentioned that traditionally, many organizations had well-established career progression routes for those seen as having potential, predicted on continuing lifelong service within the organization. Much of the traditional approach to career planning also seems to be predicated on the assumption that one works in a large organization. It is that context that one can identify predetermined career routes or career paths. It also seems predicated on the notion that there are job hierarchies and categories which allow for skill progression and development opportunities. A number of distinctive features have been associated with the traditional approach to career development (Walton 1999, pp.213-14).

Super (1957) initiated the **traditional career** concept in which the career progress is a linear and upward across one or two firms with a focus on extrinsic rewards and organizational career management. Age, organizational or workforce service time are often used as a proxy for career stage, in addition to the psychological measures of career stages, such as Super's copyrighted career concerns inventory or career scenarios describing different career stages, however, nowadays traditional careerists typically exhibit more mobility between organizations. The individuals following traditional career paths had infrequent job or firm changes and most had worked for their organization for 10 or more years. The organization had some policies that supported a traditional career path, including mechanisms for rewarding long tenure (e.g., 3 months of paid leave after 10 years of continuous service) (Sullivan & Baruch 2009, pp.1548, 1557).

The traditional view of organizational career development was grounded in the mindset of making a career within an organization and of predictable, stable jobs. Career planning and management typically meant plotting a course within an organizational system that would yield promotions or increases in responsibility as expertise grew and following that course. The mechanisms to accomplish career goals were often regularly scheduled training programs, job rotation, and perhaps some form of informal mentoring (McDonald & Hite 2005, p.420).

#### **1.2 Tournament notion of a career**

Rosenbaum (1984) points out that a number of organizations seem to practice a 'tournament' model of career development for people who seek management progression as their career anchors, in which early success in the tournament is seen as a predictor of later progress. In effect, an employee needs to win in the early stages in order to remain in the game. There follows a number of years of training, job rotation and general socialization until individuals reach their early thirties. Then, those individuals deemed to have high potential are promoted more quickly than the rest of their peers, who may be encouraged to leave (cited in Walton, 1999, p.213).

The notion of a tournament is a powerful metaphor even if it is not associated with such a specifically defined approach. Where promotion opportunities are few – as for example in

delayed and downsized organizations-competition can become intense as people jockey for position. This assumes, of course, that vertical progression and hierarchical position are still seen as goals to be aimed for, an assumption embedded in the traditional notion of a career (Walton 1999, p.213).

## **2. Individual approach "Contemporary career"**

Beginning in the mid-1990s, an increasing focus was placed on careers outside of organizations (Sullivan & Baruch 2009, pp.1557). As things changed; as companies downsized, rightsized, and reconfigured, employees that once had pinned their career plans on advancement within a particular organization began to realize the future of their careers depended on their own initiative, and career planning took on a new dimension. Accordingly a new career lexicon appeared, redefining well-used terms like career and employment to encompass a broad-based view (McDonald & Hite 2005, p.420). So career became not just a way to define "hierarchical progression" but a reference to all work experiences, and employment expanded to include not just one's place and type of occupation but also a person's employability over time (Arthur & Rousseau 1996, cited in McDonald & Hite 2005, p.420).

During this time, the nature of work has changed as well, there are three major shifts in the transition from organization-based to boundaryless careers; one addresses rewards, noting the change from interest in high salaries and job status to goals defined by personal interests and work-life balance, the second notes a transition from development of organization-specific skills to acquiring transferable skills that can move with the individual as she or he transitions from one system to another, and the third tracks a change from loyalty to one's organization to increased professional commitment that yields the potential for a broad based portable network (Forret & Sullivan 2002, cited in McDonald & Hite 2005, p.420).

### **2.1 Protean career**

Halls (1996b) developed protean career theory which emphasizes that career development is the responsibility of individual. Based on the metaphor of the Greek god Proteus, who could change his shape at will, the protean careerist is able to rearrange and repackage his or her knowledge, skills, and abilities to meet the demands of a changing workplace as well as his or her need for self-fulfillment. The individual, not the organization, is in control of his or her career management and development (Sullivan & Baruch 2009, pp.1545). The protean career is an orientation on career development in which the individual takes control regarding his career management, development and decisions rather than the employer. In a protean career the core values for determining success are high level of freedom, autonomy and growth, and the main success criteria are subjective which is psychological success, versus objective that includes both; position and salary (Lopes 2006, p.480).

Protean career captured the individual nature of career progress, driven by the person and evolutionary in nature; rather than fostered by and bound to an organization (Hall's 1996, cited in McDonald & Hite 2005, p.420). It focuses on the subjective perspective of the individual career actor and it envisages that the individual will drive his or her career and will define goals that encompass the whole life space (Carbery & Garavan 2007, p.395).

Individuals who hold protean career attitudes are intent upon using their own values (versus organizational values for example) to guide their career ("values-driven") and take an independent role in managing their vocational behavior ("self-directed"). An individual who did not hold protean attitudes would be more likely to "borrow" external standards, as opposed to internally developed ones, and be more likely to seek external direction and assistance in behavioral career management as opposed to being more proactive and independent. While most protean individuals might in fact exhibit more mobility and a

learning orientation, mobility and learning may be correlated of a protean career, but not necessary components of it (Briscoe, Hall & DeMuth 2005, p.31).

Briscoe and Hall (2006) reconceptualized the protean career concept by defining its two dimensions: (1) values driven in the sense that the person's internal values provide the guidance and measure of success for the individual's career; and (2) self-directed in personal career management—having the ability to be adaptive in terms of performance and learning demands. Based on different combinations of these two dimensions, they suggested four primary career categories: dependent (low values driven, low self-direction), rigid (high values driven, low self-direction), reactive (low values driven, high self-direction), and protean or transformational (high values driven, high self-direction) (cited in Sullivan & Baruch 2009, p.1549).

## **2.2 Boundaryless career**

Boundaryless career is defined as career opportunities beyond the boundary of a single employer; an individual is independent rather than dependent on a traditional organizational career arrangement. Arthur and Rousseau (1996) offered six different meanings, discussing boundaryless careers like: (a) the stereotypical Silicon Valley career, in which individuals move across the boundaries of separate employers; (b) those of academics or carpenters, that draw validation and marketability from outside the present employer; (c) those of real estate agents, sustained by external networks or information; (d) those that break traditional organizational assumptions about hierarchy and career advancement; (e) those in which the individual rejects existing career opportunities for personal or family reasons; and (f) those based on the interpretation of the career actor, who may perceive a boundaryless future regardless of structural constraints (Sullivan & Baruch 2009, pp.1545, 1551).

Like the protean career, the principal framework of the boundaryless career requires individuals to shed the idea that the employer is solely responsible for career development (Lopes 2006, p.480). The boundaryless career envisages autonomy in a psychological sense to move across boundaries and between jobs, functions, and skill sets, the concept places particular emphasis on the perception of the capacity to make successful transitions (Carbery & Garavan 2007, p.401). Whereas the traditional career was defined as professional advancement within one or two firms, a boundaryless career is defined as "...a sequence of job opportunities that go beyond the boundaries of a single employment setting" (DeFillippi & Aruthur 1996, cited in Sullivan 1999, p.458)

The strategic global alliance requires adopting the concept of boundaryless organizations which consequently need the move to more fluid organizational structures; this has supported the move toward boundaryless careers as well. Schein (1996) has made a distinction between internal versus external careers; internal is where one is going in one's work life, whereas external refers to vertical mobility within the organizational hierarchy (Tung 2002, p.97).

Sullivan and Arthur (2006, pp.22-24) suggested a definition of a boundaryless career as one that involves characterized by varying levels physical and/or psychological career mobility. They presented boundaryless careers by the model with physical mobility along the horizontal continuum and psychological mobility along the vertical continuum. According to the model, having a boundaryless career is not an "either or" proposition, rather, a boundaryless career can be characterized by the degree of mobility exhibited by the career actor along both the physical and psychological continua. Both physical and psychological mobility, and the interdependence between them, can thereby be recognized and subsequently measured.

The model focus on four “pure types” of careers; careers exhibit low levels of both physical and psychological mobility, careers have high levels of physical mobility but low levels of psychological mobility, careers have low levels of physical mobility but high levels of psychological mobility, and careers in this quadrant exhibit both psychological and physical mobility.

While a boundaryless career attitude is primarily psychological, Arthur and Rosseau’s (1996) emphasis upon careers which unfold beyond a single employment setting has frequently been interpreted as involving interfirm, physical employment mobility (cited in Briscoe, Hall & DeMuth 2005, p.31). Related to the notion of psychological boundarylessness, career actors will vary in the attitude that they hold toward initiating and pursuing work-related relationships across organizational boundaries. This does not necessarily imply physical, nor employment mobility. Thus a person with a decidedly high “boundaryless” attitude toward working relationships across organizational boundaries is comfortable, even enthusiastic about creating and sustaining active relationships beyond organizational boundaries.

As such, a second important boundaryless career attitude is the inclination toward physically crossing organizational boundaries in employment mobility. Someone high in such an organizational mobility attitude would be comfortable with, or even prefer a career that played out across several employers (Briscoe, Hall & DeMuth 2005, p.31).

The old Traditional career model is totally different in its main criteria from the modern boundaryless career concept; Table (2.1) summarizes those differences.

**Table (2.1): Comparison of Traditional and Boundaryless Careers**

	<b>Traditional</b>	<b>Boundaryless</b>
<b>Employment relationship</b>	Job security for loyalty	Employability for performance and flexibility
<b>Boundaries</b>	One or two firms	Multiple firms
<b>Skills</b>	Firm specific	Transferable
<b>Success measured by</b>	Pay, promotion, status	Psychologically meaningful work
<b>Responsibility for career management</b>	Organization	Individual
<b>Training</b>	Formal programs	On-the-job
<b>Milestones</b>	Age-related	Learning-related

Source: Sullivan 1999 'The Changing Nature of Careers: A Review and Research Agenda'

### 2.3 Postcorporate career

Peiperl and Baruch (1997) offered the Postcorporate career concept as a means of integrating ideas from the protean and boundaryless concepts, Postcorporate career is the one that takes place outside large organizations, whereby individuals enact a multitude of alternative career options, including employment with smaller, more agile firms; self-employment; working in small project teams; or other ad hoc arrangements.

Postcorporate careerists are self-directed, take responsibility for their own career management, perceive a variety of career options, and are willing to cross multiple boundaries to fulfill their needs for intrinsic job satisfaction as well as financial rewards. Postcorporate careerists have a permanent career rather than a permanent job as they voluntarily or involuntarily leave large organizations, because they are unable or unwilling to pursue corporate careers due to the uncertainty that is inherent in them. They work in a variety of alternative employment arrangements, including working as independent

contractors and temporary workers, or working for a small firm that provides professional services to large organizations (Sullivan & Baruch 2009, pp.1546-47, 1555).

### 3. The Balanced approach

A more appropriate and balanced perspective would focus on the relationship between the individual and the organization in managing careers, organizations look for the human capital that will provide them with competitive advantage (Baruch 2006, p.129).

Herriot and Pemberton's (1996) model focuses on matching individual and organizational needs and contributions for career management. According to Wanous' (1992) matching model, people choose organizations that match how they see their own career needs fulfilled, which is confirmed by Sullivan et.al (1998) where people build their career relating to their values. Baruch's (2004a) developed career active system triad (CAST) model, which is set at three levels of analysis, table (2.2): values, approaches, and behaviors. The basic underlying level of values—the principles, morals, culture—forms the roots from which the other levels emerge. The second level—approaches and assumptions—translates those values into the third level, that of action: behavior and practice. The values convey the aspiration (for individuals) and strategy (for organizations) into the attitudes (for individuals) and policies (for organizations). The final outcome is action, behavior for people, and managerial practices for organizations. This is an active system, always in a perpetual motion, since it needs to respond to both external pressures from the environment, and internal requirements of the organization and its people (cited in Baruch 2006, p.129).

**Table (2.2): The CAST model**

<b>Level</b>	<b>Individual</b>	<b>Organization</b>
<b>Values</b>	Aspirations	Philosophy (strategy)
<b>Approaches</b>	Attitudes	Policies
<b>Behaviors</b>	Actions	Practices

**Source: Baruch 2006 ' Career development in organizations and beyond: balancing traditional and contemporary viewpoints'**

The CAST model may be served as the framework for the discussion and for providing the balanced viewpoint. At the organizational level, the values of the organization may indicate whether the firm takes a traditional or contemporary approach to careers. For example, when the organization holds a traditional career developmental mentality, they may apply certain practices (e.g. traditional career paths and traditional career development activities) while if holding contemporary career developmental mentality, the organization would aim to gain employability for employees, introduce outsourcing, secondments, etc, Figure (2).

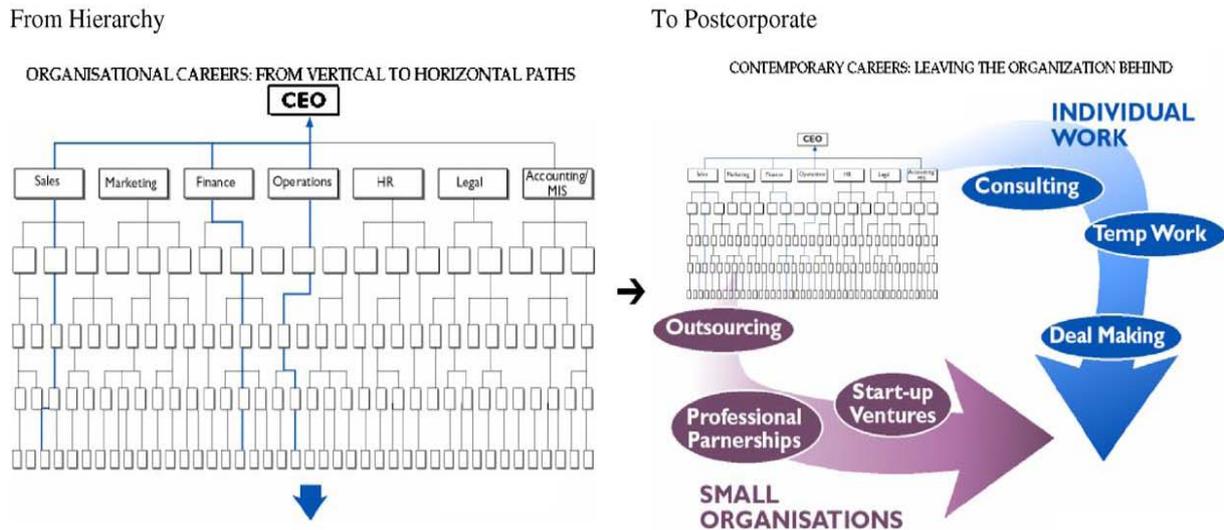
The change in career systems does not mean that organizations need to abandon their role in managing careers. Instead, the organization has a new significant role—being supportive, enabler, and developer of its human assets. Organizations need to move away from the traditional 'command and control' approach, and become 'supportive and developmental'. The organization is the enabler of successful career, not the commander who moves the chess pieces across the board) (Baruch 2006, pp.129-130).

If employees need to engage in self-directed career development on an ongoing or continual basis to prevent obsolescence and remain attractive to employers then a good understanding of the motivation process involved in this development would help organizations encourage it (Fossum et al 1986, cited in Garofano & Salas 2005, p.282).

The interdependence of employers and employees in the career development process have been restated, noting that individual careers are influenced by organizational structures and that employer success depends in part on linking organizational goals with individual aspirations. Human resources can best reenter the field by relinquishing the outdated focus on

controlling what career development is and how it is provided and adopting a broader perspective. This means venturing into uncertain territory, becoming more flexible while maintaining a balance between the needs of the organization and those of the individual employee (Doyle 2000, cited in McDonald & Hite 2005, p.421).

**Figure (2.2): From traditional to post-corporate**



Source: Baruch 2006 "Career development in organizations and beyond: Balancing traditional and contemporary viewpoints"

### **The Process of Career Management**

Career management consists of the process of career planning and management succession. The aim of career management is to :a) ensure that the organization's needs for management succession are satisfied. b) provide men and women of promise with a sequence of training and experience that will equip them for whatever responsibility they have the ability to reach c) to give individuals with potential the guidance and encouragement they need if they are and aims to equip individuals with skills and expertise and prepare them to reach certain level of responsibility and achieve a successful career with the organization in tune with their talents and aspirations (Armstrong 2001, pp.595-96).

The components of salespersons career development model developed by (Jackson Jr, Hollmann & Gallan 2006) and the detailed process of career management developed by (Armstrong 2001) were used by the researcher to develop a unified career development process, illustrated in figure (2.3), the key elements of career development process are:

## **1. Organization Career Management Functions and Strategies**

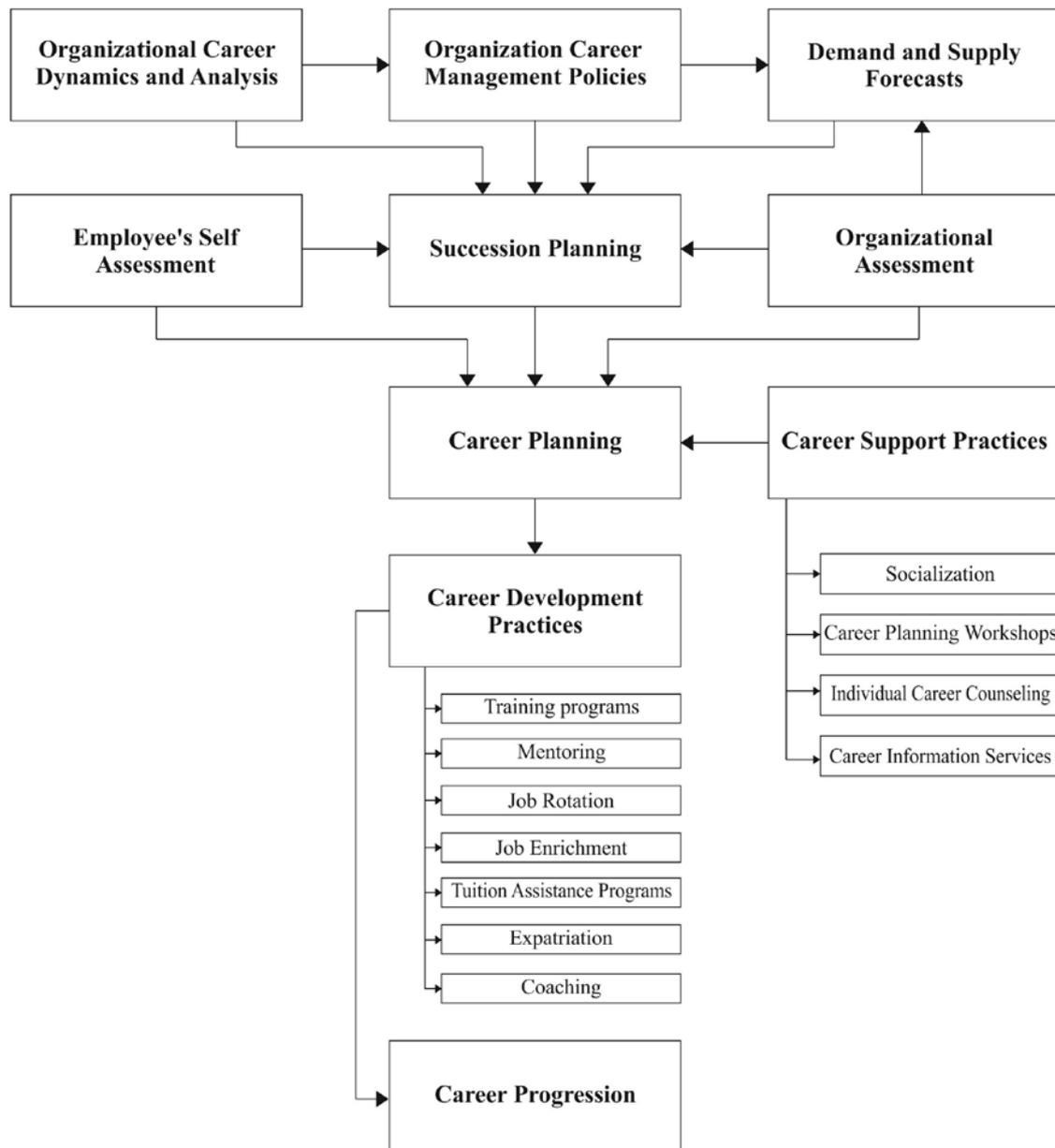
### **1.1 Organizational Career Dynamics and Analysis**

Career dynamics describes how career progression takes place, the way in which people move through their careers either upwards through promotion or by enlarging or enriching their roles to take on a greater responsibilities or make more use of their skills and capacities. Career analysis examines the characteristics of job ladders and families. A job ladder consists of the steps individuals can take as they progress through their career in a job family. A job family consists of jobs where the nature of the work is essentially the same although there may be significant differences in the level of work, competences are developing quickly and aspirations and inclinations are being clarified.

Establishing the career path, when skills and knowledge gained in the expanding stage are being applied, tested, modified, and consolidated with experience, when full levels of

competencies have been achieved and when aspirations are confirmed or amended; maturing when individuals are well established on their career path and proceed along it according to their motivation, abilities and opportunities. Through each of these stages people develop and progress at different rates (Armstrong 2001, pp.596-98).

Figure (2.3): Career Development Process



Articulated by the researcher based on (Jackson Jr , Hollmann & Gallan 2006) & (Armstrong 2001)

## 1.2 Organization Career Management Policies

### 1.2.1 Make or buy decisions

The organization needs to decide on the extent to which it:

- Makes or grows its own managers (a promotion from within policy);
- Recruits or buy is deliberately from outside, which means adopting a policy that accepts a reasonable amount of wastage and even takes step in a good time to encourage people to develop their careers elsewhere if they are in danger of stagnating;

- Will have to buy in talent from outside because of future shortfalls in the availability of managers, as revealed by demand and supply forecasts (Armstrong 2001, p.600).

### **1.2.2 Short-or long-term policies**

Policies for determining the time scale for investing in career fall into one or other of the following categories;

- Short-term performance: employers who adopt, consciously or unconsciously, this policy concentrate on the 'here and now'. They recruit and train high performers who will be good at their present job and are rewarded accordingly. If they are really good, they will be promoted— there are plenty of opportunities—and the enterprise will get what it wants.
- Long-term plans: employers who believe in long-term career planning develop highly structured approaches to career management. They go in for elaborate reviews of performance and potential, assessment centers to identify talent or confirm that it is there, 'high-flyer' schemes, and planned job moves in line with a pre-determined programme.
- Long-term flexibility: employers who follow this policy appreciate that they must concentrate on getting good performance now, and that in doing so they will, to a considerable extent, be preparing people for advancement. To this point, they adopt the same attitude as short-term employers. However, they also recognize that potential should be assessed and developed by training which is not job specific and by deliberately broadening experience through job rotation or the redirection of career paths (Armstrong 2001, pp.600-01).

### **1.3 Demand and Supply Forecasts**

Demand and supply forecasts are provided by the use of human resource planning techniques. Expert systems can also be used where there is an extensive database on flows, attribute requirements (person specifications), and performance and potential assessments. Such systems can establish relationships between the opportunities and the personal attributes they demand so that careers advisers can take a set of personal attributes and identify the most appropriate available opportunities.

At the career planning stage, they can also identify people with the correct abilities and skills for particular jobs and provide information on the career management programmes required to ensure that attributes and jobs are matched and careers progress at an appropriate rate (Armstrong 2001, p.603).

### **1.4 Succession Planning**

The succession planning aims to ensure that, suitable managers are available to fill vacancies created by promotion, retirement, death, leaving, or transfer. It also aims to ensure that a cadre of management is available to fill the new appointments that may be established in the future.

The information for management succession planning comes from organization reviews and demand-and-supply forecasts. The succession plans will be influenced by the career dynamics of the organization and also by the performance and potential assessments, which provide information, often of limited validity, on who is ready now and in the future to fill projected vacancies (Armstrong 2001, pp.602-03).

There is a need to broaden succession planning to a wider group of positions, which entails identifying those employees who have the skills to fill key positions within different managements in the organization (Jackson Jr, Hollmann & Gallan 2006).

Succession planning may be informal or formal. If it is informal, it typically involves an individual manager identifying and grooming his or her replacement. If it is formal, it takes

organization-wide needs and plans into account. It identifies candidates for key positions and also plans for their development in order to increase their potential for successful advancement (Leibowitz et al. 1986, cited in Jackson Jr, Hollmann & Gallan 2006, p.293)

## **2. Employee's Self Assessment**

An essential component of the career development model is assessment. Assessment involves determining employee's strengths and weaknesses and may be accomplished through self-assessment or organizational assessment. The purpose of self-assessment is to help the employee to choose a career direction that is appropriate and to determine the weaknesses they need to overcome to achieve their career goals.

Career workbooks contain information on career paths available in the organization. Career planning workshops also may make employees aware of career options that are available in the organization. Skills assessment exercises are designed to identify the employee's skills. Interest inventories measure the employee's occupational interests. Finally, value clarification involves prioritizing the employee's personal values (Jackson Jr, Hollmann & Gallan 2006, p.292).

## **3. Organizational Assessment**

Organizational assessment utilizes various tools to aid the organization in evaluating employee. Organizational assessments may be performed in assessment centers, through psychological testing or performance appraisal, or through succession planning (Jackson Jr , Hollmann & Gallan 2006, p.292).

### **3.1 Assessment centers**

Assessment centers allow employee to be evaluated as they participate in a series of exercises that resemble what they might encounter in their careers. Assessment centers offer an excellent opportunity for employee and managers to gain insights into employee's capabilities.

Cook & Herche (1992) indicated that employee can be provided with feedback to improve their performance and also experience conditions that reinforce competencies, which are beneficial to professional development. Evaluation of these exercises gives employee feedback about their strengths and weaknesses in the areas covered by the exercises.

For the organization, According to Boehm (1985) there are several applications of developmental assessment centers; first, the feedback session itself provides insight and formulates developmental strategies, secondly, the early identification of talent prepares the identified individual for rapid advancement, third, the identification of strengths and development areas for employee insures that individual training and development programs can be formulated for them, and finally, the assessment center also allows sales managers to gain development experience by getting observer training (cited in Jackson Jr, Hollmann & Gallan 2006,pp.292-93).

Assessment centers include multiple independent evaluations often providing a conclusive indicator of a participant/s potential for success in a range of alternative careers leaving little doubt for the individual what future options are available or possible according to (Portwood & Granrose 1986, cited in Selmer 1999, p.59).

### **3.2 Psychological testing**

Psychological testing utilizes written tests to help employee determine their occupational interests, personality types and other personality characteristics that provide insights not supplied by other planning activities, and often used along with career counseling. Two

examples of these tests are the Strong Interest Inventory and the Myers-Briggs Type Indicator; the Strong Interest Inventory measures employee's interests and how they compare with the interests of people successfully working in a wide range of occupations, and the Myers-Briggs Type Indicator is a personality assessment that helps identify work style preferences (Jackson Jr, Hollmann & Gallan 2006,p.293).

### **3.3 Performance Appraisal**

Performance appraisal is primarily concerned with assessing employee's performance on their current job. However, the performance appraisal process should also be concerned with career development, provide guidance on possible directions in which an individual's career might go, and indicate who has a potential for promotion. Here, the manager can evaluate the professional development needs of employee and their strengths and areas where they need improvement, based on their actual performance in the most recent period.

Performance management processes should provide counseling sessions between individuals and their managers. These sessions should give the former the opportunity to discuss their aspirations and the latter the chance to comment on them-helpfully-and, at a later stage, to put forward specific career development proposals to be fed into the overall career management programme. Development centers can provide a valuable vehicle for career counseling and planning (Armstrong 2001, pp.606, 609).

## **4. Organizational Career Support Practices**

The next component of the career development process is direction which consist of career support practices, which is the information employee receiving on career opportunities within their firm,and may include socialization, career workshops, individual career counseling and career information services (Jackson Jr, Hollmann & Gallan 2006)

### **4.1 Socialization**

Socialization provides employee with information about their company, their work units, and their specific jobs. The goals of socialization include: fostering pride in belonging to the company, creating an awareness of the scope of the company's business, and decreasing new employee's concerns associated with their new job (Kleiman, 2000, cited in Jackson Jr, Hollmann & Gallan 2006, p.294).

### **4.2 Career Planning workshops**

Career planning workshops are purposeful learning experiences emphasizing self-assessment and development of planning skills. Effective workshops help individuals analyze their interests, values, goals, and capabilities; consider their options; make decisions related to their present job; and establish personal development plans (Portwood & Granrose 1986; Selmer 1999). Some organizations conduct workshops for a couple of days to put the employees on the right track to develop their career within a company, where the employees redefine their career objectives to match the needs of the company, the company may send employees to workshops conducted in the community or the employees can go by their own (Mondy & Noe 2005, p.245).

### **4.3 Individual Career Counseling**

Career counseling is a skilled job and the immediate boss is not always the best person to do it. Some large organizations have appointed specialist whose sole job is to provide a career counseling Service to back up the efforts of line managers and to advice on what needs to be done by individuals or, more generally ,by the organization as a whole. Mentoring can also be used for this purpose. The individuals concerned may need an increased level of self-

awareness, better access to information about career opportunities and improved decision-making skills (Armstrong 2001, p.609).

Individual career counseling (ICC) could be provided by professional career specialists to educate employees to manage their own careers. According to Epperheime (1997) such services can be offered face to face, over the telephone, or online (cited in Selmer 1999, p.59).

#### **4.4 Career Information Services**

Career information services provide career development information to employee. The most common services provided are job posting systems, skills inventories, career paths, and career resource centers (Jackson Jr, Hollmann & Gallan 2006, p.294).

##### **4.4.1 Job Posting Systems**

Job posting, one of internal recruitment method, is a procedure for informing and making the employees aware that a job opening or internal job vacancies exist (Mondy & Noe 2005; Selmer 1999). Job posting is done through the internet, intranet or via emails, and the expected response is job bidding which allows the employees who believe their skills and qualification is a perfect match for the job (Briscoe & Schuler 2004,).

The objective of these systems is to give employee maximum awareness of potential job openings. This encourages promotion from within and gives employee awareness of new positions that might fit their career plans (Jackson Jr, Hollmann & Gallan 2006, p.294).

##### **4.4.2 Skills Inventories**

It is developed by having employee fill out detailed questionnaires which specify their experience, interests, and talents. When managers are looking for candidates to fill a particular position they can use the skills inventory to identify employee with the required skills rather than relying on their own memories or opinions.

For employee, assessment of their competencies provides a way to help them understand their own skills set. Using the skills inventory they can gain more detailed knowledge of their own strengths and weaknesses. They can use this to plan their careers and pursue on the job development (Jackson Jr, Hollmann & Gallan 2006, p.294).

##### **4.4.3 Career Path**

A career path is a flexible line of movement through which an employee may move during employment with a company. Following an established career, the employee can undertake career development with the firm's assistance, and thus may weave from company to another as one obtains greater knowledge and experience (Mondy & Noe 2005, p.237). Information on career planning provided by the organization simply means the organization reveals its specific plans to the employee, which can be regarded as the general case of the previous program for fast trackers (Selmer 1999, p.59).

Career path information provided by the organization (CPIPO) offers individuals the opportunity to assess their own plans against those reflected in the corporate career paths (Portwood & Granrose 1986, cited in Selmer 1999, p.60).

##### **4.4.4 Career Resource Centers**

A career resource center, its purpose to understand career options, can be an office where employee can search for jobs, browse through career development materials such as workbooks, videos or books, or do other career planning and preparation. Alternatively it can be a web-based site where they can pursue the same activities (Jackson Jr, Hollmann & Gallan 2006, p.294)

## **5. Career Planning**

Career planning is the key process in career management. It uses all the information provided by the organization's assessments of requirements, the assessment of performance and potential and the management succession plans, and translates it in the form of individual career development programmes and general arrangements for management development, career counseling, mentoring and management training.

The philosophy upon which career plans are based refers not only to advancing careers to meet organizational and individual requirements, but also the need to maximize the potential of the people in the organization in term of productivity and satisfaction under conditions of change, when development does not necessarily mean promotion.

Career plans must therefore recognize that:

- Members of the organization should receive recognition as individuals with unique needs, wants and abilities;
- Individuals are more motivated by an organization that responds to their aspirations and needs.
- Individuals can grow, change and seek new directions if they are given the right opportunities, encouragement and guidance (Armstrong 2001, pp. 607,609).

## **6. Career Development Practices**

The major component of the career development model is development. Development is the process of trying to build on strengths and overcome weaknesses by taking actions to ensure employee's success and preparing them for future opportunities. Development might include training programs, mentoring, job Rotation and enrichment, tuition assistance programs, expatriation, coaching, etc (Jackson Jr, Hollmann & Gallan 2006, pp.294-95).

### **6.1 Formal Learning**

Learning goal orientation is defined as the extent to which individuals focus on learning strategies that will enhance their personal competence after receiving feedback, those individuals are motivated by competence development and choose challenging tasks that foster learning (Dweck & Leggett 1988, cited in Carbery & Garavan 2007, p.404). Greater knowledge resulting from learning opportunities may accrue to managers working in organizations with a structured HRD department that emphasizes generic as well as specific development opportunities (Carbery & Garavan 2007, p.400). Where learning consists of courses and online development activities and developmental assessment centers with feedback (Hay Group 2007, cited in Carbery & Garavan 2007, p.400)

### **6.2 Training Programs**

The career-oriented trainings, not only help employees to accomplish their current tasks and stress adaptation to the current post, but also take into consideration the future work and employees' career development, thus enhancing employees' adaptation to the current post and exploitation of their own values .The excellent employees, who have their own orientation and target of their career development in the enterprise with get the most out if the training. The career-oriented training puts the career plan into action through the pertinent education and training, which will tremendously activate the employee's enthusiasm and initiative. Training activities will transform behavior from narrow, passive, and short-term utilitarian into active and long-term self-conscious recognition and needs (Ma, JI & Ma JU 2006, p.141).

Lam et al. (1999) stated that training might consist of seminars, workshops, conferences, or on-line courses. Powell (2000) suggests that regardless of current career status the individual

has to make a commitment to the concept of continuing education (cited in Jackson Jr, Hollmann & Gallan 2006, p.296).

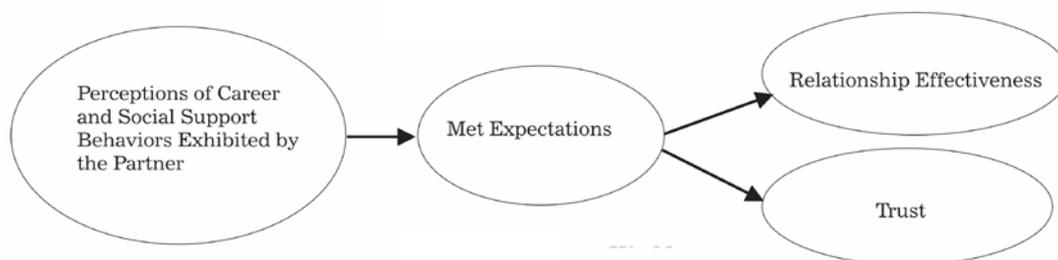
### 6.3 Mentoring

Mentoring is an approach to advising, coaching, and nurturing, for creating a practical relationship to enhance individual career, personal, and professional growth and development. It focuses on the skills to develop protégés to perform to their highest potential, leading to career advancement. Mentors may be anywhere in the organization or even in another firm. Coaching, often considered a responsibility of the immediate boss, provides assistance much as a mentor (Mondy & Noe 2005, pp.210-11).

Mentoring can be undertaken by senior peers or superiors or simply a person the employee can trust (Selmer 1999, p.59). Caudron (1994) asserted that coaching or mentoring involves developing senior managers into career coaches who are able to help employees examine and manage their career options. Portwood & Granrose (1986) mentioned that a good mentor is not there to provide the answers but to assist an individual to develop their skills at resolving career-related complications (cited in Selmer 1999, p.59).

Young and Perrew (2000) studied perceptions of mentors and protégé's to understand how the mentoring exchange is perceived by each group and how perceptions of the exchange influence feelings about the relationship. Figure (2.4) illustrates the model developed about perceptions formulated about the mentor relationship.

Figure (2.4): The Mentoring Exchange



Source: Young & Perrew 2000 'Planning What Did You Expect? An Examination of Career-Related Support and Social Support among Mentors and Protégés'

### 6.4 Job Enrichment

Job enrichment consists of basic changes in the content and level of responsibility of a job so as to provide greater challenge to the worker, and provides a vertical expansion of responsibilities. The worker has the opportunity to drive a feeling of achievement, recognition, responsibility, and personal growth in performing the job (Mondy & Noe 2005, p.109)

Consultancies and temporary assignments are two forms of job enrichment; employee may be used as consultants to solve organizational problems. Employee possesses skills and knowledge of organization operations which gives them a unique perspective. These temporary consultancies can solve important problems and energize the employee at the same time (Jackson Jr, Hollmann & Gallan 2006, p.296).

## **6.5 Job Rotation**

Job rotation is a form of on the job training where employees move from one job to another to broaden their experience. Higher level tasks often require this breadth of knowledge; rotational training programs help new employees understand a variety of jobs and their interrelationships (Mondy & Noe 2005, p.216).

Fast-Track Programs make participants aware of proposed organizational plans for them often involving rotation through different divisions or areas of the corporation (Baba et al. 1995, cited in Selmer, 1999).

Because of the exposure to different aspects of the firm and the additional responsibilities and skills acquired, "Job rotation is frequently used to groom employee for management positions" (Ingram et al., 2006, cited in Jackson Jr, Hollmann & Gallan 2006, p.296).

## **6.6 Coaching**

According to Thach & Heinselman (1999) career coaching consists of three key elements: it consists of one on one interaction about work-related issues, its focus is on providing employee with feedback on their strengths and weaknesses, and its goal is to improve employee's work effectiveness in their current positions.

Tyler (1997) pointed out that career coaching is used to turn around differences in employee's current performance or to strengthen underdeveloped skills. Career coaching is also used to groom employee for advancement (cited in Jackson Jr, Hollmann & Gallan 2006, p.296).

## **6.7 Expatriation**

Expatriation has been historically viewed as the process of moving from the parent company or headquarters to a foreign subsidiaries or overseas operations. It is better defined as a process of moving from one country to another while staying in the employment of the same firm.

It is expected that an overseas assignment is highly developmental and it is becoming more common to make a posting to a foreign assignment a critical part of an individual's career plan. The challenge is to manage this process, both from the standpoint of the organization; where key managers can choose the qualified employee for the post, and the individual who may not see the career advantages in terms of career development (Briscoe & Schuler 2004, pp. 234,250). Organizations should assign employees to participate in foreign training as a means of enhancing their practical abilities (Chen, Chang & Yeh 2003, p.196).

Because of the nature of most overseas assignments, selection for international transfer is most successful when based on factors such as; the maturity of the candidate (i.e, being self started, able to make independent decisions, having emotional stability, and having a well-rounded knowledge of on- and off- the job subjects to facilitate discussion with foreign colleagues and contacts who are often quite knowledgeable and interested in such topics), ability to handle foreign language, possession of a favourable outlook on the international assignment by the expatriate and his or her family, possessing appropriate personal characteristics (excellent health, desire for the assignment, adaptability, etc) (Briscoe & Schuler 2004, pp. 236-37).

Involvement in international fast-track program requiring foreign management experience may accomplish the same thing as could coaching/ mentoring by a person with that kind of experience. Interest in the specific host country culture may be stimulated by job posting and assessment centers applied to area training. Willingness to acquire new patterns of behavior and attitudes may be increased by enrollment in a fast-track program requiring a good

performance during the foreign assignment, presumably motivating the expatriate to try to adjust (Selmer 1999, pp.57, 60).

Expatriate success is defined as; completion of the foreign assignment as defined at the beginning, cross cultural adjustment while on assignment, and good performance of the job while on the foreign assignment (Briscoe & Schuler 2004, p. 256).

As it is a strategic necessity for globalizing business firms to try to develop a pool of mobile expatriate managers despite rapidly changing business conditions and managers' increasing doubts of the advantage of pursuing an expatriate career, corporate assistance for developing expatriate careers could be offered to prospective candidates as well as to managers already on foreign assignments (Selmer 1999, pp.57, 60).

### **6.8 Tuition Assistance Programs**

Many firms offer tuition assistance programs to support their employee's education and development. These firms pay tuition and other costs of education programs ranging from seminars, workshops and continuing education programs to degree programs. There is some debate as to whether employee benefits more from executive education or formal degree programs such as MBA programs. Rasmusson (1997) added that it depends on the company, the position sought and the individual as to which is the most appropriate for the salesperson. Wiesendanger (1993) implied that tuition for these programs may be fully paid, partially paid or paid only upon receiving some level of satisfactory performance in the program (cited in Jackson Jr, Hollmann & Gallan 2006, p.296)

Organizations should invest in their employees, however, they do not own their employees, thus career management is a risk management process, whereby organizations invest in their people, but the people are free to leave upon their will. One clear example is investing in employees' education. This is typically done via tuition reimbursement (Baruch 2006, p.132).

Cappelli (2004) found that establishments with tuition reimbursement programs had lower turnover rates on average than those without some form of educational assistance; he concluded that there were retention benefits for tuition reimbursement, particularly when the employees are enrolled in the program. However, Benson et.al (2004) found that the likelihood of turnover decreases while employees are in school, but increases after employees earn graduate degrees (cited in Baruch 2006, p.132). This can be the case when a company fails to recognize the value of the education and the job the graduate is performing does not relate and benefit from their new competence. Under such circumstances when their new skills and knowledge are not appreciated and cannot be applied, the graduates tend to move to new companies where their education will be rewarded and used (Baruch 2006, p.132).

### **6.9 Informal Learning**

Informal learning is an alternative means of career development, noting that the natural resources within the organization offer quick, cost effective career-development activities that reinforce the business strategy and promote learning through day-to-day work, many boundary-spanning, informal learning activities that best fit individual career development needs already are part of day-to day workplace operations, yielding a potential cost advantage over more traditional career development initiatives. Currently, with the organizational community facing reorganization, downsizing and the constant evolving of job descriptions and roles, formal learning, implemented usually through training classes and workshops is diminishing; informal learning has become the mindset. Also Powell et al. (2001) present a model to illustrate the role informal learning can take in "re-creating career development", in their model, HRD plays a critical role in facilitating the "Learning How" level of the

experience, which involves reflection and critical thinking about the learning and in the “Learning Why” level, which involves integrating “the original learning experience into both professional and personal aspects of their lives”, the learner who gets to the “Learning Why” level will have greater self-efficacy, hence improved performance, and will consequently set more challenging career goals (Hall 2002; Powell et al. 2001, cited in McDonald & Hite 2005, p.427-28).

### **6.10 Networks**

Forret and Dougherty (2001) define networking as proactive attempts by individuals to develop and maintain personal and professional relationships with others for the purpose of mutual benefit in their work or career. they identified five types of networking behaviors to help individuals increase and maintain the size of their networks: increasing internal visibility (e.g., joining organizational task forces), engaging in professional activities, participating in social gatherings, becoming involved in community events, and maintaining contacts with others by sending cards or e-mail to keep in touch (cited in Janasz & Forret 2008, p.630). Networking can improve individuals’ social capital by influencing (1) the size of their social networks, (2) the strength of their relationships in the social network, (3) their pattern of relationships in their social network, and (4) the resources of their social network (Forret 2006).

With its focus on building and nurturing personal and professional relationships to create a chain of information, contact, and support, networking has become critical for individual, as well as organizational, success and benefit. Building and maintaining strong relationships with others result in a larger network that individuals can turn to for social support, ideas, advice, sponsorship and Keele (1986) it could turn into mentoring relationships, if contact becomes more frequent and the relationship has greater familiarity and comfort (Janasz & Forret 2008, pp.631-32).

Developing informal or formal networks for employees, potential boundary-spanning activity, both within and outside their work environments, support career development efforts. HRD can play a valuable role in advocating the benefits of networks to upper management, promoting networking opportunities for employees, offering expertise and assistance in facilitating such groups, providing information on how to set them up, and monitoring their effectiveness (McDonald & Hite 2005, p.428).

### **6.11 Community Involvement,**

In today’s corporate environment, employees often recognize the need to develop their careers beyond the walls of the organizations, serving on community boards, volunteering in nonprofit organizations, and assisting in community events can develop skills as well as provide additional networking opportunities and socio emotional support (Martins et al. 2002,cited in McDonald & Hite 2005,p.428).

HRD can take the lead in encouraging volunteerism, acting as a resource for employees wanting to become more involved in their communities, and advocating for flexible work schedules so employees can engage in such activities (McDonald & Hite 2005, p.429)

### **6.12 Alternative Forms of Mentoring**

HRD’s involvement in these alternative forms of mentoring like; peer relationships, group or team mentoring, and virtual or e-mentoring will vary depending on the resources the organization is willing to commit to these activities. Organizations planning to offer these developmental activities will need HRD’s involvement in connecting individuals or groups and providing training and coaching to mentors and participants. If group or team mentoring is employed, HRD practitioners may be asked to help facilitate these teams. Some organizations will not have the resources to fully implement these mentoring activities, in this

case, HRD practitioners should be aware of potential ways employees might become involved in mentoring outside of the work setting (McDonald & Hite 2005, p.429).

## 7. Career Progression

Career progression is defined in terms of the competencies required by the individuals to carry out work at progressive levels of responsibility or contribution .these level can be described as competency bands (Armstrong 2001, p.607).

### The Overall Requirements to Achieve Career Development

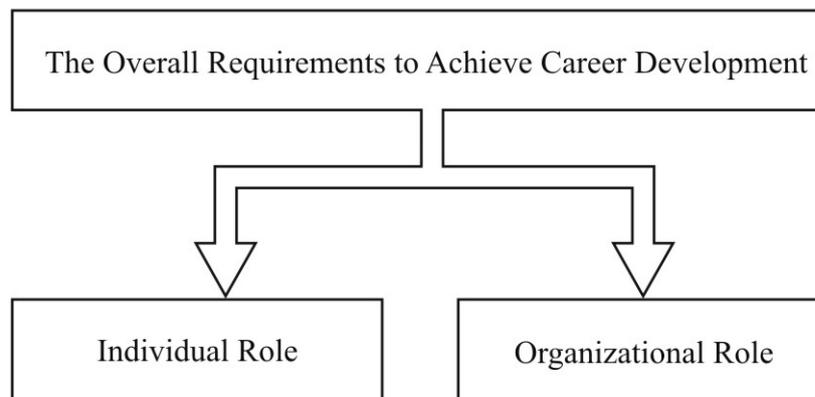
One extreme sees the organization as the entity in charge in terms of control and command. The organizations develop and follow a strategy, form policies, and apply a wide range of career practices. The other extreme suggests that the onus is with the individuals. It is clear that the trend in the last decades is towards more individualistic career management. Nevertheless, even in this individualistic environment, the organization hold a major and significant role in career management, and a number of career practices are available for HR managers to deal with it (Baruch 2006).

Figure (2.5) illustrate that the success of career development requires that each the organization and the individual play their role in parallel.

#### 1. Organizational Role

Many researchers emphasized the importance and prominence of organizational career planning and management (CPM) as part of HRM. Alongside the emergence of many start-up businesses and small new ventures there is a multitude of mergers and acquisitions, creating very large organizations. These large organizations as well as smaller ones have a responsibility to plan and manage their human resource assets (Baruch 2006, p.130).

Figure (2.5): Requirements for career development



Source: articulated by the researcher

Baruch (1999) stated that organizations can arrange their system to fit the changing needs of the employees and the environment, by strategically aiming to gain both internal and external integration of their career practices internal integration relates to the level of harmony between the various CPM, when the specific practices relate to each other. For example, effective career management will utilize the output of the performance appraisal system and associated it with other practices. Inputs from one practice (mentoring, for example) should influence the use of other practices (e.g. workshops, secondments). External integration is concerned with the way that career systems which best fits the organization depend on the operational strategy of the whole enterprise(cited in Baruch 2006, p.130).

HRD's contribution to career development has been through formalized programs such as training, mentoring, tuition reimbursement, job posting, and career-planning workshops, which are recognized as viable learning events and called bounded activities; because access to and availability of these events is contingent on the organization's ability and willingness to offer them. These types of programs will continue to be important in developing some individuals' careers, however many organizations do not have the resources or the time to offer numerous formalized programs, so boundary-spanning activities typically require fewer organizational resources than more traditional bounded-development initiatives, it include four learning activities are highlighted and recommended as alternative ways of developing employees' careers: informal learning, networks, community involvement, and alternative forms of mentoring.

However, they have the potential to be very effective in meeting the needs of employees in turbulent organizational environments for two major reasons. First, these activities may expand individuals' perspectives of what a career can involve. For example, networking and community involvement may help employees better understand the multiple facets of how work and life intersect. Second, these initiatives may help individuals develop new and different skill sets, increasing resiliency and employability.

Together they respond to employee needs and interests in the age of the protean career, these bounded and boundary-spanning activities may overlap and be used in conjunction with each other to support the organization's career-development efforts (McDonald & Hite 2005, p.427).

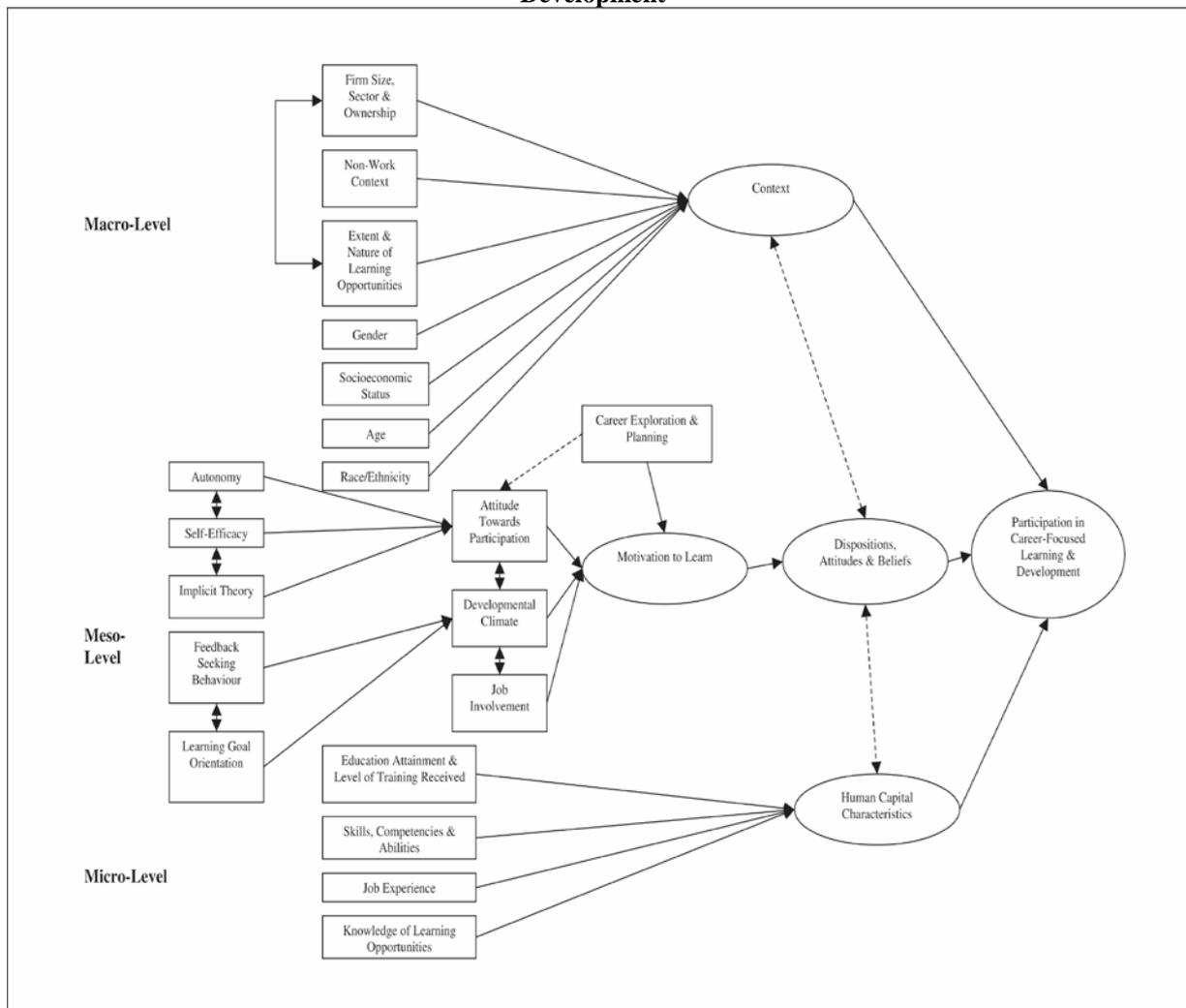
## **2. Individual Role**

A vast number of factors influence career decisions and, broadly speaking, the situation and individual play an important role in the decision-making process. Digman (1990) & George (1992) indicated that when focusing on the individual, a multitude of dispositional traits and characteristics have been examined as antecedent factors related to individual behavior (Young 2009, p.285). Effective management of the relational aspects of the psychological contract between employees and employers based on the protean careers require individuals to acquire and develop a set of personal skills and competencies such as continuous learning, tolerance for ambiguity and uncertainty, autonomy, self-awareness and self-efficacy. The research literature on careers has tended to explain career success in terms of several individual difference factors that have significant impact on how individuals enact and perceive their careers (Ballout 2008, p.656).

As part of the individual domain, Cappellen and Janssens (2005) identified the most three influential factors that distinctively point to the changing nature of global career path: career competencies, locus of career development responsibility, and the boundary between work and personal life.

There are three individual characteristics which have a mediating influence on attitudes toward participation for managers in Career-Focused Learning and Development (CLFD): autonomy, self-efficacy, and the implicit theory of the manager, and they developed a three-level framework to conceptualize manager participation in CLFD, figure (2.6). At the micro level, they include different types of capital such as education and training, current skills, competencies, abilities, and knowledge of learning opportunities as key influences on participation. The meso level focuses on personal characteristics of managers and includes preferences, desires, and other dispositions, such as autonomy, attitudes to learning, implicit theory, attitude toward careers, and self-efficacy. The macro level focuses on aspects of context and includes characteristics of organizations and individuals (Carbery & Garavan 2007, p.397).

**Figure (2.6) Conceptual Framework Explaining Manager Participation in Career-Focused Learning and Development**



Source: Carbery & Garavan 2007 "Conceptualizing the Participation of Managers in Career-Focused Learning and Development: A Framework"

## 2.1 Individual Career Management

The clear implication in the employer response to the changes emerges that employees need to become more self-managing in their approach to career issues. Since they can no longer expect the employing organization to provide opportunities for promotion in quite the same way as before, employees need to take greater control of their own personal and career development.

Ball (1998) developed a model of career competence relevant to managers, technical and professional staff and which can clearly be seen to have meaning to the individual in the workplace – relevant to those with portfolio or boundaryless careers as well as to those with organizational careers. The model consists of four overlapping career competences in particular in figure (2.6) seemed to account for a wide range of career choice and career maintenance tasks described by the interviewees in their work history. The four competences – optimization; engaging in personal development; career planning; and balancing work and non-work – are now outlined.

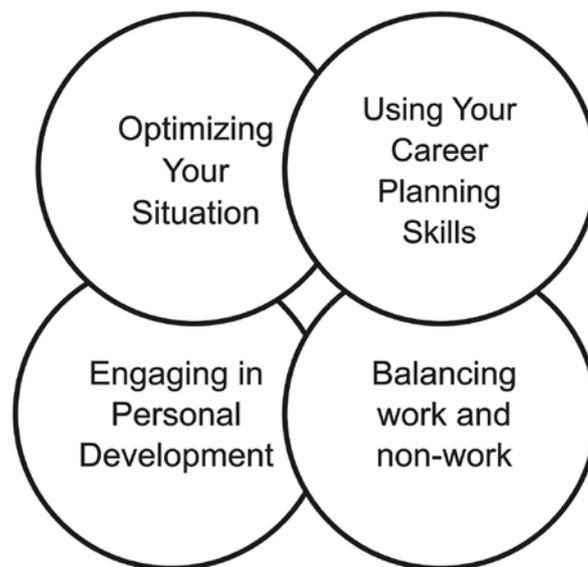
Competence 1: optimizing career prospects; one of the characteristics of the career development process is the propensity of individuals to improve their lot, to find work which has greater interest, is better paid or more in accord with their personal values.

Competence 2: career planning – playing to your strengths; there are frequent misunderstandings over the term “career planning”. It is used here to refer to the process of career review and decision making – a cyclical, iterative process which we visit at frequent stages in our lives rather than a long-range plan.

Competence 3: engaging in personal development; the forms of personal development vary, but the range is increasing. For those undertaking accredited workplace training, there is the opportunity of gaining further qualifications for work-based projects and distance-learning assignments. For business professionals, there is the chance to take external secondments in a client company or to new markets such as central Europe; for middle managers, participation in mentoring and coaching; for staff at all levels, the opportunity to upgrade their skills. At a professional level, in particular, narrowly defined notions of job-related training are giving way to personal development almost for its own sake.<sup>9</sup>

Competence 4: balancing work and non-work; we will all have different ideas about the amount of time we want to invest in work. And because of the changes described earlier, we may face an expectation that longer working hours are the norm, an inevitable consequence of the process in delayering and downsizing in business organizations. For some people, men in particular, whose life script may be highly work-centered, this may pose few problems. For others, mainly women, there will be a clear need to balance the competing demands of work and family (Ball 1998, pp.4, 6-10).

**Figure (2.7): The Four Overlapping Career Competences**



**Source: Ball 1998 'Career management competences – the individual perspective'**

## **2.2 Career Competencies**

Competencies would be defined as the attributes and behavioral characteristics needed to perform effectively at each discrete level in a job family. In the competency band approach, the number of levels would vary according to the range of competencies required in a particular job family. For each band, the experience and training needed to achieve the competency level would be defined.

These definitions would provide a career map incorporating 'aiming points' for individuals, who would be made aware of the competency levels they must reach in order to achieve progress in their careers. This would help them to plan their own development, although support and guidance should be provided by their managers, HR specialists and, if they exist, management development advisers or mentors. The provision of additional experience and training could be arranged as appropriate, but it would be important to clarify what individual

employees need to do for themselves if they want to progress within the organization (Armstrong 2001, pp.607-9).

It is argued that competency accumulation occurs at the level of the individual. Each form of knowledge dynamically changes in response to shifting environmental, employment and personal variables. Personal competencies reflect these forms of knowing, introducing three different career competencies: knowing-why, knowing-how, and knowing-whom (Arthur, Claman & Defillippi 1995; Defillippi & Arthur 1994, 1996, cited in Cappellen & Janssens 2005, p.351).

The first career competency is knowing-why competencies, Defillippi & Arthur (1994) stated that it answers the question 'Why?' as it relates to career motivation and personal meaning, and those competences which manifest themselves in the way individuals understand their own motivation and are able to identify with organizational goals (cited in Cappellen & Janssens 2005, p.351; Ball 1998, p.5)

Mirvis & Hall (1996) and Mohrman & Cohen (1995) asserted to discuss this competency in terms of the individual identifying personally with work rather than with the organization (cited in Cappellen & Janssens 2005, pp.351-52).

The second career competency, knowing-how, reflects job-related knowledge and career relevant skills which are reflected in employee performance (Defillippi & Arthur 1994, cited in Cappellen & Janssens 2005, p.352; Ball 1998, p.5)

The third career competency, knowing whom, reflects career relevant networks, whose diverse and multiple meanings are stressed, networks refer no longer only to business networks within the organization but to communities of practice outside the organization (Defillippi & Arthur 1994, 1996, cited in Cappellen & Janssens 2005, p.352)

### **2.3 Autonomy**

Autonomy is the extent of individual freedom and discretion employees have in performing their jobs, jobs that provide autonomy often lead employees to feel responsible for work outcomes (Mondy & Noe 2005, p.341). The boundaryless career envisages autonomy in a psychological sense to move across boundaries and between jobs, functions, and skill sets in which that concept places particular emphasis on the perception of the capacity to make successful transitions (Carbery & Garavan 2007, p.401). Hall (2002) asserted that the protean and authentic career concepts emphasize a self-directed approach to learning and the idea that it is the manager who drives the career. The highest degree of autonomy is intrinsic motivation in which according to Deci (1975) participation in learning for its own sake; to experience the inherent pleasure and satisfaction that derives from participation (cited in Carbery & Garavan 2007, p.401).

Extrinsic motivation implies participation as a means to an end i.e. career development or promotion rather than for any intrinsic satisfaction. Autonomy as a situation in which the manager takes the initiative to identify learning needs and goals, select appropriate learning strategies, and participate in Career-Focused Learning and Development CLFD, and he/she is expected to adopt a mindset that highlights freedom, self-direction, and the selection of career and learning opportunities that are based on the manager's personal values (Carbery & Garavan 2007, p.401).

### **2.4 Self Efficacy**

Bandura (1977) defined self efficacy, in his social cognitive career theory (SCCT), as self-confidence or beliefs about one's capability to perform a specific task (cited in Maurer 2001, p.124). It has been noted that a strong feeling of self efficacy has been shown to be positively related to improvements in learning performance (Guest 1992b, cited in Armstrong 2001, p.533).

Self-efficacy for development and improvement of career-relevant skills is the belief by a worker that he/she is capable of improving and developing his/her skills (Maurer 2001, p.124). The authentic career concept envisages individuals having the self-confidence to enact their careers and possessing the self efficacy to integrate their current with previous self according to Svejenova (2005) (cited in Carbery & Garavan 2007, p.401). Self-efficacy is likely to mediate the extent to which an individual pursues a protean career (Carbery and Garavan, 2007:9).

The self-efficacy for development construct is for development and learning across multiple potential development/learning tasks that one might encounter in one's career. Although there may be differences in self-efficacy for different developmental tasks according to one's previous experiences and skills as well as present resources, it focuses on a more global belief in one's efficacy to learn and develop when necessary within one's career (Maurer 2001, p.130). People's self-efficacy and their intention to exert control over career outcomes would enable them to exhibit career self-management behaviors, and those career behaviours can lead to the achievement of desired career goals and ultimately career success (King 2004, cited in Ballout 2008, pp.658-59).

Ballout (2009) in his study, which focused on the effects of career commitment and self-efficacy on career success and examined the moderating role that self-efficacy played in facilitating the effects of career commitment on career success, indicated that self-efficacy moderated the positive effects of career commitment on both objective and subjective career success, and individuals having strong career commitment and a stronger sense of self-efficacy would enjoy high salary level and a greater career satisfaction. Individuals with high self-efficacy beliefs set higher career goals, put in more effort, and pursue career strategies that lead to the achievement of those goals.

## **2.5 Attitude toward Careers**

An attitude can broadly be defined as a settled mode of thinking, it is evaluated. Attitudes are developed through experience but they are less stable than traits and can change as new experiences are gained or influences absorbed. within organizations they are affected by cultural factors(values and norms), the behaviour of management (management style), policies such as those concerned with pay, recognition, promotion and the quality of working life, and the influence of the 'reference group' (the group with whom people identify) (Armstrong 2001, p . 148).

Attitudinal flexibility infers a specific focus on the encouragement of flexible employee attitudes characteristics by receptiveness to learning new skills, a willingness to engage in functional flexibility and responsiveness to changes in working practices or management approaches. Flexible attitudes and behavior can be recognized, rewarded and reinforced through integrated human resource practices and the management of corporate values (Pilbeam & Corbridge 2002, p.81).

Super's model of career maturity, the model and measure of career development in adolescence and early adulthood, the model defines two basic dimensions of maturity: attitudes toward and competencies for developing a career. The attitudinal dimension consists of two variables: attitudes toward career planning and attitudes toward career exploration; planning attitudes mediate involvement in thinking about and preparing for the vocational future, mature attitudes incline individuals to look ahead, take a planful approach, and actively involve themselves in career planning activities. Immature attitudes usually disincline individuals from looking ahead to their future in the world-of-work; therefore, they do not feel a need to acquaint themselves with or relate themselves to occupations. Attitudes toward career exploration address willingness to find and use good resources for career planning. Immature attitudes toward exploration usually mean that individuals are

unconcerned with using good sources of data about the fields and levels of work (Savickas, Briddick & Watkins, Jr 2002, pp.28-9).

## **2.7 Self Awareness**

Self-awareness is the state of knowing one's own character, feeling, etc (Oxford advanced learner's dictionary of current English 1995, p.1066). It is the organization's ability to create an environment that openly seeks to develop self-awareness in individuals and to hire individuals that have a clear understanding of what they want from work and the organization, and it may facilitate recruiting and selection so that people can be placed into organizations and jobs in which they can be productive (Young 2009, p.295).

Church (1997, p. 281) suggests a definition of managerial self-awareness as "the ability to reflect on and accurately assess one's own behaviours and skills as they are manifested in workplace interactions".

Noe & Wilk (1993) indicated that there are two important aspects of employees' perceptions of development needs: awareness of development needs and extent of agreement with the organization's assessment of their development needs". If the learner is aware of the need for development of certain skills then it follows that he/ she will be more motivated to participate in the development activities and in turn will be more committed to learn and develop. The more accurately the learner can assess his/ her own strengths, weaknesses and work styles, the more effective training and development interventions will be. An important component of an organisation's career development policy is an explicit emphasis on self-development. Effective self-development will take place as a result of increased self-awareness in the learner.

Peterson and Hicks (1995) highlight the area of self-awareness as essential for self-development. This view of career highlights that individuals are actively involved in their own career development. Levinson (1989) deals with the issue of managing one's own career development. He contends that the examination by the learner of him/herself produces a multitude of advantages. "The point is clear that growing people examine themselves and as they do they emerge with new depths of motivation, a sharper sense of direction and a more vital awareness of how they want to live on the job" (McCarthy & Garavan 1999, p.438).

## **2.7 Individual Aptitude**

Aptitude is the natural ability or skill at doing something (Oxford advanced learner's dictionary of current English 1995, p.50). Portwood & Granrose (1986) mentioned that "Career testing" may include interest inventories, personality profiles, and aptitude tests, The results of these tests is assumed to help the employee in understanding and articulating important personal determinants of career direction and satisfaction (cited by Selmer 1999, p.59).

## **Chapter Three**

### **Previous Studies**

- **Introduction**
- **Reviewed Studies**
- **General Commentary on Reviewed Studies**

## Chapter Three

### Previous Studies

#### **Introduction**

A number of recent and old published studies/papers in certified journals are viewed to support the research. The studies on career development are from different Palestinian, Arab and international authors from countries worldwide. The career development practices and human resource management practices in private and public organizations are covered within those papers at different levels of management and entail many types of employees. The studies reviewed are ordered in a chronological basis from the newest to the oldest.

#### **Reviewed Studies**

##### **1. Al Tahrawi (2010): " The role of human resource strategies in developing organizational performance in NGO in Gaza Strip"**

This study aims at identifying the role of human resource development strategies in developing institutional performance in the non-governmental organizations in the governorates of the Gaza Strip, through studying the fact of strategic planning for human resources development, and the scope of the development of these strategies in a professional way, as well as identifying the professional level of those who are responsible of the formulation, monitoring and evaluation of these strategies, also directing non-governmental organizations towards investment in human beings, and the ability of these organizations to benefit from these strategies in the development of their performance to achieve their objectives related to competition, sustainability, and providing services to target groups.

A questionnaire was used as a tool for data collection in addition to many previous studies related to the topic of study. The study population consisted of local and international NGOs working in the governorates of the Gaza Strip, which reached 889 organizations according to the latest statistics. The study sample was 117 non-governmental organization (represented 13% of the original community of the study), through selecting a stratified random sample of 240 employees in different posts (General Director, Branch Director, Project Coordinator, Office Coordinator).

#### **Study Conclusions:**

- 80% of non-governmental organizations have strategies for the development of human resources, and these strategies contributed in increasing their competitive advantage, also these NGOs have high level of improving human resources development strategies which estimated with 78%.
- The study showed that external fundraising contributes mainly in improving these strategies; in addition to that the study showed that 75% of those responsible of drafting and preparing strategies for the development of human resources have a appropriate professional-level to implement this task.
- Most of the NGOs do not have human resource management division and the functions of HRM are managed by the administrative, financial manager in the organization, project coordinator who supervises the work on the field.
- There is a good investment in human resources although it is considered low due to the financial limitations

- NGOs do not have dedicated budget to attract qualified employees because it is easy to recruit many when needed due to the high supply and low demand in the market.
- There are several aspects of weaknesses in these organizations such as lack of specialized departments for managing human resources, and weak health insurance system and performance evaluation systems.
- Regarding the investment in human beings in NGOs, the study found that this investment is essentially linked to fundraising from donors, and there is a lack in allocating budgets to attract skilled employees in these NGOs.
- The strategies for the development of human resources contribute positively in developing institutional performance in general.

### **Study Recommendations**

- It is necessary to set regulations approved by the authority and responsible parties that require from the NGOs to develop a strategic plan, also the necessity to create an organizational culture about the importance of human resources management and its role in creating a competitive advantage.
- The study also recommended the NGOs with the necessity to establish specialized units for managing human resources within the organizational structures, and build real partnerships with donors, as well as design professional performance based systems, health insurance system, and salary scale that contribute in developing employees capabilities, in addition to provide opportunities for training and educating employees that contribute in supporting the organizations.

## **2. Ballout (2009): " Career commitment and career success: moderating role of self-efficacy"**

The purpose of this paper is to investigate how self-efficacy predicts career success indirectly through moderation, examining the moderating role of self-efficacy in non-western setting and particularly in Lebanon in the banking sector. This study focused on the effects of career commitment and self-efficacy on career success and empirically examined the moderating role that self-efficacy played in facilitating the effects of career commitment on career success. The important findings of this research are; career commitment was found to predict objective career success in the form of salary level and subjective career success in the form of career satisfaction. The findings indicated that self-efficacy moderated the positive effects of career commitment on both objective and subjective career success. The results driven suggest that individuals having strong career commitment and a stronger sense of self-efficacy would enjoy high salary level and a greater career satisfaction.

The questionnaire was used for collecting data, a snowball sampling approach was chosen; the sample is drawn from managers and non-manager employees who are working in a number of banks located in three large Lebanese cities; Beirut, Tripoli and Sidon were selected to provide a representative cross-section of major banks operating in Lebanon. In total, 180 completed questionnaire surveys were returned out of the approximately 290 distributed, yielding a response rate of 62 percent. Responding managers and non-managers were from over 35 operating banks having over 105 branches and from a variety of functional backgrounds and occupations.

### **Study Conclusions:**

- Career commitment predicts both objective (i.e. salary level) and subjective (i.e. career satisfaction) career success only for employees with average to high self-efficacy but not for those with low self-efficacy.

- Career commitment is positively related to salary level and career satisfaction among individuals who have at least moderate levels of self-efficacy.
- Self-efficacy moderated the positive effects of career commitment on both objective and subjective career success.
- Individuals having strong career commitment and a stronger sense of self-efficacy would enjoy high salary level and a greater career satisfaction.
- The impact of self-efficacy on work-related performance extends to employees' career commitment/career success interdependence.

### **Study Recommendations**

- Organizations that want their employees to achieve career success must develop their capabilities or mastery experiences and enhance their resilient sense of self-efficacy in addition to increasing their career commitment.
- Employers need to know how people's self-efficacy beliefs that are context-specific can be build and developed to take on work and career-related behaviors and outcomes, that are of importance to the viability of their organizations.
- Enhancing career commitment/career success linkage should be an important objective for those responsible for improving the performance and well-being of today's human resources.
- Future research may consider other variables such as proactively and career-enhancing factors that have the potential to strengthen the positive effect of career commitment on career success. For example, sources of self-efficacy may moderate career commitment/success relationship.

### **3. Jackson Jr. and Sirianni (2009): "Building the bottom line by developing the frontline: career development for service employees"**

This article provides a conceptual model of career development which should prove useful to service managers in evaluating their own career development efforts. Also presented herein is a framework for tying together many disparate areas of career development that have heretofore been handled separately in the services literature. The paper stresses on that service firms must remember that the way they treat their employees is exactly how those employees will, in turn, treat customers.

### **Study Conclusions:**

- Taking good care of frontline personnel should be a top management concern, through the implementation of thoughtful and organized career development programs, initiatives which help increase employees' job satisfaction and feelings of empowerment in their customer-facing roles.
- Firm investment in frontline employee career development programs will be money well spent: they are capable of reducing employee turnover and increasing customer satisfaction, loyalty, and profitability.
- If implemented thoughtfully and in an organized manner, career development programs can benefit service employees by recognizing them as vital organizational resources and developing them into more enriched and capable workers. Empower them to handle the pressure and responsibilities that come with serving customers, while also improving their job satisfaction and commitment to providing service quality.
- Development efforts aimed at increasing employees' self-efficacy in their customer-facing jobs, as well as enhancing awareness of how their work affects other firm departments, can infuse employees with an increased sense of motivation to perform well in their service roles.

- Customers, who encounter higher service quality due to these improved factors to frontline employees, ought to experience increased satisfaction with their services firms, and this, in turn, should result in improved customer loyalty.

#### **Study Recommendations:**

- Upper management in service firms must demonstrate commitment to career development efforts by fostering a company culture that values ongoing learning and employee growth. They must support development programs financially, talk them up, and promote from within.
- Career development programs must be approached holistically to reduce resistance and cynical reactions from employees, who may perceive changes in the organization as mere “programs of the month”. To do this, it is important to seamlessly integrate career development initiatives with other service employee management processes, including recruiting and selection, performance evaluation, and compensation.
- Responsibility for career development also needs to be shared between the company, service managers, and frontline employees. The firm must invest in career development resources and reward managers for developing their direct reports. Likewise, service employees must take ownership for their career growth and satisfaction, committing to ongoing learning and building their skills. They need to set goals, stay aware of job opportunities, and actively manage their own careers.
- Service managers should receive training in career counseling, coaching, and mentoring, in order to fulfill their roles as career development leaders.
- Service managers ought to take a tailored approach to career development, as what works for one service employee may not for another, and may actually prove to be damaging or counter productive.
- Firms should be flexible, as well, viewing career development as an open system that can be adjusted for each employee situation.

#### **4. Dries, Pepermans and Carlier (2008) : "Career success: constructing a multidimensional model"**

The paper aims to dissect the meaning of the career success construct, and to generate a more inclusive model of career success. Two consecutive studies were conducted using the laddering interview technique as well as Q-sort methodology to generate a more inclusive model of what career success might mean to different people.

The data collection tool; in the first study the laddering interview technique was used to generate idiosyncratic meanings attributed to the career success construct, and in the second study attempting to fit these meanings into an inclusive model of career success by using Q-sort methodology and multidimensional scaling (MDS). In a first study; 22 managers were asked to tell the story of their careers, at the end of each interview, idiosyncratic career success “construct ladders” were constructed for each interviewee through an interactive process with the interviewer, the 42 superordinate career success operationalizations that came forward through this process were then used as input in a Q-sort study in which 30 subject matter experts (SMEXs) served as judges. Through multidimensional scaling (MDS), a model incorporating the different idiosyncratic meanings the interviewees attached to the career success construct was obtained.

#### **Study Conclusions:**

- No notable differences were found between contents of the ladders of men and women, nor between those of managers of different ages.
- A model with four quadrants is constructed as relevant for categorizing the different

meanings attributed to the career success construct obtained from the two studies:

- (I) Inter-personal-achievement: Career success constructs belonging to this quadrant refer to factual accomplishments that characterize a career; the world external to the career actor's "self" acts as the source of validation. This quadrant contains three distinct "regions" of meaning: performance (i.e. success in terms of attaining verifiable results and meeting set goals); advancement (i.e. success in terms of progressing and growing, both in terms of level and experience); factual contribution (i.e. success in terms of contributing something tangible to the collective, for instance to an organization, as an individual);
- (II) Intra-personal-achievement: Career success constructs belonging to this quadrant refer to factual accomplishments that characterize a career; the career actor's "self" acts as the source of validation. This quadrant contains two distinct "regions" of meaning: self-development (i.e. success in terms of reaching one's full potential through self-management of challenges and learning experiences); creativity (i.e. success in terms of creating something innovative and extraordinary);
- (III) Intra-personal-affect: Career success constructs belonging to this quadrant refer to feelings and perceptions that characterize a career; the career actor's "self" acts as the source of validation. This quadrant contains two distinct "regions" of meaning: security (i.e. success in terms of being able to meet one's financial and employment needs); satisfaction (i.e. success in terms of achieving personal satisfaction and happiness, both in the family and in the work domain);
- (IV) Inter-personal-affect: Career success constructs belonging to this quadrant refer to feelings and perceptions that characterize a career; the world external to the career actor's "self" acts as the source of validation. This quadrant contains three distinct "regions" of meaning: recognition (i.e. success in terms of being adequately rewarded and appreciated for one's efforts and talents); cooperation (i.e. success in terms of working well together with peers, superiors, subordinates and clients); perceived contribution (i.e. success in terms of serving society through work, in an ethical way).

## **5. Barnett and Bradley (2007): "The impact of organizational support for career development on career satisfaction"**

The purpose of this study was to examine the relationship between organizational support for career development (OSCD) and employees' career satisfaction. Based on an extended model of social cognitive career theory (SCCT) and an integrative model of proactive behaviors, the study proposes that career management behaviors would mediate the relationship between OSCD and career satisfaction, and between proactive personality and career satisfaction, and that organizations may potentially attract, motivate and retain employees by supporting their employees' career development.

A questionnaire was used in this study; the sample was 90 employees from a range of private and public sector organizations. A questionnaire was completed by 77 public sector employees and 21 postgraduate business students. Eight of the postgraduate students reported that they were currently unemployed, so they were removed from the analysis, leaving a total of 90 respondents.

### **Study Conclusions:**

- The proactive personality is significantly positively related to career satisfaction.
- The study also found that career management behaviors mediated the relationship between proactive personality and career satisfaction.

- The results of the study support the model of proactive behaviors, which suggests that highly proactive individuals are more likely to achieve greater career satisfaction than less proactively inclined individuals, by engaging in proactive career behaviors.
- Specific personality traits (proactive personality) impact satisfaction via behavioral means (career management behaviors).
- Individual career management behavior (comprising career planning, networking, skills development and visibility) is positively related to career satisfaction.
- OSCD explained a moderate 8 % variance in career satisfaction.
- The proposal that individual career management behaviors mediated the relationship between OSCD and career satisfaction received no support, due to a non-significant relationship between OSCD and career management behaviors.

### **Study Recommendations:**

- Future research could be conducted with a greater representation of part-time and casual employees, and with greater variability in individual differences, such as proactive personality.
- Future research could also explore the types of career management behaviors that are most valuable for. Achieving important career outcomes for employees. Greater understanding of these relationships could lead to the design of interventions that better facilitate employees' experience of career success.
- Exploration of the broader relationships proposed by SCCT on a longitudinal basis could build our understanding of the nature of the relationships between individual differences, environmental, social cognitive and behavioral predictors of subjective career success.

### **6. Feldman and Ng (2007) : " Careers: mobility, embeddedness, and success"**

This article proposes refinements of the constructs of career mobility and career embeddedness and reviews the array of factors that have been found to energize (discourage) employees to change jobs, organizations, and/or occupations. The article also reviews the literature on career success and identifies which types of mobility (and embeddedness) are most likely to lead to objective career success (e.g., promotions) and subjective career success (e.g., career satisfaction).

### **Study Conclusions:**

- There are two major components of the boundaryless career construct; the first is the permeability of institutional labor markets, which is from an institutional perspective, the number of alternative jobs, organizations, and occupations available to employees and the ease or difficulty of entry into them. The second is the plasticity of individuals' career paths, which is at the individual level, the frequency and degree of change (in jobs, organizations, and occupations) across a person's work history.
- It is critical to distinguish boundarylessness as an attribute of the environment from boundarylessness as an attribute of an individual's own work history.
- There are both objective barriers to entry (e.g., years of education required) and subjective measures of permeability (e.g., employees' perceptions of labor market opportunities). Similarly, there are both objective indicators of plasticity of career paths (e.g., the ratio of job changes to years in the workforce) and subjective indicators of plasticity (e.g., attitudes toward the desirability of job mobility).
- The utility of the construct of boundaryless careers has decreased over time as the number of attributes associated with the term has increased.

### **Study Recommendations:**

- It is critical that researchers start taking a finer grained look at career mobility, career embeddedness, and career success. By lumping all kinds of mobility together, we increase the likelihood of spurious (and suppressor) relationships with indicators of career success.
- It is time to reconsider how decision-making heuristics and biases play into mobility and/or stability decisions.
- For organizations, the decisions about whether to encourage mobility or embeddedness should be tied closely to corporate strategy. Mobility and embeddedness are not ends in and of themselves but rather means of linking HR practices to overall corporate goals.

### **7. Carbery and Garavan (2007): " Conceptualizing the participation of managers in career-focused learning and development: a framework"**

This article proposes a conceptual framework to explain manager participation in career-focused learning and development (CFLD), it focuses on managers because there is evidence that role and careers of managers have undergone significant changes in recent years.

It proposes that participation by managers in career-focused learning and development should be understood in terms of the relationship between individual agency and context. The authors suggest three levels to their framework and identify ensuing implications for research and practice.

### **Study Conclusions:**

- Manager's careers are likewise more complex. They no longer follow a traditional career model. Instead managers are expected to be self-directed and to pursue careers that are increasingly fragmented, nonlinear, and involve numerous career changes. This changing work and career context places a strong imperative on managers to participate in CFLD.
- The new role of the manager is to be a facilitator and partner. This role is less structured, managers require more discretion, they have increasingly to cope with instability and change, and their tasks are less clear.
- This changing work and career context places a strong imperative on managers to participate in CFLD.
- There is a shift from position-based power to individual-based learning.
- The proposed a multilevel framework that seeks to reveal the potential interaction between agency and context. The need for multilevel framework is recognized within the field of HRD.

### **Study Recommendations:**

- Managers should pursue CFLD activities for career benefits. Future research should address whether this assumption is true or false. It would be useful to investigate whether the factors that explain participation in non qualification based CFLD are different from qualification-based programs.
- The framework will benefit from multiple measurements over time to gain a more accurate picture of the factors that explain participation in CFLD.
- To achieve a deeper understanding of both the nature and impact of context, researchers will need to think creatively about how best to combine data collection methods and to ensure that the complexity of context is effectively captured. Researchers may want to consider the use of detailed observational studies that use open coding techniques and subsequently make theoretically informed interpretations.

## **8. Blau et al. (2007) "The relation between employee organizational and professional development activities"**

The study represents a model that shows the common and parallel antecedents of employee organizational development activity (ODA) versus professional development activity (PDA). A common antecedent is expected to affect both ODA and PDA, while a parallel antecedent is expected to affect its corresponding work referent. Prior ODA and PDA were controlled for before testing hypotheses.

The study sample constituted of medical technologists (MTs), and the data comes from variables collected from 1998 to 2002 of a longitudinal study of the career paths of medical technologists (MTs) by the Board of Registry of the American Society for Clinical Pathology (ASCP). The study had begun in 1993 when the ASCP mailed surveys to a stratified sample of 2002 recently graduated medical technologists; 1156 surveys (58%) were voluntarily returned. Every year since 1993, ending in 2002, surveys were mailed to this initial base of 1156 respondents. Across all surveys, based on the variables used in this study, complete data were available for only 197 MTs.

### **Study Conclusions:**

- Age was not found to be a significant antecedent to either ODA or PDA. The relative homogeneity of the sample involved, i.e., approximate mean age of 30 years and standard deviation of 6 years, as well as an insufficient career stage time interval for detecting a change in ODA or PDA, are factors which worked against finding age to be significant.
- Positive feelings about one's job and organization, i.e., job satisfaction and affective commitment, lead to increased ODA, while positive feelings about one's occupation, i.e., affective commitment and satisfaction, lead to increased PDA.
- Learning motivation was found to be a positive antecedent to both ODA and PDA. The learning motivation– PDA relationship is new and suggests that learning motivation may be a generalizable, "robust" antecedent to both types of development activities. Self-efficacy was a significant antecedent to ODA but not PDA.

### **Study Recommendations:**

- Organizations may consider offering employees both ODA and PDA opportunities, including sponsorship where relevant, to increase perception of employees' development or PIED which may increase employee loyalty. Employees may see such voluntary activity promotion as a proactive signal of company caring and concern (and as such may reciprocate with other types of .Part of an organization's on-going cost-benefit analysis of offering such activities can involve examining the performance quality of stayers versus leavers
- If high ODA/PDA employees leave, they may provide positive endorsements of their former employers. Such endorsement, by a former employee, can be a valuable recruiting source for new talent.
- Professional associations can evaluate the impact of different PDAs on their professional membership's occupational commitment, participation, and retention.

## **9. Al Methahab(2007): Career path planning programs: practices and difficulties in Saudi business companies**

This study focused on the career path planning programs in Saudi business companies, and had proposed many questions regarding the practices and goals of career programs

The study proposed a practical model for career path planning and implementation process, the model constituted of four stages and eighteen interrelated and continuous critical factors.

The model could be applied in the companies that worked in a volatile and high uncertainty environment, and could be modified according to the organization culture.

A questionnaire and preliminary interviews were used, with human resource officers who had experience in some organizations which adopted career path planning. The population was the human resource managers in private companies in three main areas; Riyadh, Mecca and Eastern area. The number of the sample was 400 companies each had at least 200 employees, the responding companies were 389 in which the average human resource employees were 11, and the average companies were originally Saudi.

### **Study Conclusions:**

- Only 14% (56 companies) of the companies had activities that reflected career path planning, in addition a small percentage of the companies had career planning activities to some of the positions occupied or could be occupied in the future by Saudi citizens.
- In the companies that had career path planning activities; the most used activities in descending order are new employees' orientation, succession planning, individual development plan for managers, identifying competencies required in the company, internal promotion policies for higher positions, identifying the employees current competencies for the company, develop policies for movements between the company headquarter and branches to get higher positions, identifying the differences between the required skills and competencies for the jobs and the current possessed by the employees, develop vertical career path for technical positions, pay attention to the talented employees, succession planning for low management positions occupied by non Saudi employees, and formulation of career path committee.
- The companies faced five main challenges in career path planning development and implementation, those challenges were in descending order as follows; top management in the company, organizational aspects, organization culture which is reflected in career path programs, human resource challenges and financial obstacles.
- There was a positive relationship between the company years of operations and the top management related challenges, the organizational aspects challenges and organization culture.
- There is reciprocal relationship between the top management related challenges, the organizational aspects challenges and the number of Saudi employees in the company.
- Career path planning programs in the companies were discrete, unorganized and randomly implemented and did not follow a clear scientific approach.

### **Study Recommendations:**

- It is important to take into consideration the technical jobs that could have critical career path and offer a dual career path ladder that help the career development for the employees in the organization.
- The organization should focus on the talented employees and expertise who could be lost if they were offered the same career path as others.
- Hire specialists in career planning, train some of human resource employees on how to design career path before implementing career development programs.
- The universities should establish career development units and provide career counseling to the students to bridge the gap between the academic stage and the business life stage, and could provide online career education services to reduce the cost and provide self development for the students.
- An income database should be established to provide information on the international, regional and local individual income; accordingly the organization could track the

changes on the pay level, compensation and benefits systems, all of which could enhance career path planning process.

- Establish career development center in the ministry of labor in cooperation with the chamber of commerce, to provide career services for the private sector organizations, individuals and career planning specialists in the field of career planning and development.

#### **10. McCabe (2007): " Strategies for career planning and development in the convention and exhibition industry in Australia "**

This paper examines the career planning and development strategies of individuals in the Convention and Exhibition industry in Australia. The study asserted that the convention and exhibition sector is dominated by well educated, career mobile females who follow a strategy of 'butterflying' between jobs and sub sectors of the industry. They also use a range of personal career planning and development strategies that may be affected by their age but not their gender.

The data collection was through a structured questionnaire .The target population for the study was managers and professionals within the Convention and Exhibition industry in Australia. These individuals were employed within hotels and other venues, professional conference organizations.

The sample frame came from two sources; the first source was through the membership of Meetings and Events Australia (MEA), the primary industry association for the Meetings Industry in Australia. The second source was gained through the use of a postal survey of one hundred and thirty two 4–5 star hotels with convention and exhibition facilities in Australia; a response rate of 37% was attained from the postal survey. Of the total questionnaires distributed (484) a statistically valid response rate of 26% was achieved.

#### **Study Conclusions:**

- The respondents followed a self directed career and were clearly responsible for any job moves. These results clearly demonstrate that it is individuals not the company who initiated the job changes and who are controlling their own career.
- It is revealed that the hotel and venue sector plays an important role in the career development of individuals within this sector.
- 45% of respondents indicated that they had relocated to another city or state in Australia in the process of undertaking a job move whilst over one-third (34%) of sample respondents had worked in another country in the course of their career in the Convention and Exhibition industry or within other industry sectors. International experience had been gained primarily in Europe and the UK.
- The mean time that respondents had been employed in their current position was 2.8 and 3.3 years in previous jobs; the median length of time was 1.6 years in their current position and 2 years in their previous jobs. It would appear that individuals changed jobs approximately every two to three years.
- There are three key personal career planning strategies used by individuals 'using their contacts in industry to get on and networking' (rank 1), 'keeping informed of opportunities in the organization through colleagues and internal bulletins' (rank 2) and 'regular scanning of job advertisements— newspapers and the internet'(rank 3).
- There are a significant relationship between four career planning strategies and particular age groups; individuals aged 31–40 (mid career group) are the most likely group to 'ask for a promotion' and are also most likely to be prepared 'to relocate' more than the other age groups. Those age 41–50 are the more likely to regularly scan the job advertisements in the newspaper and on the internet', Whilst individuals' in

the age group 31–40 (mid career) are also more likely to be prepared to work overseas than those in the other age groups.

- Individuals in the Convention and Exhibition industry in Australia use a range of other personal career planning and development strategies particularly networking and using industry contacts.

### **Study Recommendations:**

- Given that the quality of individuals attracted to and retained by the Convention and Exhibition sector directly impacts on the industry's human resources and quality of service provided, there is clearly a need to explore ways in which human capital can be developed.
- Further research into training, labor market behaviour and mobility together with factors that promote an individual's career success could be undertaken.
- It would also be beneficial to conduct a similar study in the more traditionally established areas of conventions and exhibitions, such as in Europe and North America in order that some comparisons may be made and potential lessons learnt.

### **11. Baruch (2006): " Career development in organizations and beyond: balancing traditional and contemporary viewpoints "**

The aim of this paper is to provide a balanced view of the state of the art of careers and their future, rooted in the literature.

In this paper, overview of career and other career related dichotomies are stated, and analyzed to reach a fair and open minded depiction of the present state of the art of career management, then the paper suggest a cautious glimpse into the future to come. The analysis is presented at both the individual and the organizational level. The author tries to build on a variety of theoretical prisms on the different eight disciplines from which the study of career benefit and contribute to: psychology, social psychology, sociology, anthropology, economics, political science, history and geography, other than scholars who look at career from the quite limited perspective of a single discipline.

### **Study Conclusions:**

- Contemporary careers are quite different from traditional careers, but not all have changed. The patterns have developed, from stable and linear career systems into transitional and dynamic systems.
- The balanced approach for the management of careers can be instrumental in gaining success for individuals, and hence for the organizations they work for.
- There is a major shift away from the traditional career form (life-long employment with a single employer or two) to multiple careers, with shorter times spent in each career. Different trends exist, sometimes working in opposing directions—such as more startups and small businesses versus mergers and acquisitions that create giant companies.
- The ever-increasing role of technology serves as a catalyst to many changes, in particular in the knowledge economy, with the Internet taking a leading role in this trend.
- The landscape of career has changed, and novel approaches for the management of careers evolve, at both the individual and the organizational levels. While accepting this, the portraying the case of current careers as 'all-change', fully dynamic is a step too far. Much of the traditional notion of careers and their management is valid and exist in practice.
- There is certain level of stability, as well as strong need for security among people, which has to find different ways to be fulfilled. The guiding values and norms that

shape careers take more than a few years to be modified, and thus people find more crises in their working life.

- The organization role in shaping future careers should not be underestimated, with further rapid changes, new technologies and increased rate of knowledge acquisition, employees need more training and development activities. With efficiency as the decisive factor in survival, performance management systems must be in place and managed well to gain motivation and ensure reaping the benefits of high capacity human capital.
- Organizations tend to make significant investments in HRM programs when the economy is good. However, when the economy became poor the pendulum swung the other way with downsizing, etc., replacing those programs.
- Succession planning can secure organizations' future supply flow of executives, planning and managing the process of downsizing will continue to pose challenges to HR managers, and might lead to demoralization and long-term poor business outcomes. However, professional management would be instrumental in maintaining both satisfaction and performance.
- Individual career strategies and emphasized the role of taking an initiative. Along the same line, added the proactive behavior to the qualities essential for successful career in the future.
- The shift to individual focused career management is significant, but the organizational role should not be underestimated.
- On global careers—and there is an agreement that international assignments can be initiated by individuals—nevertheless, in most cases it is the organization that is planning and managing the expatriation and repatriation under its own strategy.

#### **Study Recommendations:**

- Future research is much needed in the area of careers to learn where we stand. An interesting issue is to identify how many people actually have (and/or wish to have) protean career or boundaryless career.
- Relating to global HRM, a question to explore is who is in charge of expatriation and repatriation, and what is the trend—are companies prefer to opt for more expatriates or for more local management and under what circumstances.
- In the global context it is of high importance to compare the US led writing to actual findings within Europe and beyond.

#### **12. Sullivan and Arthur (2006): "The evolution of the boundaryless career concept: examining physical and psychological mobility"**

This article examines the boundaryless career and presents a model that attempts to visually capture Arthur and Rousseau's suggestion that the concept involves six underlying meanings. Rather than considering whether or not an individual has a boundaryless career, the model focuses on the degree of mobility reflected in a career along two continua: one psychological, one physical. Based on the model, the author suggested five propositions that illustrated some possible avenues for future research and may be extended to include other variables.

#### **Study Conclusions:**

The research suggested a number of research propositions based on the model introduced in the study:

- Those with greater career competencies are more likely to have experienced more, and have more opportunities for, psychological and physical mobility than those with lower career competencies.

- Individuals, through enhancing career competencies, are more likely to increase their opportunities for either psychological or physical mobility than to increase both simultaneously.
- Men are more likely to have greater opportunities for physical mobility whereas women are more likely to have greater opportunities for psychological mobility.
- People in individualistic cultures are more likely to change work groups or organizations, and to exhibit physical mobility; in contrast, people in collectivist cultures are more likely to stay in their work groups or organizations, and to exhibit psychological mobility.
- People with individual orientations are more likely to recognize opportunities for and exhibit physical mobility; in contrast, people with collectivist orientations are more likely to recognize opportunities for and exhibit psychological mobility.

#### **Study Recommendations:**

- This portrayal of the boundaryless career invites scholars to bring greater precision to research endeavors concerned with such variables as career competencies, gender, culture, and individual differences.
- Scholars should use a variety of data collection and research designs, including scholars partnering with managers to use action research to assist employees in their quest for more satisfactory careers.
- Attention to this future career research agenda should bring greater insights into today's complex careers.

#### **13. Briscoe, Hall and DeMuth (2005): "Protean and boundaryless careers: an empirical exploration"**

This study seeks to redress this situation by constructing and developing four new scales to measure protean and boundaryless career attitudes. The scales related to protean career attitudes measure self directed career management and values-driven predispositions. The scales related to boundaryless career attitudes measure boundaryless mindset and organizational mobility preference. The initial validation of these scales, consisting of three studies, demonstrates their reliability and validity.

The data collection for the three studies was questionnaires;

Study 1: three different samples: 100 undergraduate business students from a private eastern university and a regional public university in the Midwest; 113 part-time MBA students from the same universities as the undergraduate sample; and 85 middle manager and upper level executives from a Fortune 100 manufacturing organization.

Study 2: was conducted to investigate the reliability and validity of the scales constructed in Study 1. A different group of participants was used to examine the stability of the results obtained with the first group of participants. Surveys were administered to 276 undergraduate and 298 part-time MBA/EMBA students at a large public Midwestern university and a large private Eastern university (574). 561 surveys were finally analyzed .

Study 3: explored the validity of the newly developed scales by looking primarily at measures which would be expected to demonstrate convergent validity.

One undergraduate student sample of 228 from a large private Eastern University and several samples of part-time working MBA students at the same university and a regional public Midwestern University were utilized; 493 surveys were finally analyzed.

#### **Study Conclusions:**

- Mobility preference did not necessarily correlate with either the protean career or the boundaryless mindset. This seems to establish an important finding that being protean

or boundaryless in terms of career attitudes is not synonymous with job mobility preference as it has been perceived to be in the literature

- A mobility preference did not correlate with the protean or boundaryless career attitude measures at the undergraduate level or with the group of executives studied, yet it did within the MBA sample.
- The MBA students in turn (all part-working adults) have had career experience, are demonstrating some degree of career self-management with the pursuit of an MBA while working, and may perceive a need to be mobile in order to achieve their career aspirations.
- The executives work for a single manufacturing company. It is a well-respected and profitable company. It may be that their mobility preference is lower simply because they enjoy the situation they are in or feel settled. It may also be a career stage issue in which people later in their careers are less interested in moving.
- The results from Study 2 provide better support for the expected measurement properties of the developed measures, with the expected positive correlation between all four constructs evident from both the correlation analyses and the CFA. Although the factors were significantly correlated in the CFA, a few items showed cross loadings with other factors. This also supports our assertion that the factors are separate but related constructs. The fact that all of the paths between the items and the corresponding factors were significant is evidence that the items are appropriately measuring the hypothesized factors.
- Thus it appears that the negative correlation between boundaryless mindset and mobility preference in Study 1 was likely an anomaly related to the executive sample. While the EMBA sample in Study 2 is generally comprised of longer-tenured, higher ranking employees than the regular MBA sample, it is more diverse and likely younger than the Executive sample in Study 1. In addition, the executives from Study 1 were employed within the same organization. Therefore, differences in correlation could also be a result of espousing a particular organizational culture.
- The newly developed protean and boundaryless measures are in fact connected to existing measures in ways they begin to establish a nomological network. Of interest is the fact that the proactive personality correlates highly with all four measures.
- The strong positive relationship between the mastery goal orientation, openness to experience and each of the new career attitude measures indicates that those demonstrating these attitudes are interested in pursuing goals that are not necessarily associated with certain outcomes and are may be more effective at facing ambiguous career situations.
- The studies reported herein demonstrate that the protean and boundaryless career attitudes scales measure distinct yet related constructs.
- And while certain relationships might be expected, they do not demonstrate themselves as a matter of course. For example, the executive sample in Study 1 demonstrated relatively higher protean attitudes and a boundaryless mindset, but a lower mobility preference. Study 3 indicates no relationship between actual mobility and any of the protean and boundaryless attitudes developed in this article. This underscores the point that mobility should not be used as the primary proxy for either boundaryless or protean career attitudes or outcomes.
- The virtual lack of a relationship between job change and employers per year of employment may be the most interesting finding of all.

### **Study Recommendations:**

- Further avenues of research to investigate whether protean and boundaryless perspectives, like other attitudes, can be effectively taught and developed.

Furthermore, how are these attitudes influenced by aging, modernization, social identity, organizational culture, national culture, educational level, etc.

- Further exploration of attitude and personality measures should take place. It also remains to be explored whether protean and boundaryless orientations can be represented by deeper level personality dimensions in addition to attitudinal indicators.
- An obvious limitation of this research is that it measured career attitudes, not vocational behavior. Criterion-related validity should be investigated to better understand the practical results of protean and boundaryless career attitudes. What are the outcomes of being protean or boundaryless? Can these new constructs be used to predict and measure whether the rhetoric matches reality in terms of the positive outcomes postulated regarding taking protean and boundaryless attitudes toward the career? Such questions are crucial to the academic discourse on the career and to the potential for such discourse to make meaningful and practical recommendations.

#### **14. Maxwell and Ogden (2005) : "Career development of female managers in retailing: inhibitors and enablers"**

This paper investigates both inhibitors to and enablers of the career development of female managers in retailing as part of European Social Fund research project on gender balance in management. The study was on three case companies; McCormack's Music, a business local to Glasgow and Fopp which has outlets across Scotland and in the north and midlands of England, and a national department store chain.

This exploratory paper supports the contention that active enabling factors are prerequisites for females' career progression, and gives insight into experiences and practices within two different segments of the retail industry; music and fashion. The aim of the paper is to provide reinforcement to retail organizations which are making progress in the area of gender balance at management levels, as well as to pass on some important learning points for potentially wider application within the retail sector where there is under-representation of women in management.

The methodology is semi-structured interviews and focus groups; interviews were held with the managers, and focus groups in every case company, each with three to six participants, were held separately with female and male employees who generally have at least 18 months service, these groups comprised either management level staff or sales staff.

#### **Study Conclusions:**

- The career development inhibitors of male paradigms of power, gender stereotyping and male centered management styles are notably absent in the case organizations studied. Rather, positive organizational cultures and people-centered management styles are prevalent in the case companies.
- In each case there is an equal opportunities policy which may support the career development of females who are proportionally under-represented in retail management.
- Dimensions of work-life balance were commonly raised by female managers in the three cases, and consistently raised by female managers in Department Store, while none of the male managers raised work-life balance.
- Despite the gender divide on opinions on work-life balance, the consensus in all three cases across managers and staff is that people are promoted on merit.
- As regards employee development, in two case organizations; Fopp and Department Store, there is a clear career structure wherein employees are actively encouraged to develop their skills as internal promotion is a strong feature. The career structure in

McCormack's is more opaque according to both male and female focus groups. In addition, the small number of employees and long service inevitably mean a limit on career progression opportunities.

- The key enablers of career development of female managers in retailing are present in the case companies; senior management support for equality, some development of work-life practices, notably in formal and informal flexible working practices, and clear career structures all feature prominently.
- Policies on mobility emerge as a significant factor which limits females' self-perception and therefore self-selection of their career development. Wider work-life balance issues apparently have a greater significance for female managers than their male counterparts.
- Younger females entering the workforce clearly have the drive and ambition to take advantage of career development opportunities, and male and females alike admit that to be successful in a retail environment requires hard work and, above all, a passion for the product and customer service.
- There are still some female self-selection barriers pertaining to challenges in combining retail management work with personal factors like relationships and family responsibilities.
- Women may be benefiting from positive stereotypical perceptions that they have better communication skills and can more effectively juggle conflicting demands.

#### **Study Recommendations:**

- To respond to the challenge, retailers need to consider structural alterations to senior management jobs in support of work-life balance. Not only can work-life balance arrangements reduce female career opt out, but it may also enhance the working lives of both females and males.

#### **15. McDonald and Hite (2005): " Reviving the relevance of career development in human resource development"**

This article addresses how career development can be revived in human resource development (HRD) scholarship and practice to benefit organizations and to affirm individual employees. It presents a framework for reintegrating career development into the HRD function and offer specific learning activities better suited to the needs of individuals and organizations in this turbulent environment. This article has focused on how HRD can renew its commitment to career development as one of its fundamental functions.

#### **Study Conclusions:**

- A framework consists of three critical elements to consider in implementing and integrating career development into the organization: Organizational support mechanisms, learning activities, and evaluation processes.
  - a) The organizational support mechanisms will influence what learning activities are developed and nurtured in the organization.
  - b) The learning activities will affect organizational support mechanisms (e.g., networks and community-based learning may assist employees in dealing with work-family conflicts).
  - c) Organizational support mechanisms will influence what is evaluated regarding CD and how it is evaluated. The evaluation process also should determine if organizational support mechanisms assist employees and the organization in achieving career-development objectives.
- As HRD transitions from the traditional program delivery stance to more interactive roles as facilitative resource, employee and employer liaison, and coach, it can

enhance and reclaim the relevance of career development.

### **Study Recommendations:**

- The most critical step for HRD practitioners in this process is to claim a place at the strategic planning table and make the case for the importance of career development that addresses the priorities of employees and employers. The strategic connection also can be used to advocate for equity in access to career development.
- Practitioners must challenge themselves to move away from the relative safety of prescribed programming and to enhance their own skills in coaching and reflective learning to address new modes of career development.
- More empirical studies focused on dynamic learning opportunities are needed; first to explore their effectiveness in enhancing both performance and development. Second, to determine how boundaryless learning activities can be systematized enough to contribute to the organizational career development endeavor without jeopardizing their unstructured and dynamic attributes.

### **16. Garofano and Salas (2005):" What influences continuous employee development decisions?"**

This paper proposes a model of continuous employee development; this model integrates prior work from career development, training, and education literatures and builds on it by proposing factors that affect the occurrence of future development. This model also highlights the complexity of the processes involved in continuous employee development and the multiple systems that can influence it, from organizations, to education, to home life. Still, the model can provide guidance for organizations on influencing the adaptability of future workers and organizations.

### **Study Conclusions:**

The continuous employee development model consists of 15 propositions:

1. Outcome expectations for engaging in employee development behavior are positively related to employees' intentions to engage in development behavior.
2. Employees' intentions to engage in development behavior are positively related to actual development behavior.
3. The positive relationship between outcome expectations and intention to engage in development activities is moderated by an individual's personal non-work environment. The relationship is made weaker when less resource is available for engaging in employee development behavior.
4. The relationship between an individual's perceived career stage and outcome expectations will be stronger than the relationship between age and outcome expectations.
5. Employees with high occupational self-efficacy will have greater outcome expectations for engaging in development activities.
6. Employees with high work-domain learning orientation will have greater outcome expectations than employees with low work-domain learning orientation for engaging in development activities.
7. Employees with higher incremental implicit theory scores will have greater outcome expectations for engaging in development activities.
8. Employees higher in work centrality will have greater outcome expectations for engaging in development activities.
9. Employees high in career exploration will have greater outcome expectations for engaging in development activities.
10. An organizational environment that supports engaging in development activities will

create higher work centrality, career exploration, and work-related self-efficacy, learning goal orientation, and incremental implicit theory, as well as directly increase employees' outcome expectations for engaging in development activities.

11. Positive or negative changes in the local and/or global economic environment can have corresponding effects on work centrality, career exploration, work-related self-efficacy, and work-related learning goal orientation.
12. Employees with previous work experiences where their development activities were perceived as resulting in valent rewards will have higher work-related self-efficacy, learning orientation, incremental implicit theory, and work centrality and career exploration.
13. Positive appraisals, on the part of the employee or important others, of the outcomes of engaging in development behaviors will cause higher outcome expectations for engaging in further development activities. This appraisal also becomes a part of an employee's previous work experiences.
14. Implicit theory will moderate employees' appraisal of the outcomes of development behavior. Entity theorists will have lower appraisals of the outcomes of engaging in development.
15. Goal orientation will moderate employee's appraisal of the outcomes of development behavior. Employees with higher learning orientation will have higher appraisals of the outcomes of engaging in employee development.

#### **Study Recommendations:**

- The continuous employee development model can also provide guidance for organizations on how this development cycle can be encouraged. These include recommendations for selection using antecedents in the model and training interventions designed to affect the skills involved in career exploration.
- The continuous employee development model cannot be tested in its entirety until scales validated for occupational contexts exist for all the variables in this model. These already exist for self-efficacy and goal orientation but need to be developed for implicit theory. Scales for outcome expectations and appraisal also need to be created.

#### **17. Al Madhoun (2005): " Career path development policies in UNRWA from the perspective of employees working in the headquarter and the field office"**

The aim of this study to study the reality of career path development policy in the United Nations Relief and Works Agency for Palestine Refugees in the Near East "UNRWA" towards the departments area staff members, through exploring the Agency's policy and programmes in this regard, measuring how well area staff members are aware of the basic concepts, checking the satisfaction level on their actual career development and effectiveness of such practices in general.

The study population was 634 included all area staff in UNRWA headquarters and Gaza field office excluding teachers and international staff , the sample included 195 employee from different departments representing 30.8% of the population.

#### **Study Conclusions:**

- There was low satisfaction level from staff related the policies, systems, rules, and tools that develop their career path, lack of improvement and clarification.
- There was low satisfaction level on the current applies promotion policy and its contribution in developing their career, and the weak linkage between both training and career paths.
- Most of the staff was aware of the career path development concepts, yet they believed that their personal roles were the most effective factor on their actual

development.

- There were no significant differences due to sex, age, education, grade and number of service in UNRWA while the marital status showed a difference in favor for the single.

#### **Study Recommendations:**

- Launching a clear understandable and open policy for career path management and development for all staff and occupied positions.
- It is important to establish a special division in human resource department throughout the agency to have skills inventory for the employees, and implement promotion chart and succession planning into action.
- Re-consider the current promotion policy, and link the performance appraisal results with the training and career paths.

#### **18. Yamamoto (2005):" The relationship between employees' inter-organizational career orientation and their career strategies"**

This study considers the relationship between employees' inter-organizational career orientation (IOCO) (similar to boundaryless career) and the career strategies that they use in, the study is done on private companies in Japan.

A total of 16 companies accepted to participate which consist of the following categories: construction, manufacturing, transportation and communications.

The sample is regular employees, 794 questionnaires were distributed within the 16 companies, and 376 were returned (47.4 percent recovery rate). Of those, 11 were considered invalid, leaving 365 questionnaires for analysis.

#### **Study Conclusions:**

- IOCO contributed not only to the rejection of organizational career strategies but also to that of organizational and inter-organizational career strategies except for career insight was seen.
- I) The influence of career attitudes on the relation between IOCO and career strategies
- Although IOCO is high, the degree of career attitudes is promoting the adoption of strategies (except for career exploration) in five of seven relations whose career attitudes had significant influence. This tendency was especially clear in career insight and self-nomination.
  - Career insight is the most fundamental career strategy for career development, and the exact grasp of self-career based on the market value in the case of developing inter-organizational career is needed rather than organizational career which is comparatively easy to grasp.
  - Self-nomination is considered to be a typical organizational career strategy. However, it is not unrelated to the deployment of inter-organizational career at all.
  - In the case of developing inter-organizational career, which is supported by suitable career attitudes, self-nomination will be needed even if an object is not only an employee in the company, such as a superior official, but, a contact. Thus, the adoption of these two strategies is promoted when IOCO and career attitudes are high.
- II) Career attitudes are high controlled the adoption of career strategies was clarified.
- Career goal commitment is high controlled the adoption of challenging work behavior when IOCO is high.
  - It is seen to some extent that the high tendency towards job involvement controls the adoption of the creation of career opportunities.
  - When IOCO is high, it is suggested that the degree of career attitudes has worked

negatively to behaviors taken in everyday job execution and career development. Probably, when employees' IOCO is high, it could be considered that their career goals are (or become) outside an organization.

- When career goal commitment is high, it is thought that there is no challenging work behavior for goal attainment then in the present affiliation organization, and it is going to take it in the organization after turnover.

III) Career attitudes, which promote career exploration behavior, which is a typical inter-organizational career strategy, were not seen.

- The job involvement had independently contributed to the adoption of career exploration. Job involvement was a career attitude whose relation with the evaluation to an affiliation organization is not necessarily strong.
- The degree of the job involvement promotes career exploration, which searches for the job, which is good for the self.

### **19. Hayti (2004) : " The effect of career development on employees' satisfaction"**

The paper aims to identify career development effect on employees' satisfaction in three Jordanian universities; Jordan, Yarmook and Mutah University.

The study explored the relation between career path development (career path planning and management) and the employee satisfaction on career path (satisfaction on the job and the organization).

A questionnaire distributed to 220 employees and the respondents were 190 from which 13 were excluded because they were incomplete, the population was employees in certain management levels; manager, deputy manager, manager assistant, head of division, president of Diwan, office manager, or branch manager . the total number of the population was 402 till the date of collecting data in 2002 and the sample was chosen randomly.

#### **Study Conclusions:**

- There is a moderate relation between career path development and employees' satisfaction on this path.
- There is low interest from the universities in developing employees' career.
- Career path development is the responsibility of both the organization and the individual and both play interconnected roles.
- Human resource management with its different practices was one of the factors for career development in; (enhancing career path responsibility, feedback, job satisfaction) or (increase the interest in the employees and the job, achieving organizational goals related to the individual employees) but there is weak support from the top management in this regard.
- The employees, individually, make an effort to develop their career path in minimal practices like post graduate studies and joining training courses inside and outside the universities.
- The top managements, in the three universalities, do not play a direct and effective role in non academic employees' career development as it focus on the academic staff and their development.
- Employees have low satisfaction with their career development path.
- The common organizational culture in the three governmental universities contributed to almost similar results.

#### **Study Recommendations:**

- The sample universities should adopt new career development approaches other

than the traditional one, with the emphasis that also non academic staff needs to develop their career and employees' satisfaction is part of the organizational atmosphere.

- The management should spread awareness among employees on the importance of developing their career path through workshops.
- The management should reconsider the employee service policy including but not limited to promotion, training and motivation, and implement more modern career development practices like empowerment, participation, creation and job enrichment.
- Enhance the role of human resource managers in the development process and the importance of using human resource management information systems.
- Improve the current information system in the sample universities or implement human resource information system.
- The universities in the sample should support the managers' role in the career development process and empower them through acquiring the skills, delegating the authorities and accessing to the information required to develop their subordinates.
- Career development must be a priority for the top and low managements and has certain indicators for its process.
- Conduct future researches on career path including other governmental and private universities, manufacturing and service organizations.
- In future researches; adding new variables like career management and information management systems, career management as strategic approach, etc.

## **20. Chen , Chang and Yeh (2003): "Square of correspondence between career needs and career development programs for R&D personnel"**

The paper examines the square of correspondence between the career needs of research and development (R&D) personnel (in terms of goals, tasks, and challenges) and career development programs in Taiwan. The square of the correspondence is illustrated for the four respective career stages of researchers comprising of the exploration stage, the establishment stage, the maintenance stage, and the disengagement stage.

The study proposes a novel concept based on the effective coordination of the demand (career needs) and the supply (career development programs), how to bridge the gap between both of them, and the subsequent causal effects of this gap on job satisfaction, productivity, and turnover rates.

The methodology of this study is presenting only a qualitative overview; it is conceptual and tailored to R&D personnel at high tech firms in Taiwan.

### **Study Conclusions:**

- A considerably higher turnover rate exists amongst researchers in the high-tech industry in Taiwan than the average level for industry as a whole. It is of particular importance to propose effective career development programs aimed at satisfying the career needs of R&D personnel in order to improve the level of job satisfaction and retention amongst this group.
- There is a clear diversity of values placed on various career needs of R&D personnel during the different stages of an individual's career.
- It is necessary to emphasize flexible and needs-oriented career development programs in order to satisfy the career needs of R&D personnel and further enhance their job satisfaction levels.
- Organizations, which cannot provide career development programs that satisfy the

career needs of R&D personnel, will widen the gap between the two.

- Managers, who fail to bridge the gap, will experience growing levels of dissatisfaction, which will naturally reflect on work attitudes.

#### **Study Recommendations:**

- Future studies could include data collected by postal surveys or through longitudinal studies to determine changes in R&D personnel over time, yielding even more interesting results.
- Future studies could also consider evaluating the productivity, job satisfaction, and performance levels of R&D personnel both before and after improvements in career development programs in an effort to elucidate the effectiveness of such programs.
- With regard to the measurement of job satisfaction, it is suggested to use the 'job descriptive index' (JDI) which measures satisfaction with five aspects of the job: the work itself, supervision, coworkers, pay, and promotion.
- In terms of the measurement of productivity output by R&D personnel, this study suggests the use of; research proposals, written papers, published papers, products designed, presentations made, patents received, awards won, projects completed, and books written.

#### **21. Tzabbar, Vardi & Baruch (2003): " Organizational career management in Israel"**

The study explores some important aspects of organizational career management (OCM) and career development trends in Israel.

The paper explored developments in five main facets of OCM: individual versus system needs; primary responsibility for career management; decision criteria for employee promotion; directions for employee mobility; and implementation of internal development programs.

The collection of data was through a survey and the sample was 136 large firms employing more than 250 employee represented by their human resource managers, 139 questionnaire were distributed and collected, but only 136 were complete and usable

#### **Study Conclusions:**

- HRM in Israel still emphasize organizational needs over individual needs.
- HRM departments were found to have a principal responsibility for career management and not the employee or the direct manager.
- Israeli firms tend to practice a paternalistic approach to OCM.
- For making a promotion decisions HRMs tend to rely on internal HR development programs.
- Israeli HRMs emphasized individualistic criteria over universalistic one while making promotion decision.
- Because upward mobility opportunities are limited, many opportunities are limited; many opt for external labor markets to acquire managerial talent.
- Employee and performance evaluation takes a central part in the overall organizational career management strategy and practice.
- HRM are more likely to turn to outside resources and to other units in the organization, in order to detect managerial talent, than to promote from within(i.e. succession planning and implementation).they do not advocate using downward moves as a viable career option when such moves are called for.
- In the new organizational climate Israeli managers would be less motivated to implement internal development programs as such practice is still centered to the

OCM system.

- Traditional cultural values are still strongly embedded within Israel organizations and employees, according to which employee development is an organizational obligation and employee entitlement.

#### **Study Recommendations:**

- Future research effort must explicitly acknowledge that any change in OCM is shaped by the political, cultural, institutional context and thus the organizational adoption of new ideas is a history-dependent process.
- Future research should thus test whether these findings hold in various industries.
- Future research should identify additional methods to collect complex data regarding the contribution of change in other structural dimensions to career management.

#### **22. Maurer (2000): "Career-relevant learning and development, worker age, and beliefs about self-efficacy for development"**

This article shows how age of a worker, in combination with organizational, social, and administrative/ managerial influences, might lead to reduced self-confidence for learning, and subsequently, lower attitudes toward and participation in training and development activities. The researcher developed a model developed for worker age and self efficacy for development of career relevant learning; the framework examines worker age in relation to perceived self-efficacy for development of career-relevant skills and voluntary participation in learning/development activities relevant to work.

#### **Study Conclusions:**

- The paper has six main propositions
  - a) Employees with higher self-efficacy for development will have more positive attitudes toward and more frequent voluntary participation in training and development activities.
  - b) Key antecedents of self-efficacy (mastery experiences, vicarious experiences, persuasion, and physiological variables) will positively influence self-efficacy for development.
  - c) Employee age will be negatively associated with key antecedents of self-efficacy for development.
  - d) Employee age will be negatively associated with self-efficacy for development of skills.
  - e) The antecedents of self-efficacy will completely mediate the relationship between age and self-efficacy.
  - f) There will be a mediation effect in which the negative relationship between: a) employee age, and b) attitudes toward and participation in development activities, can be attributed to self-efficacy and its antecedents.
- Although the need for workers of all ages to be involved in continuous learning and development activities has clearly increased dramatically in the workplace, it is possible that some older workers may perceive somewhat less benefit of participating in such activities compared to younger workers.
- Managing older workers self-efficacy for learning and development through managing four self-efficacy antecedents:
  - a) Mastery experiences; inclusively encourage all employees (older and younger) to be involved in learning and development experiences and design the experiences to enhance success.
  - b) Vicarious influences; Enhance older workers' opportunities to observe others similar to them successfully engaging in learning and development

experiences and reduce their exposure to negative depictions of older workers' ability to successfully engage in development

- c) Persuasion; persuade older workers who are capable of successful learning and development.
- d) Physiological influences; proactively and constructively address debilitating anxiety, arousal, or health factors which may reduce self-efficacy for learning and development.

#### **Study Recommendations:**

- For practitioners, this is a potentially key issue for building a learning culture and managing age diversity, as self efficacy is a variable that can be changed or impacted through appropriate intervention.

#### **23. Abu Tayeh (2001): "The factors affecting the adaptation to changes in career path: a practical study on the employees of Jordan Telecommunication Company"**

This paper deployed the model of factors that affect the adaptation to changes in career path, those factors includes the behavioral and structural and both factors include the following dimensions: level of satisfaction on the job, motivation towards work, the type of supervision and leadership, incentives related to achievements, the type of relation with the organization, the clarity of job duties, the amount of authority and power, and the amount of career challenge and their effect in adaptation to changes in career path.

A questionnaire was distributed to all the company's employees who had changed their career path and still work at the company at that time, a sample of 424(the same population number as well) employees in four provinces in Jordan, in addition to the company headquarter. The returned questionnaires were 358 from which 6 were excluded.

#### **Study Conclusions:**

- There is weak statistical relationship between the behavioral and structural factors together and the adaptation to changes in career path.
- There is no statistical relationship between the demographic factors (age, sex, education, service time, management level, etc) and their influence on the changes in career path.
- The most important factors contributing to adaptation to changes were; level of satisfaction on the job, motivation towards work, the type of supervision and leadership, and incentives related to achievements.
- The factors that did not have influence on the adaptation to changes in career path are structural requirements for the job, those factors are the type of relation with the organization, the clarity of job duties, the amount of authority and power, and the amount of career challenge.
- There is statistical relationship between each individual factor and adaptation to changes in career path, except the clarity of job duties which had no relation at all levels.
- The factors that influenced the adaptation to change in career path are personal motives, internal desires for adaptation more than being structural factors.

#### **Study Recommendations:**

- Conduct future research on the adaptation on changes in career path in Jordan and the Arab world.
- The organizations should pay attention on the jobs to stimulate human needs for the employees in order to improve the quality of life in the working environment which

has positive effect on the organization

- The company should concentrate more on the incentives to improve the employee motivation and their adaptation to changes in their careers.
- The management leaders should focus on employees' career satisfaction which accordingly improves the adaptation in the job positions.

#### **24. Selmer (1999): " Corporate expatriate career development "**

This paper examines the availability of and usage of career development activities for Western business expatriates assigned to Hong Kong, as well as characteristics of corporations offering them and attributes of the users.

The author uses ten career development activities developed by Granrose and Portwood (1987): job posting , Career path information provided by the organization , Annual performance review , fast-track programme , Information on career planning provided by the organization, individual career counseling , career testing, coaching/mentoring , assessment centers , and career planning workshops.

The data was extracted from a mail questionnaire to 1,713 Western business expatriates in Hong Kong, which resulted in 343 usable returns (20 %). Part of a questionnaire utilized by Granrose and Portwood (1987) was used.

#### **Study Conclusions:**

- The availability of corporate career development activities is generally low indicating little interest on the part of parent organizations to assist in the development of their expatriate managers' careers.
- All activities, except job posting and annual performance review, are "not available" to more than 50 % of the respondents. 80 % or more in the case of assessment centers, career planning workshops, and career testing. The corporate career development activity most frequently rated as "available" is annual performance review (76 percent) followed by job posting (53.3 percent).
- Regarding the usage of the corporate career development activities, annual performance review is also the unrivalled most frequently used (65.2 percent), followed by coaching/mentoring (28.1 percent) and individual career counseling (25.3 percent).
- Coaching/mentoring, has been used by almost one third of the expatriates, and that individual career counseling also plays a prominent role.
- More sophisticated career development tools, such as assessment centers (8.3 %), career planning workshops (8.5 %), and career testing (9.5 %), are used very little. Although available, it is surprising that more expatriates are nonusers (24.4 %) than users (22.7 %) of job posting, the only activity with such a response pattern.
- Large-size parent organizations with substantial interests in international business operations generally assist their expatriates' career development more.
- North American parent corporations have a significantly higher degree of availability of four of the career development activities than their European counterparts. Career path information provided by the organization, annual performance reviews, fast-track programs, and coaching/mentoring were all more available in the North American than in the European parent corporations.
- Parent corporations with operations in many countries had significantly higher availability than those with operations in few countries of seven of the ten examined career development activities. This was the case for job posting, annual performance review, and fast track program, information on career planning provided by the organization, coaching/mentoring, assessment centers, and career planning

workshops.

- A long international history, in terms of many years of international operations by the parent corporation, made a significant difference in higher availability of four career development activities; job posting, information on career planning provided by the organization, individual career counseling, and career planning workshops.
- Experienced expatriate managers generally use more of the available corporate career development activities than less experienced managers.
- Managers' position made a significant difference in two respects; CEOs had used more careers testing but less coaching/mentoring than other expatriates. Except for occasionally occurring overlap periods, when both predecessor and successor are present at the foreign subsidiary, expatriate CEOs have been identified as not seeking much advice from neither headquarters nor colleagues.
- A long period of work abroad differentiated between managers in the case of more use of fast-track programs and assessment centers. Older expatriate managers had used significantly more career testing and career planning workshops than their younger counterparts. Internally recruited expatriates had used significantly more job posting and annual performance review than externally recruited expatriates.

#### **Study Recommendations:**

- Globalizing firms may benefit from offering corporate career development activities to larger numbers of current and potential expatriate managers for example, assessment centers.
- Internationalizing SMEs could introduce more career development activities to their actual and prospective international managers.
- There is an advantage in encouraging more junior managers to make use of corporate career development activities to prepare and motivate them for an international career.

#### **25. Sullivan(1999): " The changing nature of careers: a review and research agenda"**

This review analyzes how the changing nature of careers can be conceptualized by examining two major categories of careers research. Specifically, the developmental stage theories of Super (1957) and Levinson (1978, 1986, 1996) and the boundaryless career concept (Arthur & Rousseau, 1996) are used to assess our understanding of careers in today's dynamic work environment.

#### **Study Conclusions:**

- Greater clarity of the new career patterns called boundaryless is needed. For example, the term "boundaryless careers" is really a misnomer, as systems need boundaries in order to define themselves and to separate themselves from the environment. Therefore, in a real sense, careers are not boundaryless.
- The literature on boundaryless careers focuses on how boundaries have become more permeable. Moreover, the boundaryless perspective is still tied to the traditional organizational career perspective in that organizations, not individuals, have boundaries.
- From the view point of the individual careerist, it may make more sense to use the term "protean career" to emphasize the individual's adaptability and self direction, and to use the term "boundaryless" when examining careers from an organizational perspective.
- New theories delineating the different types of employment relationships need to be developed.

- Although careers research recognizes its interdisciplinary roots, it still tends to overlook potential contributions from other fields (e.g., anthropology, sociology) that may expand our understanding of career processes.
- There is still a lack of research on the career experiences of racial minorities, the disabled, gays and lesbians, and the working poor.
- The literature tends to emphasize the positive aspects of boundaryless careers and neglects the potential problems associated with newer career patterns (e.g., underemployment, increased isolation).
- The changes occurring to organizations and careers are exciting and challenging, clearly, there is much to gain by expanding our conceptualizations of careers beyond the traditional models.

### **Study Recommendations:**

- There are five major recommendations for future research within the context of the changing nature of careers:
  - a) Examine how different employment relationships affect individual and organizational outcomes.
  - b) Examine the effectiveness of organizational programs and newer learning methods that focus on developing the skills needed for success in non-traditional career paths.
  - c) Examine the effect of boundaryless careers on the career experiences of women and minorities.
  - d) Examine the impact of technology on careers.
  - e) Examine the cross-cultural generalizability of careers research.

### **General Commentary on the Reviewed Studies**

The studies on career development in their different aspects, approaches, patterns and practices are covered in these studies; also they entail different countries and cultures worldwide in American, European, Asian, Australian, Middle Eastern and Palestinian studies. But the prevalent is that most the studies are on the private and profit organizations and there is scarcity on the career development on the NGO sector, also the number of American studies exceeds any other studies; this is because the career development is a modern human resource concept and the American are the most who adopt new concepts. There is lack in Arabic studies either in profit or non profit organizations as North Africa countries studies are absent in this field and there is a lack in studies related to autonomy in career.

In general, all the studies take common variables either related to organizational role or individual role but do not take both in their research, also the protean and boundaryless approaches were studies in the American studies only, and there is no research that studies the balanced approach in career development.

So far the studies focus on some of the HRM roles specially in training and development, performance appraisal and overall organizational career development activities.

Also some studies focused on age, gender as a variable in measuring either career development opportunities or individual attitudes toward participation in career development activities.

Also one study focused on the career development activities tailored to expatriates in the profit organizations but there are no similar studies on the NGO.

All the studies found a great relationship between organizational role and career development, individual characteristics and career development. And the organizational activities mainly under HRM are which exactly contributes to career development. In addition, the protean and boundaryless careers are emerging as a result of globalization, environmental and organizational changes and due to economic recession. Moreover; age and gender have important effect on career development for individuals as older people need different incentives and triggers to participate in such activities and always women have less opportunity in career development regarding their family responsibilities.

## **Chapter Four**

### **The Research Practical Framework**

- **Section I:**  
**Methodology & Procedures**
  
- **Section II:**  
**Testing the Research Tool**
  
- **Section III:**  
**Analysis of the Sample Characteristics**
  
- **Section IV:**  
**Data Analysis and Hypotheses Testing**

**Section I**  
**Methodology & Procedures**

- **Introduction**
- **Research Methodology**
- **Research Design and Procedure**
- **Research Population and Sample**
- **Selection Criteria of the Sample**
- **Sources of Data**
- **Questionnaire Design**
- **Questionnaire Statistical Analysis Tool**

## Chapter Four

### Section I Methodology & Procedures

#### **Introduction**

This section describes the methodology that was used in this research study to achieve the research objectives, including the adopted methodology, the research design and procedure, the characteristics of the research population and sample with the selection criteria, sources of data, questionnaire design, and the statistical analysis tool for the questionnaire.

#### **Research Methodology**

The study follows the descriptive analytical approach through which the hypotheses are developed and then tested through the research process. Research methodology depends on the analysis of data on the use of descriptive analysis, which depends on the poll and use the main program (SPSS).

#### **Research Design and Procedure**

The followings are the steps the researcher followed in the research design and implementation:

1. The research thesis started by preparing a proposal that included identifying and defining the problems and establishing objectives of the study and developing the research plan.
2. After receiving approval on the proposal, the researcher began to review the literature on career development.
3. The researcher prepared the survey on the career development opportunities for the employees working for both local and international NGOs, the survey was reviewed and evaluated.
4. After that; testing the questionnaire design was done by distributing the questionnaire in a pilot study. The purpose of the pilot study was to test and prove that the questionnaire questions are clear and answered in a way that helped to achieve the target of the study.
5. The data collection for the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective. A total of 887 questionnaires were distributed to the research population and 628 questionnaires are received.

Most of all the major local and international NGOs participated in the study, the survey was distributed online also to a number of friends via Facebook to gain their awareness and to spread it to their friends as well, only three returned it online and one volunteer participated online and sent it back via the email. Each received survey was examined carefully to assure it meet the selection criteria and the surveys that did not meet the criteria were excluded before the analysis stage using SPSS.

6. The final phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis, based on the results; conclusions and recommendations were driven.

Figure (4.1) shows the methodology flowchart, which leads to achieve the research objective.

## **Research Population and Sample**

### **The Research Population**

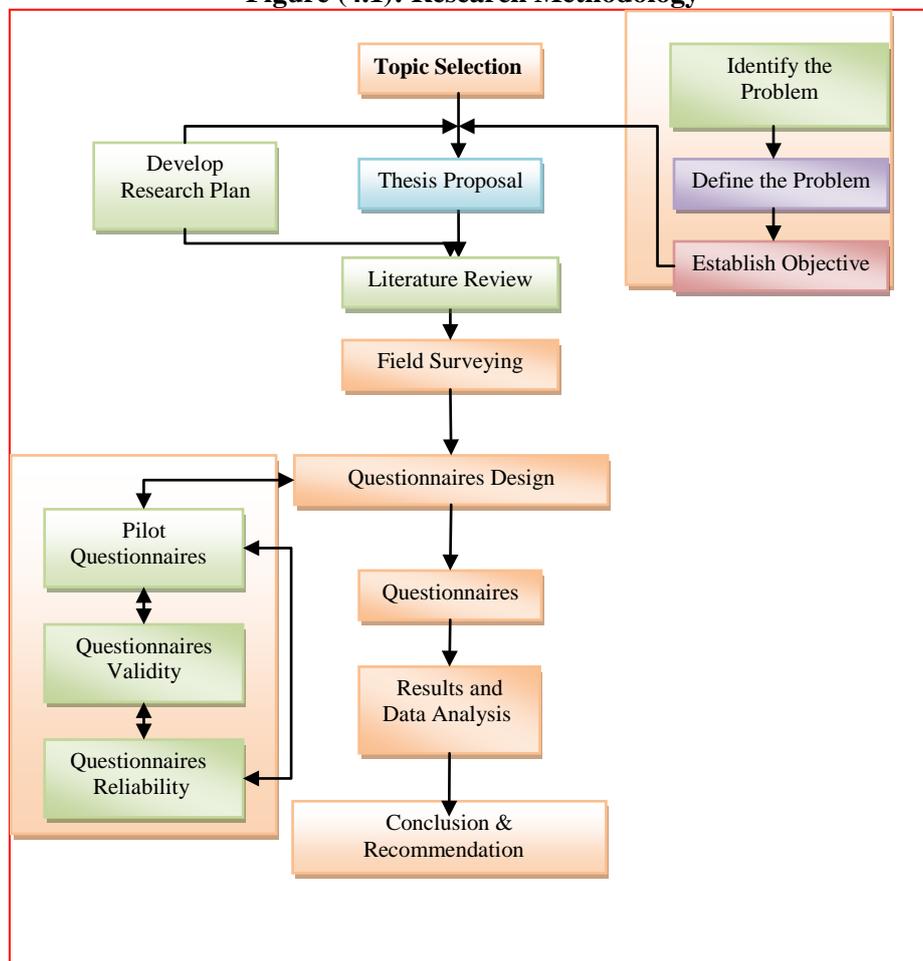
The research population includes all local and international NGOs in the Gaza Strip working in different areas and serving different sectors, which totals to 887 organizations according to the Ministry of Interior in 2011. That said, there are certain criteria which the organizations had to possess in order to be selected.

### **The Research Sample**

The research sample is composed of 100 NGOs working all over the Gaza Strip (Gaza, Middle Area, Southern Area, and Northern area) were covered, it is shown in table (4.1).

The selection of the sample was according to different criteria for local and international NGOs.

**Figure (4.1): Research Methodology**



Articulated by the researcher

A total of 887 surveys were distributed to employees from different management and technical levels, 628 surveys were collected, with response rate 70.8%. Also, 99 surveys were excluded because they did not meet the two criteria together, resulting in a total number of 529 surveys for analysis. Survey distribution and collection details for each organization are illustrated in Annex 5.

### **Selection Criteria for the Sample**

The criteria was set carefully to make sure that the organizations have the enough resources to practice some forms of career development, as it is not realistic to choose organizations with poor resources and investigate practices that require a respectable budget.

### **Selection Criteria for Local NGO**

- Years of operation in Gaza Strip are more than five years.
- Annual budget is more than 400,000 USD
- The organization is active and its effect is noticeable in the community or within its area.

### **Selection Criteria for International NGO**

- Years of operation in Gaza Strip are more than two and half years.
- Annual budget is more than 1,000,000 USD.

### **Common Criteria for the Sample Employees in the Local and International NGOs**

The criteria for selecting employees were set carefully to better reflect the career path clarity and maturity after five years of experience, and represent the organization practices well after two years of working for the organization, so they were chosen according to the following:

- The years of experience, in general irrelative of the field, are more than five years.
- Years of service in the organization are more than two years.

**Table (4.1)**  
**The research sample**

#	International NGO
1	United Nations Development Programme (UNDP/PAPP)
2	Office of the United Nations Special Coordinator (UNSCO)
3	UN Women
4	Food and Agricultural Organization of the United Nation (FAO)
5	United Nations Office for the Coordination of Humanitarian Affairs (OCHA)
6	United Nations Office for Project Services (UNOPS)
7	World Health Organization (WHO)
8	United Nations Department of Safety and Security (UNDSS)
9	United Nations Population Fund (UNFPA)
10	World Food Programme (WFP)
11	United Nations Educational, Scientific and Cultural Organization (UNESCO)
12	United Nations Office of the High Commissioner of Human Rights(UNOHCHR)
13	World Bank
14	United Nations Relief and Works Agency-UNRWA
15	Save the Children-USA
16	Save the Children-Sweden
17	Save the Children-UK
18	Islamic Relief-UK
19	AMIDEAST
20	Norwegian Refugee Council (NRC)
21	Handicap International (HI)
22	Action Against Hunger (ACF)
23	COOPI- Cooperazione Internazionale
24	Premiere Urgence-Aide Medicale Internationale
25	GVC-Gruppo di Volontariato Civile-Italy
26	International Medical Corps (IMC)
27	Copperative House Foundation (CHF)
28	Reyada
29	Terre des hommes Foundation(TDH)

30	Oxfam GB
31	Mercy Corps
32	Norwegian People's Aid (NPA)
33	American Near East Refugee Aid (ANERA)
34	Qatar Red Crescent Society (QRCS)
35	Turkish Red Crescent
36	IHH
37	Yardimeli Dernegi
38	American Friends Service Committee(Quaker)
39	Welfare Association (WA)
40	HelpAge International
41	Middle East Council of Churches
42	MAP UK
43	Edu Aid
44	Qattan Centre for the Child
45	Others from 3 INGO
<b>#</b>	<b>Local NGO</b>
48	Atfaluna Society for Deaf Children
49	Gaza Community Mental Health Programme
50	Al Mezan Center for Human Rights
51	Palestinian Centre for Human Rights (PCHR)
52	Arab Center for Agricultural Development(ACAD)
53	Gaza Immediate Voluntary Relief Effort
54	El-Wedad Society for Community Rehabilitation
55	MA'AN Development Center
56	Palestinian Medical Relief Society (PMRS)
57	Al Dameer Association for Human Rights
58	Palestinian Businesswomen's Association (ASALA)
59	NGO Development Center (NDC)
60	The Palestinian Center for Democracy Conflict Resolution (PCDCR)
61	Palestinian Companys Lending and Development- Faten
62	Palestinian Association For Development & Reconstruction -PADR
63	Union Of Agricultural Work Committees
64	Union of Health Care Committees (UHCC)
65	Palestinian Hydrology Group
66	AL-AMAL Institute for Orphans
67	YMCA-Jerusalem
68	Alnajda Social Association
69	Ard Elinsan
70	The Mercy Association for Children
71	Democracy and Workers' Rights Center
72	The Society for Care of the Handicapped in the Gaza Strip
73	Palestinian NGO's Network (PNGO)
74	Palestine Red Crescent Society (PRCS)
75	Palestinian Agricultural Development Association(PARC)
76	Right to Live Society
77	Community Training Center and Crisis Management
78	Red Crescent Society for Gaza Strip
79	Muslim Girls Society
80	The National Center for Community Rehabilitation
81	Save the Children-Palestine
82	Center for Women's Legal Research and Consulting
83	Union of Health Work Committees
84	Women Affairs Center-WAC
85	The National Society for Rehabilitation-Gaza Strip
86	Zakher Association for Developing Women Capacities
87	Women Affairs Technical Committee
88	Altwasol Linkup Society
89	Maghazi Cultural Society Center

90	Maghazi Community Rehabilitation Society
91	El-Amal Rehabilitation Society-Rafah
92	Deir Balah Rehabilitation Society
93	Palestinian Authority for Development and Education
94	Yabous Charity Association
95	Jabalia Rehabilitation Society
96	Nebras Al Ajyal Association for Development
97	Life and Hope Society
98	Society for Remedial Education Center
99	Beit Lahia Development Association
100	Al Falah Benevolent Society

### **Sources of Data**

The researcher used both secondary and primary resources for collecting data, which is as follows:

#### **Secondary data**

1. Books on human resource management career development and NGO career practices like Oxfam published books.
2. Published researches, including papers in certified accredited electronic and hard copy journals.
3. Researches and studies conducted by organizations and individual researchers on Career management, approaches and development worldwide, or on the NGOs in Gaza Strip, along with any report.
4. Websites for certified career industry organizations worldwide, websites for local and international NGO in Palestine, like Aida Jerusalem and PNGO Networks, Aida publications, any other publications and brochures from certified party.

#### **Primary Data**

The questionnaire was used to collect the required data in order to achieve the research objective. The distribution of the questionnaire to study sample was done, in order to get their opinions about the initial assessment of the career development opportunities for the employees working for both local and international NGOs.

### **Questionnaire Design**

The questionnaire included 72 multiple choice questions which were used widely in the questionnaire. The variety in these questions aims first to meet the research objectives, and to collect all the necessary data that can support the discussion, results and recommendations in the research. The questionnaire was provided with a cover letter explaining the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage a high response. The criteria for the sample employees were clearly stated on the cover page. Additionally, clarification for the new terms and concepts in the survey were attached in separate page after the cover letter.

The sections in the questionnaire verified the objectives in this research related to the initial assessment of the career development opportunities for the employees working for both local and international NGOs. The questionnaire included close-ended questions to facilitate the data collection process and was divided into five sections; each is designed to test one of the hypotheses as follows:

Section I: Focused on organizational characteristics (years of operation, number of employees etc) and respondents' personal characteristics (age, sex, job title etc).

Section II: The Followed Approach in Career Planning and Development: It includes a number of 28 questions, representing four approaches, each seven questions represents an

approach; traditional, protean, boundaryless and balanced approach. Protean and boundaryless Career Attitudes Scales from question 8 to 21 developed by Briscoe and Hall (2005).

Section III: Performance Appraisal in the Organization; it includes a number of eight questions.

Section IV: Training and Development Practices in the Organization; it includes a number of 15 questions.

Section V: Individual Characteristics which Affect Career Development; it includes three sections with total number of 21 questions. The sections cover autonomy, self efficacy and career competencies that includes knowing-why, how and whom competency.

### **Questionnaire Statistical Analysis Tools**

To achieve the research goal, the statistical package for the Social Science (SPSS 18) was used for manipulating and analyzing the data. The researcher used quantitative data analysis methods and utilized the following statistical tools:

- 1- Frequencies, Percentile and Descriptive analysis.
- 2- Alpha-Cronbach Test; for measuring the items reliability of the questionnaire.
- 3- Person correlation coefficients; for measuring the items validity of the questionnaire.
- 4- Spearman-Brown Coefficient.
- 5- One Sample T Test; is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3 (Middle value). If the P-value (Sig.) is smaller than or equal to the level of significance,  $\alpha = 0.05$ , then the mean of a paragraph is significantly different from a hypothesized value 3. The sign of the test value indicates whether the mean is significantly greater or smaller than hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance,  $\alpha = 0.05$ , then the mean of a paragraph is insignificantly different from a hypothesized value 3.
- 6- Independent Sample T Test: is used to examine if there is a statistical significant difference between two means for two independent samples.
- 7- One way ANOVA: is used to examine if there is a statistical significant difference between several means among the respondents.

## **Section II**

### **Testing of Research Tool**

- **Introduction**
- **External (Pre-Pilot) Validity of the Questionnaire**
- **Statistical Validity of the Questionnaire**
- **Internal Validity of the Questionnaire**
- **Structural Validity of the Questionnaire**
- **Reliability of the Questionnaire**

## Chapter Four

### Section II Testing the Research Tool

#### **Introduction**

This section covers validity and reliability of the tool in terms of its content and statistical validity. The validity of an instrument is a determination of the extent to which the instrument actually reflects the abstract construct being examined; "validity refers to the degree to which an instrument measures what it is supposed to be measuring" (Pilot & Hungler 1985)<sup>2</sup>, while reliability is the degree of consistency with which it measures the attributes it is supposed to measure.

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial-run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities, they are merely numerical labels. Based on Likert scale we have the following:

Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Scale	5	4	3	2	1

#### **External (Pre-Pilot) Validity of the Questionnaire**

High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly reflects the concept it is supposed to measure. Achieving good validity requires the care in the research design and sample selection. External validity of the questionnaire was completed through several reviews by the supervisor to evaluate and identify whether the questions agreed with the scope of the items and the extent to which these items reflect the concept of the research problem. Afterwards, 10 of academic (three universities) and non academic staff (previously worked at INGO) evaluated the questionnaire, the names of the evaluators in Annex (1). The evaluators agreed that the questionnaire was valid and suitable enough to measure the purpose that the questionnaire designed for and their comments were taken into consideration in slight adjustment.

#### **Statistical Validity of the Questionnaire**

In order to evaluate that the instrument used is statistically valid and that the questionnaire was designed well enough to provide relations and tests between variables, two statistical tests were applied. The first test is Criterion-related validity test (Pearson test) which

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<sup>2</sup> Poilt, D., and Hungler, B., (1985), *Essentials of nursing research; Methods and applications*. J. B. Lippincott company

measures the correlation coefficient between each item in the field and the whole field, the second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire, it measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

### 1- Internal Validity of the Questionnaire

Internal consistency of the questionnaire is measured by a scouting sample, which consists of twenty nine questionnaires, through measuring the correlation coefficients between each paragraph in one field and the whole filed.

**Table (4.2)**  
**The correlation coefficient between each paragraph in the Section II and the whole Section (Career Planning and Development)**

No.	Question	Pearson coefficient	p-value
<b>A) Traditional Approach</b>			
1	In my organization, predetermined career routes or career paths are identified through the job hierarchies, and the career progress is linear and upward.	0.536	0.002
2	Within the organization, the employees' skills are organization specific and can not be transferred or applied in other organizations.	0.469	0.009
3	The organization is in control of my career management and development.	0.766	0.000
4	Employee's service time in the organization is used as a proxy for decisions regarding career development stages, i.e. promotion.	0.707	0.000
5	In the organization, the mechanism to accomplish career goals are through scheduled training programs or job rotation.	0.615	0.000
6	In the organization, career planning and management is plotting a course within an organization system that would yield promotions or increases in responsibility as expertise grew and following that course.	0.565	0.001
7	My professional advancement is within just two organizations	0.525	0.003
<b>B) Protean Approach</b>			
8	When development opportunities have not been offered by my company, I've sought them out on my own.	0.910	0.000
9	Freedom to choose my own career path is one of my most important values.	0.862	0.000
10	In the past I have relied more on myself than others to find a new job when necessary.	0.803	0.000
11	I am responsible for success or failure in my career.	0.707	0.000
12	I am in charge of my own career management and development decisions	0.547	0.002
13	I navigate my own career, based on my personal priorities, as opposed to my employer's priorities.	0.717	0.000
14	What's most important to me is how I feel about my career success, not how other people feel about it and evaluate the choices I make in my career	0.553	0.002
<b>C) Boundaryless Approach</b>			
15	I seek job assignments that allow me to learn something new.	0.671	0.000
16	I like tasks at work that require me to work beyond my own department, and interact with people across many departments.	0.832	0.000
17	I enjoy job assignments that require me to work outside of the organization and interact with people in many different organizations.	0.794	0.000

No.	Question	Pearson coefficient	p-value
18	I am enthusiastic and energized in new experiences and situations.	0.703	0.000
19	I have sought opportunities in the past that allow me to work outside the organization.	0.630	0.000
20	I prefer to stay in a company I am familiar with rather than look for employment elsewhere.	0.650	0.000
21	If my organization provided lifetime employment, I would never desire to seek work in other organizations.	0.843	0.000
<b>D) Balanced Approach</b>			
22	I work with my supervisor to assess my competencies level and skills against the required in my job.	0.733	0.000
23	I work with my supervisor to identify my current strengths, weaknesses, and training and development opportunities required to develop my career.	0.649	0.000
24	The individual development plan, which is formulated jointly by me and the supervisor, is based upon the output of item (23) and is consistent with the mission and goals of the organization.	0.864	0.000
25	My supervisor and I review the Individual Development Plan annually ,and assess periodically my progress toward reaching my goals	0.762	0.000
26	My organization aligns its mission and goals with the individual employees' career aspirations and professional goals, to enhance their career development within and out of the organization.	0.810	0.000
27	My organization reveals its specific development plans, identifies future career planning paths, and the needed competencies to fill critical positions	0.865	0.000
28	My organization is supportive in enhancing my career development opportunities through acquiring new skills; as I always have approval for the requested training and development needs, even if not related to my job.	0.864	0.000

Table no. (4.2) shows the correlation coefficient and p-value for each field items; the p-values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at  $\alpha = 0.01$  or  $\alpha = 0.05$ . Therefore, it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

**Table (4.3)**  
**The correlation coefficient between each paragraph in the section III and the whole section (Performance Appraisal in the Organization)**

No.	Question	Pearson coefficient	p-value
1	My performance is appraised, on a yearly basis, by my direct supervisor and the managers in top management levels.	0.788	0.000
2	My organization sets up objective performance appraisal based on a clear criteria and the individual employee development plan.	0.710	0.000
3	My appraisal evaluation determinant items are based on achieving predetermined career development goals and the used mechanism.	0.721	0.000
4	My strengths and weaknesses are appraised to be matched with a feasible career path for both the employee and the organization.	0.759	0.000
5	After appraisal session; my supervisor gives me the feedback as the results are used in discovering my job performance problems and their causes.	0.662	0.000
6	To improve my current performance, the results of the performance appraisal are used to identify training needs and development	0.010	0.959

No.	Question	Pearson coefficient	p-value
	opportunities reflected in the individual development plan.		
7	Performance appraisal results are used to correct the deviations that might occur in my career development progress, and accordingly my individual development plan is adjusted.	0.853	0.000
8	My performance appraisal results is determinant of the annual compensation including salary increase, promotion , and career development.	0.835	0.000

Table no. (4.3) shows the correlation coefficient and p-value for each field items; the p-values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at  $\alpha = 0.01$  or  $\alpha = 0.05$ . Therefore, it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

**Table (4.4)**  
**The correlation coefficient between each paragraph in the Section IV and the whole Section (Training and Development Practices in the Organization)**

No.	Question	Pearson coefficient	p-value
1	In the organization; each employee has Individual Development Plans (IDP).	0.757	0.000
2	The organization is working in partnership with individual employees to assess training needs and incorporate it into individual employee development plans.	0.478	0.008
3	The organization promotes equal training opportunity for all employees through implementing the training included in the IDP.	0.474	0.008
4	My training and development plan is prepared by the supervisor and me, and updated based on performance appraisal results	0.603	0.000
5	I receive training based on the identified training needs in my development plan.	0.389	0.034
6	My organization conducts training on the importance of continuous training and development, and career related topics i.e., career planning mechanisms.	0.519	0.003
7	My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals.	0.379	0.039
8	I previously participated in training workshops on career planning, how to develop individual development plan, and other career related topics.	0.417	0.022
9	I participate, at least once a year, in training programs out of Gaza Strip to support my career development.	0.421	0.020
10	My organization provides confidential career counseling to help individuals identify training and professional opportunities linked to career development.	0.537	0.002
11	My organization puts into action the training plans that balance between its goals and needs and the employee's development priorities.	0.610	0.000
12	If I seek professional training away from the organization interference, it pays the tuition fees for the training.	0.431	0.018
13	My organization provides periodic planned job rotation as a career development tool.	0.654	0.000
14	My organization offers individuals foreign or West Bank assignments, i.e. missions and being expatriate, as career development tool.	0.583	0.001
15	The training programs outputs are evaluated in relation to the benefit of the training experience and its reflection on career development.	0.801	0.000

Table no. (4.4) shows the correlation coefficient and p-value for each field items; the p-values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at  $\alpha = 0.01$  or  $\alpha = 0.05$ . Therefore, it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

**Table (4.5)**  
**The correlation coefficient between each paragraph in the Section V and the whole Section**  
**(Individual Characteristics which Affect Career Development)**

No.	Question	Pearson coefficient	p-value
1	<b>a. Autonomy</b>		
2	I have a great influence /consulted on determining the desired training fields irrespective of the real job needs.	0.477	0.008
3	I select training and learning opportunities that are compatible with my career path and development.	0.439	0.015
4	I identify my learning needs and goals, select learning strategies and participate in learning opportunities that improve my career development.	0.661	0.000
5	Out of its boundaries, the organization is flexible towards my other career and training choices like; training during working hours or work for other parties.	0.586	0.001
6	I have considerable control over the choices I make in my career.	0.715	0.000
7	<b>b. Self Efficacy</b>		
8	I am so confident in my ability in truly learning new things or developing new skills aligned with my career development plans.	0.619	0.004
9	I believe I am capable of improving and developing my career-relevant skills that are not related to my past participation in development activities.	0.540	0.014
10	I have self-confidence in dealing with multiple domains in life.	0.629	0.003
11	For the sake of my career development, I am asking for feedback, on my technical and personal capabilities, from co-workers and managers, accordingly I am willing to receive coaching.	0.762	0.000
12	My past participation in a wide variety of development activities empower my current self-efficacy for development.	0.596	0.006
13	When I observe others/peers, who are performing tasks similar to mine successfully, this experience helps to bolster my own self efficacy in development.	0.636	0.003
14	I have the ability to succeed in any career choice that I take.	0.485	0.030
15	I always set higher career goals, then pursue career strategies and put in more effort that lead finally to the achievement of these goals.	0.710	0.000
	<b>c. Career Competencies</b>		
16	I always focus on my strengths and identify my weaknesses, accompanied with a yearly action plan to overcome my weaknesses and develop my skills.	0.745	0.000
17	I know very well what my aspirations and career interests are, and really aware of what I want in my career.	0.637	0.003
18	I have; in depth knowledge about the duties required in my career choices and a good idea about the career related skills and abilities.	0.594	0.006
19	I am updated on the trends and up to date developments in my profession.	0.720	0.000

No.	Question	Pearson coefficient	p-value
20	I seek out continuous learning, training and career development opportunities in and out of the Gaza Strip.	0.643	0.002
21	Up to now, I have made significant financial investments and dedicated efforts for my career development.	0.553	0.011
22	I have a good knowledge of the labor market requirements, and I am working on developing my skills to match these requirements.	0.550	0.012
23	I use all my networks and professional contacts to know the new in the labor market /maximize my related job opportunities.	0.799	0.000

Table no. (4.5) shows the correlation coefficient and p-value for each field items; the p-values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at  $\alpha = 0.01$  or  $\alpha = 0.05$ . Therefore, it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

## 2- Structural Validity of the Questionnaire

Structure validity is the second statistical test that was used to examine the soundness of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of likert scale.

**Table No. (4.6)**  
**Structure Validity of the Questionnaire**

No.	Section	Pearson correlation coefficient	p-value
1	The followed approach in career planning and development	0.465	0.010
2	Performance appraisal in the organization	0.770	0.000
3	Training and development practices in the organization	0.770	0.000
4	Individual characteristics which affect career development	0.685	0.000

As shown in table no. (4.6), the significance values are less than 0.05 or 0.01, so the correlation coefficients of all the fields are significant at  $\alpha = 0.01$  or  $\alpha = 0.05$ , so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

## Reliability of the Questionnaire

Reliability of an instrument is the degree of consistency with which it measures the attribute it is supposed to be measuring. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient. For most purposes, a reliability coefficient above 0.7 is considered satisfactory. A period of two weeks to a month is recommended between two tests. Overcoming the distribution of the questionnaire twice to measure the reliability can be achieved by using Kronpakh Alph coefficient and Half Split Method through the SPSS software.

### 1- Half Split Method

This method depends on finding Pearson correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then, correcting the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation:

Consistency coefficient =  $2r/(r+1)$ , where r is the Pearson correlation coefficient. The normal range of corrected correlation coefficient  $2r/(r+1)$  is between 0.0 and + 1.0

**Table (4.7)**  
**Split-Half Coefficient method for each field of the questionnaire and the entire questionnaire**

No.	Section	Person-correlation	Spearman-Brown coefficient	Sig. (2-Tailed)
1	The followed approach in career planning and development	0.740	0.851	0.000
2	Performance appraisal in the organization	0.797	0.887	0.000
3	Training and development practices in the organization	0.925	0.961	0.000
4	Individual characteristics which affect career development	0.835	0.910	0.000
	Total	0.766	0.867	0.000

As shown in table no.(4.7), all the corrected correlation coefficients values are between 0.8152 and 0.8824 and the general reliability for all items equal 0.8588, and the significant ( $\alpha$ ) is less than 0.05 so all the corrected correlation coefficients are significance at  $\alpha = 0.05$ . It can be said that according to the Half Split method, the dispute causes group are reliable.

## 2- Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient is an alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency.

**Table (4.8)**  
**Cronbach's Alpha for each field of the questionnaire and the entire questionnaire**

No	Section	No. of items	Cronbach's Alpha
1	The followed approach in career planning and development	28	0.873
2	Performance appraisal in the organization	8	0.905
3	Training and development practices in the organization	15	0.964
4	Individual characteristics which affect career development	21	0.936
	Total	72	0.895

As shown in table no. (4.8), the Cronbach's coefficient alpha was calculated for the first field of the causes of claims, the second field of common procedures and the third field of the particular claims. The results were in the range from 0.8391 and 0.9157 and the general reliability for all items equal 0.8725. This range is considered high; the result ensures the reliability of the questionnaire.

To conclude; the researcher proved that the questionnaire was valid, reliable and ready for distribution to the population sample.

## **Section III**

### **Analysis of the Sample Characteristics**

- **Introduction**
- **Analysis of the Organizational Characteristics**
- **Analysis of the Personal Characteristics**

## Chapter Four

### Section III Analysis of the Sample Characteristics

#### Introduction

In this section, an analysis will be provided for the research sample characteristics, including personal and organizational characteristics. Additionally, an analysis will be provided for the questionnaire paragraphs which fall under three major hypotheses to reflect the degree of agreement or disagreement of the respondents in regard to the questionnaire paragraphs and to test the hypotheses.

#### Analysis of the Organizational Characteristics

The sample NGOs organizational characteristics are analyzed and reflected according to the respondents, including the organization's sector, type and years of operation. The following illustrate the properties of the sample:

##### 1. Organization's Sector according to the Respondents

Table No. (4.9)  
Organization's sector

Organization's sector	Frequency	Percentages
Agriculture & Environment	78	5.8
Culture & Sport	60	4.4
Democracy & Human Rights	92	6.8
Economic Development	68	5.0
Education & Training	190	14.0
Health & Rehabilitation	204	15.1
Social Services & Relief	261	19.3
Woman & Child	165	12.2
Social Development	151	11.1
Other	86	6.3
<b>Total</b>	<b>1355</b>	<b>100.0</b>

Table no.(4.9) show that 5.8% of the organization's sector is "Agriculture& Environment" , 4.4% of the organization's sector is "Culture & Sport " , 6.8% of the organization's sector is "Democracy & Human Rights", 5.0% of the organization's sector is "Economic Development", 14.0% of the organization's sector is " Education & Training", 15.1% of the organization's sector is "Health & Rehabilitation", 19.3% of the organization's sector is "Social Services & Relief " , 12.2% of the organization's sector is "Woman & Child", 11.1% of the organization's sector is "Social Development" , and finally 6.3% of the organization's sector is "Other" .

There is a diversification of NGOs work, meaning that those organizations are partners with the civil society and their existence are essential for delivering services to people in Gaza Strip.

The prominent organization sector is Social Services and Relief as a result of five years of continuous siege and blockade. In addition some INGOs have opened their offices after siege in 2007, and after Operation Cast Lead that triggered the Gaza War in 2009. Most work of INGO is emergency and humanitarian and those INGO exist in some countries just after the

crises and can close their offices as the situation is stable. Also it indicated that the level of poverty is high and level of food insecurity is relatively high.

The second is Health and Rehabilitation also, as a result of the war. For example, psychological interventions had to be on the ground to eliminate the suffering of the war on people. Also the low level of medical care from the governments imposed the existence of other NGOs to take part in the responsibility of medical care. Also there are many physical rehabilitation NGOs working with disabled persons who continuously increase as a result of the Israeli invasion on Gaza Strip, and other kind of disabilities.

The third is Education and Training which indicated that the existing NGOs are supporting the educational system by different means. UNRWA, for example, has many schools for refugees while other NGOs are supporting training in different fields to build the capacity of the civil society.

## 2. The Organization Type according to the Respondents

**Table No. (4.10)**  
**The organization type**

The organization type		Frequency	Percentages
Local NGO		284	53.0
International NGO	UN	89	16.8
	American	41	7.8
	Asian	2	0.4
	European	43	8.1
	Arab	43	8.1
	Other	27	5.1
<b>Total</b>		<b>529</b>	<b>100.0</b>

Table no.(4.10) illustrates that 53.0% of organization types are "Local NGOs", 47% are "International NGOs" of which 16.8% are from international organizations such as "UN organization", 7.8 % are from "American organizations", 0.4 % of international NGOs are "Asian", 8.1% are "European organization", 8.1% are "Arab organizations" , and 5.1% of international NGOs are " Other organizations" .

As a result of the Cast Lead Operation in 2008-2009, we notice that there is diversification of origins of INGOs working in Gaza Strip, with many of new Asian and Arab organizations that have opened their offices. The different types of local and the international NGOs, along with the diversified origin of international NGOs resulting in that each individual organization has different culture, working style, mission and goals. All of these will have different effects on employees' career development.

## 3. Years of Operation in Gaza Strip according to the Respondents

**Table No. (4.11)**  
**Years of operation in Gaza Strip**

Years of operation in Gaza Strip	Frequency	Percentages
less than 3 years	16	3.0
from 3 to less than 5 years	30	5.7
from 5 years to less than 10 years	62	11.7
10 years and above	421	79.6
<b>Total</b>	<b>529</b>	<b>100.0</b>

Table no.(4.11) indicates that 3.0% from the sample has “less than three years” of operation in Gaza Strip, 5.7% from the sample has "from 3 to less than 5 years" of operation in Gaza Strip, 11.7% from the sample has "from 5 years to less than 10 years" of operation in Gaza Strip, and 79.6% from the sample has "10 years and above " of operation in Gaza Strip.

Some of the international NGOs years of operation in Gaza Strip are less than 5 years and their staff are hired according to the projects. Most of the international NGOs which had opened in 2009, have offices worldwide and have already organizational practices for developing employees and can transfer these practices to their new offices in Gaza Strip. There are some INGOs that have been operating in Gaza for more than ten years and their work is already essential as they are partner in providing basic services to Gaza population. While the majority of the local NGOs are operating in Gaza Strip for decades and some of them have certain traditional hierarchy and routine work serving specific target beneficiaries.

### **Analysis of Personal Characteristics**

The respondents' personal characteristics are also analyzed including; age, sex, education, job title, years of experience and years of service in the organization. The following chart illustrates the properties of the samples:

#### **1. Age group**

**Table No. (4.12)**  
**Age Group**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentages</b>
less than 25 years	15	2.8
from 25 to less than 35	243	45.9
from 35 to less than 45	176	33.3
from 45 to less than 55	80	15.1
55 and above	15	2.8
<b>Total</b>	<b>529</b>	<b>100.0</b> □

Table no. (4.12) shows that 2.8% of the samples age is "less than 25 years", 45.9% of the samples age is "from 25 to less than 35 years", 33.3% of the samples age is "from 35 to less than 45 years", 15.1% of the samples age is " from 45 to less than 55 years ", and 2.8% of the samples age is "55 years and above ".

The age group less than 35 years constitutes 48.7% of the sample, in which individuals are in the exploration stage and part of the establishment stage according to Super’s theory of five life and career development stages<sup>3</sup>, in which individuals are exploring their career interests and navigates the options until stabilizing in a suitable position. Those groups are considered in their early career ages where they can develop further skills and obtain higher positions.

#### **2. Sex**

**Table No. (4.13)**  
**Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentages</b>
Male	279	52.7
Female	250	47.3
<b>Total</b>	<b>529</b>	<b>100.0</b> □

<sup>3</sup> Donald Super’s career model is based on the belief that self-concept changes over time and develops as a result of experience. Super identified life and career development stages as five, and included different sub-stages.; growth, exploration, establishment, maintenance and decline.

Table no. (4.13) shows that 52.7% of the sample are "Male", and 47.3% of the sample are "Female".

The finding implies the numbers of females are close to males in the NGO sector. NGOs are trying to some extent to have equal opportunities in employment; it is one of the NGOs operation principles and one main requirement of the donors to promote gender equality.

### 3. Education

**Table No. (4.14)**  
**Education**

Education	Frequency	Percentages
Less than high school	3	0.6
High School diploma	17	3.2
Diploma	83	15.7
Bachelor Degree	336	63.5
Master Degree	83	15.7
PhD	7	1.3
<b>Total</b>	<b>529</b>	<b>100.0</b> □

Table no. (4.14) illustrates that 0.6% of the sample's education is "less than high school", 3.2% of the sample's education is "High School diploma", 15.7% of the sample's education is "Diploma", 63.5% of the sample's education is "Bachelor Degree", 15.7% of the sample's education is "Master Degree", and finally 1.3% of the sample's education is "PhD".

It is clear that the majority of the sample has a bachelor's degree; this indicates that NGOs are recruiting educated employees. In addition that some of the sample have at least a master's degree; this reflects that those individuals are making financial investments to develop their career by obtaining higher education.

### 4. Job Title

**Table No.(4.15)**  
**Job Title**

Job Title	Frequency	Percentages
Executives	14	3.1
Top Management	65	14.5
Middle Management	89	19.9
Operational Management	66	14.8
Professional/Technical Staff	116	26.0
Administrative Staff	97	21.7
<b>Total</b>	<b>447</b>	<b>100.0</b> □

Table no.(4.15) shows that 3.1% from the sample the job title are "Executives" , 14.5% of the sample's job title are "Top Management", 19.9% of the sample's job titles are "Middle Management", 14.8% of the sample's job titles are "Operational Management", 26.0% of the sample's the job titles are "Professional/Technical Staff", and 21.7% of the sample's job titles are "Administrative Staff " .

The majority of the sample is in operational, professional and administrative management levels, which have less effect and control on their career and on the decisions within their organization, than the seniority levels.

On the other hand, some of the sample is in middle, top and executive management level, and this indicator reflects that those individuals are exerting efforts as much as they can to develop their career by getting higher positions.

## 5. Years of Experience

**Table No. (4.16)**  
**Years of Experience**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percentages</b>
less than 5 years	0	0.0
from 5 to less than 7 years	148	28.0
from 7 to less than 10 years	114	21.6
from 10 to less than 15	137	25.9
15 and above	130	24.6
<b>Total</b>	<b>529</b>	<b>100.0</b> □

Table no. (4.16) show that 0.4 % from the sample has "less than 5 years" of experience, and 27.6% from the sample has "from 5 to less than 7 years" of experience, 21.6% from the sample has "from 7 to less than 10 years" of experience, 25.9% from the sample has "from 10 to less than 15" years of experience, and 24.6% from the sample has "15 and above" years of experience.

It can be seen that half of the sample has more than 10 years of experience which means that they are mature in their careers and have a good level of experience and career competencies that can help enhance their career opportunities.

## 6. Years of Service in the Organization

**Table No. (4.17)**  
**Years of Service in the Organization**

<b>Years of Service in the Organization</b>	<b>Frequency</b>	<b>Percentages</b>
less than 2 years	0	0.0
from 2 to less than 5 years	157	29.7
from 5 to less than 10 years	173	32.7
from 10 to less than 15	107	20.2
from 15 to less than 20	69	13.0
20 and above	23	4.3
<b>Total</b>	<b>529</b>	<b>100.0</b> □

Table No.(4.17) indicates that 0.4% of the sample has "less than 2 years" of service in the organization, 29.3% of the sample has "from 2 to less than 5 years" of service in the organization, 32.7% of the sample has "from 5 to less than 10 years" of service in the organization, 20.2% of the sample has "from 10 to less than 15" years of service in the organization , 13.0% of the sample has "from 15 to less than 20" years of service in the organization , 4.3% of the sample has "20 and above" years of service in the organization .

It is therefore recognized that the majority of the sample are working for the same organization for less than 10 years. This is due to the reality that most of the INGOs and some local NGOs are hiring individuals on a project-basis and their positions are contingent upon funding. Only a small percentage of the sample are working for the same NGO for more than 10 years, and few are working for more than 20 years which sounds realistic as the age group of over 55 years of the sample are few as well.

## **Section IV**

### **Data Analysis and Hypotheses Testing**

- **Introduction**
- **Data Analysis**
- **Hypotheses Testing**

## Chapter Four

### Section IV Data Analysis and Hypotheses Testing

#### Introduction

This section will provide an overview of data analysis and hypotheses testing. A “1- Sample K-S Test” was used to identify whether or not the data follows normal distribution. This assessment was necessary in case testing hypotheses as most parametric test stipulate data to be normality distributed and this test used when the size of the sample is greater than 50. One Sample T Test was used to test if the opinion of the respondent in the content of the sentences was positive (weighted mean greater than "60%" and the p-value less than 0.05) or the opinion of the respondent in the content of the sentences was neutral (p-value is greater than 0.05) or the opinion of the respondent in the content of the sentences was negative (weighted mean less than "60%" and the p-value less than 0.05)

**Table (4.18)**  
**1- Sample K-S Test**

No.	Section	Items No.	Statistic	P-value
1	The Followed Approach in Career Planning and Development	28	0.878	0.424
2	Performance Appraisal in the Organization	8	0.812	0.525
3	Training and Development Practices in the Organization	15	0.597	0.868
4	Individual Characteristics which Affect Career Development	21	1.289	0.072
	<b>Total</b>	<b>72</b>	<b>0.878</b>	<b>0.424</b>

Test results, as shown in table (4.18), clarifies that the calculated p-value is greater than the significant level which is equal 0.05 (p-value. > 0.05), this in turn denotes that data follows normal distribution, and so parametric tests must be used.

#### Data Analysis

The following is the analysis of section II, III, IV and V of the survey in Annex 4.

#### **Section II: The Followed Approach in Career Planning and Development**

##### **A) Traditional Approach**

One Sample T Test was used to assess the opinion of the respondent about traditional approaches in career planning and development. The results shown in table No. (4.19) as follows:

**Table (4.19)**  
**Traditional Approach**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	In my organization, pre-determined career routes or career paths are identified through the job hierarchies,	3.88	1.003	77.69	20.267	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	and the career progress is linear and upward					
2	Within the organization, the employees' skills are organization specific and can not be transferred or applied in other organizations.	2.76	1.150	55.27	-4.729	0.000
3	The organization is in control of my career management and development	3.35	1.010	67.07	8.048	0.000
4	Employee's service time in the organization is used as a proxy for decisions regarding career development stages, i.e. promotion	2.95	1.182	58.90	-1.067	0.286
5	In the organization, the mechanism to accomplish career goals are through scheduled training programs or job rotation	3.52	1.021	70.32	11.629	0.000
6	In the organization, career planning and management is plotting a course within an organization system that would yield promotions or increases in responsibility as expertise grew and following that course	3.34	1.022	66.84	7.703	0.000
	<b>Total</b>	<b>3.30</b>	<b>0.635</b>	<b>66.01</b>	<b>10.881</b>	<b>0.000</b>
<b>Traditional Mindset</b>						
7	My professional advancement is within just two organizations	2.69	1.373	53.80	-5.194	0.000
	<b>Total</b>	<b>3.21</b>	<b>0.624</b>	<b>64.26</b>	<b>7.862</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (1) the weighted mean equaled to 77.69%" and the p-value equaled to "0.000" which is less than 0.05, meaning survey respondents agreed that in their organization, pre-determined career routes or career paths are identified through the job hierarchies, and the career progress is linear and upward.
- 2- In item No. (5) the weighted mean equaled to 70.32%" and p-value equaled to "0.000" which is less than 0.05, meaning survey respondents agreed that in their organization, the mechanism to accomplish career goals are through scheduled training programs or job rotation.
- 3- In item No. (3) the weighted mean equaled to 67.07%" and p-value equaled to "0.000" which is less than 0.05, meaning survey respondents agreed that their organization is in control of their career management and development.
- 4- In item No. (6) the weighted mean equal 66.84%" and p-value equal "0.000" which is less than 0.05, meaning survey respondents agreed that in their organization, career planning and management is plotting a course within an organization system that would yield promotions or increases in responsibility as expertise grew and following that course.
- 5- In item No. (4) the weighted mean equaled to 58.90%" and p-value equaled to "0.286" which is greater than 0.05, that means we cannot judge the opinions of the respondents about this item (Employee's service time in the organization is used moderately as a proxy for decisions regarding career development stages, i.e. promotion).

- 6- In item No. (2) the weighted mean equaled to 55.27%" and p-value equaled to " 0.000" which is less than 0.05, that means within the organization, the employees' skills are not organization specific and can be transferred or applied in other organizations.
- 7- In item No. (7) the weighted mean equaled to 53.80%" and p-value equaled to " 0.000" which is less than 0.05, meaning survey respondents agreed that in their professional advancement is not within just two organizations.

In general the results for all items of the field show that the average mean equaled to 3.21 and the weighted mean equaled to 64.26% which is greater than "60%" and the value of T Test equaled to 7.862. This is also greater than the critical value, equaling 1.96, and the p-value equaling 0.000 which is less than 0.05, at significant level  $\alpha=0.05$ , which means that that the organizations and the individuals are following the traditional approach in managing their career but with a relatively weak manner.

The finding is consistent with the study of (Baruch 2006); in that much of the traditional notion of careers and their management still valid and exist in practice.

The NGOs have limited hierarchies; accordingly the way toward upward progression is limited, with a low number of staff and the availability of some positions contingent upon funding. Also the nature of NGO operations is project-based with the nature of projects changing over time. For example, post-war projects were primarily emergency-related while in normal conditions they tend to be developmental or recovery projects.

- Item (1) has the highest weighted mean, this may be because some of the sample organizations are relatively stable, local and international NGOs working in Gaza Strip that have permanent staff, routine activities which are implemented irrespective of the amount of donor support like in education, health and rehabilitation civilities. Furthermore, the core staff has also been working for the same organizations for years; as 37.3% of the sample employees stated that they worked for the same organization for more than 10 years.
- Also the traditional mindset for some of the individuals is limited somehow, because of their high mobility between organizations; as most of the organizations hire their employees depending on the implemented projects and under short-term contracts with the employee leaving the organization at the end of the project. The findings are consistent with the study of (Baruch 2006) which claims that there is a major shift away from the traditional career form (life-long employment with a single employer or two) to multiple careers, with shorter times spent in each career.

## B) Protean Approach

One Sample T Test was used to test the opinion of the respondent about protean approach and the results shown in table no. (4.20) as follows:

**Table (4.20)**  
**Protean Approach**

No.	Items	Mean	Standard deviation	Weight ed mean	t- value	P- value
<b>Self-Directed</b>						
1	When development opportunities have not been offered by my company, I've sought them out on my own.	4.07	0.879	81.36	27.961	0.000
2	Freedom to choose my own career path is one of my most important values.	4.20	0.718	83.97	38.394	0.000
3	In the past I have relied more on myself	4.19	0.783	83.82	34.982	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	than others to find a new job when necessary.					
4	I am responsible for success or failure in my career.	3.93	0.965	78.56	22.131	0.000
5	I am in charge of my own career management and development decisions	3.73	0.975	74.70	17.320	0.000
	<b>Total</b>	<b>4.02</b>	<b>0.553</b>	<b>80.48</b>	<b>42.582</b>	<b>0.000</b>
<b>Values Driven</b>						
6	I navigate my own career, based on my personal priorities, as opposed to my employer's priorities.	2.85	1.160	56.94	-3.036	0.003
7	What's most important to me is how I feel about my career success, not how other people feel about it and evaluate the choices I make in my career	3.66	1.062	73.16	14.252	0.000
	<b>Total</b>	<b>3.25</b>	<b>0.900</b>	<b>65.05</b>	<b>6.450</b>	<b>0.000</b>
	<b>All items</b>	<b>3.80</b>	<b>0.519</b>	<b>76.07</b>	<b>35.605</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (2) the weighted mean equaled to 83.97%" and p-value equaled to "0.000" which is less than 0.05, that means (Freedom to choose my own career path is one of my most important values).
- 2- In item No. (3) the weighted mean equaled to 83.82%" and p-value equal ed to "0.000" which is less than 0.05, that means (In the past I have relied more on myself than others to find a new job when necessary.).
- 3- In item No. (1) the weighted mean equaled to 81.36%" and p-value equaled to "0.000" which is less than 0.05, that means (When development opportunities have not been offered by my company, I've sought them out on my own).
- 4- In item No. (4) the weighted mean equaled to 78.56%" and p-value equaled to "0.000 " which is less than 0.05, that means (I am responsible for success or failure in my career).
- 5- In item No. (5) the weighted mean equaled to 74.70%" and p-value equaled to "0.000 " which is less than 0.05, that means (I am in charge of my own career management and development decisions).
- 6- In item No. (7) the weighted mean equaled to 73.16%" and p-value equaled to "0.000" which is less than 0.05, that means (What's most important to me is how I feel about my career success, not how other people feel about it and evaluate the choices I make in my career).
- 7- In item No. (6) the weighted mean equaled to 56.94%" and p-value equaled to "0.003" which is less than 0.05, that means (I do not navigate my own career, based on my personal priorities, as opposed to my employer's priorities).

In general, the results for the above-mentioned items of the field total to the average mean of 3.80 and the total weighted mean equaled to 76.07 % which is greater than "60%". Furthermore, the value of T Test equaled to 35.605 which is greater than the critical value (equal to 1.96) and the p-value equal 0.000 which is less than 0.05, meaning at significant level  $\alpha=0.05$ ; the employees are following the protean approach with relatively medium manner and they play an independent role in managing their career.

The findings of the protean approach complies with (McCabe 2007) on which the employees followed a self-directed career and were clearly responsible for any job moves and not the company who initiated the job changes.

- 3- The self directed protean career weight is high, this is because work with NGOs depend on the project's period, after which the organization has no obligation to keep the employee because salaries are contingent upon funding. Accordingly, the employee finds himself responsible for finding another job in other organizations.
- 4- However, item (5) which speaks to the employee being in charge of his own career management and development, has the lowest weighted mean in the self-directed career field. This indicates that somehow the employee is forced to manage and develop his career due to a lack of specific career development plans for project-based employees in the organization and the employment relationship is limited to the project period. In turn, this results in the employee planning ahead for new work before the end of the project.
- 5- The value-driven protean career is lower than self-directed, meaning that individuals are not using their own values to guide their career.
- 6- Item (6) is negative, and explains why an individual's career is neither based on his values nor is it under his full control. This could be because an organization may assign the employee to some available jobs covering new projects instead of leaving the organization.
- 7- Item (7) is the second lowest weighted mean which reflects the Gaza Strip community culture in which people give a great concern to how others evaluate their choices and how others perceive their social and employment status.

### C) Boundary less Approach

One Sample T Test was used to examine the opinions of the respondent about boundaryless approach and the results shown in table no. (4.21) are as follows:

**Table (4.21)**  
**Boundaryless Approach**

No.	Items	Mean	standard deviation	Weighted mean	t-value	P-value
<b>Boundaryless Mindset</b>						
1	I seek job assignments that allow me to learn something new.	4.26	0.692	85.10	41.743	0.000
2	I like tasks at work that require me to work beyond my own department, and interact with people across many departments.	4.09	0.879	81.74	28.440	0.000
3	I enjoy job assignments that require me to work outside of the organization and interact with people in many different organizations.	4.13	0.865	82.68	30.143	0.000
4	I am enthusiastic and energized in new experiences and situations.	4.41	0.683	88.24	47.566	0.000
5	I have sought opportunities in the past that allow me to work outside the organization.	3.09	1.303	61.78	1.568	0.117
	Total	4.00	0.579	79.91	39.514	0.000
<b>Mobility Preference</b>						
6	I prefer to stay in a company I am familiar with rather than look for employment elsewhere.	3.73	1.755	74.67	9.615	0.000
7	If my organization provided	3.90	1.066	78.00	19.419	0.000

No.	Items	Mean	standard deviation	Weighted mean	t-value	P-value
	lifetime employment, I would never desire to seek work in other organizations.					
	<b>Total</b>	<b>3.82</b>	<b>1.159</b>	<b>76.33</b>	<b>16.206</b>	<b>0.000</b>
	<b>All items</b>	<b>3.94</b>	<b>0.526</b>	<b>78.89</b>	<b>41.278</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (4) the weighted mean equaled to 88.24%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees are enthusiastic and energized in new experiences and situations.
- 2- In item No. (1) the weighted mean equaled to 85.10%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees seek job assignments that allow them to learn something new.
- 3- In item No. (3) the weighted mean equaled to 82.68%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees enjoy job assignments that require them to work outside of the organization and interact with people in many different organizations.
- 4- In item No. (2) the weighted mean equaled to 81.74%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees like tasks at work that require me to work beyond their own department, and interact with people across many departments.
- 5- In item No. (7) the weighted mean equaled to 78.00%" and p-value equaled to "0.000" which is less than 0.05, meaning that the employee's organization provided lifetime employment, and would never desire to seek work in other organizations.
- 6- In item No. (6) the weighted mean equaled to 74.67%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees prefer to stay in a company they are familiar with rather than look for employment elsewhere.
- 7- In item No. (5) the weighted mean equaled to 61.78%" and p-value equaled to "0.117" which is greater than 0.05, therefore we cannot judge the opinions of the respondents about this item (I have sought opportunities moderately in the past that allow me to work outside the organization).

In general, the results for all items of the field show that the average mean equal 3.94 and the weighted mean equaled to 78.89% which is greater than "60%" and the value of T Test equaled to 41.278 which is greater than the critical value (equaling 1.96) and the p-value equaled 0.000 which is less than 0.05, meaning at significant level  $\alpha=0.05$ . The employees are following the boundaryless approach with relatively high medium manner and they possess a decidedly "boundaryless" attitude toward working relationships across organizational boundaries and even enthusiastic about creating and sustaining active relationships beyond organizational boundaries.

- The boundaryless mindset means that the employees are psychologically crossing the organization's boundaries to enhance their career competencies (Sullivan & Arthur 2006). Following the self-directed career approach "close in weighted mean with the boundaryless", is an approach through which they can develop their career as well as a tool of networking to build relationships with other organizations and individuals within in order to find future job opportunities. This finding is realistic as 48.7% of the sample is below 35, in which the person explores working environments and practices new experiences.

- The physical mobility preference is lower than boundaryless mindset; this is consistent with (Sullivan & Arthur 2006) "individuals are more likely to increase their opportunities for either psychological or physical mobility than to increase both simultaneously" and (Briscoe, Hall & DeMuth 2005) "mobility preference did not necessarily correlate with either the protean career or the boundaryless mindset" and (Feldman and Ng 2007) in the subjective indicators of boundaryless career, but is inconsistent with (Chen, Chang & Yeh 2003).

This may be due to the high level of unemployment and scarcity of jobs since June 2007 following the imposed blockade on Gaza Strip and the scarcity of donor funding in current and last year. Thus individual employees have low mobility preferences in case they have a fixed permanent job as they are reluctant to move to temporary jobs and lose their current job.

- Some of the employees, moderately, sought opportunities that allow them to work outside of their organizations, from the researcher's point of view; these opportunities may be additional work after office hours or unpaid leave to work in other organizations. This allows for opportunities to acquire a higher salary and higher job positions while navigating the stability of the other organization's working environments. Also, as soon as they can get fixed position in the new organization they may leave their original employer.

#### D) Balanced Approach

One Sample T Test was used to test the opinion of the respondent about balanced approach and the results shown in table no. (4.22) as follows:

**Table (4.22)**  
**Balanced Approach**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	I work with my supervisor to assess my competencies level and skills against the required in my job.	3.71	0.941	74.18	17.333	0.000
2	I work with my supervisor to identify my current strengths, weaknesses, and training and development opportunities required to develop my career.	3.71	0.948	74.22	17.240	0.000
3	The individual development plan, which is formulated jointly by me and the supervisor, is based upon the output of item (23) and is consistent with the mission and goals of the organization.	3.60	1.009	72.01	13.671	0.000
4	My supervisor and I review the Individual Development Plan annually ,and assess periodically my progress toward reaching my goals	3.52	1.054	70.32	11.266	0.000
5	My organization aligns its mission and goals with the individual employees' career aspirations and professional goals, to enhance their career development within and out of the organization.	3.41	1.020	68.12	9.140	0.000
6	My organization reveals its specific development plans, identifies future career planning paths, and the needed	3.44	1.025	68.85	9.928	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	competencies to fill critical positions					
7	My organization is supportive in enhancing my career development opportunities through acquiring new skills; as I always have approval for the requested training and development needs, even if not related to my job.	3.50	1.089	69.98	10.521	0.000
	<b>Total</b>	<b>3.55</b>	<b>0.778</b>	<b>71.07</b>	<b>16.363</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (2) the weighted mean equaled to 74.22%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees work with their supervisor to identify current strengths, weaknesses, and training and development opportunities required to develop their career.
- 2- In item No. (1) the weighted mean equaled to 74.18%" and p-value equaled to "0.000" which is less than 0.05, meaning that employees work with their supervisor to assess their competencies level and skills against those required in the job.
- 3- In item No. (3) the weighted mean equaled to 72.01%" and p-value equaled to "0.000" which is less than 0.05, meaning, (the individual development plan, which is formulated jointly by me and the supervisor, is based upon the output of item (23) and is consistent with the mission and goals of the organization).
- 4- In item No. (4) the weighted mean equal 70.32%" and p-value equal " 0.000" which is less than 0.05, meaning that employees work with their supervisor and review an Individual Development Plan annually, and assess periodically the employee's progress towards reaching goals.
- 5- In item No. (7) the weighted mean equaled to 69.98%" and p-value equaled to " 0.000" which is less than 0.05, meaning that the employee's organization is supportive in enhancing career development opportunities through acquiring new skills; and the employee always has approval for the requested training and development needs, even if not related to the job.
- 6- In item No. (6) the weighted mean equaled to 68.85%" and p-value equaled to " 0.000" which is less than 0.05, meaning that the employee's organization reveals its specific development plans, identifies future career planning paths, and the needed competencies to fill critical positions).
- 7- In item No. (5) the weighted mean equaled to 68.12%" and p-value equaled to "0.000" which is less than 0.05, meaning that the employee's organization aligns its mission and goals with the individual employees' career aspirations and professional goals, to enhance their career development within and out of the organization.

In general, the results for all items of the field show that the average mean equaled 3.55 and the weighted mean equaled 71.07% which is greater than " 60%" and the value of T Test equaling 16.363 which is greater than the critical value (equaling 1.96) and the p-value equal 0.000 which is less than 0.05, that means at significant level  $\alpha=0.05$  ; the individuals and the organization have a mutual relation in managing and developing employee's career.

All the results illustrate that the organizations are still focusing on their needs over the individuals needs to a large extent, which supports findings of HRM in Israel, and still emphasizes the organizational needs over individual needs (Tzabbar, Vardi &Baruch 2003). As most NGOs are working on a short-term strategic vision and some of the positions are

contingent upon donor funding. Also, since the other permanent routine positions in the organization are according to the stable hierarchy within the organization (Al Tahrawi 2010) found that the investment in human beings in NGOs is essentially linked to fundraising from donors, and there is a deficiency in allocating budgets to attract skilled employees in these NGOs.

The finding is consistent with the study of (Baruch 2006) and (McDonald & Hite 2005).

- The findings of item 1, 2, 3 and 4 are consistent with (Al Methahab 2007).
- Item (4) indicates that the organization's support mechanism does, to some extent, play a role in evaluating the achievement of career development goals. This supports one of the critical elements of the framework in implementing and integrating career development into the organization developed by (McDonald & Hite 2005) which is organizational support mechanisms that will influence what is assessed regarding CD and how it is evaluated. The evaluation process also should determine if organizational support mechanisms that assist employees and the organization in achieving career-development objectives.
- However, the mutual relation in managing and developing an employee's career, is weak in some of the important aspects of career development like item (5, 6 and 7) which is consistent with (Chen, Chang & Yeh 2003).
- Items (5) "My organization aligns its mission and goals with the individual employees' career aspirations and professional goals, to enhance their career development within and out of the organization"; is due to the priorities of the organizations to secure funds and align its goals based on the donor requirements not with the employees' career aspiration.
- Item (6) "My organization reveals its specific development plans, identifies future career planning paths, and the needed competencies to fill critical positions". The finding is consistent with (Al Methahab 2007) but inconsistent with (Selmer 1999).

## E) Summary on the Followed Approach in Career Planning and Development

**Table (4.23)**  
**The Followed Approach in Career Planning and Development**

No.	Subfields	Mean	Standard deviation	Weighted mean	t-value	P-value	Rank
1	Traditional approach	3.21	0.624	64.26	7.862	0.000	4
2	Protean Approach	3.80	0.519	76.07	35.605	0.000	2
3	Boundaryless Approach	3.94	0.526	78.89	41.278	0.000	1
4	Balanced Approach	3.55	0.778	71.07	16.363	0.000	3
	<b>Total</b>	<b>3.63</b>	<b>0.423</b>	<b>72.58</b>	<b>34.206</b>	<b>0.000</b>	

Critical value of t at df "528" and significance level 0.05 equal 1.96

In general, the results for all items of sections table (4.23) show that the average mean equaled 3.63 and the weighted mean equaled 72.58 % which is greater than "60%" and the value of T Test equaled 34.206 which is greater than the critical value (equaling 1.96) and the p- value equaling 0.000 which is less than 0.05, meaning at significant level  $\alpha=0.05$ ; the organization or/and the employees are following a certain approach in managing and developing a career.

The employees and the NGOs are following different career development approaches and this finding is realistic in the diversified NGOs (both local and international) and the diversified origin of international NGOs (UN, American, European, Arab, Asian, etc.) in which every individual organization has different culture and different working style, mission and goals.

However, what is prevalent is that the traditional approach is somehow limited to a few organizations and the traditional mindset is also limited. Likewise the characteristics of the sample employees have different ages, experiences and positions while each category may have its preferences, career development styles.

- The boundaryless approach is the first followed approach in career planning and development among NGO employees. Essentially, it means that a person with a decidedly high “boundaryless” attitude towards working relationships across organizational boundaries is comfortable, even enthusiastic about creating and sustaining active relationships beyond organizational boundaries, consistent with (Briscoe, Hall & DeMuth 2005).
- The protean approach is the second followed approach, this could be due to the age group that is less than 35 years constitutes 48.7% of the sample, in which individuals are in the exploration stage and part of the establishment stage according to Super’s five life and career development stages. This theory explains that at these stages individuals are exploring their career interests and navigates the options till stabilizing in a suitable position.
- The balanced approach is the third followed approach in the NGOs, while the traditional is the least followed approach.

**F) Comparison between Local and International NGO in the followed approach in career planning and development**

Table (4.24) shows a comparison in the followed approach in career and development between the local and international NGOs

**Table (4.24)  
The followed approach in career planning and development in the local and international NGOs**

No.	Subfields	Local NGO		International NGO		
		Mean	Weighted mean	Mean	Weighted mean	
1	Traditional Approach	3.32	66.42	3.09	61.76	
2	Protean Approach	Self-Directed	3.97	79.32	4.09	81.82
		Values Driven	3.18	63.70	3.33	66.61
	Total (Protean Approach)	3.74	74.86	3.87	77.47	
3	Boundary less Approach	Boundaryless Mindset	3.98	79.68	4.01	80.18
		Mobility Preference	3.93	78.56	3.69	73.76
	Total (Boundaryless Approach)	3.97	79.36	3.92	78.34	
4	Balanced Approach	3.55	71.00	3.56	71.14	
	<b>Total</b>	<b>3.65</b>	<b>72.91</b>	<b>3.61</b>	<b>72.19</b>	

- It seems that the traditional approach is followed more by local NGOs rather than the international NGOs. The difference may be because international organizations are essentially operating in different countries and must follow modern and flexible practices to strengthen its performance in different areas. Additionally, international NGOs continue to strengthen their portfolio to attract the donor support. Also 8.7% of the international NGOs’ years of operation in Gaza Strip is less than 5 years and their staff is hired according to the projects. On the other hand, the local NGOs (which represent 53%

of the sample) have been operating in Gaza Strip for decades and some of them have certain traditional hierarchy and routine work serving specific target beneficiaries. This is consistent with (Baruch 2006); that much of the traditional notion of careers and their management is valid and exists in practice. There is a certain level of stability, as well as strong need for security among people, which has to find different ways to be fulfilled.

- The protean approach is prevalent in international NGOs; that is accurate as most of the international NGOs employees are hired based on the funded project and employees change their employer after the end of the projects, only core staff stay at the organization while others leave. This indicates that employees working with INGOs have self-directed career and choose their career path according to their personal values.
- The boundaryless approach, more specifically the mobility preference, is followed more by local NGOs' employees, due to salary scales being higher than those of local NGO employees. This results in local NGO employees always looking to change their jobs for a higher salary, and to gain more experience because the international NGOs may offer more training opportunities outside Gaza and cross-cultural learning opportunities.
- Also the boundaryless mindset is prevalent for the INGO employees as they always have to work with local partners to implement their projects. Due to the Gaza's detached environment from other parts of the world and limited opportunities for traveling overseas, INGOs employees use their work as a mean to know new cultures and learn from international expertise.
- The balanced approach is with equal weight for both the local and international NGOs which stresses that the priorities for employee career development is related to secured funding and directed towards donor requirements and goals. Therefore, the employer does not take into consideration the employee's aspirations and personal goals. Al Tahrawi (2010) found out that 80% of local non-governmental organizations have strategies for the development of human resources, and these strategies contributed in increasing their competitive advantage, also the external fundraising contributes mainly in improving these strategies.
- Due to high supply of individuals in the market, organizations do not invest to develop their current employees as the new career development concepts call. However it may appear in training as an obvious and easy tool, especially the INGOs which prefer to employ international staff for critical positions because they can move through West Bank and Gaza easily past Israeli restrictions on movement and access of people. Therefore, the focus on career development for Palestinian employees is not a strategic vision.

### **Section III: Performance Appraisal in the Organization**

A) One Sample T Test was used to examine if the opinion of the respondents about performance appraisal in the organization and the results shown in table no. (4.25) as follows:

**Table (4.25)  
Performance Appraisal in the Organization**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	My performance is appraised, on a yearly basis, by my direct supervisor and the managers in top management levels.	4.16	0.911	83.11	29.144	0.000
2	My organization sets up objective performance appraisal based on a clear criteria and the individual employee development plan.	3.80	1.037	76.10	17.833	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
3	My appraisal evaluation determinant items are based on achieving predetermined career development goals and the used mechanism.	3.72	0.981	74.32	16.765	0.000
4	My strengths and weaknesses are appraised to be matched with a feasible career path for both the employee and the organization.	3.75	0.962	75.08	18.000	0.000
5	After appraisal session; my supervisor gives me the feedback as the results are used in discovering my job performance problems and their causes.	3.75	1.029	74.96	16.713	0.000
6	To improve my current performance, the results of the performance appraisal are used to identify training needs and development opportunities reflected in the individual development plan.	3.61	1.050	72.27	13.427	0.000
7	Performance appraisal results are used to correct the deviations that might occur in my career development progress, and accordingly my individual development plan is adjusted.	3.56	1.047	71.29	12.385	0.000
8	My performance appraisal results is determinant of the annual compensation including salary increase, promotion, and career development.	3.21	1.126	64.24	4.329	0.000
	<b>Total</b>	<b>3.70</b>	<b>0.797</b>	<b>73.92</b>	<b>20.065</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (1) the weighted mean equaled to 83.11%" and p-value equaled to "0.000" which is less than 0.05, that means (My performance is appraised, on a yearly basis, by my direct supervisor and the managers in top management levels).
- 2- In item No. (2) the weighted mean equaled to 76.10%" and p-value equaled to "0.000" which is less than 0.05, that means (My organization sets up objective performance appraisal based on a clear criteria and the individual employee development plan).
- 3- In item No. (4) the weighted mean equaled to 75.08%" and p-value equaled to "0.000" which is less than 0.05, that means (My strengths and weaknesses are appraised to be matched with a feasible career path for both the employee and the organization).
- 4- In item No. (5) the weighted mean equaled to 74.96%" and p-value equaled to "0.000" which is less than 0.05, that means (After appraisal session; my supervisor gives me the feedback as the results are used in discovering my job performance problems and their causes.).
- 5- In item No. (3) the weighted mean equaled to 74.32%" and p-value equaled to "0.000" which is less than 0.05, that means (My appraisal evaluation determinant items are based on achieving predetermined career development goals and the used mechanism).
- 6- In item No. (6) the weighted mean equaled to 72.27%" and p-value equaled to "0.000" which is less than 0.05, that means (To improve my current performance ,the results of

the performance appraisal are used to identify training needs and development opportunities reflected in the individual development plan).

- 7- In item No. (7) the weighted mean equaled to 71.29%" and p-value equaled to " 0.000" which is less than 0.05, that means (Performance appraisal results are used to correct the deviations that might occur in my career development progress, and accordingly my individual development plan is adjusted).
- 8- In item No. (8) the weighted mean equaled to 64.24%" and p-value equaled to "0.000" which is less than 0.05, that means (My performance appraisal results is determinant of the annual compensation including salary increase, promotion, and career development).

In general the results for all items of the field show that the average mean equaled 3.70 and the weighted mean equaled 73.92 % which is greater than " 60%" and the value of T Test equals 20.065 which is greater than the critical value which equals 1.96 and the p-value equals 0.000 which is less than 0.05, that means at significant level  $\alpha=0.05$ ; the performance appraisal (PA) in NGOs is used as a practice to develop employees' career to some extent, in which feedback is given to the employee about their strengths and weaknesses, and their performance towards achieving some goals.

The PA for employees is prevalent in NGOs, and the performance of the employees is evaluated according to clear criteria, this is consistent with (Selmer 1999).

- Item (3) is consistent with (Garofano & Salas 2005).
- On the other hand, the items (6, 7, 8), which strongly emphasizes the importance of PA in employee career development, have lower weights; which means that sometimes PA outputs are used to enhance career path. What is apparent, however, is that PA is just a systematic procedure not used as a developmental tool as in the ideal case, this supports the finding by (Al Tahrawi 2010) that there are several aspects of weaknesses in local NGOs such as lack of specialized departments for managing human resources, and weak health insurance system and performance evaluation systems.
- The finding of item (8) is consistent with (Maxwell & Ogden 2005) and (Garofano & Salas 2005).

### **B) Comparison between Local and International NGOs in Performance Appraisal**

Table (4.26) shows a comparison in performance appraisal between the local and international NGOs

**Table (4.26)**  
**Comparison between (local and international NGOs) in performance appraisal in the organization**

No.	Items	Local NGO		INGO	
		Mean	Weighted mean	Mean	Weighted mean
1	My performance is appraised, on a yearly basis, by my direct supervisor and the managers in top management levels.	4.05	80.92	4.28	85.63
2	My organization sets up objective performance appraisal based on a clear criteria and the individual employee development plan.	3.74	74.77	3.88	77.63
3	My appraisal evaluation determinant items are based on achieving predetermined career	3.65	73.00	3.79	75.84

No.	Items	Local NGO		INGO	
		Mean	Weighted mean	Mean	Weighted mean
	development goals and the used mechanism.				
4	My strengths and weaknesses are appraised to be matched with a feasible career path for both the employee and the organization.	3.70	73.92	3.82	76.41
5	After appraisal session; my supervisor gives me the feedback as the results are used in discovering my job performance problems and their causes.	3.69	73.71	3.82	76.41
6	To improve my current performance ,the results of the performance appraisal are used to identify training needs and development opportunities reflected in the individual development plan.	3.59	71.73	3.64	72.90
7	Performance appraisal results are used to correct the deviations that might occur in my career development progress, and accordingly my individual development plan is adjusted	3.51	70.18	3.63	72.57
8	My performance appraisal results is determinant of the annual compensation including salary increase, promotion, and career development.	3.13	62.69	3.30	66.04
	<b>Total</b>	<b>3.63</b>	<b>72.61</b>	<b>3.77</b>	<b>75.43</b>

- It is obvious that the INGO uses PA in a more effective way as a practice to develop employees' career. This is a result of the international expertise and the requirements needed from their headquarters. Since most of INGOs have main offices with an HR department in the West Bank, and they have more access and resources to different training opportunities and career counseling from their main offices as well, the finding is consistent with (Selmer 1999).
- INGOs are always keen to keep the talented local employees, since the organization has fewer employees, allowing them to focus more in improving their performance to support the international staff and the implemented projects. Additionally, it allows INGOs to reduce the personnel cost when comparing the local and international staff salaries, and the availability of the required human capital when needed upon funding or projects.

#### **Section IV: Training and Development Practices in the Organization**

A) One Sample T Test was used to test if the opinion of the respondent about training and development practices in the organization and the results shown in table no. (4.27) as follows:

**Table (4.27)**  
**Training and Development Practices in the Organization**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	In the organization; each employee has Individual Development Plans (IDP).	3.16	1.129	63.26	3.319	0.001
2	The organization is working in partnership with individual employees to assess training needs and incorporate it into individual employee development plans.	3.42	1.101	68.45	8.815	0.000
3	The organization promotes equal	3.41	1.440	68.17	6.509	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	training opportunity for all employees through implementing the training included in the IDP.					
4	My training and development plan is prepared by the supervisor and me, and updated based on performance appraisal results.	3.33	1.102	66.57	6.842	0.000
5	I receive training based on the identified training needs in my development plan.	3.38	1.108	67.61	7.898	0.000
6	My organization conducts training on the importance of continuous training and development, and career related topics i.e., career planning mechanisms.	3.38	1.099	67.69	8.036	0.000
7	My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals.	3.30	1.127	65.92	6.031	0.000
8	I previously participated in training workshops on career planning, how to develop individual development plan, and other career related topics.	3.26	1.172	65.27	5.160	0.000
9	I participate, at least once a year, in training programs out of Gaza Strip to support my career development.	2.55	1.277	51.04	-8.048	0.000
10	My organization provides confidential career counseling to help individuals identify training and professional opportunities linked to career development.	3.15	1.126	63.07	3.130	0.002
11	My organization puts into action the training plans that balance between its goals and needs and the employee's development priorities.	3.46	1.045	69.28	10.205	0.000
12	If I seek professional training away from the organization interference, it pays the tuition fees for the training.	3.30	1.211	65.95	5.644	0.000
13	My organization provides periodic planned job rotation as a career development tool.	3.13	1.167	62.66	2.612	0.009
14	My organization offers individuals foreign or West Bank assignments, i.e. missions and being expatriate, as career development tool.	2.93	1.218	58.52	-1.393	0.164
15	The training programs outputs are evaluated in relation to the benefit of the training experience and its reflection on career development.	3.40	1.041	67.97	8.785	0.000
	<b>Total</b>	<b>3.24</b>	<b>0.824</b>	<b>64.75</b>	<b>6.626</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (11) the weighted mean equaled to 69.28%" and p-value equaled to "0.000" which is less than 0.05, that means (My organization puts into action the training plans that balance between its goals and needs and the employee's development priorities).
- 2- In item No. (2) the weighted mean equaled to 68.45%" and p-value equaled to "0.000" which is less than 0.05, that means (The organization is working in partnership with individual employees to assess training needs and incorporate it into individual employee development plans).
- 3- In item No. (3) the weighted mean equaled to 68.17%" and p-value equaled to "0.000" which is less than 0.05, that means (The organization promotes equal training opportunity for all employees through implementing the training included in the IDP).
- 4- In item No. (15) the weighted mean equaled to 67.97%" and p-value equaled to "0.000" which is less than 0.05, that means (The training programs outputs are evaluated in relation to the benefit of the training experience and its reflection on career development).
- 5- In item No. (6) the weighted mean equaled to 67.69%" and p-value equaled to "0.000" which is less than 0.05, that means (My organization conducts training on the importance of continuous training and development, and career related topics i.e., career planning mechanisms).
- 6- In item No. (5) the weighted mean equaled to 67.61%" and p-value equaled to "0.000" which is less than 0.05, that means (I receive training based on the identified training needs in my development plan).
- 7- In item No. (4) the weighted mean equaled to 66.57%" and p-value equaled to "0.000" which is less than 0.05, that means (My training and development plan is prepared by the supervisor and me, and updated based on performance appraisal results ).
- 8- In item No. (12) the weighted mean equaled to 65.95%" and p-value equaled to "0.000" which is less than 0.05, that means (If I seek professional training away from the organization interference, it pays the tuition fees for the training).
- 9- In item No. (7) the weighted mean equaled to 65.92%" and p-value equaled to "0.000" which is less than 0.05, that means (My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals).
- 10- In item No. (8) the weighted mean equaled to 65.27%" and p-value equaled to "0.000" which is less than 0.05, that means (I previously participated in training workshops on career planning, how to develop individual development plan, and other career related topics).
- 11- In item No. (1) the weighted mean equaled to 63.26%" and p-value equaled to "0.001" which is less than 0.05, that means (In the organization; each employee has Individual Development Plans (IDP)).
- 12- In item No. (10) the weighted mean equaled to 63.07%" and p-value equaled to "0.002" which is less than 0.05, that means (My organization provides confidential career counseling to help individuals identify training and professional opportunities linked to career development).
- 13- In item No. (13) the weighted mean equaled to 62.66%" and p-value equaled to "0.009" which is less than 0.05, that means (My organization provides periodic planned job rotation as a career development tool).
- 14- In item No. (14) the weighted mean equaled to 58.52%" and p-value equaled to " 0.164" which is greater than 0.05, that means we can not judge the opinions of the respondents about this item (My organization offers individuals foreign or West Bank assignments, i.e. missions and being expatriate, as career development tool moderately).
- 15- In item No. (9) the weighted mean equaled to 51.04%" and p-value equaled to "0.000" which is less than 0.05, that means (I do not participate on a yearly, in training programs out of Gaza Strip to support my career development).

In general the results for all items of the field show that the average mean equals 3.24 and the weighted mean equals 64.75% which is greater than "60%" and the value of T Test equals 6.626 which is greater than the critical value (equaling 1.96) and the p-value equals 0.000 which is less than 0.05, at significant level  $\alpha=0.05$ . This means that training and development practices in the NGOs have impact on career development for employees but with medium effect, but they are not effectively aligned to support career development initiatives for individual employees according to its low weight.

This is consistent with (Baruch 2006) which states that when the economy is poor the investment in HRM programs is low. This finding is also consistent with (Al Tahrawi 2010) in that the investment in human beings in NGOs is linked to fundraising from donors, and there is a lack in allocating budgets to attract skilled employees in these NGOs.

- As it appears that the main concepts of career development are weak in NGOs, due to some indicating that their organization uses individual development plan, while others indicating that they participated in career planning workshop or any other career-related activities which is inconsistent with (Selmer 1999). Some mentioned that their organization provides career counseling which is inconsistent with (Selmer 1999), selected organizations provide planned job rotation, which is considered an important tool for the individual to discover their interests and where they can best fit, this is correlated with (Chen, Chang & Yeh 2003).
- Some important training and development practices are moderately implemented like international or West Bank assignments. This may be due to the majority of the sample organizations being Gaza-based. Although a few of the samples indicated that their organization uses this as a tool, it does not mean that the respondent himself/herself had this kind of assignment. Granted that this practice is important in strengthen the employee competency and empower the career development opportunity and could provide the employee with future job opportunities in other countries when he is laid off from the organization.
- The employees do not participate in training outside of Gaza on an annual basis, this may be due to the high cost of training and restriction of movement and access from the Israeli side to the West Bank, as most of the training occurs in the West Bank. An AIDA<sup>4</sup> report in June, 2011 indicated that 88% of AIDA members who need permits for Gaza staff to enter the West Bank or East Jerusalem say that they are often denied or put on hold. Also the borders are not continuously open so the employees can participate in scheduled training.

This stresses that the participation for local NGO in training outside Gaza is limited and sometimes dependent on funding from international partners. For the international NGOs they sometimes have training for the staff at different offices worldwide, but due to some difficulties in obtaining the required visas or permits, it hinders the training and development opportunities for the local staff.

It is very important to have training outside Gaza as the expertise are different and there are opportunities to meet people from all over the world and learn from their experience.

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<sup>4</sup> Association of International Development Agencies (AIDA) is a membership body and coordination forum of international non-governmental and non-profit organizations (INGOs) that share a common interest in promoting appropriate development and humanitarian programs in the occupied Palestinian territory (oPt).

## B) Comparison between Local and International NGOs in Training and Development Practices

Table (4.28) shows a comparison in training and development practices between the local and international NGOs

**Table (4.28)**  
**Comparison between (Local and International NGO) in Training and Development Practices in the Organization**

No.	Items	Local NGO		INGO	
		Mean	Weighted mean	Mean	Weighted mean
1	In the organization; each employee has Individual Development Plans (IDP).	3.19	63.89	3.13	62.54
2	The organization is working in partnership with individual employees to assess training needs and incorporate it into individual employee development plans	3.41	68.13	3.44	68.82
3	The organization promotes equal training opportunity for all employees through implementing the training included in the IDP.	3.45	69.05	3.36	67.16
4	My training and development plan is prepared by the supervisor and me, and updated based on performance appraisal results	3.39	67.80	3.26	65.14
5	I receive training based on the identified training needs in my development plan	3.41	68.20	3.35	66.94
6	My organization conducts training on the importance of continuous training and development, and career related topics i.e., career planning mechanisms	3.45	69.05	3.31	66.12
7	My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals.	3.38	67.56	3.20	64.02
8	I previously participated in training workshops on career planning, how to develop individual development plan, and other career related topics.	3.45	68.90	3.05	61.06
9	I participate, at least once a year, in training programs out of Gaza Strip to support my career development .	2.52	50.39	2.59	51.80
10	My organization provides confidential career counseling to help individuals identify training and professional opportunities linked to career development.	3.21	64.24	3.09	61.71
11	My organization puts into action the training plans that balance between its goals and needs and the employee's development priorities.	3.48	69.54	3.45	68.98
12	If I seek professional training away from the organization interference, it pays the tuition fees for the training.	3.28	65.58	3.32	66.37
13	My organization provides periodic planned job rotation as a career development tool.	3.19	63.82	3.07	61.31
14	My organization offers individuals foreign or West Bank assignments, i.e. missions and being expatriate, as career development tool.	2.88	57.67	2.98	59.51
15	The training programs outputs are evaluated in	3.43	68.65	3.36	67.18

No.	Items	Local NGO		INGO	
		Mean	Weighted mean	Mean	Weighted mean
	relation to the benefit of the training experience and its reflection on career development.				
	<b>Total</b>	<b>3.27</b>	<b>65.49</b>	<b>3.20</b>	<b>63.90</b>

- The results indicate that the local and international NGOs are close in training and development practices; however there are small differences in some of the items that have to be explained. INGOs indicate low interest in training and development with all of its elements and this is consistent with (Selmer 1999).
- There is a slight difference in item (13) in favor for the local NGOs. This is because the local NGOs are more stable organizations, operating for decades and already they employ a larger number of permanent workers and have different divisions in which employees can work and experience different job tasks and duties, where almost all the INGOs except a select few have a small number of employees and their main offices are in the West Bank or Jerusalem where all the main divisions and operations exist. These INGOs usually have only the project management team and administrative staff working in Gaza offices with the top management in the West Bank.
- There is a slight difference in item (7) in favor for the local NGO, although both local and international NGOs have to work on strategic goals, 8.7% of the INGOs claimed to have less than five years of operation in Gaza, and 3% opened their offices in Gaza after Operation Cast Lead which caused the Gaza War. These INGOs work in emergency and humanitarian response projects and can close their offices as the situation stabilizes. Therefore, some of those organizations do not have any strategic development goals in Gaza and just invest in training relevant to the current projects. Also according to the AIDA report in 2011, AIDA members claimed that the quality of their programming has been affected by restrictions on movement and access. This is because 88% of AIDA members who operate in Gaza have modified their optimal response due to access restrictions and they are shifting from needs-responsive to access-responsive programming, which might be less effective or sustainable.
- For the local NGOs, despite being ambitious to build their capacities and strengthen their portfolio, the issue of funding is the major challenge with regards to strategic training. Their allocated fund is barely enough to cover the salaries of their staff and to implement the activities and some training courses that reflect real and timing need. Also some of the INGOs do not work on building the capacities of the local NGOs by giving them the opportunity to implement large projects with minimal supervision from them. Instead the INGOs hire staff for the project purpose and give the local NGOs a complementary role in implementing the project. All of the previous tasks do not build the capacities of individual employees as performing a complex job is a practical part of career development.
- There is a slight difference in item (8) in favor for the local, this is a result of the above and because most local NGOs are working on well-known, routine, procedures. They may not exert additional efforts to develop themselves according to international standards, career-related topics or workshops that might be of interest to employees
- For INGOs, some stable large organizations, with lengthy years of operations in Gaza Strip, are concerned for their employees' career development and are educating their staff in this regard, this support the finding of (Al Madhoun 2005) which indicated that most of UNRWA staff was aware of the career path development concepts, yet they believed that their personal roles were the most effective factor on their actual development.

**Section V: Individual Characteristics which Affect Career Development**

**A) Autonomy**

One Sample T Test was used to test if the opinion of the respondents about autonomy and the results shown in table no. (4.29) are as follows:

**Table (4.29)  
Autonomy**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	I have a great influence /consulted on determining the desired training fields irrespective of the real job needs.	3.41	1.065	68.26	8.906	0.000
2	I select training and learning opportunities that are compatible with my career path and development	3.68	0.998	73.56	15.606	0.000
3	I identify my learning needs and goals, select learning strategies and participate in learning opportunities that improve my career development	3.70	0.978	74.05	16.505	0.000
4	Out of its boundaries, the organization is flexible towards my other career and training choices like; training during working hours or work for other parties	3.50	1.071	70.02	10.734	0.000
5	I have considerable control over the choices I make in my career	3.55	0.971	71.01	12.991	0.000
	<b>Total</b>	<b>3.57</b>	<b>0.803</b>	<b>71.36</b>	<b>16.266</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (3) the weighted mean equaled to 74.05%" and p-value equaled to "0.000" which is less than 0.05, meaning (I identify my learning needs and goals, select learning strategies and participate in learning opportunities that improve my career development).
- 2- In item No. (2) the weighted mean equaled to 73.56%" and p-value equaled to "0.000" which is less than 0.05, meaning (I select training and learning opportunities that are compatible with my career path and development).
- 3- In item No. (5) the weighted mean equaled to 71.01%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have considerable control over the choices I make in my career).
- 4- In item No. (4) the weighted mean equaled to 70.02%" and p-value equaled to "0.000" which is less than 0.05, meaning (Out of its boundaries, the organization is flexible towards my other career and training choices like; training during working hours or work for other parties).
- 5- In item No. (1) the weighted mean equaled to 68.26%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have a great influence /consulted on determining the desired training fields irrespective of the real job needs).

In general the results for all items of the field show that the average mean equals 3.57 and the weighted mean equals 71.36 % which is greater than "60%" and the value of T Test equals 16.266 which is greater than the critical value (equaling 1.96) and the p-value equal 0.000 which is less than 0.05, at significant level  $\alpha=0.05$  ; this means that the employees in NGOs have certain degree of autonomy over the factors that affect their career development.

The finding is consistent with (Yamamoto 2005), however the lowest weight for item (1) which means that the training is sometimes chosen according to the existing and real need aligned with the organization's goal and does not take into consideration the employee needs, aspiration and personal goals. This is compatible with item (7) in training "My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals", all of which emphasizes that NGOs are not implementing any strategic training nor do they pay attention to individuals' career development.

### B) Self Efficacy

One Sample T Test was used to test the opinion of the respondents about self efficacy and the results shown in table no. (4.30) are as follows

**Table (4.30)**  
**Self Efficacy**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
1	I am so confident in my ability in truly learning new things or developing new skills aligned with my career development plans.	4.16	0.725	83.30	36.939	0.000
2	I believe I am capable of improving and developing my career-relevant skills that are not related to my past participation in development activities	4.19	0.672	83.83	40.761	0.000
3	I have self-confidence in dealing with multiple domains in life.	4.29	0.655	85.72	45.142	0.000
4	For the sake of my career development, I am asking for feedback, on my technical and personal capabilities, from co-workers and managers, accordingly I am willing to receive coaching	4.03	0.760	80.57	31.084	0.000
5	My past participation in a wide variety of development activities empower my current self-efficacy for development	4.21	0.662	84.17	41.930	0.000
6	When I observe others/peers, who are performing tasks similar to mine successfully, this experience helps to bolster my own self efficacy in development	4.15	0.715	82.92	36.800	0.000
7	I have the ability to succeed in any	4.18	0.668	83.56	40.514	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	career choice that I take					
8	I always set higher career goals, then pursue career strategies and put in more effort that lead finally to the achievement of these goals	4.05	0.718	81.02	33.643	0.000
	<b>Total</b>	<b>4.16</b>	<b>0.475</b>	<b>83.13</b>	<b>55.978</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (3) the weighted mean equaled to 85.72%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have self-confidence in dealing with multiple domains in life).
- 2- In item No. (5) the weighted mean equaled to 84.17%" and p-value equaled to "0.000" which is less than 0.05, meaning (My past participation in a wide variety of development activities empower my current self-efficacy for development).
- 3- In item No. (2) the weighted mean equaled to 83.83%" and p-value equaled to "0.000" which is less than 0.05, meaning (I believe I am capable of improving and developing my career-relevant skills that are not related to my past participation in development activities).
- 4- In item No. (7) the weighted mean equaled to 83.56%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have the ability to succeed in any career choice that I take).
- 5- In item No. (1) the weighted mean equaled to 83.30%" and p-value equaled to "0.000" which is less than 0.05, meaning (I am so confident in my ability in truly learning new things or developing new skills aligned with my career development plans.).
- 6- In item No. (6) the weighted mean equaled to 82.92%" and p-value equaled to "0.000" which is less than 0.05, meaning (When I observe others/peers, who are performing tasks similar to mine successfully, this experience helps to bolster my own self efficacy in development).
- 7- In item No. (8) the weighted mean equaled to 81.02%" and p-value equaled to "0.000" which is less than 0.05, meaning (I always set higher career goals, then pursue career strategies and put in more effort that lead finally to the achievement of these goals).
- 8- In item No. (4) the weighted mean equaled to 80.57%" and p-value equaled to "0.000" which is less than 0.05, meaning (For the sake of my career development, I am asking for feedback, on my technical and personal capabilities, from co-workers and managers, accordingly I am willing to receive coaching).

In general the results for all items of the field show that the average mean equaled 4.16 and the weighted mean equaled 83.13 % which is greater than "60%" and the value of T Test equals to 55.978 which is greater than the critical value (equaling 1.96) and the p-value equaling 0.000 which is less than 0.05, at significant level  $\alpha=0.05$ ; meaning that the employees posses high self efficacy that affect positively their career development opportunities.

- The majority of the sample (82.1%) is less than 45 years. Therefore according to Super's five life and career development stages, the individuals are in the exploration stage and the establishment stage, in which individuals are exploring their career interests and navigates the options till stabilizing in a suitable position. Those groups are career mature and are considered in their early career ages where they can develop further skills and get

higher position, so their self efficacy for learning and development within their career are high.

- Item 1 and 2 is consistent with (Jackson Jr. & Sirianni 2009) and assures positively the proposition made by (Maurer 2000) which claims that employees with higher self-efficacy for development will have more positive attitudes toward and more frequent voluntary participation in training and development activities.
- The highest weighted mean is for item (3), this may be due to the lifestyle in Gaza Strip and the continuous crisis that people undergo. After all, they are able to maintain their livelihood and demonstrate good crisis management, so people believe that they can live and deal with different working environments and fields in life. It could be as a result of regular movements which the employees have experienced working with different employers in their career (item 7 in the traditional approach which assures that the NGOs employees' professional advancement is within more than two organizations). This could reflect this feeling that they can adapt to any changes in their lives and careers. This finding so far matches the results from (Abu Tayeh 2001) and the factors that influenced the adaptation to change in career path are personal motives, internal desires for adaptation more than being structural factors.
- Item (5) "My past participation in a wide variety of development activities empower my current self-efficacy for development" tested the accuracy of the preposition made by (Garofano & Salas 2005) on continuous employee development model which is "positive appraisals, on the part of the employee or important others, of the outcomes of engaging in development behaviors will cause higher outcome expectations for engaging in further development activities, this appraisal also becomes a part of an employee's previous work experiences".
- The results of self efficacy and specially item (8) " I always set higher career goals, then pursue career strategies and put in more effort that lead finally to the achievement of these goals " is compatible with the findings from (Ballout 2009) which indicates that individuals with high self efficacy beliefs set higher career goals, put in more effort, and pursue career strategies that lead to the achievement of those goals, and consistent with model of career success in performance and self development (Dries, Pepermans & Carlier 2008). Also it tested the accuracy of prepositions made by (Garofano & Salas 2005) on continuous employee development model which states that "employees with high occupational self-efficacy will have greater outcome expectations for engaging in development activities" and "goal orientation will moderate employee's appraisal of the outcomes of development behavior, and employees with higher learning orientation will have higher appraisals of the outcomes of engaging in employee development."

### C) Career Competencies

One Sample T Test was used to test the opinion of the respondents about career competencies and the results shown in table no. (4.31) as follows:

**Table (4.31)  
Career Competencies**

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
<b>Knowing-Why Competencies</b>						
1	I always focus on my strengths and identify my weaknesses, accompanied with a yearly action plan to overcome my weaknesses and develop my skills	4.04	0.696	80.76	34.268	0.000
2	I know very well what my aspirations and career interests are, and really	4.23	0.603	84.62	46.888	0.000

No.	Items	Mean	Standard deviation	Weighted mean	t-value	P-value
	aware of what I want in my career					
3	I have; in depth knowledge about the duties required in my career choices and a good idea about the career related skills and abilities	4.24	0.636	84.73	44.658	0.000
	<b>Total</b>	<b>4.17</b>	<b>0.543</b>	<b>83.37</b>	<b>49.494</b>	<b>0.000</b>
<b>Knowing-How Competencies</b>						
4	I am updated on the trends and up to date developments in my profession.	4.11	0.735	82.23	34.774	0.000
5	I seek out continuous learning, training and career development opportunities in and out of the Gaza Strip	3.97	0.863	79.36	25.770	0.000
6	Up to now, I have made significant financial investments and dedicated efforts for my career development	4.01	0.822	80.23	28.278	0.000
7	I have a good knowledge of the labor market requirements, and I am working on developing my skills to match these requirements	3.93	0.766	78.56	27.837	0.000
	<b>Total</b>	<b>4.00</b>	<b>0.606</b>	<b>80.09</b>	<b>38.127</b>	<b>0.000</b>
<b>Knowing Whom Competencies</b>						
8	I use all my networks and professional contacts to know the new in the labor market /maximize my related job opportunities	3.86	0.858	77.27	23.123	0.000
	<b>All items</b>	<b>4.05</b>	<b>0.520</b>	<b>80.97</b>	<b>46.356</b>	<b>0.000</b>

Critical value of t at df "528" and significance level 0.05 equal 1.96

- 1- In item No. (3) the weighted mean equaled to 84.73%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have; in depth knowledge about the duties required in my career choices and a good idea about the career related skills and abilities).
- 2- In item No. (2) the weighted mean equaled to 84.62%" and p-value equaled to "0.000" which is less than 0.05, meaning (I know very well what my aspirations and career interests are, and really aware of what I want in my career).
- 3- In item No. (4) the weighted mean equaled to 82.23%" and p-value equaled to "0.000" which is less than 0.05, meaning (I am updated on the trends and up to date developments in my profession).
- 4- In item No. (1) the weighted mean equaled to 80.76%" and p-value equaled to "0.000" which is less than 0.05, meaning (I always focus on my strengths and identify my weaknesses, accompanied with a yearly action plan to overcome my weaknesses and develop my skills).
- 5- In item No. (6) the weighted mean equaled to 80.23%" and p-value equaled to "0.000" which is less than 0.05, meaning (Up to now, I have made significant financial investments and dedicated efforts for my career development).
- 6- In item No. (5) the weighted mean equaled to 79.36%" and p-value equaled to "0.000" which is less than 0.05, meaning (I seek out continuous learning, training and career development opportunities in and out of the Gaza Strip).
- 7- In item No. (7) the weighted mean equaled to 78.56%" and p-value equaled to "0.000" which is less than 0.05, meaning (I have a good knowledge of the labor market requirements, and I am working on developing my skills to match these requirements).

- 8- In item No. (8) the weighted mean equaled to 77.27%" and p-value equaled to " 0.000" which is less than 0.05, meaning (I use all my networks and professional contacts to know the new in the labor market /maximize my related job opportunities).

In general the results for all items of the field show that the average mean equaled 4.05 and the weighted mean equaled 80.97% which is greater than "60%" and the value of T Test equals 46.356 which is greater than the critical value (equaling 1.96) and the p-value equals 0.000 which is less than 0.05, at significant level  $\alpha=0.05$  . This means that the employees working in the NGOs have relatively high career competencies in relation to the individual identifying personally with work rather than with the organization(Knowing-Why), job-related knowledge and career relevant skills (Knowing-how), and networking skills which they can exploit in enhancing their career opportunities in the labor market in general(Knowing whom) all of which affect career development opportunities.

The finding is consistent with (Sullivan & Arthur 2006) in that those with greater career competencies have more opportunities.

The career paths within the NGOs are quite similar and very limited, as they are all dependent on the project life cycle positions, logistics and administrative positions, and the technical positions required are almost the same in the organizations working in the same field, so the common career competency needed is well known from the employees, and due to the frequent movement of employees from one organization to another depending on the project period, almost most of the employees have a good network. Besides the Gaza Strip Community is small and many people know each others or hear about others from friends or relatives.

- Knowing-Why competencies are the highest weighted mean, this competency is related to the individual identifying personally with work rather than with the organization. The researcher believes that it is high for the NGOs employees as most of them have moved across different/similar positions in different organizations so after testing multiple experiences and being familiar with the duties in each position and the skills needed, they have accumulated high degree of what is known "Knowing-Why competencies".
- Knowing-how competencies, this competency reflects job-related knowledge and career relevant skills.
- Item (5) is consistent with (Barnett & Bradley 2007).
- Item (6) " Up to now, I have made significant financial investments and dedicated efforts for my career development" this is somehow related to 17% of the sample have at least master degree, or because 37.5% are in middle, top and executive management level, and both indicators reflect that those individuals are exerting efforts as much as they can to develop their career by obtaining either higher degree or positions.  
This result is aligned with (Hayti 2004) in that Jordanian universities non academic staff individually makes an effort to develop their career path in minimal practices like post graduate studies and joining training courses inside and outside the universities.
- Knowing whom competencies are the least weighted mean, which means that to some extent the NGOs employees have good networking skills and can exploit them in enhancing their career opportunities in the labor market in general. This finding may be aligned with item (3) in self directed protean approach "In the past I have relied more on myself than others to find a new job when necessary", from which we conclude that in addition to the networks the individuals are mainly depending on themselves to enhance their career opportunities in the labor market, the finding supports the results of (McCabe 2007).

## **D) Summary of the Individual Characteristics which Affect Career Development**

**Table (4.32)**  
**Individual Characteristics which Affect Career Development**

No.	Fields	Mean	Standard deviation	Weighted mean	t-value	P-value	Rank	
1	Autonomy	3.57	0.803	71.36	16.266	0.000	3	
2	Self Efficacy	4.16	0.475	83.13	55.978	0.000	1	
3	Career Competencies	Knowing-Why competencies	4.17	0.543	83.37	49.494	0.000	2.1
		Knowing-How competencies	4.00	0.606	80.09	38.127	0.000	2.2
		Knowing whom competencies	3.86	0.858	77.27	23.123	0.000	2.3
	Total (Career Competencies)		4.05	0.520	80.97	46.356	0.000	2
<b>Total ( All subfields)</b>		<b>3.98</b>	<b>0.440</b>	<b>79.51</b>	<b>51.010</b>	<b>0.000</b>		

Critical value of t at df "528" and significance level 0.05 equal 1.96

In general the results for all items of sections table (4.32) show that the average mean equals 3.98 and the weighted mean equals 79.51 % which is greater than "60%" and the value of T Test equals 51.010 which is greater than the critical value (equaling 1.96) and the p-value equal 0.000 which is less than 0.05, at significant level  $\alpha=0.05$ , which means that the personal characteristics consisting of autonomy, self efficacy and career competencies have strong relation with career development opportunities for NGOs employees.

- The strongest individual characteristics that affect the career development opportunities for NGOs employees is self efficacy, which shows that the individuals can contribute to the success of their career development by their high ability in acquiring new skills and achieving higher personal goals if they would have the organizational platform and support in enhancing their career development.
- The second individual characteristics that affect the career development opportunities for NGOs employees is career competency. This may be due to the fact that 50.5% of the sample have more than 10 years of experience which means that they are career mature and have certain level of career competencies that can help enhance their career opportunities.

The career competency indicates that individuals have some forms of Individual career management behavior (comprising involvement in education and training opportunities, networking, and skills development and scanning the labor market).

- The third individual characteristics that affect the career development opportunities for NGOs employees is autonomy, this is less or somehow close to the weighted mean of the protean approach. This means that however individual employees have, in general, self directed career across multiple organizations, they have less control and career autonomy over the decisions that could influence their career path development within the same organization.

The autonomy could be driven from the fact that 29.7% of the sample has less than five years of service within the same organization, or 62.5% of the sample is in operational, professional and administrative management levels that have less effect than the seniority levels.

### **Hypotheses Testing**

**H1) There is statistical relationship at significance level  $\alpha = 0.05$  between career planning and development approaches and career development opportunities.**

**Table No. (4. 33)**  
**Correlation between career planning and development approaches and career development opportunities**

Section	Statistic	Career Development Opportunities
Career planning and development approaches	Pearson coloration	0.865
	p-value	0.000
	N	529

Critical value of  $r$  at significance level 0.05 and df equal 527 equal 0.081

To test the hypothesis the researcher used the Pearson correlation between career planning and development approaches and career development opportunities, and the results shown in table no.(4.33) which illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.865, which is greater than the critical value (equaling to 0.081) that means there is a positive significant correlation at significance level  $\alpha = 0.05$  between career planning and development approaches and career development opportunities. The finding emphasizes that the followed career planning and development approach does affect career opportunities for the employees.

**H2) There is statistical relationship at significance level  $\alpha = 0.05$  between performance appraisal in the organization and career development opportunities.**

**Table No. (4. 34)**  
**Correlation between performance appraisal in the organization and career development opportunities**

Section	Statistic	Career Development Opportunities
Performance appraisal in the organization	Pearson coloration	0.802
	p-value	0.000
	N	529

Critical value of  $r$  at significance level 0.05 and df equal 527 equal 0.081

To test the hypothesis the researcher used the Pearson correlation between performance appraisal in the organization and career development opportunities. The results are shown in table no.(4.34) which illustrates that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.802 which is greater than the critical value (equal to 0.081) meaning that there is a positive significant correlation at significance level  $\alpha = 0.05$  between performance appraisal in the organization and career development opportunities.

The hypothesis is true and this emphasizes the importance of performance appraisal as HRM practice for career development opportunities for employee, this positive hypothesis supports some important aspects of organizational career management (OCM) and career development

trends in Israeli companies where employee and performance evaluation takes a central part in the overall organizational career management strategy and practice (Tzabbar, Vardi & Baruch 2003).

Also the findings support the study of (Baruch 2006) which concluded that organization role in shaping future careers should not be underestimated, performance management systems must be in place and managed well to gain motivation and ensure the benefits of high capacity human capital.

**H3) There is statistical relationship at significance level  $\alpha = 0.05$  between training and development practices in the organization and career development opportunities.**

**Table No. (4.35)**  
**Correlation between training and development practices in the organization and career development opportunities**

Section	Statistic	Career Development Opportunities
Training and development practices in the organization	Pearson coloration	0.875
	p-value	0.000
	N	529

Critical value of r at significance level 0.05 and df equal 527 equal 0.081

To test the hypothesis the researcher used the Pearson correlation between training and development practices in the organization and career development opportunities, and the results shown in table No.(4.35) which illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.875, which is greater than the critical value (equaling 0.081) meaning that there is a positive significant correlation at significance level  $\alpha = 0.05$  between training and development practices in the organization and career development opportunities.

The hypothesis stresses the importance of training and development as HRM practice to enhance career development opportunities for NGOs employees, this is aligned with (Hayti, 2004) in which human resource management, with its different practices, was one of the factors for career development in; (1) enhancing career path responsibility, feedback, job satisfaction or (2) increase the interest in the employees and the job, achieving organizational goals related to the individual employees.

Also the findings support the study of (Baruch,2006) which concluded that organization role in shaping future careers should not be underestimated. With further rapid changes, new technologies and increased rate of knowledge acquisition, employees need more training and development activities. With efficiency as the decisive factor in survival, performance management systems must be in place and managed well to gain motivation and ensure reaping the benefits of high capacity human capital.

**H4) There is statistical relationship at significance level  $\alpha = 0.05$  between individual characteristics; career autonomy, self efficacy and career competencies, and career development opportunities.**

To test the hypothesis the researcher used the Pearson correlation between individual characteristics; career autonomy, self efficacy and career competencies and career development opportunities. The results are shown in table No.(4.36) which illustrates that the

p-value equal 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.770 which is greater than the critical value (equal to 0.081) meaning that there is a positive significant correlation at significance level  $\alpha = 0.05$  between individual characteristics; career autonomy, self efficacy and career competencies and career development opportunities.

**Table No.(4.36)**  
**Correlation between individual characteristics; career autonomy, self efficacy and career competencies and career development opportunities**

Section	Statistic	Career Development Opportunities
Individual characteristics; career autonomy, self efficacy and career competencies	Pearson coloration	0.770
	p-value	0.000
	N	529

Critical value of  $r$  at significance level 0.05 and df equal 527 equal 0.081

The positive relation between the individual characteristics and career development opportunities ensures the important roles of organizations and individuals in managing and developing careers and reflects the mutual and balanced relation between both, the hypothesis supports the finding of study "the effect of career development on employees' satisfaction" in that career path development is the responsibility of both the organization and the individual and both play interconnected roles (Hayti, 2004).

Also, it is consistent with study of (Baruch, 2006); individual career strategies and emphasized the role of taking an initiative, along the same line, added the proactive behavior to the qualities essential for successful career in the future.

The findings on the individual characteristics, their role in individual career management behavior and their effect on career development opportunities and thus career satisfaction is consistent with (Barnett and Bradley 2007), and self efficacy as an antecedent of development activities is consistent with (Blau et al. 2007).

**H5) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the following; organizational characteristics; type and years of operations in Gaza Strip.**

This hypothesis informs the following hypotheses

**H5.1) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the organization type**

**Table No. (4. 37)**  
**Independent Samples Test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the organization type**

Field	Organization type	N	Mean	Std. Deviation	T	P-value
The Followed Approach in Career Planning and Development	Local NGO	284	3.646	0.468	0.983	0.326
	International NGO	245	3.609	0.364		
Performance Appraisal in the Organization	Local NGO	283	3.631	0.853	-2.029	0.043
	International	245	3.771	0.722		

	NGO					
Training and Development Practices in the Organization	Local NGO	283	3.274	0.849	1.102	0.271
	International NGO	245	3.195	0.795		
Individual Characteristics which Affect Career Development	Local NGO	283	3.968	0.465	-0.730	0.466
	International NGO	245	3.997	0.420		
All sections	Local NGO	284	3.657	0.509	0.182	0.855
	International NGO	245	3.649	0.409		

Critical value of t at df "527" and significance level 0.05 equal 1.96

To test the hypothesis the researcher used the Independent Samples Test and the results illustrated in table no.(37) shows that the p-value for all fields equals to 0.855 which is greater than 0.05 and the value of T Test for all fields equals to 0.182 which is less than the critical value which (equaling 1.96) meaning that there is no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the organization type. This is inconsistent with (Selmer 1999).

To conclude that the local and international NGOs are close to each others in adopting career development related approaches and practices, and their employees possess similar individual characteristics.

**H5.2) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to years of operation in Gaza Strip**

**Table No. (4. 38)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of operation in Gaza Strip**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	0.437	3	0.146	0.814	0.487
	Within Groups	93.987	525	0.179		
	Total	94.424	528			
Performance Appraisal in the Organization	Between Groups	4.742	3	1.581	2.509	0.058
	Within Groups	330.064	525	0.630		
	Total	334.805	528			
Training and Development Practices in the Organization	Between Groups	1.090	3	0.363	0.533	0.660
	Within Groups	357.002	525	0.681		
	Total	358.092	528			
Individual Characteristics which Affect Career Development	Between Groups	0.607	3	0.202	1.025	0.381
	Within Groups	103.514	525	0.198		
	Total	104.121	528			
All sections	Between Groups	0.767	3	0.256	1.186	0.315
	Within Groups	113.243	525	0.216		
	Total	114.0098	528			

Critical value of F at df "3,525" and significance level 0.05 equal 2.62

To test the hypothesis the researcher used the method of ANOVA and the results are illustrated in tables no.(4.38) which show that the p-value for all fields equal to 0.315 which is greater than 0.05 and the value of F test for all fields equal to 1.186 which is less than the

value of critical value (equaling 2.62) meaning there is no difference at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to years of operation in Gaza Strip. This is inconsistent with (Selmer 1999).

This finding is due to that most of the international NGOs, which had opened their offices in Gaza in 2009, have offices worldwide and have already organizational practices for developing employees and can transfer these practices to their new offices like in Gaza Strip.

**H6) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the following personal characteristics; age, gender, educational background, job title, years of experience and years of service in the organization.**

**H6.1) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to age group.**

**Table No. (4. 39)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Age group**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	3.948	4	0.987	5.716	0.000
	Within Groups	90.476	524	0.173		
	Total	94.424	528			
Performance Appraisal in the Organization	Between Groups	6.125	4	1.531	2.436	0.046
	Within Groups	328.681	524	0.628		
	Total	334.805	528			
Training and Development Practices in the Organization	Between Groups	6.569	4	1.642	2.444	0.046
	Within Groups	351.523	524	0.672		
	Total	358.092	528			
Individual Characteristics which Affect Career Development	Between Groups	2.705	4	0.676	3.487	0.008
	Within Groups	101.416	524	0.194		
	Total	104.121	528			
All sections	<b>Between Groups</b>	<b>4.104</b>	<b>4</b>	<b>1.026</b>	<b>4.892</b>	<b>0.001</b>
	<b>Within Groups</b>	<b>109.906</b>	<b>524</b>	<b>0.210</b>		
	<b>Total</b>	<b>114.0098</b>	<b>528</b>			

Critical value of F at df "4,524" and significance level 0.05 equal 2.39

**Table No. (4. 40)**

**Scheffe test for Multiple Comparisons**

Difference between mean	less than 25 years	from 25 to less than 35 years	from 35 to less than 45 years	from 45 to less than 55 years	55 years and above
less than 25 years		0.360	0.486*	0.391	0.433
from 25 to less than 35	-0.360		0.126	0.031	0.073

<b>from 35 to less than 45</b>	-0.486*	-0.126		-0.095	-0.053
<b>from 45 to less than 55</b>	-0.391	-0.031	0.095		0.042
<b>55 and above</b>	-0.433	-0.073	0.053	-0.042	

\*The mean difference is significant at the .05 level.

To test the hypothesis the researcher used the ANOVA method and the results are illustrated in tables no.(4.39) which show that the p-value for all fields equal to 0.001 which is less than 0.05 and the value of F test for all fields equal to 4.892 which is greater than the critical value (equaling 2.39), meaning there is a significance difference at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to age group. Additionally, the Scheffe test for Multiple Comparisons table no.(4.40) indicates that the difference between "less than 25 years " and " from 35 to less than 45 years" , and the difference in favor to " less than 25 years ". The result indicates that there is only differences between two age groups of employees; "less than 25 years " and "from 35 to less than 45 years", the former possess higher individual characteristics and the career development approaches and practices is tailored more to this age group.

This finding is compatible with (Al Madhoun, 2005) and (Maurer 2000) but inconsistent with (Selmer 1999) and (Blau et al. 2007) but inconsistent with (McCabe 2007).

Individuals below 25 years are in the exploration stage according to Super's five life and career development stages, in which individuals are exploring their career interests and youth have high self-efficacy for learning and practice both protean and boundaryless career at the same time. Also, the organization focuses on this group because they lack the experience and they need significant training and feedback on their performance, this is consistent with (Maxwell & Ogden 2005) in "younger females entering the workforce clearly have the drive and ambition to take advantage of career development opportunities". While employees 'from 35 to less than 45 years' are in the establishment stage according to in which individuals navigates the options till stabilizing in a suitable position, already this group has good level of expertise and knowledge that the organizations do not have to focus on their performance or focus on extensive training.

**H6.2) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Sex**

**Table No. (4. 41)**

**Independent Samples Test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Sex**

<b>Field</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b> □	<b>T</b>	<b>P-value</b>
The Followed Approach in Career Planning and Development	Male	279	3.620	0.454	-0.532	0.595
	Female	250	3.639	0.386		
Performance Appraisal in the Organization	Male	279	3.657	0.828	-1.183	0.237
	Female	250	3.739	0.761		
Training and Development Practices in the	Male	279	3.189	0.854	-1.434	0.152
	Female	250	3.292	0.788		

Organization						
Individual Characteristics which Affect Career Development	Male	279	3.979	0.459	-0.127	0.899
	Female	250	3.984	0.428		
All sections	Male	279	3.634	0.492	-0.998	0.319
	Female	250	3.675	0.433		

Critical value of t at df "527" and significance level 0.05 equal 1.96

To test the hypothesis the researcher used the Independent Samples Test and the results are shown in table no.(4.41) which illustrates that the p-value for all fields equal 0.319 which is greater than 0.05 and the absolute value of T Test for all fields equal 0.998 which is less than the critical value (equaling 1.96), meaning that there are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Sex.

This finding is compatible with (Al Madhoun, 2005), Maxwell and Ogden (2005) and (Dries, Pepermans & Carlier 2008) but inconsistent with (Sullivan & Arthur 2006). This result implies that most females are employed and treated equally as well as males in the NGOs. NGOs are following equal opportunities for gender as it is one of the NGOs operation principles and one main requirements of the donors, and promote gender equality and empower women is one of the main Millennium Development Goals (MDGs<sup>5</sup>).

**H6.3) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Education**

**Table No.(4. 42)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Education**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	2.283	5	0.457	2.592	0.025
	Within Groups	92.141	523	0.176		
	Total	94.424	528			
Performance Appraisal in the Organization	Between Groups	3.610	5	0.722	1.138	0.339
	Within Groups	331.196	523	0.634		
	Total	334.805	528			
Training and Development Practices in the Organization	Between Groups	9.980	5	1.996	2.993	0.011
	Within Groups	348.112	523	0.667		
	Total	358.092	528			
Individual Characteristics which Affect Career Development	Between Groups	1.030	5	0.206	1.043	0.392
	Within Groups	103.091	523	0.197		
	Total	104.121	528			
All sections	Between Groups	2.152	5	0.430	2.013	0.075
	Within Groups	111.857	523	0.214		
	Total	114.0098	528			

<sup>5</sup>The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations-and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000.

Critical value of F at df "5,523" and significance level 0.05 equal 2.23

To test the hypothesis the researcher used the ANOVA method and the results are illustrated in tables no.(4.42) which shows that the p-value for all fields equal to 0.075 which is greater than 0.05 and the value of F test for all fields equal to 2.013 which is less than the critical value (equaling 2.23), meaning there are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Education. The result indicates that individual characteristics and the career development approaches and practices are the same for all employees irrespective of their education. This finding is compatible with (Al Madhoun, 2005) but inconsistent with (Briscoe, Hall & DeMuth 2005).

The result can be explained in away that years of experience equals education in some of the non technical and professional jobs, and the critical and important posts could make a difference.

**H6.4) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Job Title**

**Table No.(4.43)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Job Title**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	2.929	5	0.586	3.227	0.007
	Within Groups	80.077	441	0.182		
	Total	83.006	446			
Performance Appraisal in the Organization	Between Groups	15.639	5	3.128	4.956	0.000
	Within Groups	278.347	441	0.631		
	Total	293.986	446			
Training and Development Practices in the Organization	Between Groups	14.177	5	2.835	4.181	0.001
	Within Groups	299.078	441	0.678		
	Total	313.255	446			
Individual Characteristics which Affect Career Development	Between Groups	5.285	5	1.057	5.583	0.000
	Within Groups	83.497	441	0.189		
	Total	88.782	446			
All sections	Between Groups	<b>6.286</b>	<b>5</b>	<b>1.257</b>	<b>5.880</b>	<b>0.000</b>
	Within Groups	<b>94.290</b>	<b>441</b>	<b>0.214</b>		
	Total	<b>100.5761</b>	<b>446</b>			

Critical value of F at df "5,441" and significance level 0.05 equal 2.23

**Table No.(4.44)**

**Scheffe test for Multiple Comparisons**

Difference between mean	Executives	Top Management	Middle Management	Operational Management	Professional/ Technical Staff	Administrative Staff
<b>Executives</b>		0.124	0.344	0.270	0.273	0.467*
<b>Top Management</b>	-0.124		0.219	0.146	0.149	0.343
<b>Middle</b>	-0.344	-0.219		-0.073	-0.070	0.123

<b>Management</b>						
<b>Operational Management</b>	-0.270	-0.146	0.073		0.003	0.197
<b>Professional/ Technical Staff</b>	-0.273	-0.149	0.070	-0.003		0.194
<b>Administrative Staff</b>	-0.467*	-0.343	-0.123	-0.197	-0.194	

\*The mean difference is significant at the .05 level.

To test the hypothesis the researcher used the ANOVA method and the results are illustrated in tables no.(4.43) which show that the p-value for all fields equal to 0.000 which is less than 0.05 and the value of F test for all fields equal to 5.880 which is greater than the critical value (equaling 2.23), meaning there is a significance difference at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Job Title. The Scheffe test for Multiple Comparisons table no.(4.44) also shows that the difference between "Executives " and "Administrative Staff ", and the deference in favor of to "Executives". The result indicates that there is only differences between two categories of employees; " Executives " and " Administrative Staff ", the former posses higher individual characteristics and the career development approaches and practices is tailored more to this job category.

This finding is compatible with (Al Madhoun, 2005), (Dries, Pepermans & Carlier 2008) and (Selmer 1999).

This finding is expected as the executives are the core staff in the NGO who have certain level of expertise and high level in networking skills with the donors and major stakeholders and are mainly the engine in acquiring the fund, and the organization headquarters are mainly communicating with those executives as their focal point, and offer them many development opportunities and incentives to run the operations in Gaza Strip. While the administrative staff has simple and straightforward job to learn, and do require minimal degree of education. and few years of experience. The organizations do not usually invest in this level of staff as they are easier to replace and the supply in the market is more than enough.

Also the personal characteristics like autonomy, self efficacy and career competencies are high at the executive level while at the administrative level is lower specially in autonomy where the power of individuals on affecting their career is limited on the opposite of executives who can affect the whole staff career direction.

**H6.5) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Experience**

**Table No. (4. 45)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Experience**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	1.812	3	0.453	2.564	0.038
	Within Groups	92.612	525	0.177		
	Total	94.424	528			
Performance Appraisal in the Organization	Between Groups	2.164	3	0.541	0.851	0.494
	Within Groups	332.642	525	0.636		

	Total	334.805	528			
Training and Development Practices in the Organization	Between Groups	3.570	3	0.893	1.317	0.263
	Within Groups	354.522	525	0.678		
	Total	358.092	528			
Individual Characteristics which Affect Career Development	Between Groups	1.751	3	0.438	2.237	0.064
	Within Groups	102.369	525	0.196		
	Total	104.121	528			
<b>All sections</b>	<b>Between Groups</b>	<b>1.875</b>	<b>3</b>	<b>0.469</b>	<b>2.191</b>	<b>0.069</b>
	<b>Within Groups</b>	<b>112.134</b>	<b>525</b>	<b>0.214</b>		
	<b>Total</b>	<b>114.0098</b>	<b>528</b>			

Critical value of F at df "4,525" and significance level 0.05 equal 26.2

To test the hypothesis the researcher used the ANOVA method and the results are illustrated in tables no.(4.45) which shows that the p-value for all fields equals to 0.069 which is greater than 0.05 and the value of F test for all fields equals to 2.191 which is less than the critical value (equaling 26.2), meaning there are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Experience. The result indicates that individual characteristics and the career development approaches and practices are the same for all employees irrespective of their years of experience.

This finding is compatible with (Al Madhoun, 2005). This can be explained according to the education in addition to the individuals learning ability and personal characteristics, as sometimes some individuals have the same experience throughout their life while others have diversified experience according to their job moves across different organizations and their individual role in the ability to learning and development. Also the organizations play important roles in developing their employees all as equal, some focus on their employees' development while others concentrate on certain positions.

**H6.6) There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Service in the Organization**

**Table No. (4. 46)**

**One way ANOVA test in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Service in the Organization**

Field	Sources	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
The Followed Approach in Career Planning and Development	Between Groups	0.566	4	0.113	0.631	0.676
	Within Groups	93.858	524	0.179		
	Total	94.424	528			
Performance Appraisal in the Organization	Between Groups	3.861	4	0.772	1.218	0.299
	Within Groups	330.945	524	0.634		
	Total	334.805	528			
Training and Development Practices in the Organization	Between Groups	1.406	4	0.281	0.411	0.841
	Within Groups	356.686	524	0.683		
	Total	358.092	528			
Individual Characteristics which Affect Career Development	Between Groups	0.765	4	0.153	0.773	0.570
	Within Groups	103.356	524	0.198		
	Total	104.121	528			

<b>All sections</b>	<b>Between Groups</b>	<b>0.620</b>	<b>4</b>	<b>0.124</b>	<b>0.572</b>	<b>0.722</b>
	<b>Within Groups</b>	<b>113.390</b>	<b>524</b>	<b>0.217</b>		
	<b>Total</b>	<b>114.0098</b>	<b>528</b>			

Critical value of F at df "4,524" and significance level 0.05 equal 2.39

To test the hypothesis the researcher used the ANOVA method and the results are illustrated in tables no.(4.46) which shows that the p-value for all fields equals to 0.722 which is greater than 0.05 and the value of F test for all fields equals to 0.572 which is less than the critical value (equaling 2.39), meaning there are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to Years of Service in the Organization. The result indicates that individual characteristics and the career development approaches and practices are the same for all employees irrespective of their years of service within the same organization; this finding is compatible with (Al Madhoon 2005).

**Chapter Five**  
**Findings & Recommendations**

- **Introduction**
- **The Research Findings**
- **The Research Recommendations**

## Chapter Five

### Findings & Recommendations

#### Introduction

This chapter provides a summary of the most important findings of the research, some recommendations in light of these findings and study limitations, with hopes that the research achieved its purpose in assessing organizational and individual roles in career development for the NGOs employees in the Gaza Strip and in identifying other variables and better practices for future researches related to career development.

#### Research Findings

1. The boundaryless approach is the first followed approach in career development among NGO employees. The employees have a boundaryless mindset which is followed more than the physical mobility preference (boundaryless mindset) due to Gaza's detached environment from other parts of the world and limited opportunities for traveling overseas. Employees are eager to experience new situations and use their work as a mean to crossing boundaries through knowing new cultures and learn from local and international expertise.

The findings for physical mobility is lower, since in the case of those employees who have a fixed permanent job are reluctant to move to temporary jobs and lose their current job, because the job opportunities in Gaza Strip are limited in both the NGO and private sector due to many factors.

2. The boundaryless approach, especially the mobility preference is followed more by local NGO employees. This is because the salary scales in local NGOs are lower than the international NGOs, so employees of local NGOs are always looking to change their jobs to obtain a higher salary and gain more experience. They also may seek employment with international NGOs because they may offer more training opportunities outside Gaza and cross-cultural learning opportunities. While the boundaryless mindset is prevalent for the INGO employees as they always had to work with local partners to implement their projects and have to work with international staff within the same organization.

3. The protean approach is the second followed approach; which means that employees take an independent role in managing their career. The self-directed protean career are higher than the values-driven protean career, indicating that individuals are not using their own values to guide their career.

The protean approach is prevalent in international NGOs; this remains accurate as most of the international NGOs employees are hired based on the funded project and employees change their employer after the end of the projects. Only core staff remain at the organization while others leave. This means that employees working with INGOs have self-directed career and choose their career path according to their personal values.

4. The balanced approach is the third followed approach in the NGOs where the individual and the organization have mutual relation in managing and developing the career, however the mutual relation is weak in some of the important aspects of career

development. The local as well as the international NGOs are the same; which stresses that the priorities for employees career development are related to secured fund and directed toward donor requirements and goals and do not take into consideration employees aspirations and personal goals.

5. The organizations and the individuals are following the traditional approach in managing career but in a weak manner, this is due to the limited hierarchies in the organizations, the low number of staff (at times) and the availability of some positions are contingent upon funding.
6. The traditional approach is followed in more local NGOs than in the international organizations. This difference is due to the international NGOs operating in different countries and thus must follow modern and flexible practices to strengthen its performance in different areas. Furthermore, international NGOs are aiming to strengthen their portfolio aiming to attract the donor support. While the local NGOs are operating in Gaza Strip for decades and some of them have certain traditional hierarchy and routine work serving specific target beneficiaries.
7. The performance appraisal (PA) for employees is a prevalent a systematic HRM practice in the NGOs and the performance of the employees is evaluated according to clear criteria moderately. It is used as a practice to develop employees' career in a weak manner; as PA outputs are not used effectively to enhance employees' career path and it is not used as a developmental tool in the ideal case.  
The INGO uses PA in a more slightly effective way; this is a result of the international expertise and the requirements needed from their headquarters, as most of INGOs have their HR department and their main offices in West Bank or Jerusalem.
8. Training and development practices in the NGOs have a low impact on career development for employees, as they are not effectively aligned to support career development initiatives for individual employees. The local and international NGOs are the same in adopting the practices.  
The main practices and concepts of career development are weak in the NGOs, such as the existence of individual development plan in the organization, participating in career planning workshop or any other career-related activities, such as providing career counseling, and adopting planned job rotation or foreign assignment.
9. The employees do not participate in training outside of Gaza on an annual basis. This may be due to the high cost of training and restriction on movement and access from the Israeli side to the West Bank, as some of the training occurs in the West Bank. Also, training in other countries is bounded by visa issues and coordination through Rafah border which is not operating effectively at times.
10. There is a strong relation between the individual characteristics and career development opportunities ensures the important roles of organizations and individuals in managing and developing careers and reflects the mutual and balanced relations between both.
11. Employees have high self-efficacy as it is the first individual characteristic that affects the career development opportunities and stresses that the individuals can contribute to the success of their career development by their high ability in acquiring new skills

and achieving higher personal goals if they would have the organizational platform and support in enhancing their career development.

12. The respondents have high self-confidence in dealing with multiple domains in life; people believe that they can live and deal with different working environment and fields in life, this may be due to the lifestyle in Gaza Strip and the continuous crisis that people persevered through and is a sign of good crisis management. It could also be a result of regular movements that the employees had in working with different employers in their career.
13. Employees have relatively high career competencies as it is the second individual characteristics that affect the career development opportunities. Because the career paths within the NGOs are quite similar and very limited. It is all dependent on the project life cycle positions, logistics and administrative positions, and the technical positions required are almost the same in the organizations working in the same field, so the common career competency needed is well known from the employees.
14. Individual employees have relatively high knowing-why competencies as they are capable of identifying their career personally with work rather than with the organization. It is relatively high for NGO employees as most of them have moved across different/similar positions in different organizations after testing multiple experiences and being familiar with the duties in each position and the skills needed.
15. Individual employees are aware of the needed knowing-how competencies as most of the employees have made significant financial investments and dedicated efforts for their career development with 17% of the sample carrying at least a master's degree, and 37.5% are in middle, top and executive management level.
16. Individual employees have medium networking skills which they can exploit in enhancing their career opportunities in the labor market in general.
17. The individuals have some forms of individual career management behavior (comprising involvement in education and training opportunities, networking, skills development and scanning the labor market).
18. Despite the individual employees having a general self-directed career across multiple organizations, they also have less control and career autonomy over the decisions that could influence their career path development within the same organization.
19. There are no differences at significant level  $\alpha = 0.05$  in the statistical readings of the sample about the initial assessment of the career development opportunities for the employees working for both local and international NGOs due to the following; organizational characteristics; type and years of operations in Gaza Strip, and personal characteristics; age, gender, educational background, job title, years of experience and years of service in the organization.
20. The absence of the differences because the sample local and international NGOs are major organizations who play an important part in serving the community. They already have many fixed job employees and adopt major human resource practices such as performance appraisal and training. Most of the international NGOs which opened in 2009, have offices worldwide and have already organizational practices for

developing employees and can transfer these practices to their new offices in Gaza Strip.

21. There is gender equality in career development; NGOs are following equal opportunities for gender as it is one of the NGOs operation principles and one of the main requirements of donors.
22. There is a significant difference for the employees working for both local and international NGOs due to the age group, and the difference between "less than 25 years" and "from 35 to less than 45 years" , and the difference in favor to "less than 25 years". The individuals below 25 years are in the exploration stage according to Super's five life and career development stages, where individuals are exploring their career interests and youth have high self-efficacy for learning and practice both protean and boundaryless career at the same time, while those from 35 to less than 45 years are in the establishment stage according to in which individuals navigates the options till stabilizing in a suitable position.
23. The absence of the differences due to education ,years of experience and years of service in the organization, this can be explained that years of experience equals education in some of the non technical and professional jobs, and the critical and important posts could make a difference, in addition to the individuals learning ability and personal characteristics, as some people have the same experience along their life while others have diversified experience according to their job moves across different organizations and their individual role in the ability to learning and development. Also the organizations play important roles in developing their employees all as equal, some focus on their employees' development while others concentrate on certain positions.
24. There is a significance difference between the employees working for both local and international NGOs due to job title. For example, the differences between "Executives" and "Administrative Staff", and the difference in favor for "Executives". The executives are the core staff in the NGO who have certain level of expertise and high level in networking skills. The donors and major stakeholders and are the primary engine in acquiring the funds and the organization headquarters are mainly communicating with those executives as their focal point, offering them many development opportunities and incentives to run the operations in Gaza Strip. While the administrative staff have more straightforward jobs to learn and require minimal degree of education and few years of experience. Organizations do not usually invest in this level of staff as are easily replaceable with the high supply of human capital in the market.

### **Study Recommendations**

1. NGOs should think strategically with long term goals on in relation to training and development and building organizational human capital capacity to minimize the cost of personnel and be flexible in working with different donor requirements and global changes.
2. It will be an advantage to the NGOs if the performance appraisal is used as an effective practice for career development, and the organization can have skills inventory available to identify their skills and weaknesses.
3. The performance appraisal should be used as an annual competency tool that

encourages the employees to learn and develop themselves. Even if the organization is not taking the outputs as a guide to career development, the individual can seek the development by his own, based on professional clear feedback and identified criteria.

4. From a balanced perspective; it is highly advised that the NGOs work in partnership with the employees to develop their career and balance between the organizational goals and individuals goals as much as they can. As talented employees choose organizations that match and fulfill their career and the organizations can guarantee their success in the long run, because the non-profit sector is primarily about human capital, from securing funds to implementing the work on the ground.
5. It is highly recommended to integrate the personal traits like self efficacy as indicator for HRM functions like recruiting and selection, performance evaluation, compensation, career development and selecting potential employees who can be involved in a succession planning, as self efficacy is positively related to improvement in performance.
6. If the employees are granted good deals of career autonomy, they would positively influence their career decisions and feel satisfied on their career path.
7. NGOs should take into consideration the employees inspires, goals and motives, because it might lose talented people whose aspiration are not fulfilled within the organizations and can be attracted by others.
8. Personality tests and other validation tests could be used for better results in recruiting individuals, to best fit them in the jobs and make this as a baseline when designing their career goals according to their skills competencies and individual traits.
9. It is highly recommended that NGOs start adopting diversified career development tools like mentoring, expatriation, online career planning and management courses, succession planning, job rotation and enrichment, individual development plan, career counseling and allocate budget for tuition reimbursement for employees' professional activities, related to the job and organization development goals.
10. A focus should be diverted towards employees as a source of income generation in case of scarcity of fund, as empowered employees can be a mechanism for NGOs for running income generation projects and activities and be self financed in case of lack of external fund.
11. When employees are hired under short-term projects, the NGOs can allocate certain budget to reward those employees and compensate them in career development activities like engaging them in training and development activities and design certain career development programs, according to their stated needs and goals, after the end of the projects in which they can participate freely.
12. The INGO should facilitate and promote their staff to their headquarters for international missions as a tool to build their capacity and bring back different expertise to Gaza Strip. This is especially key to those who are not on a fixed term and vulnerable to being unemployed in Gaza. While the local NGOs role to empower their employees in being expatriates and help them to get international assignments with INGOs, build their capacity to work on the international level to get back with fruitful experience.

13. Managers should receive training in career counseling, coaching and mentoring in order to enhance career development for their subordinate.
14. With ambiguity of future and restriction on movement of people to and from Gaza Strip, succession planning can secure organizations' future supply flow of key personnel.
15. Career development activities can be stated as part of any project proposal, and promoting and communicating this approach to the donors can make changes on the donor trends.
16. The training programs should be evaluated in relation to their benefit to both the employee career development and the organizational needs.
17. The organizations ought to utilize the international methodologies and practices in running their operations and managing their project, which enhance career development opportunities for individuals at both the local and international levels.
18. The individuals should continue to build their capacities no matter how much the organization has career development activities. Through defining a career plan and goals, and monitor the progress towards achieving them and modify them when needed.
19. The individuals have to look for opportunities in working internationally with NGOs in the current situation where level of unemployment is high, and should look for voluntary work in the first place to build their capacities.
20. The individuals can work better to develop local and international professional networks to be updated on the new trends and job opportunities.
21. The individuals have to be flexible and acquire diversified skills in such a turbulent working environment and work for the private sector to better understand the all the job options, better develop their career plan and enhance their career development opportunities.

### **Recommendations for Future Researches**

1. For future research, interviews with executives and human resource staff should be used to identify the real career development practices.
2. For better data collection data in new concepts like career development, orientation sessions should be conducted in order to get the best results.
3. Future researches should elaborate the web as a tool for collecting data as Facebook is a widely used social networking site in Gaza Strip.
4. The research should be conducted in the NGOs operating in the West Bank as well to identify the career development practices and the organizational and individual role.
5. The research elements could be applied to private sector organizations, and can mainly be applied in the West Bank because the private sector in Gaza Strip is still in the recovery stage after more than four years of blockade.

6. The universities and research centers should communicate with the international and local NGOs in order to facilitate the implementation of future researches and cooperate in a positive way with researches that do not require any critical data.
7. Future research is greatly needed in the area of careers to learn where we stand. An interesting issue is to identify how many people actually have (and/or wish to have) protean career or boundaryless career. Another issue is how organizations manage the new psychological contract, how they promote employability and balance organizational and individual needs.
8. Future research is needed to study the extent to which career development reflects the alignment of individual career planning and organizational career management.
9. Future research should study: the relation between career autonomy and the protean and boundaryless approaches, investigate the existence of other career development practices and support services, and a career management process as a whole.
10. It highly recommended studying the effect of career development on career success with all of its dimensions.

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**Annex 1**  
**List of Referees' Names and Titles**

<b>Referee's Name</b>	<b>Referee's Title</b>
Dr. Yousef Bahar	Associate Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr.Majed Al Farra	Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr. Akram Samour	Assistant Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr. Rushdy Wadi	Associate Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr.Waseem Al Habeel	Assistant Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr. Nafiz Barakt	Assistant Professor at the Faculty of Commerce –The Islamic University of Gaza (IUG)
Dr.Wael Thabit	Assistant Professor at the Faculty of Commerce-Al -Azhar University
Dr. Bassam Abu Hamad	General Coordinator of the Masters Programme at Al- Quds University (Abu Dis) in Gaza
Dr.Jalal Shabt	Assisstant Professor at Al-Quds Open University
Ms. Seham Hillis	Ex- Recruitment Officer at UNRWA



**Annex 3**  
**Questionnaire in Arabic**



الجامعة الإسلامية-غزة  
عمادة الدراسات العليا  
كلية التجارة - قسم إدارة الأعمال

السادة موظفي/ات المؤسسات الأهلية و الدولية - غزة الكرام ،،  
السلام عليكم ورحمة الله وبركاته ،،

الاستبانة التي بين يديكم هي احدى أدوات الدراسة لاستكمال متطلبات درجة الماجستير في إدارة الأعمال، وهي بعنوان: دور ممارسات إدارة الموارد البشرية في تخطيط و تنمية فرص التطوير الوظيفي لموظفي المؤسسات غير الحكومية في قطاع غزة

و ذلك لإعداد بحث حول هذا الموضوع لأغراض أكاديمية، وذلك في محاولة لدراسة الواقع الحالي للممارسات المرتبطة بموضوع الدراسة في مؤسساتكم، مع العلم بأن كافة المعلومات التي سيتم الحصول عليها لن تستخدم إلا لخدمة أغراض البحث العلمي فقط.

لذا أرجو من سيادتكم/كن التكرم بالمساعدة في الحصول على المعلومات والبيانات المطلوبة ووضع إشارة ( × ) في المربع الذي يوافق خياركم/كن.

شاكرا لكم/كن حسن تعاونكم/كن معي.

الباثثة  
هنادي ربحي صالح

**\*\* الشروط الواجب توافرها في الشخص لتعبئة الاستبانة**

1. أن يكون لدى الشخص خمس سنوات خبرة عملية على الأقل و لا يشترط المجال.
2. أن يكون قد مضى على الموظف سنتين على الأقل في مؤسسته الحالية.

\*\* مرفق: تعريف لبعض المصطلحات المستخدمة

## المصطلحات

#	المصطلح	التعريف
1	التطوير الوظيفي	نموذج الخبرات المرتبطة بالعمل والذي يمتد عبر حياة إنسان ما، و في ما يتعلق بالعالم عن أنفسنا للتعلم عملية مستمرة مدى الحياة هو كفاءات (1) : مجالات رئيسية هي الوظيفي و يركز على ثلاثة ومعرفته الذاتية، و اكتشاف و تخطيط الشخص، مؤشرات نضج الفرد القدرات المؤسساتية لدعم برامج التطوير الوظيفي (2) المهنة المناسبة لتنفيذ برامج التطوير الوظيفي ذوي الخبرات و المهارات والأفراد (3) بفعالية
2	المسار الوظيفي	مجموعة المراكز الوظيفية التي يتدرج خلالها الفرد خلال حياته الوظيفية والتي تتأثر باتجاهاته وطموحاته
3	خطة التطوير الوظيفي	هي خطة تضعها المؤسسة بناء على أهدافها لتطوير الموظف و الاستراتيجيات المتبعة لتحقيقها، و تتم بمشاركة الموظف إذ تشمل أهداف تطويرية للموظف، نقاط ضعفه و قوته و البرامج التدريبية المطلوبة لتطويره و يتم تقييم النتائج بشكل دوري
5	التدوير الوظيفي	هو أحد أشكال تدريب الموظفين و يتم بنقل أحد الموظفين بإدارة ما للتدريب على مهام عمل جديدة بإدارة أخرى بهدف إثراء خبرته، و أيضاً لتمكين الموظف من التعرف على نوعية الوظيفة التي يفضل العمل بها
6	الاستقلالية الذاتية	لتحديد مدى إدراك حرية الفرد و السلطة التي يمتلكها الوظيفي والنفوذ المسار
7	الإيمان بالقدرة الذاتية	هو مدى إيمان الشخص بمقدرته على تطوير مهاراته و قدراته لتحقيق أهدافه الوظيفية
8	الكفاءة الوظيفية	هي مدى معرفة الشخص لطموحاته و اهتماماته الوظيفية، و معرفته بقدراته الذاتية و مدى ملائمة مهاراته و علاقته بسوق العمل

القسم الأول:

معلومات حول المؤسسة :

1- اسم المؤسسة:	
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2- مجال عمل المؤسسة ( القطاع ) : ** (يمكن تحديد أكثر من قطاع)	( ) زراعة وبيئة ( ) ثقافة ورياضة ( ) ديمقراطية وحقوق إنسان ( ) تنمية اقتصادية ( ) تعليم وتدريب ( ) صحة وإعادة تأهيل ( ) خدمات اجتماعية وإغاثة ( ) امرأة وطفل ( ) تنمية اجتماعية ( ) غير ذلك، يرجى التحديد ( )
--	--

3- نوع المؤسسة:	( ) أهلية / محلية دولية تابعة ل : ( ) الأمم المتحدة ( ) أمريكية ( ) آسيوية ( ) أوروبية ( ) عربية ( ) غير ذلك، يرجى التحديد ( )
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4- سنوات عمل المؤسسة في قطاع غزة:	( ) أقل من ثلاث سنوات ( ) 3 - إلى أقل من 5 سنوات ( ) 5 - أقل من 10 سنوات ( ) 10 سنوات فأكثر
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البيانات الشخصية:

5- الفئة العمرية:	( ) أقل من 25 سنة ( ) 25 - أقل من 35 سنة ( ) 35 - أقل من 45 سنة ( ) 45 - أقل من 55 سنة ( ) 55 سنة فأكثر
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6- الجنس:	( ) ذكر ( ) أنثى
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7- المؤهل العلمي:	( ) أقل من ثانوية عامة ( ) ثانوية عامة ( ) دبلوم ( ) بكالوريوس ( ) ماجستير ( ) دكتوراة
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8- المسمى الوظيفي:	
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9- عدد سنوات الخبرة:	( ) أقل من 5 سنوات ( ) 5 - أقل من 7 سنوات ( ) 7 - إلى أقل من 10 سنوات ( ) 10 - إلى أقل من 15 سنة ( ) 15 سنة فأكثر
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- عدد سنوات العمل في المؤسسة	( ) أقل من سنتين ( ) 2 - أقل من 5 سنوات ( ) 5 - أقل من 10 سنوات ( ) 10 - أقل من 15 سنة ( ) 15 - أقل من 20 سنة ( ) 20 سنة فأكثر
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غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	السؤال
<b>القسم الثاني: المنهج المتبع في تخطيط و تنمية المستقبل الوظيفي</b>					
					1. المسارات الوظيفية محددة مسبقا ضمن هرم وظيفي مؤسستي، في معين و التقدم الوظيفي يتم بشكل رأسي
					2. مهارات الموظفين الموجودة داخل المؤسسة مرتبطة باحتياجات المؤسسة فقط، و يصعب نقلها و تطبيقها في مؤسسات أخرى
					3. المؤسسة هي التي تتحكم بإدارة حياتي الوظيفية
					4. مدة الخدمة في المؤسسة هي الاعتبار الأساسي لدى المؤسسة عند اتخاذ القرارات المتعلقة بالتطوير الوظيفي مثل الترقيّة
					5. آليات تحقيق الأهداف الوظيفية تتم من خلال برامج تدريبية مخططة أو عبر التدوير الوظيفي
					6. في مؤسستي تخطيط المستقبل الوظيفي هو عبارة عن الترقيّة أو زيادة حجم المسؤوليات طرديا مع خبرة الشخص
					7. لم أعمل طيلة حياتي سوى في مؤسستين فقط
					8. فرص للتطوير، أسعى للحصول لم تقدم المؤسسة التي أعمل بها إذا للتطوير بمفردي على فرص
					9. قيمي أهم هي واحدة من مهنتي في اختيار مسار الحرية
					10. في السابق اعتمدت على نفسي أكثر من الآخرين لإيجاد وظيفة جديدة
					11. أنا مسئول عن النجاح و الفشل في مساري الوظيفي
					12. أنا المسئول عن إدارة و نمو قرارات حياتي الوظيفية
					13. الشخصية، و ليس حياتي الوظيفية على أساس أولوياتي أنتقل في مؤسستي على أساس أولويات
					14. المهم بالنسبة لدي هو ما أشعره نحو النجاح في حياتي الوظيفية و ليس لئما يشعر و يقيم الآخرون خياراتي الوظيفية
					15. شيئا جديدا لي أن أتعلم التي تسمح أبحث عن المهام الوظيفية
					16. أحب المهام التي تتطلب مني العمل خارج إطار دائرتي و التعامل مع أشخاص كثيرون من إدارات مختلفة
					17. المؤسسة العمل خارج مني التي تتطلب الوظيفة بمهام أنا أستمتع مختلفة من مؤسسات مع الناس والتفاعل
					18. أنا متحمس و نشيط في مجال اكتساب الخبرات وخوض المواقف

					الجديدة
					19. لقد بحثت عن فرص للعمل خارج مؤسستي
					20. أفضل البقاء في مؤسسة أنا على دراية بها بدلاً من البحث عن فرص عمل في أماكن أخرى
					21. إذا قدمت لي مؤسستي فرصة عمل دائمة و مستقرة لن أرغب أبدا بالهجر عن عمل في مؤسسات أخرى
					22. أنا و مسؤولي نحدد مستوى كفاءاتي و مهاراتي الحالية، مقارنة بالمهارات المطلوبة فعليا لأداء عملي
					23. أنا و مسؤولي نحدد نقاط قوتي و ضعفي الحالية و الاحتياجات التدريبية لتطوير مساري الوظيفي
					24. أنا و مسؤولي نضع خطة التطوير الوظيفي التي تركز على مخرجات البند السابق (23) و بشكل متوافق مع أهداف المؤسسة
					25. أنا و مسؤولي نقوم بمراجعة خطة التطوير الوظيفية سنويا و تحديد التقدم باتجاه تحقيق الأهداف الموضوعية بشكل دوري
					26. مؤسستي تقوم بربط الأهداف التنظيمية مع الطموحات و التطلعات الفردية للعاملين لتطوير مسارهم الوظيفي داخل و خارج المؤسسة
					27. تقوم المؤسسة بكشف خططها التطويرية و المسارات الوظيفية المتاحة لديها مستقبلا والمهارات المطلوبة لملء المراكز المهمة
					28. مؤسستي تدعم اكتسابي مهارات تمكني من تنمية فرصي الوظيفية، إذ تتم الموافقة على احتياجاتي التدريبية التطويرية حتى و إن لم تكن لها علاقة بوظيفتي الحالية
<b>القسم الثالث: تقييم الأداء في المؤسسة</b>					
					29. يتم تقييم أدائي الوظيفي سنوياً من خلال مسؤولي المباشر و المدراء في المستويات الأعلى
					30. تستخدم المؤسسة تقييم أداء موضوعي بناء على معايير واضحة و خطة تطوير وظيفية موضوعية
					31. يتم تقييم الإنجاز و آلية تحقيق أهدافي التطويرية الوظيفية المحددة مسبقاً
					32. يتم تقييم نقاط القوة و الضعف لملائمتها مع مسار وظيفي مجدي للموظف و للمؤسسة
					33. بعد جلسة تقييم الأداء يزودني مسؤولي بنتائج تقييم الأداء لاكتشاف مشاكل و أسباب ضعف الأداء الوظيفي
					34. تستخدم نتائج تقييم الأداء لتحديد الاحتياجات التدريبية و التطويرية في خطة التطوير الوظيفية و ذلك لتحسين أدائي الحالي
					35. تستخدم نتائج تقييم الأداء لتصحيح الانحراف الذي حدث في تطوري

					الوظيفي و بناء عليه تعديل خطة التطوير الوظيفي
					36. نتائج تقييم الأداء تستخدم كحوافز للبدالات/التعويضات السنوية و يشمل زيادة في الراتب بالإضافة إلى نمو المسار الوظيفي
<b>القسم الرابع: ممارسات التدريب و التطوير في المؤسسة</b>					
					37. في مؤسستي يوجد خطة تطوير وظيفي لكل موظف
					38. تعمل المؤسسة بشراكة مع الموظفين لتحديد الاحتياجات التدريبية لكل موظف
					39. تدعم المؤسسة حصول كافة الموظفين على فرص متساوية للتدريب ضمن خطة التطوير الوظيفي
					40. أقوم أنا و مسئولني المباشر بإعداد خطة التدريب و التطوير و تحديثها بناء على نتائج تقييم الأداء
					41. أتلقى التدريب اللازم بناء على الاحتياجات المحددة في خطة التطوير الوظيفي الخاصة بي
					42. تقوم المؤسسة بتنفيذ تدريب حول أهمية التعليم و التطوير المستمر و آليات التخطيط الوظيفي
					43. تقدم المؤسسة فرص تدريبية و تعليمية ذات أبعاد أكثر من متطلبات العمل الحالي و ذات أهداف تطويرية استيرراتيجية
					44. شاركت في دورات تدريبية حول تخطيط المستقبل الوظيفي ووضع خطة التطوير الوظيفية و مواضيع ذات علاقة
					45. أشارك على الأقل مرة في السنة في برامج تدريبية خارج قطاع غزة لتنمية تطويري الوظيفي
					46. تقدم المؤسسة استشارات مهنية خاصة لمساعدة الموظف على تحديد فرص التدريب و التطوير المرتبطة بالمستقبل الوظيفي
					47. تنفذ المؤسسة الخطط التدريبية التي تتوازن مع احتياجاتها و أهدافها و أولويات الموظف التطويرية
					48. تساهم المؤسسة بدفع رسوم بعض الفرص التدريبية التي يحصل عليها الموظف بشكل شخصي خارج إطار المؤسسة
					49. تستخدم المؤسسة التدوير الوظيفي المخطط كأداة لتطوير المستقبل الوظيفي
					50. تستخدم المؤسسة مهام العمل الخارجية للموظفين كالإعارة و الانتداب في بلدان أخرى أو الضفة الغربية- تشمل السفر للمنطقة- كأداة للتطوير الوظيفي
					51. يتم تقييم مخرجات البرامج التدريبية من حيث الاستفادة من تجربة التدريب و تأثيرها على التطوير الوظيفي
<b>القسم الخامس: الخصائص الشخصية المرتبطة بالتطوير الوظيفي</b>					

<b>(Autonomy) أ. الاستقلالية الذاتية</b>					
					52. يتم استشارتي في المجالات التدريبية التي أُرغب بتلقيها بغض النظر عن الاحتياجات الفعلية
					53. أختار فرص التدريب و التعليم التي تتناسب مع مساري الوظيفي
					54. أبادر بتحديد أهدافي و احتياجاتي التدريبية و من ثم أشارك بفرص التدريب المرتبطة بنمو مساري الوظيفي
					55. تبدي المؤسسة مرونة عند خياراتي التدريبية و الوظيفية الأخرى خارج إطار المؤسسة مثل التدريب أثناء وقت الدوام أو العمل لجهات أخرى
					56. لدي سيطرة كبيرة على الخيارات التي أتخذها بخصوص قراراتي الوظيفية
<b>(Self Efficacy) ب. الإيمان بالقدرة الذاتية</b>					
					57. لدي قدرة كبيرة على تعلم و اكتساب مهارات جديدة بما يتناسب مع خطتي للتطوير الوظيفي
					58. أنا أو من بمقدرتي على تحسين و تطوير مهاراتي الوظيفية التي لا ترتبط بمشاركتي السابقة في نشاطات تطويرية
					59. أنا أثق بقدرتي على التعامل مع مجالات متعددة في الحياة
					60. من اجل تطوري الوظيفي ،أسأل زملائي و مدرائي عن رأيهم بمهاراتي الفنية و الشخصية و أتقبل التوجيهات في هذا المجال
					61. مشاركتي السابقة في مجموعة واسعة من النشاطات التطويرية و الخبرات تعزز من قدرتي الذاتية في التطوير
					62. مراقبة الآخرين و هم ينفذون مهام مشابهة لمهامي بنجاح تعزز من قدرتي الذاتية في التطوير
					63. أمتلك القدرة للنجاح في أي خيار وظيفي أختاره
					64. أضع دائما أهداف طموحة لمستقبلي الوظيفي و أتبع استراتيجيات و خطط لتنفيذها و في النهاية أحققها
<b>(Career Competency) ج. الكفاءة الوظيفية</b>					
					65. أقوم بالتركيز على نقاط قوتي و تحديد نقاط ضعفي مع وضع خطة تنفذ سنويا لتطوير مهاراتي
					66. أعرف جيدا ما هي طموحاتي، اهتماماتي الوظيفية و أعلم ما أريده فعليا من حياتي الوظيفية
					67. لدي معرفة عميقة بالمهام المطلوبة بخياراتي الوظيفية و لدي فكرة جيدة عن المهارات اللازمة لأداء الوظيفة
					68. أنا على اطلاع على الاتجاهات و التطورات الحديثة في وظيفتي
					69. أبحث عن فرص للتعلم، التدريب و التطوير الوظيفي المستمر داخل

					و خارج قطاع غزة	
					حتى الآن ساهمت بمجهود عملي و مالي من أجل تطوير مستقبلي الوظيفي	70.
					أنا على معرفة بمتطلبات سوق العمل و أعمل على تطوير مهاراتي الوظيفية لتناسب مع هذه المتطلبات	71.
					أستخدم شبكة علاقاتي و معارفي من أجل معرفة ما هو جديد في سوق العمل /زيادة فرصي الوظيفية الموجودة	72.

**Annex 4**  
**Questionnaire in English**

**Islamic University – Gaza**  
**Postgraduate Department**  
**Faculty of Commerce**  
**Dep. of Business Administration**



**Dear employees at the non- governmental organizations- Gaza,**

This questionnaire is a research tool specifically designed to satisfy and complete a Master's Degree requirement in Business Administration at the Islamic University in Gaza. The Master's thesis is titled **"The Role of HRM Practices in Improving Career Development Opportunities for NGO Staff in Gaza Strip"**.

The questionnaire aims to prepare a research for academic purposes in an attempt to study the practices, on ground in this regard, related to the research in your organization, taking into account that all the information obtained will be used for the sake of academic research purposes only.

I hope for your support in filling out the questionnaire by placing (x) in the answer box that goes with your answer choice.

Thanking your cooperation.

Sincerely,

The researcher  
Hanadi Saleh

**Required criteria for employee to fill in the questionnaire**

- The years of experience, in general irrelative of the field, are more than five years.
- Years of service in the organization are more than two years.

**Section I:**

**Information about the organization:**

<b>1. Organization's name</b>	
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<b>2. Organization's sector</b>	<input type="checkbox"/> Agriculture & Environment	<input type="checkbox"/> Culture & Sport
	<input type="checkbox"/> Democracy & Human Rights	<input type="checkbox"/> Economic Development
	<input type="checkbox"/> Education & Training	<input type="checkbox"/> Health & Rehabilitation
	<input type="checkbox"/> Social Services & Relief	<input type="checkbox"/> Woman & Child
	<input type="checkbox"/> Social Development	<input type="checkbox"/> Other, specify:.....

<b>3. The organization type</b>	<input type="checkbox"/> Local NGO
	International NGO
	<input type="checkbox"/> UN <input type="checkbox"/> American <input type="checkbox"/> Asian <input type="checkbox"/> European <input type="checkbox"/> Arab <input type="checkbox"/> Other, specify :.....

<b>4. Years of operation in Gaza Strip</b>	<input type="checkbox"/> less than 3 years	<input type="checkbox"/> from 3 to less than 5 years
	<input type="checkbox"/> from 5 years to less than 10 years	<input type="checkbox"/> 10 years and above

**Personal Information:**

<b>5. Age group</b>	<input type="checkbox"/> less than 25 years	<input type="checkbox"/> from 25 to less than 35
	<input type="checkbox"/> from 35 to less than 45	<input type="checkbox"/> from 45 to less than 55
	<input type="checkbox"/> 55 and above	

<b>6. Sex</b>	<input type="checkbox"/> Male	<input type="checkbox"/> Female
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<b>7. Education</b>	<input type="checkbox"/> less than high school	<input type="checkbox"/> High School diploma
	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor Degree
	<input type="checkbox"/> Master Degree	<input type="checkbox"/> PhD

<b>8. Job Title</b>	
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<b>9. Years of Experience</b>	<input type="checkbox"/> less than 5 years	<input type="checkbox"/> from 5 to less than 7 years
	<input type="checkbox"/> from 7 to less than 10 years	<input type="checkbox"/> from 10 to less than 15
	<input type="checkbox"/> 15 and above	

<b>10. Years of Service in the Organization</b>	<input type="checkbox"/> less than 2 years	<input type="checkbox"/> from 2 to less than 5 years
	<input type="checkbox"/> from 5 to less than 10 years	<input type="checkbox"/> from 10 to less than 15
	<input type="checkbox"/> from 15 to less than 20	<input type="checkbox"/> 20 and above

#	The Question	Strongly Agrees	Agrees	Neutral	Disagree	Strongly disagree
<b>Section II: The Followed Approach in Career Planning and Development</b>						
<b>A) Traditional Approach</b>						
1.	In my organization, predetermined career routes or career paths are identified through the job hierarchies ,and the career progress is linear and upward					
2.	Within the organization, the employees' skills are organization specific and can not be transferred or applied in other organizations.					
3.	The organization is in control of my career management and development					
4.	Employee's service time in the organization is used as a proxy for decisions regarding career development stages, i.e. promotion					
5.	In the organization, the mechanism to accomplish career goals are through scheduled training programs or job rotation					
6.	In the organization, career planning and management is plotting a course within an organization system that would yield promotions or increases in responsibility as expertise grew and following that course					
7.	My professional advancement is within just two organizations					
<b>B) Protean Approach</b>						
<b>Self-Directed</b>						
8.	When development opportunities have not been offered by my company, I've sought them out on my own.					
9.	Freedom to choose my own career path is one of my most important values.					
10.	In the past I have relied more on myself than others to find a new job when necessary.					
11.	I am responsible for success or failure in my career.					
12.	I am in charge of my own career management and development decisions					
<b>Values Driven</b>						
13.	I navigate my own career, based on my personal priorities, as opposed to my employer's priorities.					
14.	What's most important to me is how I feel about my career success, not how other people feel about it and evaluate the choices I make in my career					
<b>C) Boundaryless Approach</b>						
<b>Boundaryless Mindset</b>						
15.	I seek job assignments that allow me to learn something new					
16.	I like tasks at work that require me to work beyond my					

	own department, and interact with people across many departments.					
17.	I enjoy job assignments that require me to work outside of the organization and interact with people in many different organizations.					
18.	I am enthusiastic and energized in new experiences and situations.					
19.	I have sought opportunities in the past that allow me to work outside the organization.					
<b>Mobility Preference</b>						
20.	I prefer to stay in a company I am familiar with rather than look for employment elsewhere.					
21.	If my organization provided lifetime employment, I would never desire to seek work in other organizations.					
<b>D) Balanced Approach</b>						
22.	I work with my supervisor to assess my competencies level and skills against the required in my job.					
23.	I work with my supervisor to identify my current strengths, weaknesses, and training and development opportunities required to develop my career.					
24.	The individual development plan, which is formulated jointly by me and the supervisor, is based upon the output of item (23) and is consistent with the mission and goals of the organization.					
25.	My supervisor and I review the Individual Development Plan annually ,and assess periodically my progress toward reaching my goals					
26.	My organization aligns its mission and goals with the individual employees' career aspirations and professional goals, to enhance their career development within and out of the organization.					
27.	My organization reveals its specific development plans, identifies future career planning paths, and the needed competencies to fill critical positions					
28.	My organization is supportive in enhancing my career development opportunities through acquiring new skills; as I always have approval for the requested training and development needs, even if not related to my job.					
<b>Section III :Performance Appraisal in the Organization</b>						
29.	My performance is appraised, on a yearly basis, by my direct supervisor and the managers in top management levels					
30.	My organization sets up objective performance appraisal based on a clear criteria and the individual employee development plan					
31.	My appraisal evaluation determinant items are based on achieving predetermined career development goals and the used mechanism.					
32.	My strengths and weaknesses are appraised to be matched with a feasible career path for both the employee and the					

	organization.					
33.	After appraisal session; my supervisor gives me the feedback as the results are used in discovering my job performance problems and their causes.					
34.	To improve my current performance ,the results of the performance appraisal are used to identify training needs and development opportunities reflected in the individual development plan,					
35.	Performance appraisal results are used to correct the deviations that might occur in my career development progress, and accordingly my individual development plan is adjusted					
36.	My performance appraisal results is determinant of the annual compensation including salary increase, promotion , and career development					
<b>Section IV : Training and Development Practices in the Organization</b>						
37.	In the organization; each employee has Individual Development Plans (IDP).					
38.	The organization is working in partnership with individual employees to assess training needs and incorporate it into individual employee development plans					
39.	The organization promotes equal training opportunity for all employees through implementing the training included in the IDP.					
40.	My training and development plan is prepared by the supervisor and me, and updated based on performance appraisal results					
41.	I receive training based on the identified training needs in my development plan					
42.	My organization conducts training on the importance of continuous training and development, and career related topics i.e., career planning mechanisms					
43.	My organization provides learning and training opportunity that goes beyond today's job and has a more long-term and strategic development goals					
44.	I previously participated in training workshops on career planning, how to develop individual development plan, and other career related topics					
45.	I participate, at least once a year, in training programs out of Gaza Strip to support my career development					
46.	My organization provides confidential career counseling to help individuals identify training and professional opportunities linked to career development					
47.	My organization puts into action the training plans that balance between its goals and needs and the employee's development priorities					
48.	If I seek professional training away from the organization interference, it pays the tuition fees for the training.					
49.	My organization provides periodic planned job rotation as a career development tool					
50.	My organization offers individuals foreign or West Bank					

	assignments, i.e. missions and being expatriate, as career development tool					
51.	The training programs outputs are evaluated in relation to the benefit of the training experience and its reflection on career development					
<b>Section V: Individual Characteristics which Affect Career Development</b>						
<b>a. Autonomy</b>						
52.	I have a great influence /consulted on determining the desired training fields irrespective of the real job needs.					
53.	I select training and learning opportunities that are compatible with my career path and development					
54.	I identify my learning needs and goals, select learning strategies and participate in learning opportunities that improve my career development					
55.	Out of its boundaries, the organization is flexible towards my other career and training choices like; training during working hours or work for other parties					
56.	I have considerable control over the choices I make in my career					
<b>b. Self Efficacy</b>						
57.	I am so confident in my ability in truly learning new things or developing new skills aligned with my career development plans.					
58.	I believe I am capable of improving and developing my career-relevant skills that are not related to my past participation in development activities					
59.	I have self-confidence in dealing with multiple domains in life.					
60.	For the sake of my career development, I am asking for feedback, on my technical and personal capabilities, from co-workers and managers, accordingly I am willing to receive coaching					
61.	My past participation in a wide variety of development activities empower my current self-efficacy for development					
62.	When I observe others/peers, who are performing tasks similar to mine successfully, this experience helps to bolster my own self efficacy in development					
63.	I have the ability to succeed in any career choice that I take					
64.	I always set higher career goals, then pursue career strategies and put in more effort that lead finally to the achievement of these goals					
<b>c. Career Competencies</b>						
<b>Knowing-Why competencies</b>						
65.	I always focus on my strengths and identify my weaknesses, accompanied with a yearly action plan to overcome my weaknesses and develop my skills					
66.	I know very well what my aspirations and career interests					

	are, and really aware of what I want in my career					
67.	I have; in depth knowledge about the duties required in my career choices and a good idea about the career related skills and abilities					
<b>Knowing-How competencies</b>						
68.	I am updated on the trends and up to date developments in my profession.					
69.	I seek out continuous learning, training and career development opportunities in and out of the Gaza Strip					
70.	Up to now, I have made significant financial investments and dedicated efforts for my career development					
71.	I have a good knowledge of the labor market requirements, and I am working on developing my skills to match these requirements					
<b>Knowing whom competencies</b>						
72.	I use all my networks and professional contacts to know the new in the labor market /maximize my related job opportunities					

**Annex 5**  
**Sample Distribution List**

Organization	No.of copies delivered	No. received	NA surveys	No of sample
<b>International NGO</b>				
<b>United Nations Development Programme/Programme of Assistance to the Palestinian People(UNDP/PAPP)</b>	20	16	2	14
<b>Office of the United Nations Special Coordinator (UNSCO)</b>	5	3	0	3
<b>UN Women</b>	2	2		2
<b>Food and Agricultural Organization of the United Nations ( FAO)</b>	8	4	1	3
<b>United Nations Office for the Coordination of Humanitarian Affairs (OCHA)</b>	2	1	0	1
<b>United Nations Office for Project Services (UNOPS)</b>	1	1	0	1
<b>World Health Organization (WHO)</b>	9	5	0	5
<b>United Nations Department of Safety and Security (UNDSS)</b>	2	2	0	2
<b>United Nations Population Fund (UNFPA)</b>	3	2	0	2
<b>World Food Programme (WFP)</b>	5	3	0	3
<b>United Nations Educational, Scientific and Cultural Organization (UNESCO)</b>	2	2	0	2
<b>United Nations Office of the High Commissioner of Human Rights(UNOHCHR)</b>	3	2	0	2
<b>World Bank</b>	1	1	0	1
<b>UNITED NATIONS RELIEF AND WORKS AGENCY-UNRWA</b>	86	50	1	49
<b>Save the Children-USA</b>	6	4	1	3
<b>Save the Children-Sweden</b>	3	3	0	3
<b>Save the Children-UK</b>	3	2	0	2
<b>Islamic Relief-UK</b>	18	8	0	8
<b>AMIDEAST</b>	10	7	1	6
<b>Norwegian Refugee Council (NRC)</b>	2	2	0	2
<b>Handicap International (HI)</b>	4	2	0	2
<b>Action Against Hunger (ACF)</b>	2	2	0	2
<b>COOPI- Cooperazione Internazionale</b>	5	2	0	2
<b>Premiere Urgence-Aide Medicale Internationale</b>	5	2	0	2
<b>GVC-Gruppo di Volontariato Civile-Italy</b>	5	2	0	2

Organization	No.of copies delivered	No. received	NA surveys	No of sample
International Medical Corps (IMC)	8	8	0	8
CHF	15	8	0	8
Reyada	6	5	1	4
Terre des hommes Foundation(TDH)	1	1	0	1
Oxfam GB	8	2	0	2
Mercy Corps	8	7	0	7
Norwegian People's Aid (NPA)	2	2	0	2
ANERA	4	3	0	3
Qatar Red Crescent Society (QRCS)	2	2	0	2
Turkish Red Crescent	2	2	1	1
IHH	3	3	1	2
Yardimeli Dernegi	1	1	0	1
American Friends Service Committee(Quaker)	1	1	0	1
Welfare Association (WA)	3	3		3
HelpAge International	1	1	0	1
Middle East Council of Churches	4	4	0	4
MAP UK	3	2	0	2
Edu e Aid	3	1	0	1
Qattan Centre for the Child	16	12	3	9
Others from 3 INGO		5	1	4
<b>Local NGO</b>				
Atfaluna Society for Deaf Children	14	13	3	10
Gaza Community Mental Health Programme	15	12	1	11
Al Mezan Center for Human Rights	12	7	1	6
Palestinian Centre for Human Rights (PCHR)	12	8	0	8
Arab Center for Agricultural Development(ACAD)	2	2	0	2
Gaza Immediate Voluntary Relief Effort (Give Gaza)	4	3	1	2
El-Wedad Society for Community Rehabilitation	6	4		4
MA'AN Development Center	10	6	3	3
Palestinian Medical Relief Society (PMRS)	10	6	1	5
Al Dameer Association for Human Rights	4	4	1	3

<b>Organization</b>	<b>No.of copies delivered</b>	<b>No. received</b>	<b>NA surveys</b>	<b>No of sample</b>
<b>Palestinian Businesswomen's Association (ASALA)</b>	10	10	2	8
<b>NGO Development Center (NDC)</b>	3	3	1	2
<b>The Palestinian Center for Democracy Conflict Resolution (PCDCR)</b>	20	15	3	12
<b>Palestinian Companies Lending and Development- Faten</b>	13	12	2	10
<b>Palestinian Association For Development &amp; Reconstruction -PADR</b>	7	6	0	6
<b>Union Of Agricultural Work Committees</b>	10	9	3	6
<b>Union of Health Care Committees (UHCC)</b>	23	18	5	13
<b>Palestinian Hydrology Group</b>	5	3		3
<b>AL-AMAL Institute for Orphans</b>	7	6	0	6
<b>YMCA-Jerusalem</b>	8	5	1	4
<b>Alnajda Social Association</b>	3	3		3
<b>Ard Elinsan</b>	11	11	2	9
<b>The Mercy Association for Children</b>	10	9	5	4
<b>Democracy and Workers' Rights Center</b>	3	3	1	2
<b>The Society for Care of the Handicapped in the Gaza Strip</b>	6	6	2	4
<b>Palestinian Non Governmental Organizations Network (PNGO)</b>	3	3	1	2
<b>Palestine Red Crescent Society (PRCS)</b>	50	35	1	34
<b>Palestinian Agricultural Development Association (PARC)</b>	20	11	3	8
<b>Right to Live Society</b>	15	15	0	15
<b>Community Training Center and Crisis Management</b>	3	3		3
<b>Red Crescent Society for Gaza Strip</b>	10	8	1	7
<b>Muslim Girls Society</b>	7	6	3	3
<b>The National Center for Community Rehabilitation</b>	8	8	2	6
<b>Save the Children-Palestine</b>	4	2		2
<b>Center for Women's Legal Research and Consulting</b>	3	2		2
<b>Union of Health Work Committees</b>	35	16	2	14
<b>Women Affairs Center-WAC</b>	10	10	3	7
<b>The National Society for Rehabilitation-Gaza Strip</b>	10	4	0	4
<b>Zakher Association for Developing Women Capacities</b>	5	5	1	4

<b>Organization</b>	<b>No.of copies delivered</b>	<b>No. received</b>	<b>NA surveys</b>	<b>No of sample</b>
<b>Women Affairs Technical Committee (WATC)</b>	4	4	2	2
<b>Altwasol Linkup Society</b>	8	8	2	6
<b>Maghazi Cultural Society Center</b>	9	9	1	8
<b>Maghazi Community Rehabilitation Society</b>	10	9	0	9
<b>El-Amal Rehabilitation Society-Rafah</b>	15	11	0	11
<b>Deir Balah Rehabilitation Society</b>	15	14	0	14
<b>Palestinian Authority for Development and Education</b>	8	8	2	6
<b>Yabous Charity Association</b>	4	4	0	4
<b>Jabalia Rehabilitation Society</b>	9	6	1	5
<b>Nebras Al Ajyal Association for Development</b>	6	3	0	3
<b>Life and Hope Society</b>	3	3	1	2
<b>Society for Remedial Education Center</b>	10	3	0	3
<b>Beit Lahia Development Association</b>	10	10	4	6
<b>Al Falah Benevolent Society</b>	6	6	3	3
<b>Organizations that were surveyed but either did not respond or they surveys did not match the criteria</b>				
<b>Al Karmel Cultrual Society</b>	5	0	0	0
<b>Rehabilitation and Development of Palestinian Home Society</b>	6	6	6	0
<b>Bait Al Mostaqbal Society</b>	4	4	4	0
<b>Doctors of The World - Spain</b>	5	0	0	0
<b>World Vision</b>	1	0	0	0
<b>Care International</b>	8	0	0	0
<b>Islamic Action Organisation</b>	3	0	0	0
<b>IOCC</b>	4	0	0	0
<b>Islamic Relief-France</b>	5	5	5	0
<b>MSF</b>	5	0	0	0
<b>Doctors of The World - France</b>	10	0	0	0
<b>CRS</b>	3	1	1	0
<b>Total</b>	<b>887</b>	<b>628</b>	<b>99</b>	<b>529</b>