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M.B.A. Program**

**Organizational Career Management
Practices at Banks Operating
In Palestine**

" تطبيقات ادارة المهن في البنوك العاملة في فلسطين "

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Dedication

I dedicate this thesis with all love and appreciation to my wife, my parents, my family, and my friends for their limitless support and encouragement.

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First of all one must thank god for giving him the strength and blessing to conduct this study.

I would like to express my gratitude and appreciation for every one that has helped during the preparation of this study. Special thanks for my doctors at Hebron University that gave me part of their knowledge, a knowledge that enlightened my life.

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The language of this thesis was edited by Mr. Chase Harrington, a writing consultant at Concordia University Irvine.

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List of Abbreviations

OCM: Organizational Career Management

HRM: Human Resource Management

HR: Human Resource

Chapter one

Introduction

1.1 Introduction

It is worth noting that career management and development has witnessed some drastic changes in the last decade. In the past, HRM focused on providing the information needed to help employees realize their career goals. Career development was also a way to attract highly talented people, but those days are disappearing in today's dynamic work environment.

Not only is the market demand for certain skills and career fields changing; the way that we will manage our careers is also changing. The restructuring of organizations is related to the reduction of employees, leading to fewer formal career opportunities. In such business conditions, organizations are facing major challenges in managing their human resources (Budhwar & Baruch, 2003).

Career is a late entrant in management theory; Boerlijst (1984) claimed that the career as a whole began to receive real attention only in the 70's. Presently, the role human resources played in reaching organizational effectiveness and performance is being acknowledged and appreciated (Huselid, 1995).

Meanwhile the recent literature emphasizes the individuals' role in career management; it does not say that organizations are excluded in this aspect. In fact, the more marketable you are because of your skills, the more value you add to the organization, and the more willing the organization is to invest in you.

Within organizations, HRM managers are those who face the task of managing people's careers, However, a large number of organizational career systems are still based on an outdated approach which assumes old hierarchical structures, and thus transformation of these career systems is needed (Arnold, 1997; Greenhouse et al, 1999).

HRM in organizations include many practices that are concerned with management of careers Strategic HRM emerged in the 1980s as an attempt to associate HRM with the strategy of organizations, closely following the theoretical works relating to careers as a system (Baruch, 2000).

Organizations apply a wide set of career practices and these practices can be a powerful mechanism in the management of people's careers. However, such practices still need to be developed.

1.2 Problem Statement

The study of careers in an organizational context, the way in which we shape and are shaped by organizations, is short of theoretical and systematic approaches.

“As organizations and individuals are confronted with new and increasingly complex set of realities, lifelong employee development and the conscious

linkage of individual career aspirations with institutional work force needs have become of paramount importance.” (Gutteridge et al, 2004)

Many scholars have recognized the importance of organizational career planning and management as a part of HRM, however, the theoretical base of organizational career management is considered thin.

Bowen & Hall (1977) found that organizations that actively support career planning on regular periodic bases had strong advantages. In their discussion study they described alternative career planning techniques and they divided these techniques to four major types.

When comparing these types of techniques they recommended that management should seriously consider workshops because these workshops have the capacity to provide the support, feedback, modeling, and opportunity to experiment, conditions which are important to a person’s development.

Stumpf (1988) tried to study which Organizational career management practices (OCM) fit best with organizational strategy. He studied ten types of strategies and also which OCM practices fit more with each strategy. The strategies were: niche or specialist, superiority or prestige, growth, offense or confrontive, integrate vertically, integrate concentrically, hold and maintain, and lastly harvest and diversify.

The OCM practices that he studied were: career planning, development of career paths, training and development activities, target development programs, promotion from within, formal staffing policies, standard promotion criteria, assessment centers, job posting, job matching, career counselling, outplacement counselling, mentor-protégé relationships.

In this study, the researcher stated that if OCM practices are to be designed and implemented they must be related to the organizational strategy and must satisfy HRM needs because knowing that HRM needs are formulated depending on the organization’s strategy.

Baruch (2003) offered an integrated formulation for the way organizations may approach planning and managing employees’ career in a time of transition, a model was developed, this model shows how career management may be integrated into a comprehensive organizational framework, and explored ways in which career systems can be transformed and aligned both internally and externally.

Career planning and development have much to say regarding organization itself, and career planning and development ensures that the needed talents will be available. It improves the organization's ability to retain highly talented employees; it reduces employees' frustration and promotes organizational goodwill. It is therefore important to study the career practices that are being

used by banks operating in Palestine, and what relations these practices have with the organizations applying them organization.

The focus of this thesis is for the researcher to know what the career development practices and relations these techniques have with organizational characteristics of banks operating in Palestine.

1.3 Research Objectives

This goal of this study is to:

1. Investigate the realities of Organizational Career Management (OCM) practices at banks operating in Palestine.
2. Exploring the relations that Organizational Career Management (OCM) practices have with specific organizational characteristics of the banks operating in Palestine.
3. Offer some Recommendations to improve the Organizational Career Management (OCM) systems used in banks operating in Palestine.

1.4 Research Significance

1. It is now obvious that the world of business is changing, and as researchers revealed, the career field is without a clear focus, researchers have recently conducted studies in this field; however it must be noted that most of these studies were conducted in developed and western countries.

2. Both practitioners and academicians of HRM are realizing the need to explore the OCM practices suitable for organizations working in different areas in the world, understanding that exploring the OCM practices is important for developing managerial practices, will help to motivate and develop employees.

3. Banks play very important role in the economic life of the nation, their activities facilitate the process of production, distribution, exchange and consumption of wealth. In this way they become very effective partners in the process of economic development.

4. This research will try to study the realities of OCM in a developing country, by studying the various OCM practices that are being used in banks operating in Palestine, and by examining if these OCM practices are associated with certain organizational characteristics.

1.5 Research Questions

The study will answer the following questions:

1. What are the Organizational Career Management (OCM) practices that are being used in banks operating in Palestine?
2. Do the Organizational Career Management (OCM) practices have any relation with the organizational factors of age (years of existence), size (number of branches, number of employees), and nationality?
3. How can banks operating in Palestine improve the Organizational Career Management (OCM) practices that they use for developing their employees' careers?

1.6 Limitations

One of the main obstacles that the researcher has faced was gathering information from HRM manager in the banks operating in Palestine, since it was very difficult to reach many of them. Another limitation was that only a few researches about this topic were made in the Middle East.

Chapter Two

Literature Review

2.1 Career definition

The term career, vocation, and occupation have often been used synonymously. Traditional career definitions restricted career to professional work life, but the Department of Education and Science defined career as: "The variety of occupational roles which individual will undertake throughout life. It includes paid and self-employment, the different occupations which a person may have over the periods of unemployment, and unpaid occupations such as that of student, voluntary worker and parent."

Some researchers proposed broadening these definitions that were restricted to working life, Super defined career as: "The sequence of major positions occupied by a person throughout his pre-occupational, occupational and post - occupational life; includes work related roles such as those of student, employee, and pensioner, together with complementary vocational, familial, and civil roles." (Super, 1970)

Arthur, Hall, and Lawrence (1989) described the career as: "the evolving sequence of a person's work experience over time." One can notice that the concept of time and work has been included in the previous two definitions to include prevocational and post vocational activities.

2.1.1 Career Today

Careers nowadays are not the same as they were a couple of years ago, not too many years before, people recognized career as an upward movement within one or at most a few firms. Nowadays, because of mergers, the recession, outsourcing and downsizing the rules and how people define career have changed.

Many individuals nowadays are asking themselves why to be loyal to the organization that will leave me out of work when any crises happens; the main purpose for organizational career management practices is to send a signal to the employees that the employer cares about the employee's career success and for this reason the employer deserves the employee's commitment (Decenzo and Robbins. 2002).

Facing these changes, many organizations have added the 'career aspect' to their human resource activities. This means that these activities will not just support the organization's needs, but it will also facilitate career development. It is now reasonable to say that the most attractive offer an organization can provide for the employee is that within the years that they will work for you, they will gain valuable knowledge and their marketability will increase. (Decenzo and Robbins. 2002).

It is reasonable to compare old human resource department activities, and human resource activities that are career development focused:

1. Human resource planning:

This activity used to include job analysis, the skills needed, the tasks required at present and in the future. This activity should now include information about individual interests and preferences.

1. Recruiting and placement:

This activity used to be matching organization's need with qualified individuals. Now this activity should include matching organization's needs based on qualifications and other variables including employees' career needs.

2. Training and development:

This activity used to be providing opportunities for learning skills, information, and attitudes related to job. Now this activity must provide career path information and individual development plan.

3. Performance appraisal:

This activity used to be for rating and/or rewards. Now this activity should include adding development plans and helps individuals in goal setting.

4. Compensation and benefits:

This activity used to be reward for time, talent and productivity. Now this activity should include tuition reimbursement plans and compensations for non-work-related activities.

When studying career one must understand that there are three main parties that are involved, the individual, the manager, and the employer. Each party has his own responsibilities in employee's career development:

1. The Individual:

When looking at the individual's role in his career development it is important for him to understand that he is responsible for his own career, he is responsible for assessing his own interests, values and skills. Individuals must determine their goals and career plans, they must take advantage of any development opportunities, and they must make sure that they have made a realistic career plan.

2. The Manager:

Managers have a very important role in the individuals' career development, a manager must provide accurate and timely performance feedback, and managers must provide development assignments and support their subordinates, it is

important for managers to discuss career development with their subordinates, and support employee development plans.

3. The Employer (Organization)

The last party that this research is considering is the employer (the organization). The employer has a very important role in individual career development. Though the individual is chiefly responsible for his career development, that does not eliminate the employer's role.

The employer must communicate his mission, policies, and procedures. The employer must provide training and development opportunities, and he must provide career information and career programs and offer various career paths.

Other important roles of the employer to be mentioned are providing career-oriented performance feedback, providing mentoring opportunities to support individual's growth, providing individual employee with individual development plans and providing academic learning assistance programs.

2.1.2 Career stages

Schein theory identified ten career stages. Schein suggested that these stages form the internal timetable for every individual. These stages can be long or short, depending on each individual, and the stages can repeat themselves as the individual moves from one career to another. The different stages within a career are as follows:

1. Growth, Fantasy, and Exploration.

At this early stage, the individual prepares to enter the educational or preparation stage for whatever career is chosen.

2. Education and Training.

This career stage is dependent on the occupation that is chosen, within this stage the occupational goals are determined or changed based on the knowledge of the career requirements that comes during the period of education.

3. Entry into the Workforce.

In this stage the individual, before entering the workforce comes to realize what their entry into the workforce entails. The political environment of the workplace and his ambitions may play a part in confusing the individual who leaves the safety of the schooling environment, for the challenging world of the business environment.

4. Basic Training, Socialization.

The more responsible the occupation chosen as a career, the longer the period of basic training and individual socialization is needed. This stage acts as a major source of individual learning because the organization begins to make demands with which the newly hired individual is expected to comply. At this very important stage, the individual is faced with real choices about whether to remain in the organization based on how well he or she responds to the socialization process.

5. Gaining Membership.

This knowledge of acceptance, or the gaining of membership, provides the individual with a great deal of self-confidence, as well as a clarification of values, and motives based on their responses to different challenging situations.

6. Gaining Permanent Membership.

Generally within the first five or ten years of a career, most organizations make a decision whether the individual can rely on long-term employment within the organization. This higher degree of job security is generally applicable as long as the job exists.

7. Mid-Career Crisis, Reassessment.

The introduction into this stage is not as clear as the previous stages because the realization that the individual has not done enough with their lives, can cause an individual to reassess his current position, and question his own career choices.

8. Maintaining Momentum, Regaining it, or Leveling Off.

This stage serves as a decision phase where the individual makes the decision as to whether their career choice was correct.

Decisions regarding the length of time spent with family, the demands of work and personal concerns are viable concerns that will influence this decision. The leveling off refers to the individual's realization that their talents, motives, and values to do require any greater level of aspiration.

9. Disengagement.

This is the career stage when the individual slows down and starts to have thoughts about retirement. The person becomes less interested in the working environment.

10. Retirement.

Whether the individual has planned for it or not, this final stage represents the point where the individual either no longer makes a significant contribution to the organization, or places individual thoughts ahead of organizational goals.

2.2 Career theory

Career was studied from three main prospective, the sociological prospective, the vocational prospective and the developmental prospective.

2.2.1 Career theory form a sociological prospective

The sociological perspective on careers focuses on the social structures, cultural norms, and institutions that define, direct, and constrain people's actions at The societal level, as well as how those structural forces shape individuals' behavior as they navigate through institutions, professions, and occupations.

2.2.2 Career theory from a vocational prospective

The idea that an occupation that will best match or fit any individual exists was attractive, This challenge was approached both by early psychologists, who believed that testing individuals' abilities or aptitudes could be used to effectively place individuals in a socially productive way, and by civic reformers, who developed theories more concerned with individuals determining career choices that would prove individually fit.

Francis Galton, James McKeen Cattell and Charles Spearman researched the ability to measure and quantify individual abilities and potential, following these researches, personality and interest tests such as the Strong Vocational Interest Blank and the Kuder preference record were developed.

2.2.2.1 Frank Parsons's theory

In the wise choice of a vocation there are three broad factors: 1. A clear understanding of yourself, you aptitude, abilities, interests, ambitions, resources, limitations, and their causes; 2. A knowledge of the requirements and conditions of success, advantage and disadvantages, compensation, opportunities, and prospects in different lines of work; 3. True reasoning on the relations of these two group of facts. (Parsons, 1909)

2.2.2.2 Anne Roe's personality theory

Anne Roe's personality theory of career choice made predictions about career choice based on a combination of factors, including childhood experiences, our personal needs and need strengths (from Abraham Maslow), and our genetic predispositions such as abilities.

2.2.2.3 Holland Theory of Vocational Choice

The theory of vocational choice is one of the most widely researched and applied theories of career development. Holland's theory involves assessing individuals in terms of two or six basic personality types and then matching the respective types with the environmental aspects of potential careers.

The theory predicts that the higher the degree of synergy between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement.

Holland's theory has four basic assumptions that explain how occupational interests are developed. The first assumption is states that individuals can be categorized into realistic (R), Investigative (I), and Artistic (A), Social (S), Enterprising (E), and Conventional (C) types.

The second assumption states that environments are also categorized into these same six types. The third assumption is that individuals tend to choose environments that fit with their personality. The fourth assumption states that the behavior is determined by the fit between an individual's personality and the environment by which he is surrounded. (Holland, 1997)

The six personality types are represented in a circular order, also referred to as the hexagonal model. Holland's structure of six types into hexagon is one of the most well replicated findings in the history of vocational psychology. (Rounds, 1995).

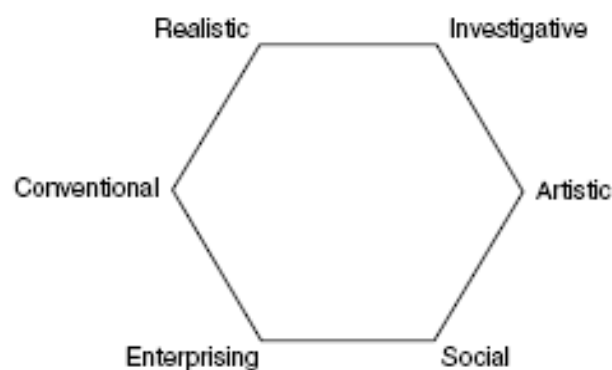


Figure 1- Holland's Hexagonal Model

Note: from the *Self-Directed Search Professional*, John L. Holland, 1985, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida 33549

Description of Holland types:

1. Realistic

Interested in activities requiring physical coordination, skill, physical strength, and masculinity. Realistic type people prefer being physically involved in

performing work tasks, and typically avoid tasks involving interpersonal and verbal skill. Examples of occupation: Mechanic, Electrician, and Farmer.

2. Investigative

Main characteristics include thinking rather than acting, as well as organizing and understanding rather than dominating or persuading. Investigative types prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from that of their Realistic colleagues, examples of this occupation would include Biologists and Physicists

3. Artistic

Strong self-expression and relations with people through artistic expression are central to Artistic types. They often display relatively little self-control and express emotion more readily than most people. Examples of this occupation: Director, Composer, and Writer.

4. Social

Social types generally are attracted to activities that involve promoting the health, education, or well-being of others. Unlike Realistic and Investigative types, Social types tend to seek close relationships. They are usually socially skilled and often avoid isolative activities. Examples of this occupation: Teacher, Psychologist.

5. Enterprising

Often verbally skilled, enterprising types tend to use these skills for self-gain rather than to support others, as Social types do. They frequently are concerned about power and status, as are Conventional types, but differ in that they usually aspire to attain power and status, while the conventional types honor others for it. Examples of occupation: manager, television producer.

6. Conventional

Show great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. Conventional types prefer structure and order and thus seek interpersonal and work situations where structure exists, examples of occupation: Banker, Tax Expert.

2.2.3 Career theory from a developmental perspective

Most developmental career theories focused on career as a dynamic and maturing process that evolves over time, and the majority of these theories built stage-based models of a career.

Carl Jung triggered a new understanding of the period between the age 35 and 50 as a phase of life during which important changes in the psyche take place. During this phase, individuals tend to shift from a primary focus on the external world to a more internal focus, opening the possibility for profound growth.

2.2.3.1 Maslow's theory

Maslow's theory indicates that an individual will satisfy basic-level needs before modifying behavior to satisfy higher-level needs. Maslow's hierarchy of needs is represented in the following figure.

In Maslow's model, individuals initially seek to satisfy physiological needs, these needs are the basic human needs required by humans to sustain their lives, such as, food and clothing. Once physiological needs are satisfied, safety and security needs such as need for self-preservation become the dominant needs (Gambrel et al, 2003).

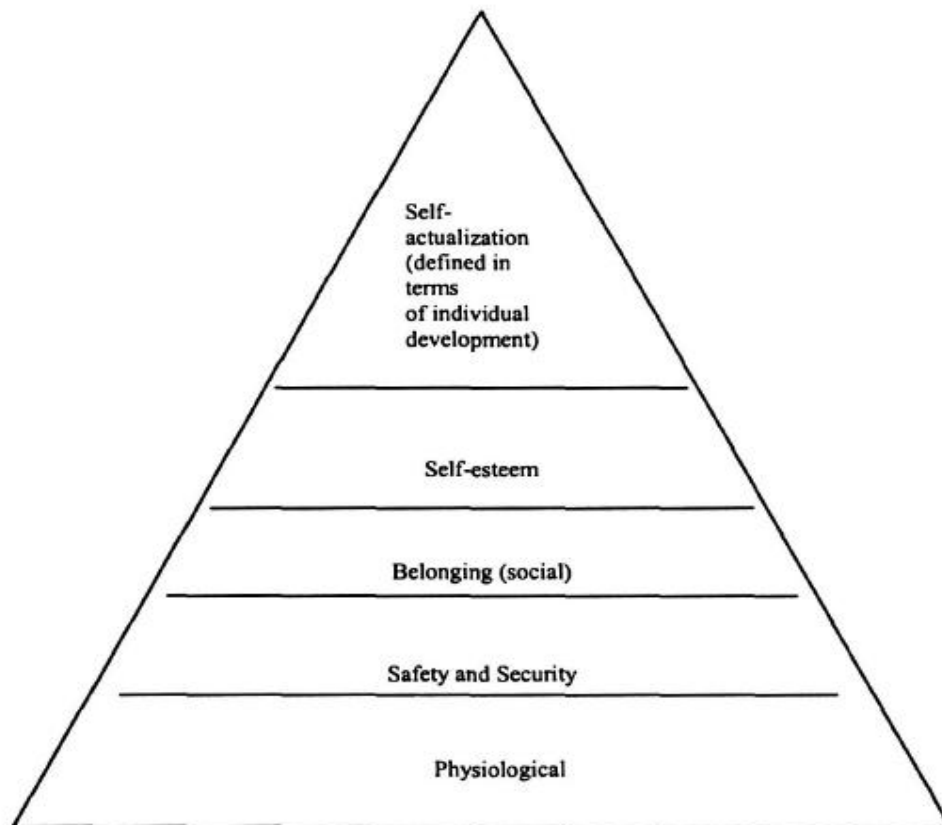


Figure 2 - Maslow's hierarchy of needs

Note: from "cultural assumptions and productivity: the United States and china," by E.C Nevis, 1983, Solan Management Review, 24, p.20

After that, social and affiliation needs become dominant. This means that a person feels the need to be accepted and a sense of belonging to have meaningful relationships with groups of people.

Once the social and affiliation needs have been fulfilled, the self-actualization need becomes the dominant need. The self-actualization need means that the individual desires more personal recognition and esteems from others (Hersey et al 1996).

Upon satisfying the need for self esteem, self-actualization becomes the dominant need. Self-actualization represents the need to maximize one's potential and to become what one is capable of becoming.

2.2.3.2 Erikson's eight-stage developmental theory

Erickson placed great emphasis on the social context of development and is also the first person who proposed a life-span theory of development that covers the entire life cycle. According to Erikson's eight-stage developmental theory, every one undergoes eight psychological crises, each crises or stage is phrased as a struggle between two opposite or conflicting personality characteristics (Thomas, 1992).

The following figure shows Erickson's Psychological developmental stages:

<u>Childhood Stages</u>	<u>Age at which crises first presented</u>
Trust versus Mistrust	0-1
Autonomy versus Shame, doubt	2-3
Initiative versus guilt	3-6
Industry versus inferiority	7-12+
Industry versus role confusion	12-18+
<u>Adult Stages</u>	
Intimacy versus Isolation	20s
Generativity versus Stagnation	20s-50s
Ego-Integrity versus despair	50s and beyond

Figure 3 - Psychological developmental stages

Note: from "Comparing Theories of Child Development", by Thomas, R. (1992), third edition, Belmont Wadsworth Publishing Company, pg.166-167.

Stages of Erikson's eight-stage developmental theory:

1. Trust versus mistrust

The first stage is the foundation on which the child is to on the rest of his or her life. The degree to which the child comes to trust the world, other people, and himself depends to a considerable extent upon the quality of the care that he or she receives (Elkind, 1977).

2. Autonomy versus Shame and Doubt

The second stage relates to the issue of control over one's body, behavior, and environment in adulthood. Gaining control will result in a feeling of freedom, power, and independence.

3. Initiative versus Guilt

In this stage, a person must face the crises of taking his or her own initiative. If a person was regularly punished, constrained or humiliated for using his or her own initiative, he or she is most likely to experience the emotion of guilt. If a person feels guilty about he or she may not be capable of initiating their own activities and ideas.

4. Industry versus Inferiority

This stage deals with competence. In this stage, one learns to be industrious by expending energy and mastering new skills and activities. If one experiences failure during this stage, he is prone to develop a sense of inferiority. In adulthood, one must face these feelings of inferiority and must be able to renew an appropriate sense of competence; mastering new skills in place of old ones would give a person the feeling of competence. With such achievements and feelings of competence, one's self esteem should increase. (Erickson, 1982)

5. Identity versus Role Confusion

This stage is a constant struggle and intensifies as one ages. Everyone has a variety of roles as a student, son, mother and so forth. A person suffers from the role confusion when he becomes incapable of integrating these roles into a perception of self and identity. Difficulty coping with conflicting roles results in role confusion. Such a person's identity is uncertain and unclear. Having clear identity is important in accepting change, mastering change, resisting change. (Erickson, 1982)

6. Intimacy versus Isolation

Unresolved issues in this stage result in people suffering isolation. Intimacy involves mutuality, reciprocation, and commitment, both in sexual relations, work, and recreation. With losses, individuals must accept new relationships, and they must find balance between caring for others and being cared for by others. "Intimacy may mediate loss and enhance positive adaptation to life changes." (Powel, 1988).

7. Generativity versus Stagnation

This stage is crucial regarding the awareness of mortality and closeness of death. In this stage one extends the self to others such as family and society. Generativity encompasses creativity, and thus the generation of new beings as

well as of new products and new ideas, including a kind of self-generation concerned with further identity development.

A sense of stagnation in turn is by no means foreign even to those who are most intensely productive and creative, while it can totally overwhelm those who find themselves inactivated in a generative matter. (Erickson, 1982)

8. Ego-Integrity versus Despair

This is the final stage, which involves reviewing all the crises in the earlier stages and coming to an acceptable balance between the opposite personality characteristics. A life history characterized by personal trust, autonomy, initiative, identity, intimacy, and generativity will lead naturally to sense of integrity and acceptance of life's inevitable outcomes. A life history characterized by mistrust, shame and doubt, guilt, inferiority, role confusion, isolation will lead naturally to a sense of despair. (Erickson, 1982)

2.2.3.3 Super's career development theory

Super outlined four major stages of career development, with each one characterized by three or four appropriate developmental tasks (super, 1970):

1. Exploration

Between the ages 14 to 24 individuals attempt to understand themselves and find their place in the world of work. Through classes, work experience, and hobbies, they try to identify their interests and capabilities and figure out how they fit with various occupations.

This stage involves three career development tasks. The first one, the crystallization of a career preference, is to develop and plan a tentative vocational goal.

The next task, the specification of a career preference, converting generalized preferences into a specific choice, a firm vocational goal. The third vocational task is implementation of a career preference by completing appropriate training and securing a position in the chosen occupation. (Super, 1970)

2. Establishment

Between the ages 25 to 44, having gained an appropriate position in the chosen field of work, an individual strives to secure the initial position and pursue chances for further advancement.

This stage involves three developmental tasks. The first task is stabilizing or securing one's place in the organization by adapting to the organization's requirements and performing job duties satisfactorily. (super, 1970)

The next task is consolidating one's position by manifesting positive work attitudes and productive habits along with building favorable coworker relations. The third task is to obtain advancement to new levels of responsibility.

3. Maintenance

Ages 45 to 65 are considered the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals strive to maintain what they have achieved, and for this reason they update their competencies and find innovative ways of performing their job routines. They try also to find new challenges, but usually little new ground is broken in this period. (super, 1970)

4. Disengagement (Decline)

Individuals over 65 are in the final stage, the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living.

With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning. In due course, they make a transition to retirement living by facing the challenges of organizing new life patterns. (super, 1970)

The four stages spreading across one's entire life span, or the "maxicycle," might also be expressed as "minicycles" within each of the maxicycle stages. Individuals cycle and recycle throughout their life span as they adapt to their own internal changes or to changed opportunities to which they are exposed. (super, 1970)

2.3 Banks

The evolution of banking system did not happen suddenly or as a coincidence, it was a result of historical events and social changes.

When people started to use currency, banking systems started to appear. The first bank was established in Venice-Italy at the last quarter of the sixteenth century; in 1609 Bank of Amsterdam was established.

One of the byproducts of the Industrial revolution was the need to finance large projects; these large projects needed banks, and at this period of time public banks that started to exist.

Banks in the Arab world started to appear in the nineteenth century, the first bank that was established in the Arab world was the bank of Egypt which was established in 1930. (Issa, 2004)

2.3.1 Banks operating in Palestine

Researches indicate that the banks in Palestine went through four major periods:

1. Before 1948:

Palestine was occupied by the United Kingdom, a number of local, Arab, and foreign banks were operating in Palestine, and the currency that was used was the Palestinian currency.

2. Between 1948 and 1967:

During this period of time differences existed between Gaza and the west bank. Jordan administrated the West bank, and Jordanian currency was used. Furthermore the regulations were also Jordanian, and the banks that were operating in Palestine were also Jordanian banks, consisting of 8 banks with 32 branches.

Considering Gaza, Gaza was administrated by Egypt, the currency and regulations were also Egyptian, there were 6 banks but only one of them was Palestinian which is the bank of Palestine.

3. Between 1967 and 1993:

In July 6th, 1967 the Israeli government decided that all banks operating in Palestine must be closed, and after one day from that decision it allowed the Israeli banks to start operating in Palestine, the number of the Israeli banks was 6 and had 39 branches.

In 1981 Israel allowed the bank of Palestine to be re-opened in the city of Gaza, and 1986 Cairo Amman bank was also re-opened in the city of Nablus.

4. 1994 till now:

After 1994 a huge development of the banking sector happened, the Jordanian banks were allowed to open once again in the Palestinian territories. The amount of deposits in 1994 was 219 million dollars and at the end of 1995 it became 1187 million dollars which represents a 442% increase, the amount of deposits kept increasing till it reached 2333 million dollars in 2000 (Issa, 2004).

According to the Palestinian Monetary Authority annual report of 2010, the amount of deposits in the banks operating in Palestine increased to reach 6.8 billion dollars, making a profit of 139.9 million dollars. This report also included that the number of banks operating in Palestine is 18 banks, 8 of them are Palestinian banks.

2.4 Organizational Career Management

The Baruch (2003) study tried to modify the model that was explored by Baruch and Peiperl (2000). The researcher used a normative approach in his study and acquired expert advice in order to generate a normative model.

During the study of Baruch(2003) a sample comprised of 25 leading academic scholars was selected, all of them being renowned academics, active in research and teaching and publishing in the area of careers (most of them members of the Career Division of the Academy of Management). These expert specialists represent the source for the future knowledge in the area of career management.

Four additional dimensions to be added to the original model were suggested to formulate a comprehensive six dimensional model:

The first dimension is strategic orientation: it is based on the strategic HRM approach that dictates that HRM should not be can be managed as a set of distinct practices, but needs to be applied with the organizational strategic management as a whole.

The second dimension is the developmental focus: this dimension questions the relevance of the practices toward personal development of employees. Viewing the human resource as the core asset and source for competitive advantage for the firm means that investment in developing people competencies that will be reflected as outcomes of the firm.

The third dimension is the degree to which the practice is relevant to organizational decision-making issues, such as selection of top executives.

The fourth dimension refers to innovative approach, meaning to what level the specific practices reflect novel ideas and concepts recently developed.

The participants were asked to fill in a table including the career practices under study, rating them on a 1-5 Likert Scale, across the six dimensioned mentioned before. The results of this research were that the low standard deviation indicated considerable agreement amongst the respondents about the rating of the practices across the dimensions.

The developmental-oriented dimension rations were highest, indicating that present career practices are highly directed into individual development; still, the application of career practices is still associated with a high level of organizational involvement. The results also indicated the need for HR professionals to develop further the practices used to manage people's career in organizations.

Career practices	Organiz. involvement		Strategic oriented		Innovative oriented		Develop. oriented		Organiz. DM oriented		Sophist. and complexity	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Job postings	3.76	1.03	2.41	0.87	2.00	0.94	3.35	1.17	3.13	1.26	2.06	1.09
2. Formal education/tuition reimbursement	2.71	1.10	3.00	1.17	2.29	1.21	4.00	1.00	2.38	0.96	2.35	1.11
3. Use of performance appraisal for career planning	4.12	0.60	3.65	1.06	2.76	0.90	3.88	0.93	3.44	1.03	3.18	0.95
4. Counseling by manager	2.94	0.90	2.53	0.87	2.71	0.92	4.00	0.94	2.63	1.15	2.82	0.81
5. Counseling by HR	3.29	0.69	2.65	0.61	2.53	0.80	3.65	0.79	2.75	0.77	2.65	0.93
6. Lateral moves/job rotations	3.88	0.78	3.41	0.80	2.71	0.99	3.65	1.00	3.13	0.96	3.18	0.81
7. Pre-retirement programs	2.82	1.29	1.82	0.95	2.00	1.00	2.59	1.18	1.87	0.96	1.82	0.81
8. Succession planning	4.53	0.62	4.65	0.61	3.18	0.95	4.00	0.87	4.25	0.68	3.94	0.75
9. Formal mentoring	3.65	1.00	3.06	0.66	3.00	0.71	4.29	0.59	2.56	0.81	3.00	0.79
10. Common career paths	3.65	1.00	3.59	0.71	2.65	0.86	3.29	1.21	3.06	0.85	3.00	1.06
11. Dual ladder	3.76	0.90	3.59	0.71	3.24	1.03	3.41	0.87	2.88	0.81	3.41	1.18
12. Career booklets/pamphlets	2.65	1.37	2.00	0.79	1.88	0.78	2.59	0.94	1.69	0.70	1.59	0.71
13. Written individual career plans	3.59	0.80	3.12	0.99	2.76	1.09	4.00	0.79	2.75	0.93	2.71	1.10
14. Assessment centers	4.06	0.90	3.35	0.70	2.82	1.01	3.65	1.06	3.50	1.15	3.53	1.18
15. Development centers	3.76	1.03	3.35	0.86	3.41	0.94	4.53	0.62	3.13	1.09	3.88	1.05
16. 360° appraisal	4.12	0.60	3.00	0.94	3.53	0.94	3.94	0.75	2.62	0.72	3.59	0.94
17. Career workshops	2.88	0.78	2.59	0.62	2.88	0.99	3.88	0.86	2.31	1.01	2.76	1.20
18. Induction/orientation program	3.47	1.01	2.29	0.69	2.12	0.78	2.71	1.05	1.87	0.89	2.06	0.90
19. Special attention (e.g. high-flyers, dual-career couples)	3.63	0.62	3.31	0.87	3.25	0.93	3.63	0.81	3.00	0.85	3.00	0.89
20. EEO population (e.g. age, gender, minorities)	3.82	0.81	3.00	0.87	3.24	0.90	3.18	1.24	3.25	0.86	3.06	1.09
21. Creating psychological contracts	4.13	0.72	3.44	0.81	3.88	0.89	3.94	0.85	3.13	0.92	4.00	0.97
22. Secondments	3.35	0.61	3.24	0.66	3.06	1.30	3.94	0.83	2.69	0.70	3.00	1.12

Figure 4 - Academic rating for the Organizational Career Management practices

The study of Peiperl and Baruch (2000) presented an empirical survey of career practices in organizations, and examined how these practices are applied. Their main purpose was to create a model to provide scholars and practitioners with a general frame work in which the various practices will be related to one another and the characteristics of organizations applying them.

A set of Organizational Career Management Practices was used in their study; they argued that this list was comprehensive, and added to their survey a question if other practices were used in the surveyed organizations.

1. Performance appraisal as a basis for career planning
2. Assessment centers
3. Peer Appraisal
4. Upward (subordinate) appraisal
5. Career counseling by direct supervisor
6. Career counseling by HR department
7. Formal Mentoring
8. Career Workshops
9. Common Career paths
10. Dual Ladder
11. Written Personal Career Planning (As done by the organization or jointly)
12. Retirement preparation programs
13. Succession planning
14. Books and/or Pamphlets on career issues
15. Posting regarding internal job opening
16. Formal education as part of career development
17. Lateral moves to create cross functional experience.

Figure 5 - Organizational Career Management practices used in Peiperl and Baruch(2000) study.

After determining the Organizational Career Management practices to be considered in their study, they also wished to connect them with other features of organizations; they were particularly interested in basic demographic features of age, size, and industry sector, and the use of internal versus external labor markets, and the presence of unions.

They also considered the organizational climate; they chose a simple set of four dimensions of organizational climate: dynamism, group orientation, openness, and proactiveness. In their study, they made two propositions:

P1: the wide range of career management practices will naturally cluster into groups according to their common use and intercorrelations among the practices.

P2: the group of practices will be associated with certain characteristics of organizations such as size, age, unionization, climate and reliance on internal labor markets.

The population of the study consisted of a random sample of 524 organizations in the United Kingdom, they used two-layered random sample: the first layer included 150 organizations that employed up to 500 people and the second included 374 organizations employing more than 500.

They used factor analysis to make a typology of Organizational career management, this typology indicated the nature of each group of practices.

- **Basic:** Job posting, formal education as part of career development, pre-retirement programs, and cross-functional experience appeared in this category, they stated that these OCM practices as the elementary practices which most organizations with HRM systems need to apply.

- **Active planning:** four practices appeared in this category, performance appraisal as basis for career planning, career counseling by HR department, and succession planning. These practices share both an active involvement on the part of organizations in the career of individuals and a planning element that consider the individual's development over time, as well as the organization's need to fill jobs in the future.

- **Active Management:** Assessment centers, formal mentoring and career workshops. These practices have informational element, which characterize either the process of information gathering for the organization or the use of information for developing individuals.

- **Formal:** written personal career planning for employees, dual career ladder, and books and/or pamphlets on career issues. In these practices the organization provides the employees with a formal system of information and presentation of opportunities.

- **Multi-Directional:** peer appraisal, upward(subordinate) appraisal, and common career paths. These practices expand the directions through which people receive feedback and develop within the organization.

At the end of the study a model was developed, the model included two dimensions: the level of sophistication of the Organizational career management practices and the level of involvement on part of the organization necessary to put them into use.

Along the vertical axis (increasing sophistication) the basic cluster appeared at the bottom, its elements were the most frequently reported in the survey. The Multi-Directional cluster appeared at the top, its elements were the least frequently used in survey, and the authors mentioned the Multi-Directional practices were the most advanced.

In the horizontal axis (increasing involvement) separated the middle three cluster, these three clusters were not easily sorted by sophistication. Of the three middle clusters, the formal group of practices appeared to require the least

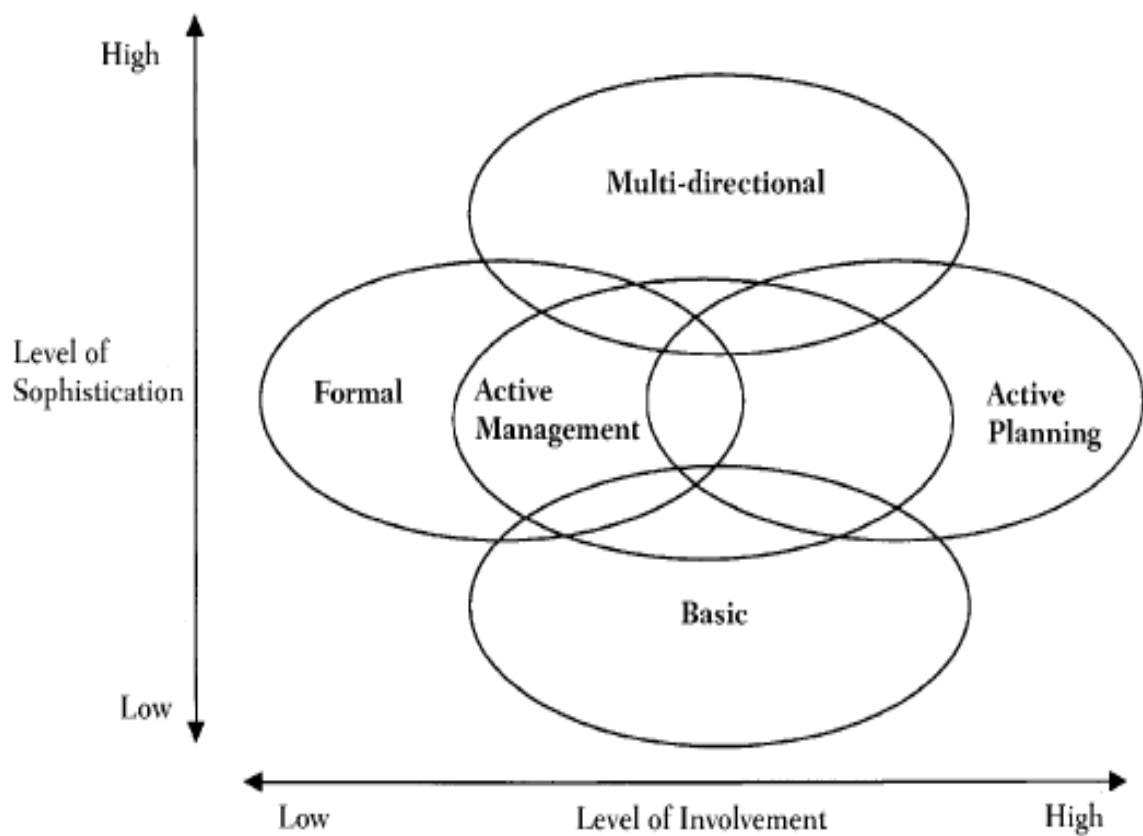
involvement, the Active Management a moderate amount of involvement, and the active planning group the most organizational involvement of the set.

Count of responses by category:

<i>Career Practices*</i>	<i>Not applied at all</i>							<i>Applied extensively</i>		<i>mean</i>	<i>sd</i>	<i>N</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>					
<i>No. and Title</i>												
15. Job Postings	7	10	7	11	29	54	74	5.62	1.65	191		
16. Formal education	5	7	20	21	50	61	28	5.08	1.48	191		
1. P.A. for career planning	11	10	19	21	63	39	28	4.80	1.63	190		
5. Counselling by manager	13	10	27	30	55	40	17	4.52	1.62	191		
17. Lateral moves	7	24	33	26	52	37	13	4.33	1.60	191		
6. Counselling by HR	26	15	19	34	46	42	9	4.16	1.78	190		
12. Retirement Preparation	38	20	15	17	38	33	31	4.15	2.15	191		
13. Succession planning	29	30	35	33	29	29	6	3.60	1.75	190		
7. Formal mentoring	56	43	21	23	29	16	4	2.95	1.79	191		
9. Common career paths	82	16	18	25	34	12	-	2.73	1.80	186		
10. Dual ladder	100	17	14	24	21	11	2	2.42	1.77	188		
14. Books/pamphlets	80	39	24	21	16	10	1	2.41	1.60	190		
11. Written career plans	98	30	18	10	15	17	4	2.38	1.82	191		
2. Assessment centers	101	27	15	15	18	9	6	2.34	1.79	190		
3. Peer appraisal	107	18	24	15	13	11	4	2.26	1.73	191		
8. Career workshops	102	32	20	15	11	7	4	2.15	1.60	190		
4. Upward appraisal	122	20	11	12	10	11	4	2.04	1.70	189		

*listed from most frequent to least frequent use

Figure 6 - The use of the 17 career practices.



	Multi-directional Peer appraisal Upward appraisal	
Formal Written personal career planning Dual career ladder Career books and/or pamphlets Common career paths	Active Management Assessment centers Formal mentoring Career workshops	Active Planning Performance appraisal as a basis for career planning Career counseling (1) by the direct supervisor (2) by the HR department Succession planning
	Basic Job postings Formal education Pre-retirement Lateral moves	

Figure 7 - Two dimensional model of career management practices.

A list Of Organizational career Management practices was provided in the research of Gutteridge, Leibowitz and shore (1993), researchers indicated that this list was the most comprehensive list of Organizational Career Management Practices provided.

Some other researches indicated that some of the practices mentioned in this study do not belong to the OCM practices, but belong to the broader category of HRM activities such interview processes and employee orientation programs.

Employment self-assessment tools:

Career planning workshops
 Career workshops(stand alone)
 Pre-retirement workshops
 Computer software

Individual counseling or career discussion with:

Supervisor or line manager
 Senior career adviser
 Personnel staff
 Specialized counselor: internal/external

Organizational potential assessment process:

Promotability forecasts
 Psychological testing
 Assessment centers
 interview process
 job assignments

Job Matching systems:

Informal canvassing
 Job posting
 Skills inventories or skills audit
 Replacement or succession planning
 Staffing committee
 Internal placement system

Internal Labor Market Active Management:

Career information handbook
 Career ladders or dual-career ladders
 Career resource center
 Other career information format or systems

Developmental programs:

Job enrichment or job design
 Job rotation
 In-house training and development programs
 External seminars or work shops
 Tuition reimbursement
 Supervisor training in career discussion
 Dual career couple programs
 Mentoring systems
 Employee orientation programs

Figure 8 – A list of Organizational Career Management Practices

Sonnenfeld and Peiperl (1988) is one of the first studies that showed how career can be a system within the organization. Their study proposed a four-cell typology of career systems, which describe the way different corporate strategies reflect the nature of executive labor markets. The two critical dimensions of the model are supply flow and assignment flow.

Supply Flow may be primarily internal; in this case the jobs are filled from internal labor pool. Supply flow may be external; in this case the organization is likely to hire talent from outside the organization. Normally, organizations that focus on internal supply flow consider people as assets, with long-term development value, rather than costs, which carry an annual expense.

Assignment Flow measures the basis on which people are assigned and promoted to new tasks. It may focus primarily on individual contribution to production or profits, or more on group contribution like supporting others, loyalty, background. Organizations that concentrate on individual contributions expect people to continually produce value, while those who focus on group contribution see people as having intrinsic value.

Organizational Career Management as activities and opportunities that organizations sponsor to help ensure they will meet or exceed their future human resource requirements.

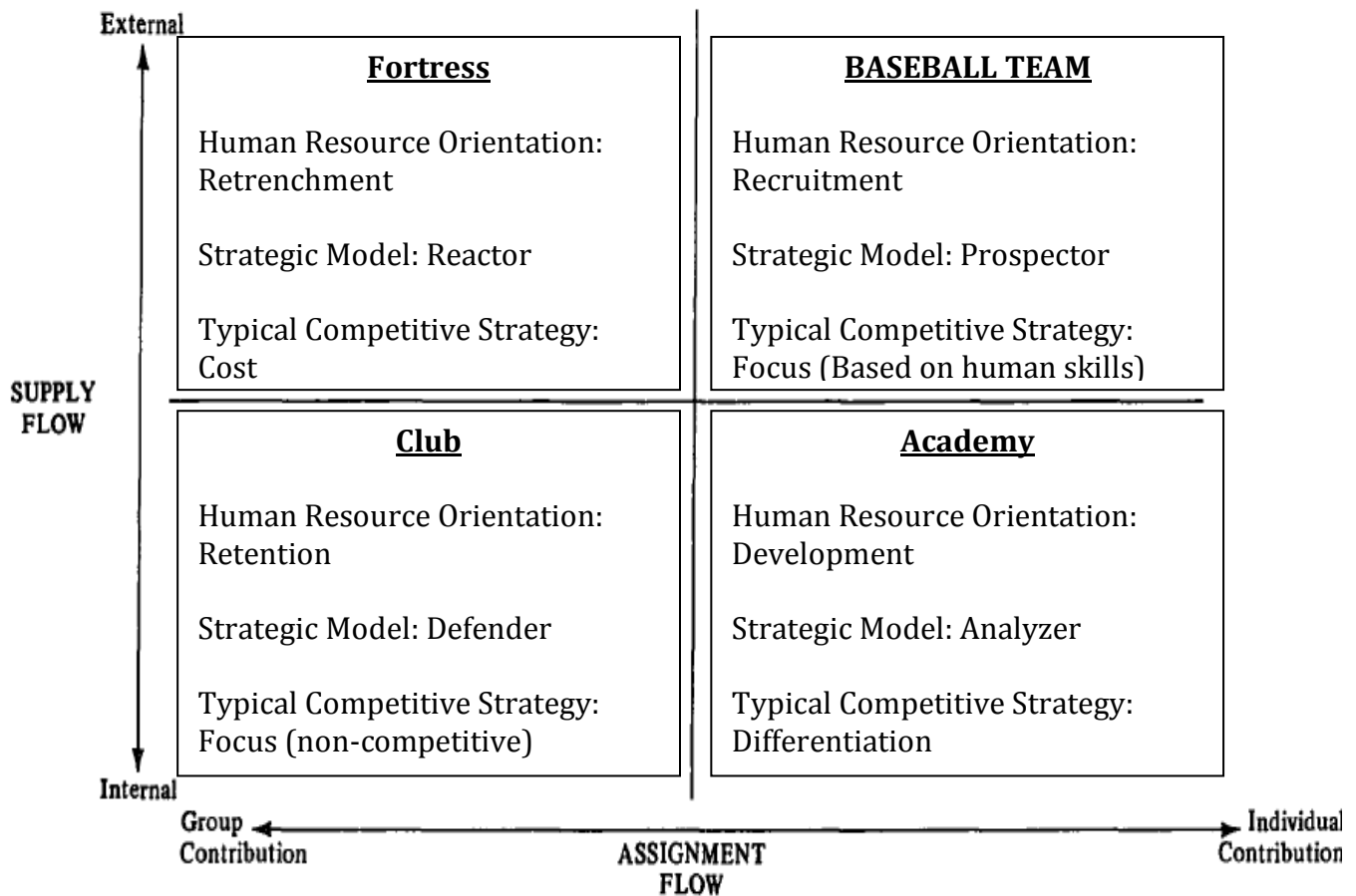


Figure 9 – Typology of career Systems

Stumpf (1988) tried to study which Organizational career management practices (OCM) fit best with organizational strategy. He studied ten types of strategies and which OCM practices fits more with each strategy, the strategies were: niche

or specialist, superiority or prestige, growth, offense or confrontive, integrate vertically, integrate concentrically, hold and maintain, harvest, diversify.

And the OCM practices that he studied were: career planning, development of career paths, training and development activities, target development programs, promotion from within, formal staffing policies, standard promotion criteria, assessment centers, job posting, job matching, career counselling, outplacement counselling, mentor-protégé relationships.

Stumpf (1988) defined In his study he included 13 Organizational Management Practices: career planning, development of career paths, training and development activities, target development programs, promotion from within, formal staffing policies, standard promotion criteria, assessment centers, job posting, job matching, career counseling, outplacement counseling, and mentor-protégé relationships.

Researches has indicated many benefits for OCM practices, Steven A. Stumpf in his paper " choosing career management practices to support your business strategy" has summarized some intended benefits of organizational career management (OCM), these benefits are:

1. Reducing turnover

Reducing turnover of valued employees through one of three mechanisms: 1. Coaching and guidance via trained career counselors, supervisors, and personnel staff, 2. Helping employees plan their career actions through an identification of needs, provision for training and development activities, 3. Identifying promotion and transfer possibilities through promotion from within policies, formal staffing policies, standardized promotion criteria, job posting, and job matching systems.

2. Encouraging turnover of less productive employees

The second intended benefit of Organizational career management is to encourage the turnover of less productive employees. Promotion from within policies and clear standards for promotion encourage individuals who do not meet those standards to confront their low promotion potential and take corrective action or withdraw to a more suitable organizational environment. The career counselors can help individuals to establish realistic career expectations and facilitate the departure of surplus or less effective employees.

3. Evaluation and development of skills

The evaluation and development of skills for future work- roles is a benefit of some Organizational Career Management practices. Practices such as, career planning programs, training and development opportunities, and assessment centers are in general designed for this purpose.

4. Informing Employees of the organization's policies and procedures

Some Organizational Career Management (OCM) practices are designed to inform employees of the organization's policies and procedures. By providing relevant career-related information, the organization aims to give employees the opportunity to plan his career actions and to help in achieve their organizational goals. Such information is a component of career planning, formalizing staffing policies, standardizing promotion criteria, the posting of job vacancy information, and mentor-protégé relationships.

In addition to the previous four primary benefits, Stumpf (1988) mentioned five other intended benefits:

5. Development of a common corporate value orientation in middle and upper management ranks.

The evolution of a similar value orientation among middle and upper management is enhanced when individuals experience similar work-roles or career paths, have comparable developmental activities, and are groomed from within with the assistance of mentors or strong role models.

6. Maintenance of internal management continuity.

Internal management continuity can be maintained through promotion from within, formalizing promotion policies, and the use mentors to assess and guide lower level managerial actions.

7. Reduction of the threat of competitors raiding organization's key employees and obtaining competent resource and insider information on their strategy, tactics, and technology.

A competitive raiding is less likely to be effective if employees feel that their career is being effectively managed in the current work context. Career planning, training and development activities, standardizes promotion criteria, job matching-systems, and mentor-protégé relationships are likely to facilitate such feelings.

8. Public perception that they are socially responsible and humanistic organization.

The corporation's image is most likely to be affected by how the organization treats its employees, particularly the questionable performer. Career counseling and outplacement activities are often targeted to help such employees.

The primary intended benefits of the 13 Organizational career management practices were summarized, relative cost estimates were also indicated and categorized as H: High, M: Medium, L: low for the development and maintenance.

Stumpf (1988) indicated that which practices are most likely to be chosen by an organization depends on: the availability of labor, current and anticipated financial condition, values of top management, socio-economic and industry environment, and the firm's current business strategy.

Intended Benefits	OCM Practices												
	Career Planning	Career Paths	T & D Activities	Targeted development	Promotion from within	Formal Staffing Policies	Standardize Promotion Criteria	Assessment Centers	Job Posting	Job Matching	Career Counseling	Outplacement counseling	Mentor protégé relationship
1. Minimize turn over of key people through:													
a. Coaching and guidance.	X										X		
b. Development	X	X											X
c. Promotion and transfer					X	X	X		X	X			
2. Encouraging turnover of less productive employees					X		X				X	X	
3. Evaluation and development of skills	X			X				X					
4. Informing Employees of the organization's policies and procedures	X	X				X	X		X				X
5. Develop common corporate value orientation		X		X	X								X
6. Maintain continuity					X	X							X
7. Reduce competitive raiding	X		X				X			X			X
8. Positive corporate image											X	X	
9. Maintain Managerial discretion								X					X
Relative costs													
Development	M	H	M	H	L	M	M	H	L	H	L	L	L
Maintenance/delivery	M	L	H	H	L	L	L	H	M	L	H	M	L

L:Low, M:Medium, H:High

Figure 10 - intended benefits and costs of Organizational Career Management

Bowen & Hall (1977) stated that effectiveness in career planning depends upon individual's capacity to develop self-awareness and strong integrated core identity.

In their study they found that organizations that actively supported career planning on regular periodic bases had distinct advantages. In their discussion, they described alternative career planning practices and divided those practices into four major types. The first one is includes individual activities which are any type of effort the individual employee undertook without assistance from others.

The second type of practices was counselor-client activities, in this type three different practices are stated, the first one is the testing approach the counselors primary function is to run psychometric tests such as vocational interest in order to feed back the results to the client.

The second practice is the clinical approach. In the clinical approach the counselor relies on interpersonal client-counselor interviews for developing data that will help the client in his career planning. The third technique is the testing and clinical approaches combined together, in this approach the client is able to check counselor's perception with his/her tests.

The third type of practices is boss as counselor or coach, in this type the boss acts as a coach for subordinates, in this situation mutual trust exists and this might be an effective format for career planning.

The fourth type is group activities, three techniques under this type were discussed the first technique is Assessment centers, in this technique the employees are tested by a various number of tests and situational tests and interviews where performance is evaluated.

the second technique is life planning workshop: conducted within organization, in this technique a set of semistructured experiences are presented to encourage participants to set goals and to develop greater self awareness. The third technique is life planning workshop: conducted outside of organization.

When comparing these types of techniques they recommended that management should seriously consider workshops for the reason that these workshops have the capacity to provide the support, feedback, modeling, and opportunity to experiment, conditions which are important to a person's development.

activity	Potential advantage	Potential shortcomings
Individual activities		
1. Personal planning with possible aid of self-help materials.	a. For persons with strong motivation and adequate sources of information, may be adequate for goal settings. b. Cost is minimal	a. Most people need interpersonal feedback to develop a complete and accurate self-evaluation b. No built-in mechanism for checking completeness of information on

		occupational opportunities or for correcting distorted views of self. c. No opportunity to explore new occupational possibilities
Counselor-client Activities		
2. Testing Approach: Guidance counselor administers vocational interests and aptitude tests and feeds data back to client. Counselor may also provide information on occupations, job market, and job hunting techniques.	Test results and information supplied may be of considerable value for client.	a. Usually expensive. b. Client has no way of testing validity of counselor's views or test results. c. Interpersonal feedback may be minimal.
3. Counselor Approach: Emphasis on interpersonal exploration of client's needs with counselor.	Skillful counselor may provide valuable input for self assessment.	a. No mechanism for checking the validity of counselor's perceptions. b. Most helpful in exploring personal needs; minimal stress on occupational information
4. Combination Testing and Clinical approach	a. Combines benefits of both testing and counseling approach. b. Checking test results against perceptions of counselor provides some mechanism for validating information.	a. Potentially very expensive. b. Most counselors are not equally proficient in both approaches. c. Counselor may experience a need to see client in a manner consistent with test results.

Boss as counselor or Coach		
5. Superior regularly or periodically assesses subordinate's performance and provides feedback and suggestions for improving performance or/and career	a. Superior may have an excellent to observe subordinate's behavior in a number of work activities. b. Superior knows career opportunities within the organization.	a. The superior's power can be highly threatening, causing subordinates to be defensive, cautious, and closed to feedback. b. Superior's first loyalty is likely to be seen as to

opportunities.	c. Superior can provide assignments to expand subordinate's abilities.	the interests of the organization, not subordinate. c. Not likely to integrate non-work aspects of subordinate's life with career issues.
Group Activities		
<p>6. Assessment Center: Usually conducted by or sponsored by employer. Employee is tested by a number of pencil and paper tests and is presented with situational tests and interviews where performance is observed and evaluated. Evaluators are often other managers trained in the technique. Psychologists design center and interpret test results.</p>	<p>a. Substantial amounts of data can be developed quickly. b. Multiple judges on panel and results of several tests provide variety of prospective for candidate. c. Moderate cost usually borne by employer. d. Some evidence for more valid predictions than available through counselor client approach.</p>	<p>a. high threat situation: 1. Employee likely to feel "on the spot" and anxious about results, not an optimal situation for feedback. 2. Center serves interests of employer first, which may be incompatible with interests of employee. b. Primary emphasis is not on setting of personal goals. c. Data generated primarily applicable to career with employing organization only. d. Interpersonal feedback frequently is not a prime or major objective. e. Does not provide information on other job possibilities especially outside of employing organization.</p>
<p>7. Life planning workshop: conducted within organization. A set of semi-structural experiences are presented which encourage participants to assess their values, situation, etc., to set goals, and to develop greater self-awareness through interpersonal interaction with other participants.</p>	<p>a. No cost to participants b. Encourages personal goal setting. c. Wide exploration of self and needs encouraged. d. Supportive environment. e. Development of "Supportive groups" and opportunities to assess and develop job relevant skills possible. f. Other participants are</p>	<p>a. Normally do not provide occupational information, especially for career outside of the organization. b. Employers leery of processes, which may encourage employees to leave organization. c. Provision for periodic follow-up probably necessary to maximize value to most participants.</p>

	<p>frequently valuable sources of information on career alternatives.</p> <p>g. Goals developed and development needs can be integrated into parallel organizational programs.</p> <p>h. Can be a part of an organization development effort.</p>	<p>d. Participants may not be encouraged to explore changing jobs or careers.</p>
<p>8. Life planning workshop: Conducted outside of organization.</p>	<p>a. Same as b through g. above.</p> <p>b. Low threat situation.</p> <p>c. Potential for developing job-hunting skills possible.</p>	<p>a. Moderate cost to participants unless underwritten by employer.</p> <p>b. Normally do not provide occupational information on job markets, nature of jobs, etc.</p>

2.5 Organizational Career Management Practices

The study of careers takes on a very different orientation, depending on whether it is viewed from prospective of organizations or of individuals, from an organizational viewpoint, career development and planning includes tracking career paths and developing career ladders. HRM seeks information to ensure that capable professional, managerial, technical talents will be available to meet organizational needs.

For the process of individual's career planning and development, it focuses on assisting individuals to identify their major goals and to determine what they need to do to achieve their goals, The Best Career choice is the choice that offers the best match between what you want and what you need, good career choice for any of us should result in a series of positions that give us an opportunity for good performance, make us want to maintain our commitment to the field, and give us high work satisfaction.

2.5.1 Performance appraisal

Performance appraisal is an important human resource function. If performance appraisal process was utilized effectively the performance of individuals within the organization is modified and improved. More companies are now using the evaluation process for developmental functions. Performance appraisal is a formal management system for the evaluation of the quality of an individual's performance in an organization (Agere, S.Jorm, N., 2000).

For most organizations performance appraisal is done once a year. But in organizations that take performance appraisal seriously, it is used as an ongoing process and not as an annual event. In these companies, performance appraisal follows a four-stage model:

1. Performance Planning

At the beginning of the year, the manager and individual conduct a performance-planning meeting. In this meeting they discuss the key responsibilities of the person's job and the goals and projects the person will work on over the next twelve months and how the person will do the job (the behaviors and competencies the organization expects of its members). They also discuss the individual's development plans.(Buhler et al, 2005)

2. Performance Execution

During the year the employee works to achieve the goals, and key responsibilities of the job. The manager coaches and provides feedback to the individual to increase the probability of success. He supports creating the conditions that motivate and resolves any performance problems. Through the year they meet to review the individual's performance against the plans and goals that they discussed in the performance-planning meeting. (Buhler et al, 2005)

3. Performance Assessment

As the time for the formal performance appraisal comes closer, the manager shows how well the subordinate has performed over the year; he fills out the various forms and paper work that the organization provides to make this assessment. The manager may recommend a change in the individual's compensation based on the quality of the individual's work. The appraiser's boss or the department head or the compensation manager usually reviews and approves the completed assessment. (Buhler et al, 2005)

4. Performance Review

The manager and the subordinate meet to review the appraisal form that the manager has written discuss how well the person performed over the past twelve months. The review meeting ends by setting a date to meet again to hold a performance-planning discussion for the next twelve months. (Buhler et al, 2005)

2.5.2 Assessment Centers

Academics and organizational practitioners were highly interested in Assessment Centers; they found that Assessment centers are reliable and valid tool for career development (Thornton et al., 2005). Assessment centers were used for two main purposes: a selection tool for managerial recruitment and the

second purpose is to use Assessment centers as an indicator of managerial potential, Nowadays, Assessment centers are also being used for developmental processes (Spsychalski et al., 1997).

Assessment centers were discussed extensively in literature, and most studies supported their effectiveness (Lievens,1999). Decline in use for Assessment centers as a tool of selection; thus Assessment centers may be used more extensively developmental purposes and identification of managerial potential .

Assessment Centers are a variety of testing techniques that allow the candidates to demonstrate, under standardized conditions, the skills and abilities most essential for success in a given job.

An assessment center is a comprehensive standardized procedure in which multiple assessment techniques such as situational exercises and job simulation (business games, discussions, reports & presentations) are used to evaluate individual employee for variety of manpower decisions.(Tasha et al, 2009)

An Assessment Centre is a standardized evaluation of behavior based on multiple inputs. Trained observers and several techniques are used to make judgments about behavior. These judgments are discussed in a meeting among the observers or by statistical integration process.

The result of discussion is an evaluation of performance on the dimensions/competencies or other variables that the assessment centres are designed to measure (Tasha et al, 2009).

Assessment centers must meet the following given criteria:

1. Job Analysis – To understand and analyze job challenges and the competencies required for successful performance of the job.
2. Predefine competencies - determining the competencies, which will be tested during the process.
3. Behavioral classification - Behaviors of candidates must be classified into specific categories such as dimensions, attributes, characteristics, aptitudes, qualities, skills, abilities, competencies, and knowledge.
4. Assessment techniques – These techniques include a number of exercises to test the potential of the assets. Each competency is tested by at least two exercises for gathering comprehensive information about the competence.
5. Simulations – The exercises must simulate the job responsibilities as much as possible to avoid errors in selection.

6. Observations – Accurate observation is the most crucial part of an Assessment Center.

7. Observers – Multiple thoroughly trained observers must be present to avoid subjectivity and biases from the process.

8. Recording Behavior – Assessors record behavior systematically for future reference. The recording could be in the form of hand written note, behavioral checklist, audio-video recording, etc.

9. Reports –An observer must write a detailed report of his observations.

10. Data Integration – compiling the information from different Assessors is done through statistical techniques.

Various organizations have used the data provided by Assessment centers for a variety of purpose why are listed as below:

1. Selection – ACs help organizations in hiring the right people.

2. Career development – The identification of the competencies that the Individual has helps the organization to decide his career plans.

3. Potential appraisal – ACs help organizations to identify if the person can handle the challenges offered in the next higher position.

4. Identification of high potential managers – This creates a list of managerial talents that would be available across the business group.

5. Succession planning – Identifying the right individual for important positions such as CEO, CFO is very important for the success of the organization. ACs reduces the risk of having wrong identification.

6. Allocations of challenging assignments – ACs clarifies for the organization the strengths and weaknesses of every participant. This helps the organization in deciding the candidates who has the necessary abilities to undertake challenging assignments.

7. Management development – ACs provide an opportunity to its participants to reflect on one's capabilities and to improve by observing others perform in the AC.

8. Identification of training needs – Assessment centers provide candidates and organization with valid data that shows the areas the need to be improved, which can be utilized for training.

The candidates selected for ACs are usually the ones recommended by the senior managers. Performance appraisal data is also used for the selection of

Assessment centers candidates. Most widely used competencies by most organizations are: Leadership, Organizing and planning, Decision making, Impact, Oral & written communication, Initiative, Energy, Behavioral flexibility. (Karren, Ronald. J, 2001)

There are exercises widely used in ACs. Every exercise unveils presence/absence Of certain competency in the participant, these exercises are:

1. Case study interview:

Requires candidates to read a large amount of information and then answer questions relating to the subject. Competencies this tool tests: Analytical skills, assimilation of information, and prioritization of information, time-management, and working under pressure.

2. Competency-based interview:

These interviews include personal history questions and problem-solving tasks and scenarios. Competencies this tool tests: Analytical skills, business acumen, communication, interpersonal skills, personal attributes, and teamwork.

3. Fact-finding exercise:

This exercise includes research and retrieval of information on a given subject or interaction with the interviewer to obtain further information from them. Competencies this tool tests: Communication, professional interaction.

4. Group exercise:

This exercise includes problem solving within a committee or team. Competencies this tool tests: Personal assertiveness, teamwork, Interpersonal effectiveness, and drive for result.

5. In-tray test:

This test includes prioritizing documents, drafting replies to letters, and delegating important tasks. Competencies this tool tests: Time-management, analytical skills, business acumen.

6. Problem-solving task:

This test includes building a structure with limited materials. Competencies this tool tests: Analytical skills, creativity, lateral thinking, and resourcefulness.

7. Presentation:

This presentation involves a 10 to 15 minute presentation on a pre-determined topic. Competencies this tool tests: Assimilation of information, presentation delivery, working under pressure.

8. Psychometric/Personality/ Aptitude Tests:

These tests include a personality questionnaire and/or numerical, verbal, and diagrammatic reasoning tests. Competencies this tool tests: Agreeableness, behavioral interaction, conscientiousness, extroversion /introversion, personal assertiveness, teamwork.

9. Role-play exercise:

This exercise involves acting a specific business-related situation. Competencies this tool tests: Approach to business situations.

10. Written exercise:

This exercise involves providing a specific and an accurate written summary from a collection of documents. Competencies this tool tests: Analytical skills, summarization, and written communication.

Assessment centers that are properly designed and administered are more reliable than traditional testing methods in evaluating supervisory, managerial, and administrative potential.

The material used in the assessment center can be directly associated to a specific job for which candidates are being evaluated. The assessment center can be used to all types of positions and assignments.

Assessment centers test what a person can do, not what they know. It is not enough to memorize. What is important is the ability to apply formal education in real-world situation.

A person may have high intellect and a college degree but he will be worthless as a supervisor if he is unable to make critical decisions under pressure or lacks leadership ability to get subordinates to do what he wants them to do (Gaugler et al, 1987).

Some limitations are associated with assessment centers. They cost much more than other testing programs. Assessment centers are highly labor-intensive, time consuming, and expensive.

Assessment centers are difficult to be managed, and many things can go wrong. Role players may fail to show up or may play their roles poorly. Video cameras can break down. Assessors may fail to conduct in a professional manner and may be biased. Improper instructions may be given with the result of not giving candidates vital information.

An assessment center can determine successfully whether the person has the ability to perform, but may not predict how the person will perform in that position. This why the results of an assessment center must be weighed against

other factors, such as the person's past work history as supervisory evaluations before making a decision to promote someone (Payne et al, 1992)

There is not much to do to prepare for an assessment center. While there is usually a direct correlation between the amounts of time you spend studying for written examination and the results of that examination, this is not the case with an assessment center because you are measured on what you can do rather than on how much you know.

2.5.3 Development centers

Development centers have many common features with assessment center centers, whereby a group of preselected individuals undergo a series of tests and activities on which they are assessed by trained observers (Dalziel, 1993)

Instead of assessing particular skills for selection or promotion purposes as in an assessment center, a development center's goal is to identify areas for development. The main outcome of the development center after the event and the observer feedback is the production of a personal development plan of action, the main differences between assessment and development centers are that development centers:

1. Development Centers usually hold programs that are usually at least Twice as long as so that participants can complete an exercise, receive feedback, and attempt a similar exercise a second time.
2. Development Centers have a climate where it is acceptable for Participants to make mistakes.
3. Development Centers involve observers and facilitators and mentors, While Assessment Centers have assessors that are detached from what they are assessing.
4. Development Centers include exercises of moderate rather than high Difficulty.
5. Development Centers end up with a substantial section containing counseling and personal development planning.

2.5.4 Peer Appraisal

Peer Appraisal is the evaluation of work performance by peers of equal rank against established criteria. It is crucial to base peer appraisal system on an established, objective evaluation process.

A performance management system must be supported by written policies, objective criteria, and clearly communicated competencies or it is most likely will fail. London and Smithers (1995) noted that multi-source feedback has

grown in popularity because organizations recognize the multidimensional nature of jobs.

In addition, many companies are eliminating managerial ranks as part of their downsizing efforts. In the organizational structures, supervisors often have a broader span of control and less directly engaged in employee-level activities. Employees' jobs are broader; less well defined, and often include considerable work in teams (Bettenhausen et al, 1991).

For these reasons, many organizations are considering alternative ways to evaluate workers' and managers' performance. Peer appraisal represents a new approach that is growing in popularity and represents a unique source of information (O'Reily, 1994).

Appraisal can provide input into administrative decisions such as bonus levels, pay raises, and salary increase, or they can be used to identify candidates for promotion. Alternatively, appraisals can provide input for employee development decisions or be used for performance coaching sessions or to identify current or future training needs.

Just as with traditional performance appraisal systems, peer appraisals can be used primarily for administrative purposes and for developmental purposes, or for a combination of the two.

The main benefit of peer appraisal system is receiving higher quality feedback. Peers and subordinate have unique perspectives and are most likely in better positions than the supervisors to assess the quality and consistency of person's performance. Peer can also give employees a sense of participation in the evaluation system and increase their feeling of importance to the company.

Feedback from peers and subordinates would help employees do their jobs better, increase the productivity of the work unit, and add an important dimension to the performance appraisal system, and also is an effective motivator of behavioral change.

At the beginning of designing the peer appraisal system, its best to work with a group of three to six colleagues to keep the discussion focused. This group should determine the desired benefits, the overall goal of the peer review program, and the group's main objectives.

Members of the group should be encouraged to speak informally with the employees and managers; they should listen to the concerns of the employees about the peer appraisal system(O'Reily, 1994).

The next step is designing a performance management system; this system is derived from the organization's mission and business objectives. A well established and criteria-based performance based management system is the best foundation for peer review.

The design of the peer review components can take advantage of current performance appraisal system, and at the same time peer appraisal may solve some of the existing appraisal system pitfalls. For example, in an organization in which employees work off site or in shifts, a peer review system can solve the problem that managers rarely get the opportunity to see employees in action.

Performance standards should be communicated effectively, if performance standards are unclear to the employee, they will be unclear to peers who will evaluate the employee's performance. Determining whether position description define performance task rather than personal characteristics is important to the peer review design process (Bettenhausen et al, 1991).

2.5.5 Upward appraisal

Four primary forms of performance appraisals are available to organizations today: downward evaluation, horizontal (or peer) evaluation, self-evaluation, and upward evaluation. The most commonly used form of performance appraisal is the downward, or supervisor subordinate appraisal. The attraction of the upward performance appraisal process lies in its power to support change, and its ability to reduce defensiveness (Lee, 1990).

Subordinates are asked such things as how well managers set performance plans, handle disciplinary problems, provide feedback on performance, and handle and deal with workload issues. Action plans are later developed and feedback is delivered to each manager through the personnel department, these action plans are desired to make the most of manager's strengths and improve upon weaknesses (Bernardin and Beatty, 1987; Lee, 1990).

In order to implement upward appraisal effectively:

1. Guarantee anonymity to participants:

Assurance of the anonymity can help individual feel they can trust the organization and make them willing to express ideas without fear of retaliation. In order to ensure the subordinates have confidence in the anonymity of the system it is best to use at least five subordinates per rating group (Edward, 1990).

To ensure anonymity, participants should be notified when responding to open ended questions. A warning should be written above such questions reminding respondents of the importance of anonymity and pointing out that personal references should not be written where possible.

2. Using upward performance appraisal for development not for evaluation:

There is a strong evidence in the literature that upward performance appraisal is most effective when used for developmental purposes rather than promotions or

pay decisions (London and Wohler, 1991). When upward performance appraisal is used to aid managers' development, ratees are likely to experience less anxiety.

3. The timing of the survey in relation to other organizational events is critical:

If upward performance appraisal is used solely for developmental purposes, upward feedback should not be sought at the time of a formal performance appraisal. If the upward performance appraisal procedure occurs at the same time as the formal performance appraisal, the two may be linked in the minds of respondents, and the data may be biased (London, Wohler, and Gallagher, 1990).

Timing and frequency of implementation is another issue, researches indicates that upward performance appraisal should be conducted at least annually.

4. Clarify expectations regarding procedures with participants:

All parties will want to know when they can expect to know the results, who will see the results, and what will be done with the information. The raters can have doubts about the integrity of the system and may feel that upward performance appraisal is a waste of time if they are not informed of the results.

The results of the appraisal need to be made known as soon as possible, this will build integrity in the appraisal system, action plan to improve each manager's weak areas should then be drawn up and executed (Nevels, 1989).

5. Provide support for the ratee:

Ratees tend to react in three primary ways upon receiving the results of upwards performance appraisal: they may feel constructive, ready to make necessary changes for the better, they may be depressed and withdrawn; which will hurt the productivity and moral, or they may feel angry and ready for retaliation.

Management should be ready to support individuals in the latter two categories, to help them accept the feedback results, support can come from the ratee's boss, a peer, an outside support group, or helping professional (Petrini, 1991).

One way to ensure ratee acceptance of appraisal system is to show the results only the manager being reviewed and a consultant to interpret the data, managers should be given the choice whether or not to share the results with their supervisors and with their workgroups.

6. Training participants:

Rated managers should be trained on how to discuss the results with their subordinates, subordinates need to be informed about the skills needed for

successful supervisor so that they can rate managers accurately. It is helpful for supervisors and subordinates to be trained together at the same meeting, so the two parties may better understand the upward performance appraisal.

7. Commitment of top management:

Top management must declare the importance of the upward performance appraisal procedure to the organization and clearly define how it will be received. Top management needs to set the objectives and goals for the upward performance appraisal program in order to measure the results.

The main benefits for using the upward performance appraisal are reducing turnover, increasing productivity, selecting managers for new assignments.

8. Raters participation should be voluntary:

Upward performance appraisal should be used only by raters who feel comfortable with it, if individuals are forced to participate, they may fill out the instrument just to get over with it (Petrini,1991).

9. Bias:

Two possible sources of bias may exist, the first source of bias occurs when the upward performance appraisal team goes into the process looking for a certain results, bias toward outcome is most likely to happen.

The second source of bias results from raters, this bias occurs when raters are not interested in the process, when they have hidden agendas.

2.5.6 Career Counseling

Career counseling is a two-way communication with the employee. This practice can be highly associated with the core of the Herriot and Pemberton's (1996) model, which shows the need to match between requirements and possibilities in the organization on one side, and individual aspirations and abilities in the career arena on the other (Baruch, 1999).

2.5.6.1 Career Counseling by Manager

The Direct Supervisor is in the best position for career counseling for the reason that the Direct Supervisor has the most accurate knowledge of the person, for this counseling to be effective the Direct Supervisor needs to know the career options available, and the direction of future Organizational development.

Gutteridge (1979) found that 87% of supervisors were not trained for counseling. Mergers and Acquisition leaves main layers of management unaware of significant organizational changes only after its announcement, which leaves many direct supervisors with no prior knowledge. Baruch (2003)

2.5.6.2 Career counseling by HR department

The advantage of career counseling being done by HRM staff is that they have knowledge of the organizational goals, they also have skills and experience in counseling. A problem that HRM staff frequently faces is that there is a gap between the real life and the professional life of the organization.

In the 21st century it is expected the HRM managers are expected to more aware of future plans, and to be better equipped to deal with individual career counseling.

2.5.7 Formal Mentoring

The main goal of mentoring is to bring together a manager with an experience (sometimes not the direct manager) and a person with managerial potential, this manager provides tutoring and advice.

This practice is used mostly for managerial personnel and recruitment programs, still, the potential of this practice was demonstrated in several studies; Kram (1986) concluded that both parts of the mentoring practice benefit, and that the organization can shape the kind of mentoring relationship.

Scandura (1992) examined the main disadvantages of the mentoring practice such as negative relations, sabotage and spoiling. Another major problem of the mentoring practice is the possibility of having a collision of interest between the direct manager and the mentor.

Another problem associated with the mentoring practice is the lack of mentors, in the 21st century organizations will have less hierarchical layers, this means that it will be hard to find enough people who can serve as mentors, and one of the ideas to solve this problem is peer mentoring.

Mentoring is a communication relationship between a senior organizational member (the mentor) and a junior organizational member (the protégé or mentee).

Studies show that mentoring leads to increased performance and promotion rate, early career advancement, greater upward mobility, higher income, greater job satisfaction, enhanced leadership ability and perception of greater success and influence in an organization.

Formal mentoring is originated from the principles of informal mentoring, there are three basic differences between formal and informal mentoring; one is the initiation of the process or the formation of the relationship (Chao & Gardner, 1992), the second notes the goals, duration, and phases of the relationship (Kram, 1985), and the third is the process and functions involved in the mentor relationship (Ragins & Cotton, 1999).

As an initiation of the process, members of formal mentoring relationships are usually assigned to one another by an individual responsible of coordinating the mentoring program (Chao & Gardner, 1992), the informal mentoring process initiation of the relationship develops naturally or without outside formal assistance.

The second difference is in the goals and the duration of the relationship. Formal mentorships are usually of a shorter duration than informal mentorships. Formal lasting 6 months to a year and informal lasting 3 to 6 years (Kram, 1985).

Members of informal relationships will meet when desired, however, the mode, frequency and location of contact for the formal mentoring is most likely to be determined by the organization, and in many cases is identified in a written agreement between the mentee and the organization (Murray, 1991).

Allen and Ebbey (2003) suggested that when there are goals involved in the informal relationships, they are discussed and agreed upon by the parties themselves, rather than being determined by external sources as what happens in formal mentoring programs.

The third difference is in the function of the mentoring relationship. In terms of the functions, Kram (1983) identified the mentor role theory and suggested that there were two areas of support or functions that mentors provided the mentee.

The first was career development, and the second was psychosocial development. Kram (1983) was the leading expert and was the one responsible for the most detailed systematic work regarding the mentoring process.

The career functions included nominating the mentee for desirable projects, lateral moves, promotions (sponsorship), providing the mentee with assignments that increased visibility to organizational decision makers and exposure to future opportunities (exposure and visibility), sharing ideas, providing feedback, and suggesting strategies for accomplishing work objectives (coaching), reducing unnecessary risks that might threaten the mentee's reputation (protection), and providing challenging work assignments (challenging assignments) (Noe, 1988, p. 459).

The psychosocial functions were thought to enhance the protégé's sense of competence, identity and work role effectiveness. These functions included serving as a role model of appropriate attitudes, values, and behaviors for the mentee (role model); conveying unconditional positive regard (acceptance and confirmation); providing a forum in which the mentee is encouraged to talk openly about anxieties and fears (counseling); and interacting informally with the protégé at work (friendship) (Noe, 1988, p. 459).

There are four phases of mentoring; initiation, cultivation, separation, and redefinition (Kram, 1985). The initiation phase is where the mentor and the

protégé begin initial interactions that involve learning the other's personal style and work habits.

If the relationship matures, the next phase is cultivation. This phase includes career development, role modeling, and psychosocial mentoring functions. Also in this phase, the mentor promotes and protects the protégé. The protégé gains knowledge from the mentor and the mentor gains loyalty and support for the protégé. Kram (1985) discusses the third phase as separation. She notes that this involves structural and psychosocial disconnection. In most cases this is where the protégé gains independence from the mentor.

The last phase of mentoring is the redefinition phase. This is where the mentor and protégé frequently develop a relationship that is more peer-like, characterized by mutual support and informal contact .(Kram, 1985)

According to Bennis (1989) "the basis for leadership is learning, and principally Learning from experience" (p. 181). This learning is continuous throughout the mentor –protégé relationship. Similarly, Hezlett (2005) concluded that mentored protégés enjoy mentoring outcomes such as affective learning, skill based learning, and cognitive learning.

She specifically summarizes mentoring outcomes as organizational knowledge, technical knowledge and skills, interpersonal skills, self-confidence, and time management skills (Hezlett, 2005). Such learning is evident in mentoring best practices functioning in diverse companies.

Mentorship can facilitate career development for both mentor and the protégé; it is not only the protégé that benefits from such an intensive relationship. Studies indicate that early career rate of advancement and income was enhanced for young managers involved in mentoring relationship, studies found that both functions of mentoring were related to positive career outcomes.

Vocational (career) mentoring was positively related to the rate of promotion, and social support (psychological) mentoring was positively related to salary level. In addition to positive career outcomes, Protégé also can learn many skills from their mentors, such as professional, political and communication skills.

Mentoring relationships depends on internal factors as well as external factors like the atmosphere in the company and its support of such relationships.

Mentors choose Protégés because of similarity of goals and interests, in formal mentoring programs established by companies, Protégés are randomly assigned to mentors. Any difference in selection might lead to different outcomes of these two types of mentorships.

2.5.8 Career Workshops

Career workshops are short-term workshops aim to support managers with relevant skills, knowledge and experience, increasing the effectiveness of the employee, improving their employability, enhancing their career resilience, and identifying future opportunities (not just general development), it can help them learn how to make career decisions, set career goals, create career options, workshops can also help people to build confidence and self esteem. (Haskell, 1993)

The recommendations for sending these employees to such workshops can come from their HRM career counseling team, their managers and mentors.

Many training programs teach new skills and knowledge the participants will use in their jobs, career workshops focus on the participants themselves, this means that career workshops focus on the participant's abilities, values, interests, and career histories.

Before designing career workshops organizations must identify the goal of these workshops, and must determine what participants expect from it.

When designing career workshops career counselors use a three-part model of career guidance, this model consists of self-assessment, career exploration, and decision making (Haskell, 1993)

1. Self-Assessment

In this stage the participants conduct a self-assessment through the use of several exercises:

A. Lifeline: In this exercises participants are asked to answer several questions considering their way of decision making and problem solving, then participants are asked to make a graphic representation of their career history on sheets of paper , participants should graph an L-shaped graph to plot their lifelines, the horizontal line represents a person's age, the vertical line represents the satisfaction(Haskell,1993).

Next, participants are divided into groups of three, these groups discuss their lifelines, each participant spends 20 minutes representing his or her graph, the group should focus on one member at a time, this activity ends when all participants share their experiences and insights and any surprise they experienced regarding their lifelines(Haskell,1993).

The lifeline provides an excellent exercise for establishing group connection; this exercise can be followed up by activities for building self-esteem, also participants can walk around showing off their lifelines giving each other positive feedback.

B. Skills assessment: In this exercise participants write at least five of their Accomplishments, they must write in details what they did, how they did it, who else was involved, what the results were and how they felt about each accomplishment.

In groups of three, each participant takes a turn presenting one of his or her accomplishments, and then group members help the presenter make a list of skills that he or she used to achieve these accomplishments (Haskell,1993).

In another exercise participants use skills matrix to asses their job skills, participants use the horizontal axis of the matrix to indicate whether they are proficient at, competent in, or still learning specific skills, on the vertical axis participants indicate whether they are passionate about, enjoy, like, or prefer not to use the skills the skills they listed on the horizontal axis of the matrix.

The skills matrix allows participant to determine the skills they no longer want to use and the skills that they want to continue using and are learning on the job. The goal of this exercise is to help participants to become aware of the skills they enjoy and use with proficiency (Taylor,Sandra.C, 1997).

C. Value clarification: values are important for career choice and people's Level of satisfaction with their jobs, but it is more difficult for people to define their values that it is for them to define their skills.

In this exercise, participants write down and set priorities among their values, then they asses how closely they have complied with those values in their career choices. Next, participants express their values to the class, and common values among participants are identified (Haskell,1993).

The next part, participants are asked to visualize an imaginary line on the floor, this line is a value line, participants then asked to place themselves at points on the line to indicate to what degree they value factors such as money, power, security, etc.

D. Interests Inventory: there are many inventories to be originated such as Personality inventory, personal strength inventory and job analysis profile.

2. Career exploration

Career profile: each participant creates a career profile that shows his or her main interests, skills, values, and strengths, as well as any other qualities such as family status, age, and the economy that can influence career decisions.

Participants again assemble in groups of three, they get a chance to imagine; each participant creates his or her ideal job.

First, participants create mental pictures of the most satisfying jobs they can imagine, using information from their self-assessment on their skills, interests,

values, and personalities. Then they write down their response to the following questions:

- Where are you?
- What does your work space look like?
- What are you wearing?
- What are your activities and contributions?
- What kind of people do you work with?
- What is the main purpose of your job?
- What is the best part of your job?

At this point participants should start developing ideas for new jobs, new careers, and new career moves; they can form groups of six to brain storm about career ideas for each group member. Participants must be able to define their career goals, based on what they have learned about themselves and their options.

Setting goals is the foundation for creating a plan of action. Goals should be well-defined, flexible enough to adjust to changes in the workplace, and have specific time frames. Participants may aim to vertical, horizontal, or downward movement in their organizations; they can also set goals regarding job relocation, job enrichment, and job exploration.

3. Decision making

A. Seeking Information: People can use information about jobs, occupations, Organizations and the job market to help them in setting goals and assessing the feasibility of their career plans.

People can gather information by two ways, the first one is reading, organization must provide participants with information about resources in the firm's library or the community libraries such as books, magazines, news papers, directories, trade publications, annual reports, encyclopedias, job descriptions, in-house publications, recruiting materials and personnel directories.

The second way for gathering information is networking; networking can help participants gather information on specific careers, geographical areas, and organizations, participants can ask for advice and maintain contacts that may be able to help them follow specific career paths.

B. Writing resumes and letters: career workshops include a section on how To write resumes and letters, participants should know the essential elements of a resume, cover letters, and network their letters participants and get feedback.

C. Interviewing: participants should develop interviewing skills, Interviewing skills should be lectured to the participants, and then participants should work in pairs to practice interviewing skills.

D. Action Planning: this exercise motivates participants to take the next Steps on their career paths; in this exercise participants do one or more of the following tasks:

Complete an action planning form. Each trainee should give a copy to one other person to remind the trainee of his or her plan. Trainees should select one or more people to encourage and help remind other trainees of their goals.

Each trainee should select an action-planning friend and promise to communicate each other once a week. Trainees should form support groups with workshop participants who live or work nearby. Trainees should write themselves a letter on the last day of the workshop and mail it one month later.

A good way to end the workshop is to summarize participants' accomplishments and to conduct an exercise for building self esteem such as forming an appreciation circle in which each trainee says what he or she appreciated about the workshop, or forming a wish circle in which each trainee finishes the sentence: " I wish...", it is important to end the sentence on a positive note (Taylor,Sandra.C, 1997).

The last thing to be done is to ask the participants to complete evaluation forms to help improving future workshops.

2.5.9 Common career paths

In the 1970s and the 1980s, the use of career paths witnessed a huge spread among many organizations. Career paths are mostly used in large organizations.

For career advancement of the manager in an organization, a career path is preferred and recommended. Career paths can lead the people through different departments and units within the organization.

Stability and a wide range of layers and positions are the base for career path planning, the increasing number of organizations going through the process of downsizing and flattening future development in career paths is likely to decline.

According to Peiperl and Baruch (2000), it is now the norm rather than the exception for organizations to have no fixed career paths and for individuals in them to see no further than one or two years ahead.

2.5.10 Dual Ladders

This practice came as a response for the need to provide a different path for promotion for professionals with non-managerial roles. It is a parallel hierarchy created for professionals and technical staff that allows them upward mobility without conducting a managerial role, dual ladder is very important for professionals with no managerial skills or with no intention to become

managers. Many organizations will continue to use this practice, and implementation is in continuous growth (Badway, 1989).

In the dual ladder system a technical professional has two sides to choose from, an administrative side of the ladder and a technical side. The administrative side allows career advancement through the various ranks of management. The technical side of the ladder allows career advancement through more technical challenge and recognition.

When a technical professional chooses the technical ladder he avoids management responsibilities, but he stays in contact with the technology that he enjoys working with. A third ladder called a "triple ladder" adds project management. The project management ladder combined the technical and administrative ladder.

A problem that both the company and the technical specialist face today is the promotion of highly skilled technical individuals that means removing them from the company with no guarantee that they will become successful managers.

The dual ladder system gives the individual a choice to challenge technical ideas and grow from a career point of view. The dual career concept gives engineers and scientists greater flexibility in their job and career path.

Rewards of the system include projects decision making authority, scientific achievement bonuses, flextime, self supervision, and the option of setting up your own work schedule. The move up the managerial side of the ladder rewards an individual with greater power and decision making authority.

The dual ladder approach gives growth opportunities to technical individuals that do not have the desire or skills to manage. The system aids in the recruitment of strong technical talent and the ability to retain them.

Studies done by Joseph A. Raelin show that the technical professional does not want to get involved in management unless when doing so will give them the chance to earn more money or status is involved. Successful dual ladder programs must define the path for promotion on the ladder.

The individual acquires recognition and status while pursuing technical career opportunities. The dual ladder approach will work in organizations where professional contributions have a value equal to managerial accomplishments (Raelin, 1985).

The dual ladder approach has negative sides and several problems. A criticism that comes up frequently accuses the dual ladder approach as being a dumping ground for bad managers and technically inadequately functioning individuals. The inadequately functioning individual at his or her job would be moved into a management position not as a reward, but in hopes of improved job functionality (Goldstein, 1988)

Rewarding management careers more than technical careers is another criticism of the approach, The failure of dual ladder approach is not the concept, but the implementation (Badaway, 1989).

On the management side of the ladder there is often more decision making authority than on the technical side. Money for the equivalent position on the management side often is not the same. The second objection of the approach is that there can be a shortage of rungs (ladder steps) on the technical ladder or the highest rung on the technical side could be below the managerial side of the ladder.

A third objection finds that interpersonal conflict exists between managers and technical professionals. Titles on the professional side of the ladder do not receive the necessary respect. Some solutions are suggested to solve this problem, these solutions include having professionals play a key role in determining promotions within their professional side, using corporate media to announce accomplishments, and giving the technical professional a role in key executive decisions.

When the technical professional decides to take on the management side of the ladder, certain problems must be addressed. Usually the technical individual possess little or no managerial skills when coming into management (Krems, 1983).

To make a good manager, the technical individual must realize the basics of good management. They will notice individual differences, define challenging work, define expectations, and differentiate between poor performance and the need for training. Rewards should be given for accomplishment and punishment in the form of feedback (Badway, 1989).

Many technical managers identify themselves by their technical fields instead of their managerial position. They tend to get involved in technical issues and lose sight of their management position. A strong drive to achieve is a problem, the managerial position may need less individual effort and more emphasis on motivating others.

Some technical managers might face the problem of having low relationships with others, the technical professional usually prefers to work alone and is highly task oriented, they may not place any value on developing relationships with those that work with them.

Where dual ladders have worked, each rung of the ladder was clearly defined. The ladder may not be the best thing for every company to have. There are usually many procedures and policies to follow that go through a constant state of change (Berkman, 1989).

The concept of the dual ladder system must also fit in with the corporate culture. Beside culture a major reason a company will not initiate a dual ladder is the cost associated with it. Once a dual ladder system is set in place, pay scale must be upgraded particularly on the technical side to reflect quality.

There is a cost of not implementing the dual ladder system; if a technical professional leaves the company because of the lack of opportunity, training a new technician will have its cost. Individuals must be motivated enough to produce the desired results the company needs. To do this requires reward and recognition or people will leave (Goldstein, 1988).

Key elements in designing a successful dual ladder system include identifying alternative career paths, focus of the dual ladder program, and use of a task force to aid in setting up the program to meet the specific needs of the technical professional, the use of the task force in gathering additional information and evaluation is critical.

2.5.11 written personal career planning

Written career planning documents imply a commitment on the organization's part. Few organizations use this technique (Baruch, 1996), long term commitment has extinct from the life of organizations in 1990s and this trend seems to continue in the 21st century.

Written personal career plans causes problems for the reason that it creates expectations, and the past experience has shown examples of frustration where a plan suggests the same job for several people, a job which only one individual can attain.

2.5.12 Retirement preparation programs

This practice targets the employees who are about to reach retirement age and will leave the organization. This program aims to prepare the employee and prepare him to face retirement, this means, to provide the employee with all necessary financial data such as pension conditions and tax regulations, it also means that psychological preparations should also exist, these psychological preparations aims to help the employee to adjust to life without work (Baruch 2003).

It is expected that redundancies (layoffs or reduction in working force) will increase in the future, and employees will rarely leave the organization at retirement age, so preretirement programs are expected to be replaced by pre redundancy programs.

2.5.13 Succession planning

Succession planning is a systematic process of developing individuals to fill an organization's key role. When a productive succession plan exists, the organization will have a sufficient number of qualified individuals to fill key positions.

Individuals on the plan are usually identified in terms of their readiness to fill specified roles within a given time period. Succession planning is more about developing candidates for success than identifying those who are prepared.

Growing talent within organizations yields leaders who, through their historical knowledge and experience in organization have earned the trust of the organization and are more likely to be accepted as knowledgeable, capable leaders.

Succession planning helps companies in assuring continuity by preparing leaders for key executive positions; engaging the senior management team in a disciplined process of reviewing the corporation's leadership talent; putting the diversity issue on the corporate agenda; guiding the development activities of key executives; re-examining corporate and business unit structure, processes, and systems; aligning with HR activities that support the leadership renewal process (e.g. selection systems, rewards); contributing to shareholder value (Leibman, Bruer, and Maki, 1996).

Succession planning should not be viewed as a single event. It should be viewed as a process that begins with recruiting and hiring of individuals and then developing them along their career path. Succession planning should be a well planned, deliberate process (Marshall, 2005).

Researches indicates that Succession planning has Benefits:

1. Allows an organization to move forward when the inevitable occurs: Positions can become vacant for many reasons: retirement, career nobility, ill health, terminations and death.
2. Helps develop people: When a high potential people are developed, they get ready for new, larger experiences and get better in their current positions.
3. Sends a positive signal to all staff: When an organization develops its people, and people receive promotions as a result, it sends a clear and positive message that the organization is serious about developing human resources.
4. Saves time and money: When a position opens and no one inside the organization is ready, the organization must recruit externally.

5. Helps an organization to stay on track: When a successor is developed and ready, the strategies that are currently in play continue.

2.5.14 Books and/or pamphlet on career issues

Books or pamphlets on career issues should accompany a formal presentation done by the organization to provide all kind of career-related information. Such information is provided to all employees, but it is especially important newcomers.

In these presentations organizations introduce what is being offered by the organization in terms of career opportunities and provide an introduction to all available OCM practices, these information is directed at all employees but is important for newcomers who are recently recruited to the organization or for employees recently promoted to the managerial ranks.

Restructuring, mergers, acquisitions and other complex changes will force the booklets to be turned into electronic versions as a part of the company's website.

2.5.15 Postings regarding internal job openings

When a vacancy exists in an organization the organization can fill this vacancy with external or internal people, when looking for internal people the vacancy must be published within the organization, one of the most common ways for doing that is job posting (Baruch and Peiprl, 2000).

Usually the job posting is published on notice-boards within the organization or by the organization's newsletter, nowadays; the internal e-mail of the organizations is used for job posting.

The choice depends on the level and type of the position and the norms of the organization's career management practices. Many organizations use a policy requiring internal job posting before any external search is conducted.

The use of the job posting can indicate to the employees that the organization prefers recruiting managers from within the organization than from outside the organization.

2.5.16 Formal education as part of career development

Organizations select people of technical or managerial potential and send them on a formal program of study as a part of their development path. Once the organization has identified a training or education gap in the near or far future, these programs can rectify the problem with this long-term approach.

Organizations are expected to prefer to hire people that are already educated rather than those who need to be sent on study programs due to the short-term period of the new era job contracts.

2.5.17 Lateral moves to create within-functional experience.

Using this practice is expected to increase for the reason that modern organizations have fewer hierarchy levels. Cross-functional moves will characterize the career path of the future manager, and People should be advised that career advance is not along the old lines of historic upward movements.

The flattening of organizations means fewer hierarchy levels and fewer opportunities for upward mobility. Because people no longer move up the ladder so fast, organizations need to clarify that a route with slower upward mobility reflects career success rather than failure.

2.5.18 360-degree assessments

360-degree assessments has witnessed a growth in the 1990s, 360-degree feedback can take the form of self and upward performance appraisal, peer appraisal, committee, or a combination of several sources in addition to that given by the direct manager performance appraisal.

Researches indicate that the use of the 360-degree assessment will continue as a feedback tool and for development purposes than as an information gathering process for organizational decision-making.

2.5.19 Induction or Socialization

Induction or socialization goal is to introduce employees to their new organizations, and it is the first OCM activity the employee will experience. In this process the new employee is expected to learn all the organization values and norms and to adapt to the culture of the organization, managers are expected to participate in this process, and other parts of this process is done in an informal manner.

2.5.20 Building psychological contracts

Building psychological contract is the unspoken promise of what the employer gives and what the employees gives in return. This practice started to have real attention in the 1990s.

Employees have their expectation, expectations which the employer is expected to fulfill, and these expectations are: The organization's perception of what is considered as a fair contribution of the employee, and what the organization will provide in return for the employees fair contribution. (Baruch 2003).

It is expected that in the future the employer will clarify this concept. This means that after clarifying the expectation of the employees and deciding what the organization will provide, the employee must be persuaded and required to sign this contract, a contract that will become written not unspoken as it used to be.

The employer may deal with two groups of employees. The first group will be the new comers, the employer will have to establish a mutual agreement which is the psychological contract, and this agreement will set the type and style of future relationships. The second group of employees will be the old employees. For this group the employer will have to alter the psychological contract (Baruch 2003).

2.5.21 Secondments

Secondment is the temporary assignment to another area within the organization, and sometimes even to another associated organization, for the purpose of this study secondments will be limited in definition as temporary assignment to another associated organization. Secondment is a period in which the manager acquires a different perspective, within the company or from the outside.

Secondments can improve the acquaintance of a manager with organizational processes, help build interrelations with colleagues and increase communication thereafter. secondments can be taken outside the organization where a manager serve a period of time in another company, sharing knowledge and gaining some insight in return.

People who might offer the secondments are managers, mentors and HR councilors. Secondments have some disadvantages, they take long time for planning, an organization might lose their employees to the organization they seconded their employee, and it might only one organization that will benefit from this practice not the two organizations.

2.5.22 Coaching

A coach is an individual who is in a position to provide feedback, counsel and accountability to another individual with the purpose of helping them improve their performance and develop their talents (Longenecker, 2007).

Coaching is a process that includes interaction that helps individuals and organizations to develop more rapidly and at the same time producing more satisfying results.

Coaching is concerned with the development of skills and performance improvement and there for coaching is an important part of career management. Coaching is one on one conversation and should be done on an ongoing basis, coaching should focus on individual goals and organizational goals. One way to understand what coaching means is to know that each letter in COACH means something:

C: concern for the success of the employee.

O: observation of ongoing employee behavior and performance.

A: alignment with the employee's ability and motivation with performance standards.

C: communication and feedback about performance to help shape and reinforce desired outcomes.

H: help to improve employee performance and make employees feel appreciated.

A coach's main responsibilities include:

1. Providing performance feedback on regular basis: the coach must provide feedback for knowledge, skills and competencies that are critical for the success employees that they are coaching in their current jobs (Segers, 2011).
2. Setting clear expectations and performance standards: coaches that don't set clear expectations and performance standards will cause the employees being coached confused (Segers, 2011).
3. Helping employees in developing self-improvement action plans: a coach must select specific areas for improvement, and support employees in developing their personal and professional plans (Segers, 2011).
4. Observing and rewarding high performance: a coach must find ways to provide public praise and recognition for employees with exceptional performance.
5. Training and support: a coach must ensure that his team members being coached have the opportunity to grow by providing best training tools available and supporting them in applying what they have learned to their jobs (Segers, 2011).
6. Strong Relationships: coaches must build strong relationships with their teams and not to focus only on administrative aspects of their work (Segers, 2011).
7. Skill and will problem: skill problems need patience and training, will problems require motivation, ignoring these problems will be costly from the productivity point of view (Segers, 2011).

There several types of coaching:

1. Performance coaching: This type aims to enhance the individual's performance in his current role at work, and to increase his effectiveness and productivity.
2. Skills coaching: This type of coaching is a flexible, adaptive, 'just-in-time' Approach to skills development, this type focuses on core skills needed by the employees to perform in their role I the organization.

3. Career Coaching: This type of coaching is concerned with individual's career; the coach uses the feedback from the individual to increase clarity, forward action, and personal change.
4. Personal or life coaching: In this type the coach helps the individual to Discover what they want in life and how they may be able to achieve their aspirations.
5. Executive coaching: This type of coaching is one to one performance Coaching, executive coaching is increasingly being recognized as the way for organizations and individuals to improve performance. This type of coaching is often delivered by coaches operating from outside the organization whose services are requested for a specific duration.

The following tables show the difference between Coaching, Mentoring and Counseling:

coaching	Mentoring
In general ,Coaching relationship has a specific duration	The relationship in ongoing and can last for a long period of time
More structured and the meetings are schedules on regular bases	Can be informal, and can take place whenever the individual feels that he needs an advice
Short term and focuses on specific areas or issues	Long term, and takes a broader view of the individual
The coach does not need to be an expert in the individual's functional role, unless the coaching is specific and skills-focused	The mentor is more experienced and qualified than the individual, and in most cases the mentor is a senior manager from the organization that can provide opportunities for development.
In general, coaching is concerned with specific development of individual at work	Aims to develop the individual's career
Coaching aims to achieve specific immediate results	The mentor provides support and guidance, and the individual is the one who sets the agenda.

Coaching	counseling
It's focus is narrow	Broader focus
Aims to improve the individual performance at work	Aims to help people to understand the root causes of long term problems at work
Does not address psychological problems	

Short term	Short term, but it can last for a long time depending on the issue
More structured and the meetings are schedules on regular bases	The agenda is set by the individual but in agreement with the organization

2.5.23 Job Rotation

For the purpose of this study Job Rotation is lateral moves of employees between jobs in organizations but they differ from lateral moves in the fact that Job Rotation includes promotions and that job rotation is create cross-functional experience.

There is a difference in Job Rotation and Promotion, promotion is an upward movement in organizational hierarchy, indication a change in salary and increase in responsibility, promotion may or may not involve a change in job assignment, but Job rotation refers to any change in assignment, a change in assignment indicates a change in title or department but necessarily a change in salary. Still, promotion and Job Rotation share many same effects on career development. (Bennett, Ben, 2003)

There are two forms of Job Rotation; the first form is within-function rotation, in this form the rotation is between jobs with the same or similar levels of responsibility and within the same operational area. The second form is cross functional rotation; in this form rotation occurs between jobs in different parts of the organization over a period of time, in this form rotation will be arranged in a sequence representing an increase in the level in the responsibility.

Job Rotation increases experience, this was the reason why researchers suggested that Job Rotation may be related to career development. Managers are expected to perform different roles and job rotation may possibly enhance learning these roles.

Employees who have reached a point where the chance of promotion in the same organization is very low may have lower commitment, job rotation may help in solving this problem by adding stimulation to employee's work. (Bennett, Ben, 2003)

Other benefits of job rotation to be mentioned: creating cross-trained workforce, reducing boredom, reducing work stress, increasing innovation and motivation, increasing production, reducing absenteeism, lowering turnover rates, increasing ability to handle changes.

2.5.24 Success Teams

This practice has some resemblance in one of the steps included in career workshops and like mentoring in the way employees support each others; in success teams a small group of employees meet periodically to support one another in achieving their career goals.

It is expected that this practice would be applied within organization, knowing that this practice is relatively new and innovative.

2.5.25 career development course in cooperation with universities

It is known that the universities have the academic experience in the specialties that they provide, and that the people that work in universities are well rounded and keep up with all the developments in their fields.

Some kind of cooperation between the universities and the banks operating in Palestine would be beneficial for the both parties, it would be beneficial for the banks because they would know that an academic staff is available to help in developing their employees, and it would be beneficial for the universities because of the practical expertise the employees have, this experience will enrich the lecturers knowledge, and it will also be beneficial for universities because of its financial returns.

2.6 Individual's development

The Center for Creative Leadership has studied the ways in which successful executives acquire their skills. Their research has identified some broad categories of experiences they found to be developmental, as reported by several hundred managers who analyzed and identified the factors that resulted in their own growth:

1. Challenging Jobs:

A challenging job is the most important source of development. Challenging jobs force people to grow, learn, and to cope with pressure.

2. Bosses and Other People:

Bosses serve as models. Bosses, especially first bosses, have a strong impact on our development. We can learn as much from bad bosses about how we don't want to act as we can from good bosses who provide good models.

3. Hardships:

Hardships identify our limits and allow us to learn and demonstrate our resilience.

4. Off-the-Job Experience:

Experiences off the job, primarily community service, are most likely to afford opportunities to gain and practice leadership skills that the job can't offer.

2.7 Training as a tool for development

Training programs, the standard routine of management development activities, are valuable for what is learned directly from the training and for the opportunity training presents for the individuals to build self-confidence by comparing themselves against peers. The Center for Creative Leadership reports that managers find coursework valuable as a forum for trading tips, learning Various problems solving- methods and comparing themselves with others.

Training is not development, training is a part of development, in order to use training as a tool of development organizations must:

1. Not to start a development plan with a training program

Training should never be one of the first activities in the plan. Before starting training the employee, the organization should know what their employees need to learn, and the areas that need training and improvement.

2. Focus on application

The goal of the training program is not only to teach new ideas and techniques and approaches, during the training program, the primary question each participant should be asked is, How can you apply what you have learned back on the job?.

3. Networking

Training programs allow participants to interact with each other and build their professional network

2.8 Definition of Terms

- Career: A series of work related experiences may be in one or more organization
- Organizational Career Management (OCM): the activities and opportunities that the organizations sponsor to link the individual's career needs with the organization's workforce requirements.
- Banks: all banks operating in Palestine whether Palestinian or foreign.

Chapter Three

Methodology

3.1 Introduction

In this chapter the techniques, methods, and the procedures that were used in this research will be represented. This chapter will present objective of the study and the study design, the population and the data collection tools will also be presented, and at the end the data analysis process will be explained.

The main goal of this study was to explore the Organizational Career Management Practices at Banks Operating in Palestine, having this as a general frame; this study aims to explore the following:

1. Investigate the realities of Organizational Career Management (OCM) in at banks operating in Palestine.
2. Exploring the relations that Organizational Career Management (OCM) practices have with specific organizational characteristics of the banks operating in Palestine.
3. Offer some Recommendations to improve the Organizational Career Management (OCM) systems used in Banks operating in Palestine.

3.2 Research Population and Sample:

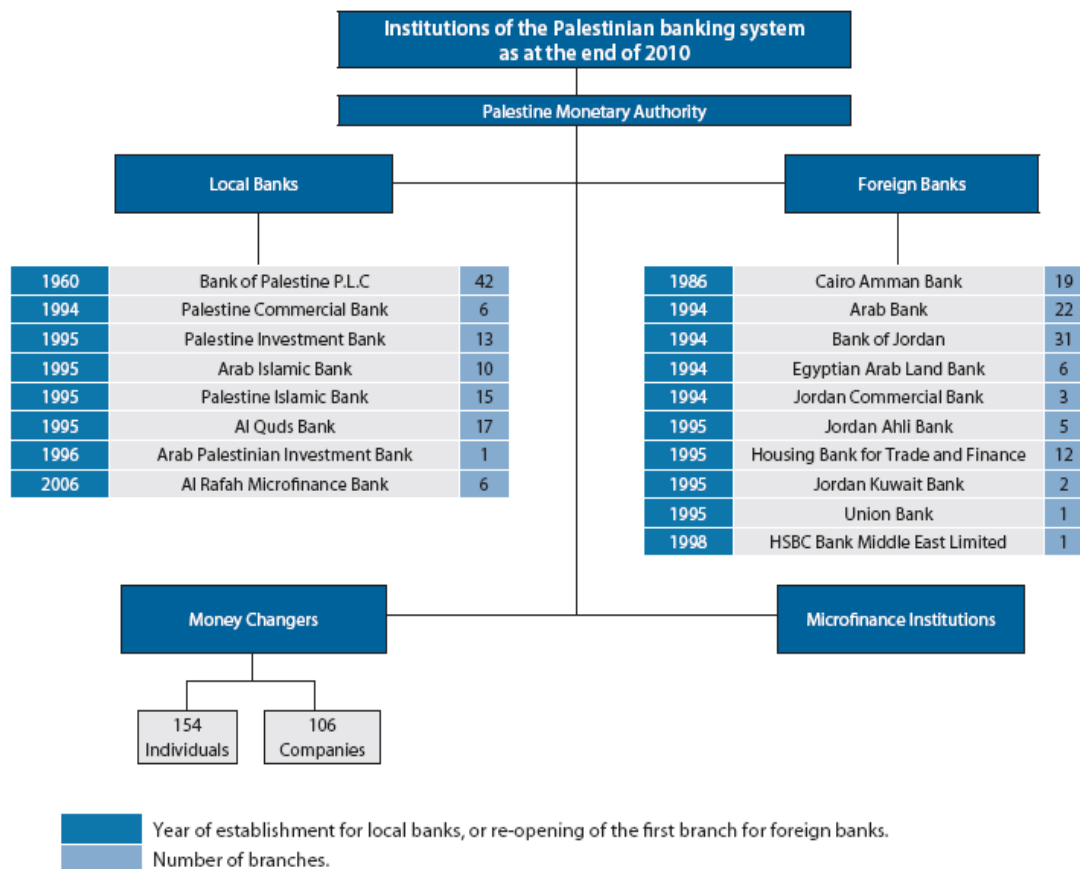


Figure 11 - Banks operating in Palestine

3.3 Instrumentation

One of the most known and widely used qualitative data collection methods is the questionnaire. Sekaran defined the questionnaire as a pre formulated written set of questions to which respondents record their answers.

For achieving the objectives of this study, a self-administered questionnaire was used. A self administered questionnaire must be filled in by the respondent while the researcher is next to him explaining any term that is used in the questionnaire.

The questionnaire was written in English by the researcher for the purpose of this study. This questionnaire was designed to gather information about the organizational career management practices at banks operating in Palestine, and if the OCM practices has any relation with some specific organizational characteristics of these banks.

The questionnaire included closed-ended questions to be filled in; one open ended question to allow the respondent to add any extra OCM practices that he thinks it was not mentioned.

The questionnaire was filled in between May 2012 to July 2012 during a visit paid to each bank's headquarters. The meeting was set after couple of phone calls to make an appointment with the HR manager.

The research instrument is divided into two main parts; the first part is designed specific demographic information (Nationality, years of existence, number of branches and number of employees).

The second part included 26 organizational career management practices included in this study. Likert scale of three points was utilized in this section; the three points were to all employees, to some employees and not applied, five points likert scale was not used for the reason that three pints likert scale will generate more meaningful data.

At the end of the questionnaire there was an open ended question asking the respondents to indicate if there is any organizational career management practices that are not included in the questionnaire.

3.4 Procedures and Time Frame

3.4.1 Procedures

The goal of this research is to explore the Organizational Career Management (OCM) practices that are being used at banks operating in Palestine and if these practices have relations with some specific organizational characteristics.

The researcher visited the head quarter of each bank operating in Palestine, and met the HR manager and line managers of these banks, a self administered questionnaire was delivered to the HR managers and each practice that was mentioned in the questionnaire was clarified and any additional questions was answered.

For collecting data, both primary and secondary data sources were used, the tools that were used for collecting secondary data in this research were: books, scientific journals. Primary data was collected directly from HR managers and line managers; the main tool for collecting primary data was self administered questionnaire.

The deanship of the graduate study and academic research at Hebron University provided the researcher an official letter for facilitating the collections of data. The researcher contacted the headquarter of each bank in order to arrange a meeting with the HR manager at each bank, after arranging the meeting, the researcher visited the HR manager of each bank and all of them were located in Ramallah.

One of the banks that were mentioned in the Palestinian Monetary Authority annual report of 2010 was closed, the name of the bank is Arab Palestinian Investment Bank. the headquarter of Bank of Palestine P.L.C was in Gaza, so after contacting the HR manager of the bank, the questionnaire was sent by email, and the HR manager filled in the questionnaire while the researcher is on the phone explaining and answering everything mentioned in the questionnaire.

One of the foreign banks refused to cooperate, trying to reach the HR manager for two months, and contacting the head quarter on daily basis, and using key people, the bank's answer was to refuse to cooperate with the researcher. As a result, the number of foreign banks included in this study is 9 banks, and the number of local banks is 7 banks.

The questionnaire was filled in by the HR manager at each bank, and two line managers, the researcher was able to collect data from all the HR managers included in the study, and from one to two line managers.

In total, 41 questionnaires were filled in, 23 questionnaires were filled by the foreign banks' managers, and 18 questionnaires were filled in by the local banks' managers.

The language of this thesis was edited by Mr. Chase Harrington, a writing consultant at Concordia University Irvine.

3.4.2 Time frame

August 2011 – October 2011: Proposal development.

November 2011– March 2012: Literature Review draft and Questionnaire development.

April 2012 – June 2012: data collection and analysis.

July 2012 - October 2012: final writing of Thesis Report.

3.5 Data Analysis

Once the questionnaires were received from the respondents, the SPSS was used to analyze data; the total number of questionnaires received was 41.

After collecting the data it was analyzed using the SPSS to get frequencies, means, standard deviation and percentages. Factor analysis was also used to check if groups of organizational career management practices will cluster together.

After collecting questionnaires, the researcher filled them into computer by recoding answers to numeric values, 3 degrees given for the answer (to all employees), 2 degrees given for the answer (to some employees), and one degree given for the answer (not applied) about the Organizational Career Management (OCM) techniques that are being used in banks operating in Palestine.

The statistical methods used are:

1. Frequencies and percentages to describe the demographic characteristics of respondents.
2. Means (averages), standard deviations, proportional weights, in addition to use Spearman's rho correlation coefficients in the second question.
3. For validity, Pearson Correlation Coefficients and the factor analysis method (extraction scores) were used.
4. Alpha (Cronbach) scale was used for reliability analysis.
5. The factor analysis method (Principal Component Analysis) was used to classify the items of the questionnaire into factors or components.

Also the following key table was used to classify the level of applying or providing the item.

mean	Level of using or applying
Less than 1.66	Not applied or lowly applied
1.66-less than 2.32	Applied to some employees or medially applied
2.32 or more	Applied to all employees or highly applied

Table 1 – classifying the level of applying or providing the item.

3.6 reliability and validity of the instrument

To measure reliability of the questionnaire, Alpha (Cronbach) scale for internal consistency was computed for the Organizational Career Management (OCM) techniques that are being used in banks operating in Palestine.

The total degree of reliability is 0.80. This value indicates that we have stability of results in case of repeating the study, and it is indicates for high reliability of the questionnaire.

And to check for validity, we used the correlation coefficients between each item with the total degree of Organizational Career Management (OCM) techniques that are being used in banks operating in Palestine, most of correlation coefficients have a significant values between the items and the total score, also all extraction scores are high (greater than 0.5), So we conclude that we have a good valid research tool.

3.7 Ethical considerations

For the purpose of this study, the following issues were addressed:

- All the data collected in this research were treated with confidentiality and used for the purpose of this study only.
- The deanship of the graduate study and academic research at Hebron University provided the researcher an official letter for facilitating the collections of data.
- the resources of the data that were used in this research were referenced.

3.8 Conclusion

A self administered questionnaire was the tool for collecting data, after developing the questionnaire depending on several studies, the questionnaire was refereed by HR professionals and academicians, the questionnaire was

considered to match research requirements and its results can be compared to other researches results..

The number of banks included in this study was 16 banks, the original number of banks was 18, one bank was closed and another bank refused to cooperate. The total number of questionnaires collected was 41 questionnaires, 23 questionnaires for foreign banks, and 18 questionnaires from local banks.

The next chapter will provide the results and data analysis of the data collected.

Chapter Four

Results and Analysis

4.1 Introduction

This chapter will discuss the findings of this study. The first part of this chapter will highlight the demographic information. The next part will discuss the realities of Organizational Career Management Practices at banks operating in Palestine.

4.2 Demographic Data Analysis

4.2.1 Age of the organization

Table (2): shows numbers and percentages of Age of the organization in Palestine

Category	Frequency	Percent
5-10	2	5
10-15	2	5
more than 15 years	37	90
Total	41	100

Table 2 - numbers and percentages of Age of the organization in Palestine

From the table above, it is noted that concerning the Age of the organization in Palestine variable, the percentage of the category (5_10) is (5%), and the percentage of the category (10_15) is (5%), and the percentage of the category (more than 15 years) is (90%).

4.2.2 Nationality of the Organization

Table (3): shows numbers and percentages of Nationality

Category	Frequency	Percent
Local	18	44
Foreign	23	56
Total	41	100

Table 3 - numbers and percentages of Nationality

From the table above, it is noted that concerning the Nationality variable, the percentage of the category (Local) is (44%), and the percentage of the category (Foreign) is (56%).

4.2.3 Number of the Branches of the Organization

Table (4): Shows numbers and percentages of Number of Branches

Category	Frequency	Percent
1-5	14	34
5-10	8	20
10-15	9	22
more than 15 branches	10	24
Total	41	100

Table 4 - numbers and percentages of Number of Branches

from the table above, it is noted that concerning the Number of Branches variable, the percentage of the category (1_5) is (34%), and the percentage of the category (5_10) is (20%), and the percentage of the category (10_15) is (22%), and the percentage of the category (more than 15 branches) is (24%).

4.2.4 Number of the Employees of the Organization

Table (5): shows numbers and percentages of Number of employees

Category	Frequency	Percent
Less than 50	10	24
50-100 employees	2	5
more than 100 employees	29	71
Total	41	100

Table 5 - numbers and percentages of Number of employees

From the table above, it is noted that concerning the Number of employees' variable, the percentage of the category (Less than 50) is (24%), and the percentage of the category (50-100 employees) is (5%), and the percentage of the category (more than 100 employees) is (71%).

4.3 organizational career management practices analysis

4.3.1 Research First Question's Analysis

What are the Organizational Career Management (OCM) techniques that are being used in banks operating in Palestine?

In order to answer this question, the appropriate scales are constructed for each technique. Percentages, means and standard deviations to identify the level of application and usage for technique are used for this purpose as shown from the following table:

Table (6): percentages, means and standard deviations for Organizational Career Management (OCM) Practices that are being used at banks operating in Palestine.

No	Item	Mean	STDEV	Applied To all Employees %	Applied To some Employees %	Not applied %	Level of usage
1	Performance appraisal as base for career planning	2.78	0.57	85%	7%	7%	high
2	induction/orientation programs	2.73	0.59	80%	12%	7%	high
3	Succession planning	2.66	0.53	68%	29%	2%	high
4	Counseling by HR	2.66	0.62	73%	20%	7%	high
5	Counseling by manager	2.61	0.59	66%	29%	5%	high
6	coaching	2.61	0.63	68%	24%	7%	high
7	job rotation	2.54	0.71	66%	22%	12%	high
8	building psychological contracts	2.39	0.63	46%	46%	7%	high
9	lateral moves"to create within functional experience"	2.34	0.48	34%	66%	0%	high
10	Job posting	2.24	0.62	34%	56%	10%	medium
11	Formal monitoring	2.24	0.8	46%	32%	22%	medium
12	Career workshops	2.22	0.57	29%	63%	7%	medium
13	success teams	2.22	0.85	49%	24%	27%	medium
14	Dual ladder	2.12	0.75	34%	44%	22%	medium
15	Books/pamphlets	2.12	0.87	44%	24%	32%	medium
16	Assessment centers	1.98	0.72	24%	49%	27%	medium
17	Development centers	1.88	0.71	20%	49%	32%	medium
18	Formal education	1.73	0.78	20%	34%	46%	medium
19	360° appraisal	1.71	0.84	24%	22%	54%	medium

20	Retirement preparation	1.71	0.9	29%	12%	59%	medium
21	Common career paths	1.63	0.77	17%	29%	54%	low
22	Written career plans	1.63	0.83	22%	20%	59%	low
23	career development courses in cooperation with universities	1.63	0.86	24%	15%	61%	low
24	secondments	1.59	0.59	5%	49%	46%	low
25	Peer appraisal	1.39	0.67	10%	20%	71%	low
26	Upward appraisal	1.39	0.67	10%	20%	71%	low
	Total score	2.11	0.29	41%	34%	25%	medium

Table 6 - percentages, means and standard deviations for Organizational Career Management (OCM) techniques that are being used in banks operating in Palestine.

The table above exhibits the Organizational career management practices and techniques of banks operating in Palestine. These practices were arranged by their mean values, the total mean score (2.11) implies that banks operating in Palestine medially applied and used the Organizational Career Management (OCM) techniques in general, for the total score the percentage of providing to all employees is 41%, to some employees is 34% and the percentage of no providing is 25%.

From the table, the following techniques are assumed highly applied or applied to all employees:

1. (Performance appraisal as base for career planning), with mean (2.78) and standard deviation (0.57), the percentage of the application is (93%), it is applied to all employees by 85%, applied to some employees by 7% and not applied by 7%.
2. (Induction/orientation programs), with mean (2.73) and standard deviation (0.59), the percentage of the application is (91%), it is applied to all employees by 80%, applied to some employees by 12% and not applied by 7%.
3. (Succession planning), with mean (2.66) and standard deviation (0.53), the percentage of the application is (89%), it is applied to all employees by 68%, applied to some employees by 29% and not applied by 2%.
4. (Counseling by HR), with mean (2.66) and standard deviation (0.62), the percentage of the application is (89%), it is applied to all employees by 73%, applied to some employees by 20% and not applied by 7%.
5. (Counseling by manager), with mean (2.61) and standard deviation (0.59), the percentage of the application is (87%), it is applied to all employees by 66%, applied to some employees by 29% and not applied by 5%.

6. (Coaching), with mean (2.61) and standard deviation (0.63), the percentage of the application is (87%), it is applied to all employees by 68%, applied to some employees by 24% and not applied by 7%.
7. (Job rotation), with mean (2.54) and standard deviation (0.71), the percentage of the application is (85%), it is applied to all employees by 66%, applied to some employees by 22% and not applied by 12%.
8. (Building psychological contracts), with mean (2.39) and standard deviation (0.63), the percentage of the application is (80%), it is applied to all employees by 46%, applied to some employees by 46% and not applied by 7%.
9. (Lateral moves"to create within functional experience"), with mean (2.34) and standard deviation (0.48), the percentage of the application is (78%), it is applied to all employees by 34%, applied to some employees by 66% and not applied by 0%.
10. (Job posting), with mean (2.24) and standard deviation (0.62), the percentage of the application is (75%), it is applied to all employees by 34%, applied to some employees by 56% and not applied by 10%.
11. (Formal monitoring), with mean (2.24) and standard deviation (0.8), the percentage of the application is (75%), it is applied to all employees by 46%, applied to some employees by 32% and not applied by 22%.
12. (Career workshops), with mean (2.22) and standard deviation (0.57), the percentage of the application is (74%), it is applied to all employees by 29%, applied to some employees by 63% and not applied by 7%.

The following techniques are assumed medially applied or applied to some employees:

1. (Success teams), with mean (2.22) and standard deviation (0.85), the percentage of the application is (74%), it is applied to all employees by 49%, applied to some employees by 24%, and not applied by 27%.
2. (Dual ladder), with mean (2.12) and standard deviation (0.75), the percentage of the application is (71%), it is applied to all employees by 34%, applied to some employees by 44% and not applied by 22%.

3. (Books/pamphlets), with mean (2.12) and standard deviation (0.87), the percentage of the application is (71%), it is applied to all employees by 44%, applied to some employees by 24% and not applied by 32%.
4. (Assessment centers), with mean (1.98) and standard deviation (0.72), the percentage of the application is (66%), it is applied to all employees by 24%, applied to some employees by 49% and not applied by 27%.
5. (Development centers), with mean (1.88) and standard deviation (0.71), the percentage of the application is (63%), it is applied to all employees by 20%, applied to some employees by 49% and not applied by 32%.

6.

And the following techniques are assumed lowly applied or not applied:

1. (Formal education), with mean (1.73) and standard deviation (0.78), the percentage of the application is (58%), it is applied to all employees by 20%, applied to some employees by 34% and not applied by 46%.
2. (360° appraisal), with mean (1.71) and standard deviation (0.84), the percentage of the application is (57%), it is applied to all employees by 24%, applied to some employees by 22% and not applied by 54%.
3. (Retirement preparation), with mean (1.71) and standard deviation (0.9), the percentage of the application is (57%), it is applied to all employees by 29%, applied to some employees by 12% and not applied by 59%.
4. (Common career paths), with mean (1.63) and standard deviation (0.77), the percentage of the application is (54%), it is applied to all employees by 17%, applied to some employees by 29% and not applied by 54%.
5. (Written career plans), with mean (1.63) and standard deviation (0.83), the percentage of the application is (54%), it is applied to all employees by 22%, applied to some employees by 20% and not applied by 59%.
6. (Career development courses in cooperation with universities), with mean (1.63) and standard deviation (0.86), the percentage of the application is (54%), it is applied to all employees by 24%, applied to some employees by 15% and not applied by 61%.
7. (Secondments), with mean (1.59) and standard deviation (0.59), the percentage of the application is (53%), it is applied to all employees by 5%, applied to some employees by 49% and not applied by 46%.

8. (Peer appraisal), with mean (1.39) and standard deviation(0.67), the percentage of the application is(46%), it is applied to all employees by 10%, applied to some employees by 20% and not applied by 71%.
9. (Upward appraisal), with mean (1.39) and standard deviation(0.67), the percentage of the application is(46%), it is applied to all employees by 10%, applied to some employees by 20% and not applied by 71%.

The conclusions from the above information is represented by the performance appraisal as base for career planning, induction/orientation programs, succession planning, counseling by HR, counseling by manager, coaching, job rotation, building psychological contracts, lateral moves"to create within functional job posting, formal monitoring and career workshops are highly applied techniques or applied to all employees in banks operating in Palestine.

The success teams, dual ladder, books/pamphlets, assessment centers and development centers are medially applied techniques or applied to some employees in banks operating in Palestine.

The formal education, 360° appraisal, retirement preparation, common career paths, written career plans, career development courses in cooperation with universities, secondments, peer appraisal and upward appraisal are lowly applied techniques or not applied in banks operating in Palestine.

4.3.2 Research Second Question's Analysis

Do the Organizational Career Management (OCM) techniques have any relations with the organizational characteristics (Age (years of existence), Size (number of branches, number of employees), and Nationality)?

In order to answer this question, the correlation coefficients are constructed to explore the relations of Organizational Career Management (OCM) techniques with the organizational characteristics (Age (years of existence), Size (number of branches, number of employees), and Nationality), then means and standard deviation and the respondent percentages for each variable across with technique are calculated to identify the nature of any relation among each category or group, as the following:

Table (7): Correlation coefficients between the Organizational Career Management (OCM) techniques and the organizational characteristics (Age (years of existence), Size (number of branches, number of employees)):

Characteristics variables	Age of the organization in Palestine		Number of Branches		Number of employees	
	Corr. Coef (r)	Sig.	Corr. Coef (r)	Sig.	Corr. Coef (r)	Sig.
1. Performance appraisal as base for career planning	-0.14	0.40	0.30*	0.05	0.24	0.13
2. Assessment centers	-0.35*	0.03	0.04	0.79	-0.31*	0.05
3. Development centers	-0.39*	0.01	0.02	0.92	-0.16	0.32
4. Peer appraisal	-0.59*	0.00	0.10	0.53	-0.07	0.68
5. Upward appraisal	-0.59*	0.00	0.10	0.53	-0.07	0.68
6. Counseling by manager	0.08	0.64	-0.09	0.58	0.14	0.39
7. Counseling by HR	0.13	0.43	0.14	0.38	0.30	0.06
8. Formal monitoring	-0.22	0.18	0.01	0.97	-0.15	0.36
9. Career workshops	-0.18	0.26	-0.40*	0.01	-0.15	0.34
10. Common career paths	-0.38*	0.01	-0.22	0.17	-0.13	0.44
11. Dual ladder	-0.05	0.75	0.22	0.17	-0.02	0.90
12. Written career plans	-0.17	0.30	0.10	0.54	-0.02	0.90
13. Retirement preparation	-0.08	0.63	0.07	0.68	-0.34*	0.03
14. Succession planning	-0.06	0.71	-0.04	0.80	0.07	0.66
15. Books/pamphlets	0.02	0.91	0.15	0.36	0.45*	0.00
16. Job posting	-0.13	0.41	-0.05	0.77	0.01	0.95
17. Formal education	-0.25	0.11	-0.37*	0.02	-0.75*	0.00
18. Lateral moves "to create within functional experience"	0.05	0.73	-0.03	0.83	0.14	0.38
19. 360° appraisal	-0.20	0.22	-0.22	0.17	-0.48*	0.00
20. induction/orientation programs	-0.16	0.32	0.09	0.58	0.16	0.32
21. building psychological contracts	-0.06	0.71	-0.15	0.36	0.21	0.18
22. secondments	0.18	0.25	0.21	0.19	0.28	0.07
23. coaching	0.09	0.59	0.22	0.17	0.23	0.15
24. job rotation	-0.23	0.14	0.28	0.07	0.13	0.40
25. success teams	-0.08	0.62	0.27	0.09	-0.01	0.94
26. career development courses in cooperation with universities	0.26	0.11	0.16	0.31	0.07	0.65
Total score	-0.37*	0.02	0.08	0.63	-0.15	0.34

*Correlation is significant at the 0.05 level (2-tailed).

*Spearman's rho Correlations.

Table 7 - Correlation coefficients between the Organizational Career Management (OCM) techniques and the organizational characteristics (Age (years of existence), Size [number of branches, number of employees])

As shown from the correlation table, the Organizational Career Management (OCM) techniques may have relations with the organizational characteristics (Age (years of existence), Size (number of branches, number of employees)), this is because some of correlation coefficients appeared in the table are significant, so it is needed to construct detailed analysis between these variables among its groups, as the following:

Table (8): percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Nationality of the organization

Item/ Nationality	scale	Local	Foreign
Performance appraisal as base for career planning	Mean	3	2.61
	Std. Deviation	0%	0.72
	Not applied (%)	0%	13.0%
	To Some Employees (%)	0%	13.0%
	To All Employees (%)	100.0%	73.9%
Assessment centers	Mean	1.83	2.09
	Std. Deviation	0.79	0.67
	Not applied (%)	38.9%	17.4%
	To Some Employees (%)	38.9%	56.5%
	To All Employees (%)	22.2%	26.1%
Development centers	Mean	1.67	2.04
	Std. Deviation	0.84	0.56
	Not applied (%)	55.6%	13.0%
	To Some Employees (%)	22.2%	69.6%
	To All Employees (%)	22.2%	17.4%
Peer appraisal	Mean	1.44	1.35
	Std. Deviation	0.7	0.65
	Not applied (%)	66.7%	73.9%
	To Some Employees (%)	22.2%	17.4%
	To All Employees (%)	11.1%	8.7%
Upward appraisal	Mean	1.56	1.26
	Std. Deviation	0.7	0.62
	Not applied (%)	55.6%	82.6%
	To Some Employees (%)	33.3%	8.7%
	To All Employees (%)	11.1%	8.7%
Counseling by manager	Mean	2.72	2.52
	Std. Deviation	0.57	0.59
	Not applied (%)	5.6%	4.3%
	To Some Employees (%)	16.7%	39.1%

	To All Employees (%)	77.8%	56.5%
Counseling by HR	Mean	2.94	2.43
	Std. Deviation	0.24	0.73
	Not applied (%)	0%	13.0%
	To Some Employees (%)	5.6%	30.4%
	To All Employees (%)	94.4%	56.5%
Formal monitoring	Mean	2.56	2
	Std. Deviation	0.51	0.9
	Not applied (%)	0%	39.1%
	To Some Employees (%)	44.4%	21.7%
	To All Employees (%)	55.6%	39.1%
Career workshops	Mean	2.11	2.3
	Std. Deviation	0.32	0.7
	Not applied (%)	0%	13.0%
	To Some Employees (%)	88.9%	43.5%
	To All Employees (%)	11.1%	43.5%
Common career paths	Mean	1.61	1.65
	Std. Deviation	0.85	0.71
	Not applied (%)	61.1%	47.8%
	To Some Employees (%)	16.7%	39.1%
	To All Employees (%)	22.2%	13.0%
Dual ladder	Mean	2.17	2.09
	Std. Deviation	0.86	0.67
	Not applied (%)	27.8%	17.4%
	To Some Employees (%)	27.8%	56.5%
	To All Employees (%)	44.4%	26.1%
Written career plans	Mean	1.33	1.87
	Std. Deviation	0.59	0.92
	Not applied (%)	72.2%	47.8%
	To Some Employees (%)	22.2%	17.4%
	To All Employees (%)	5.6%	34.8%
Retirement preparation	Mean	1.22	2.09
	Std. Deviation	0.65	0.9
	Not applied (%)	88.9%	34.8%
	To Some Employees (%)	0%	21.7%
	To All Employees (%)	11.1%	43.5%
Succession planning	Mean	2.72	2.61
	Std. Deviation	0.46	0.58
	Not applied (%)	0%	4.3%
	To Some Employees (%)	27.8%	30.4%
	To All Employees (%)	72.2%	65.2%
Books/pamphlets	Mean	2.17	2.09
	Std. Deviation	0.92	0.85
	Not applied (%)	33.3%	30.4%

	To Some Employees (%)	16.7%	30.4%
	To All Employees (%)	50.0%	39.1%
Job posting	Mean	2.33	2.17
	Std. Deviation	0.77	0.49
	Not applied (%)	16.7%	4.3%
	To Some Employees (%)	33.3%	73.9%
	To All Employees (%)	50.0%	21.7%
Formal education	Mean	1.44	1.96
	Std. Deviation	0.62	0.82
	Not applied (%)	61.1%	34.8%
	To Some Employees (%)	33.3%	34.8%
	To All Employees (%)	5.6%	30.4%
Lateral moves	Mean	2.44	2.26
	Std. Deviation	0.51	0.45
	Not applied (%)	0.00	0.00
	To Some Employees (%)	55.6%	73.9%
	To All Employees (%)	44.4%	26.1%
360 appraisal	Mean	1.5	1.87
	Std. Deviation	0.79	0.87
	Not applied (%)	66.7%	43.5%
	To Some Employees (%)	16.7%	26.1%
	To All Employees (%)	16.7%	30.4%
induction/orientation programs	Mean	2.94	2.57
	Std. Deviation	0.24	0.73
	Not applied (%)	0%	13.0%
	To Some Employees (%)	5.6%	17.4%
	To All Employees (%)	94.4%	69.6%
building psychological contracts	Mean	2.56	2.26
	Std. Deviation	0.51	0.69
	Not applied (%)	0%	13.0%
	To Some Employees (%)	44.4%	47.8%
	To All Employees (%)	55.6%	39.1%
secondments	Mean	1.78	1.43
	Std. Deviation	0.65	0.51
	Not applied (%)	33.3%	56.5%
	To Some Employees (%)	55.6%	43.5%
	To All Employees (%)	11.1%	0%
coaching	Mean	2.78	2.48
	Std. Deviation	0.43	0.73
	Not applied (%)	0%	13.0%
	To Some Employees (%)	22.2%	26.1%
	To All Employees (%)	77.8%	60.9%

job rotation	Mean	2.72	2.39
	Std. Deviation	0.57	0.78
	Not applied (%)	5.6%	17.4%
	To Some Employees (%)	16.7%	26.1%
	To All Employees (%)	77.8%	56.5%
success teams	Mean	2.56	1.96
	Std. Deviation	0.62	0.93
	Not applied (%)	5.6%	43.5%
	To Some Employees (%)	33.3%	17.4%
	To All Employees (%)	61.1%	39.1%
career development courses in cooperation with universities	Mean	1.67	1.61
	Std. Deviation	0.91	0.84
	Not applied (%)	61.1%	60.9%
	To Some Employees (%)	11.1%	17.4%
	To All Employees (%)	27.8%	21.7%
Total score	Mean	2.15	2.08
	Std. Deviation	0.24	0.32
	Not applied (%)	29.1%	28.9%
	To Some Employees (%)	27.4%	34.6%
	To All Employees (%)	43.6%	36.5%

Table 8 - percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Nationality of the organization

Table (9): percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Age of the organization:

Item/ Age of the organization in Palestine	scale	5-10	10-15	more than 15 years
Performance appraisal as base for career planning	Mean	3	3	2.76
	Std. Deviation	0	0	0.6
	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	0%	8.1%
	To All Employees (%)	100.0%	100.0%	83.8%
Assessment centers	Mean	2.5	3	1.89
	Std. Deviation	0.71	0	0.7
	Not applied (%)	0%	0%	29.7%
	To Some Employees (%)	50.0%	0%	51.4%
	To All Employees (%)	50.0%	100.0%	18.9%
Development centers	Mean	2.5	3	1.78
	Std. Deviation	0.71	0	0.67

	Not applied (%)	0%	0%	35.1%
	To Some Employees (%)	50.0%	0%	51.4%
	To All Employees (%)	50.0%	100.0%	13.5%
Peer appraisal	Mean	2.5	3	1.24
	Std. Deviation	0.71	0	0.49
	Not applied (%)	0%	0%	78.4%
	To Some Employees (%)	50.0%	0%	18.9%
	To All Employees (%)	50.0%	100.0%	2.7%
Upward appraisal	Mean	2.5	3	1.24
	Std. Deviation	0.71	0	0.49
	Not applied (%)	0%	0%	78.4%
	To Some Employees (%)	50.0%	0%	18.9%
	To All Employees (%)	50.0%	100.0%	2.7%
Counseling by manager	Mean	3	2	2.62
	Std. Deviation	0	0	0.59
	Not applied (%)	0%	0%	5.4%
	To Some Employees (%)	0%	100.0%	27.0%
	To All Employees (%)	100.0%	0%	67.6%
Counseling by HR	Mean	3	2	2.68
	Std. Deviation	0	0	0.63
	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	100.0%	16.2%
	To All Employees (%)	100.0%	0	75.7%
Formal monitoring	Mean	3	2.5	2.19
	Std. Deviation	0	0.71	0.81
	Not applied (%)	0%	0%	24.3%
	To Some Employees (%)	0%	50.0%	32.4%
	To All Employees (%)	100.0%	50.0%	43.2%
Career workshops	Mean	3	2	2.19
	Std. Deviation	0	0	0.57
	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	100.0%	64.9%
	To All Employees (%)	100.0%	0	27.0%
Common career paths	Mean	3	2	1.54
	Std. Deviation	0	0	0.73
	Not applied (%)	0%	0%	59.5%
	To Some Employees (%)	0%	100.0%	27.0%
	To All Employees (%)	100.0%	0	13.5%
Dual ladder	Mean	2.5	2	2.11
	Std. Deviation	0.71	0	0.77
	Not applied (%)	0%	0%	24.3%
	To Some Employees (%)	50.0%	100.0%	40.5%
	To All Employees (%)	50.0%		35.1%
Written career plans	Mean	1.5	2.5	1.59
	Std. Deviation	0.71	0.71	0.83

	Not applied (%)	50.0%	0%	62.2%
	To Some Employees (%)	50.0%	50.0%	16.2%
	To All Employees (%)	0%	50.0%	21.6%
Retirement preparation	Mean	1	3	1.68
	Std. Deviation	0	0	0.88
	Not applied (%)	100.0%	0%	59.5%
	To Some Employees (%)	0%	0%	13.5%
	To All Employees (%)	0%	100.0%	27.0%
Succession planning	Mean	3	2.5	2.65
	Std. Deviation	0	0.71	0.54
	Not applied (%)	0%	0%	2.7%
	To Some Employees (%)	0%	50.0%	29.7%
	To All Employees (%)	100.0%	50.0%	67.6%
Books/pamphlets	Std. Deviation	3	1	2.14
	Std. Deviation	0	0	0.86
	Not applied (%)	0%	100.0%	29.7%
	To Some Employees (%)	0%	0%	27.0%
	To All Employees (%)	100.0%	0%	43.2%
Job posting	Mean	2.5	2.5	2.22
	Std. Deviation	0.71	0.71	0.63
	Not applied (%)	0%	0%	10.8%
	To Some Employees (%)	50.0%	50.0%	56.8%
	To All Employees (%)	50.0%	50.0%	32.4%
Formal education	Mean	2.5	2	1.68
	Std. Deviation	0.71	0	0.78
	Not applied (%)	0%	0%	51.4%
	To Some Employees (%)	50.0%	100.0%	29.7%
	To All Employees (%)	50.0%		18.9%
Lateral moves	Mean	2.5	2	2.35
	Std. Deviation	0.71	0	0.48
	Not applied (%)	0%	0%	0%
	To Some Employees (%)	50.0%	100.0%	64.9%
	To All Employees (%)	50.0%		35.1%
360 appraisal	Mean	1.5	3	1.65
	Std. Deviation	0.71	0	0.82
	Not applied (%)	50.0%	0%	56.8%
	To Some Employees (%)	50.0%	0%	21.6%
	To All Employees (%)	0%	100.0%	21.6%
induction/orientation programs	Mean	3	3	2.7
	Std. Deviation	0	0	0.62
	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	0%	13.5%
	To All Employees (%)	100.0%	100.0%	78.4%
building psychological contracts	Mean	3	2	2.38
	Std. Deviation	0	0	0.64

	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	100.0%	45.9%
	To All Employees (%)	100.0%	0%	45.9%
secondments	Mean	1.5	1	1.62
	Std. Deviation	0.71	0	0.59
	Not applied (%)	50.0%	100.0%	43.2%
	To Some Employees (%)	50.0%	0%	51.4%
	To All Employees (%)	0%	0%	5.4%
coaching	Mean	3	2	2.62
	Std. Deviation	0	0	0.64
	Not applied (%)	0%	0%	8.1%
	To Some Employees (%)	0%	100.0%	21.6%
	To All Employees (%)	100.0%	0%	70.3%
job rotation	Mean	3	3	2.49
	Std. Deviation	0	0	0.73
	Not applied (%)	0%	0%	13.5%
	To Some Employees (%)	0%	0%	24.3%
	To All Employees (%)	100.0%	100.0%	62.2%
success teams	Mean	2	3	2.19
	Std. Deviation	0	0	0.88
	Not applied (%)	0%	0%	29.7%
	To Some Employees (%)	100.0%	0%	21.6%
	To All Employees (%)	0	100.0%	48.6%
career development courses in cooperation with universities	Mean	1	1	1.7
	Std. Deviation	0	0	0.88
	Not applied (%)	100.0%	100.0%	56.8%
	To Some Employees (%)	0%	0%	16.2%
	To All Employees (%)	0%	0%	27.0%
Total score	Mean	2.48	2.35	2.07
	Std. Deviation	0.3	0.11	0.28
	Not applied (%)	13.5%	11.5%	30.8%
	To Some Employees (%)	25%	42.3%	31.2%
	To All Employees (%)	61.5%	46.2%	38%

Table 9 - percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Age of the organization.

Table (10): percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Number of Branches of the organization:

Item/ Number of Branches	scale	1-5	5-10	10-15	more than 15 branches
Performance appraisal as base for	Mean	2.57	2.63	3	3

career planning					
	Std. Deviation	0.85	0.52	0	0
	Not applied	21.4%	0%	0%	0%
	To Some Employees	0%	37.5%	0%	0%
	To All Employees	78.6%	62.5%	100.0%	100.0%
Assessment centers	Mean	2.29	1.25	1.56	2.5
	Std. Deviation	0.61	0.46	0.53	0.53
	Not applied	7.1%	75.0%	44.4%	0%
	To Some Employees	57.1%	25.0%	55.6%	50.0%
	To All Employees	35.7%	0%	0%	50.0%
Development centers	Mean	2.07	1.5	1.56	2.2
	Std. Deviation	0.73	0.76	0.53	0.63
	Not applied	21.4%	62.5%	44.4%	10.0%
	To Some Employees	50.0%	25.0%	55.6%	60.0%
	To All Employees	28.6%	12.5%	0%	30.0%
Peer appraisal	Mean	1.5	1	1.44	1.5
	Std. Deviation	0.85	0	0.53	0.71
	Not applied	71.4%	100.0%	55.6%	60.0%
	To Some Employees	7.1%	0%	44.4%	30.0%
	To All Employees	21.4%	0%	0%	10.0%
Upward appraisal	Mean	1.5	1	1.44	1.5
	Std. Deviation	0.85	0	0.53	0.71
	Not applied	71.4%	100.0%	55.6%	60.0%
	To Some Employees	7.1%	0%	44.4%	30.0%
	To All Employees	21.4%	0%	0%	10.0%
Counseling by manager	Mean	2.57	2.63	2.89	2.4
	Std. Deviation	0.65	0.74	0.33	0.52
	Not applied	7.1%	12.5%	0%	0%
	To Some Employees	28.6%	12.5%	11.1%	60.0%
	To All Employees	64.3%	75.0%	88.9%	40.0%
Counseling by HR	Mean	2.43	2.75	2.89	2.7
	Std. Deviation	0.85	0.46	0.33	0.48
	Not applied	21.4%	0%	0%	0%
	To Some Employees	14.3%	25.0%	11.1%	30.0%
	To All Employees	64.3%	75.0%	88.9%	70.0%
Formal monitoring	Mean	2.21	2	2.56	2.2
	Std. Deviation	0.97	0.93	0.53	0.63
	Not applied	35.7%	37.5%	0%	10.0%
	To Some Employees	7.1%	25.0%	44.4%	60.0%
	To All Employees	57.1%	37.5%	55.6%	30.0%
Career workshops	Mean	2.43	2.38	2	2
	Std. Deviation	0.85	0.52	0	0
	Not applied	21.4%	0%	0%	0%
	To Some Employees	14.3%	62.5%	100.0%	100.0%
	To All Employees	64.3%	37.5%	0%	0%

Common career paths	Mean	1.71	1.88	1.78	1.2
	Std. Deviation	0.83	0.83	0.83	0.42
	Not applied	50.0%	37.5%	44.4%	80.0%
	To Some Employees	28.6%	37.5%	33.3%	20.0%
	To All Employees	21.4%	25.0%	22.2%	0%
Dual ladder	Mean	2	1.75	2.44	2.3
	Std. Deviation	0.78	0.71	0.53	0.82
	Not applied	28.6%	37.5%	0%	20.0%
	To Some Employees	42.9%	50.0%	55.6%	30.0%
	To All Employees	28.6%	12.5%	44.4%	50.0%
Written career plans	Mean	1.57	1.38	1.89	1.7
	Std. Deviation	0.85	0.52	0.93	0.95
	Not applied	64.3%	62.5%	44.4%	60.0%
	To Some Employees	14.3%	37.5%	22.2%	10.0%
	To All Employees	21.4%	0%	33.3%	30.0%
Retirement preparation	Mean	2	1	1.33	2.2
	Std. Deviation	1.04	0	0.5	0.92
	Not applied	50.0%	100.0%	66.7%	30.0%
	To Some Employees	0%	0%	33.3%	20.0%
	To All Employees	50.0%	0%	0%	50.0%
Succession planning	Mean	2.64	2.5	3	2.5
	Std. Deviation	0.63	0.53	0	0.53
	Not applied	7.1%	0%	0%	0%
	To Some Employees	21.4%	50.0%	0%	50.0%
	To All Employees	71.4%	50.0%	100.0%	50.0%
Books/pamphlets	Mean	1.64	3	2.22	2
	Std. Deviation	0.74	0	0.97	0.82
	Not applied	50.0%	0%	33.3%	30.0%
	To Some Employees	35.7%	0%	11.1%	40.0%
	To All Employees	14.3%	100.0%	55.6%	30.0%
Job posting	Mean	2.21	2.13	2.67	2
	Std. Deviation	0.58	0.99	0.5	0
	Not applied	7.1%	37.5%	0%	0%
	To Some Employees	64.3%	12.5%	33.3%	100.0%
	To All Employees	28.6%	50.0%	66.7%	0%
Formal education	Mean	2.43	1.25	1	1.8
	Std. Deviation	0.76	0.46	0	0.42
	Not applied	14.3%	75.0%	100.0%	20.0%
	To Some Employees	28.6%	25.0%	0%	80.0%
	To All Employees	57.1%	0%	0%	0%
Lateral moves	Mean	2.21	2.63	2.56	2.1
	Std. Deviation	0.43	0.52	0.53	0.32
	Not applied	0%	0%	0%	0%
	To Some Employees	78.6%	37.5%	44.4%	90.0%
	To All Employees	21.4%	62.5%	55.6%	10.0%

360 appraisal	Mean	2.14	1	2	1.4
	Std. Deviation	0.95	0	0.87	0.52
	Not applied	35.7%	100.0%	33.3%	60.0%
	To Some Employees	14.3%	0%	33.3%	40.0%
	To All Employees	50.0%	0%	33.3%	0%
induction/orientation programs	Mean	2.57	2.88	2.67	2.9
	Std. Deviation	0.85	0.35	0.5	0.32
	Not applied	21.4%	0%	0%	0%
	To Some Employees	0%	12.5%	33.3%	10.0%
	To All Employees	78.6%	87.5%	66.7%	90.0%
building psychological contracts	Mean	2.29	3	2.11	2.3
	Std. Deviation	0.83	0	0.33	0.48
	Not applied	21.4%	0%	0%	0%
	To Some Employees	28.6%	0%	88.9%	70.0%
	To All Employees	50.0%	100.0%	11.1%	30.0%
secondments	Mean	1.43	1.25	2.22	1.5
	Std. Deviation	0.51	0.46	0.44	0.53
	Not applied	57.1%	75.0%	0%	50.0%
	To Some Employees	42.9%	25.0%	77.8%	50.0%
	To All Employees	0%	0%	22.2%	0%
coaching	Mean	2.29	2.75	3	2.6
	Std. Deviation	0.83	0.46	0	0.52
	Not applied	21.4%	0%	0%	0%
	To Some Employees	28.6%	25.0%	0%	40.0%
	To All Employees	50.0%	75.0%	100.0%	60.0%
job rotation	Mean	2.21	2.63	2.67	2.8
	Std. Deviation	0.89	0.74	0.5	0.42
	Not applied	28.6%	12.5%	0%	0%
	To Some Employees	21.4%	12.5%	33.3%	20.0%
	To All Employees	50.0%	75.0%	66.7%	80.0%
success teams	Mean	2.07	1.5	3	2.3
	Std. Deviation	0.83	0.53	0	0.95
	Not applied	28.6%	50.0%	0%	30.0%
	To Some Employees	35.7%	50.0%	0%	10.0%
	To All Employees	35.7%	0%	100.0%	60.0%
career development courses in cooperation with universities	Mean	1.43	1.38	2.33	1.5
	Std. Deviation	0.76	0.74	1	0.71
	Not applied	71.4%	75.0%	33.3%	60.0%
	To Some Employees	14.3%	12.5%	0%	30.0%
	To All Employees	14.3%	12.5%	66.7%	10.0%
Total score	Mean	2.09	1.96	2.24	2.12
	Std. Deviation	0.43	0.1	0.2	0.15
	Not applied	32.1%	40.4%	21.4%	22.3%
	To Some Employees	26.4%	23.1%	33.3%	43.5%

	To All Employees	41.5%	36.5%	45.3%	34.2%
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Table 10 - percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Number of Branches of the organization

Table (11): percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Number of employees of the organization:

Item/ Number of employees	scale	Less than 50	50-100 employees	more than 100 employees
Performance appraisal as base for career planning	Mean	2.4	3	2.9
	Std. Deviation	0.97	0	0.31
	Not applied	30.0%	0%	0%
	To Some Employees	0%	0%	10.3%
Assessment centers	To All Employees	70.0%	100.0%	89.7%
	Mean	2.3	2.5	1.83
	Std. Deviation	0.67	0.71	0.71
	Not applied	10.0%	0%	34.5%
Development centers	To Some Employees	50.0%	50.0%	48.3%
	To All Employees	40.0%	50.0%	17.2%
	Mean	2	2.5	1.79
	Std. Deviation	0.82	0.71	0.68
Peer appraisal	Not applied	30.0%	0%	34.5%
	To Some Employees	40.0%	50.0%	51.7%
	To All Employees	30.0%	50.0%	13.8%
	Mean	1.4	2.5	1.31
Upward appraisal	Std. Deviation	0.84	0.71	0.54
	Not applied	80.0%	0%	72.4%
	To Some Employees	0%	50.0%	24.1%
	To All Employees	20.0%	50.0%	3.4%
Counseling by manager	Mean	1.4	2.5	1.31
	Std. Deviation	0.84	0.71	0.54
	Not applied	80.0%	0%	72.4%
	To Some Employees	0%	50.0%	24.1%
Counseling by HR	To All Employees	20.0%	50.0%	3.4%
	Mean	2.4	3	2.66
	Std. Deviation	0.7	0	0.55
	Not applied	10.0%	0%	3.4%
Counseling by HR	To Some Employees	40.0%	0%	27.6%
	To All Employees	50.0%	100.0%	69.0%
	Mean	2.2	3	2.79
	Std. Deviation	0.92	0	0.41
Counseling by HR	Not applied	30.0%	0%	0%
	To Some Employees	20.0%	0%	20.7%

	To All Employees	50.0%	100.0%	79.3%
Formal monitoring	Mean	2.3	3	2.17
	Std. Deviation	0.95	0	0.76
	Not applied	30.0%	0%	20.7%
	To Some Employees	10.0%	0%	41.4%
	To All Employees	60.0%	100.0%	37.9%
Career workshops	Mean	2.2	3	2.17
	Std. Deviation	0.92	0	0.38
	Not applied	30.0%	0%	0%
	To Some Employees	20.0%	0%	82.8%
	To All Employees	50.0%	100.0%	17.2%
Common career paths	Mean	1.6	3	1.55
	Std. Deviation	0.7	0	0.74
	Not applied	50.0%	0%	58.6%
	To Some Employees	40.0%	0%	27.6%
	To All Employees	10.0%	100.0%	13.8%
Dual ladder	Mean	2.1	2.5	2.1
	Std. Deviation	0.74	0.71	0.77
	Not applied	20.0%	0%	24.1%
	To Some Employees	50.0%	50.0%	41.4%
	To All Employees	30.0%	50.0%	34.5%
Written career plans	Mean	1.7	1.5	1.62
	Std. Deviation	0.95	0.71	0.82
	Not applied	60.0%	50.0%	58.6%
	To Some Employees	10.0%	50.0%	20.7%
	To All Employees	30.0%	0%	20.7%
Retirement preparation	Mean	2.4	1	1.52
	Std. Deviation	0.97	0	0.78
	Not applied	30.0%	100.0%	65.5%
	To Some Employees	0%	0%	17.2%
	To All Employees	70.0%	0%	17.2%
Succession planning	Mean	2.5	3	2.69
	Std. Deviation	0.71	0	0.47
	Not applied	10.0%	0%	0%
	To Some Employees	30.0%	0%	31.0%
	To All Employees	60.0%	100.0%	69.0%
Books/pamphlets	Mean	1.3	3	2.34
	Std. Deviation	0.48	0	0.81
	Not applied	70.0%	0%	20.7%
	To Some Employees	30.0%	0%	24.1%
	To All Employees	0%	100.0%	55.2%
Job posting	Mean	2.2	2.5	2.24
	Std. Deviation	0.63	0.71	0.64
	Not applied	10.0%	0%	10.3%
	To Some Employees	60.0%	50.0%	55.2%
	To All Employees	30.0%	50.0%	34.5%

Formal education	Mean	2.7	2.5	1.34
	Std. Deviation	0.48	0.71	0.48
	Not applied	0%	0%	65.5%
	To Some Employees	30.0%	50.0%	34.5%
	To All Employees	70.0%	50.0%	0%
Lateral moves	Mean	2.2	2.5	2.38
	Std. Deviation	0.42	0.71	0.49
	Not applied	0%	0%	0%
	To Some Employees	80.0%	50.0%	62.1%
	To All Employees	20.0%	50.0%	37.9%
360 appraisal	Mean	2.5	1.5	1.45
	Std. Deviation	0.85	0.71	0.69
	Not applied	20.0%	50.0%	65.5%
	To Some Employees	10.0%	50.0%	24.1%
	To All Employees	70.0%	0%	10.3%
induction/orientation programs	Mean	2.4	3	2.83
	Std. Deviation	0.97	0	0.38
	Not applied	30.0%	0%	0%
	To Some Employees	0%	0%	17.2%
	To All Employees	70.0%	100.0%	82.8%
building psychological contracts	Mean	2	3	2.48
	Std. Deviation	0.82	0	0.51
	Not applied	30.0%	0%	0%
	To Some Employees	40.0%	0%	51.7%
	To All Employees	30.0%	100.0%	48.3%
secondments	Mean	1.3	1.5	1.69
	Std. Deviation	0.48	0.71	0.6
	Not applied	70.0%	50.0%	37.9%
	To Some Employees	30.0%	50.0%	55.2%
	To All Employees	0%	0%	6.9%
coaching	Mean	2.2	3	2.72
	Std. Deviation	0.92	0	0.45
	Not applied	30.0%	0%	0%
	To Some Employees	20.0%	0%	27.6%
	To All Employees	50.0%	100.0%	72.4%
job rotation	Mean	2.3	3	2.59
	Std. Deviation	0.82	0	0.68
	Not applied	20.0%	0%	10.3%
	To Some Employees	30.0%	0%	20.7%
	To All Employees	50.0%	100.0%	69.0%
success teams	Mean	2.3	2	2.21
	Std. Deviation	0.82	0	0.9
	Not applied	20.0%	0%	31.0%
	To Some Employees	30.0%	100.0%	17.2%
	To All Employees	50.0%	0%	51.7%
career development courses in	Mean	1.6	1	1.69

cooperation with universities				
	Std. Deviation	0.84	0	0.89
	Not applied	60.0%	100.0%	58.6%
	To Some Employees	20.0%	0%	13.8%
	To All Employees	20.0%	0%	27.6%
Total score	Mean	2.07	2.48	2.09
	Std. Deviation	0.45	0.3	0.2
	Not applied	33.1%	13.5%	28.6%
	To Some Employees	26.5%	25%	33.6%
	To All Employees	40.4%	61.5%	37.8%

Table 11 - percentages, Means and Standard Deviations of the Organizational Career Management (OCM) techniques according the groups of Number of employees of the organization.

4.4 Factor analysis

This type of analysis aims to develop the questionnaire (our research tool) and divide it to a specific number of factors, each factor may include one practice or more, so the factor analysis method used for this purpose, the following two tables exhibit results:

Rotated Component Matrix

Item	Component				
	1	2	3	4	5
Coaching	.834				
Counseling by HR	.834				
Induction/orientation programs	.817				
Performance appraisal as base for career planning	.816				
Building psychological contracts	.717				
Career workshops	.700				
Succession planning	.601				
Formal monitoring	.586				
Counseling by manager	.577				
360° appraisal	-.488				
Peer appraisal		.867			
Upward appraisal		.770			
Written career plans		.693			
Development centers		.518			
Job rotation		.471			
Success teams			.748		
secondments			.708		
Career development courses in cooperation with universities			.697		
Lateral moves "to create within functional experience"				.801	

Common career paths				.708	
Job posting				.689	
Formal education					.823
Assessment centers					.730
Books/pamphlets					-.711
Dual ladder					.464
Retirement preparation					.458

Extraction Method: Principal Component Analysis.
Rotation Method: Varian with Kaiser Normalization.

Table 12 – Factor Analysis

The above table shows the results assuming that the practices should distributed on only 5 factors as the following:

As shown from the table above, the first factor contains coaching, counseling by HR, induction/orientation programs, performance appraisal as base for career planning, building psychological contracts, career workshops, succession planning, formal mentoring, counseling by manager and 360° appraisal.

The second factor contains peer appraisal, upward appraisal, written career plans, development centers and job rotation. The third factor contains success teams, secondments and career development courses in cooperation with universities.

The fourth factor consisted of lateral moves that are "create[d] within functional experience", common career paths and job posting. The last factor contains formal education, assessment centers, books/pamphlets, dual ladder and retirement preparation.

In the next chapter, the researcher will try to analyze the result, and provide recommendations.

Chapter Five

Conclusions and Recommendations

5.1 Summary of Results

1. Performance appraisal as base for career planning, induction/orientation programs, Succession planning, Counseling by HR, Counseling by manager, coaching, job rotation, building psychological contracts, lateral moves"to create within functional experience", Job posting, Formal mentoring and Career workshops are highly applied techniques or applied to all employees in banks operating in Palestine.
2. The success teams, dual ladder, books/pamphlets, assessment centers and development centers are medially applied techniques or applied to some employees in banks operating in Palestine.
3. The formal education, 360° appraisal, retirement preparation, common career paths, written career plans, career development courses in cooperation with universities, secondments, peer appraisal and upward appraisal are lowly applied techniques or not applied in banks operating in Palestine.

The researcher's believes that:

1. Formal education may not be received due to financial constraints. Most of the banks mentioned that they facilitate this issue by allowing the employee to leave the work earlier. Not applying for formal education may indicate that the banking organizations are not willing to invest relatively high amount of money in their employees' development.
2. Career development courses in cooperation with universities as the results indicated is not applied, this results indicates that there is no or very small efforts to integrate the academic experiences in the practical field of banking sector in Palestine, universities should optimize courses according to specific banking organizations requirement, and maintain updated with the needs of these organizations.
3. Secondments, as the results, indicated were not applied. The researcher believes that the reason why the secondments are not applied is due to the lack of trust among banking organizations. Most of HR managers said that they are not willing to send any employee to other organizations to gain new experience.
4. Considering 360° appraisal, peer and upward appraisal, they all share the same element which is the employees' active involvement in the evaluation process. Banks operating in Palestine must understand that the employee is a very valuable source for providing information considering his development opportunities, organizations must trust their employees judgment and integrate the information provided by employees in their career development plans (if existed).

When looking at the second question's results, the researcher tried to explain the results by the following:

1. Considering the Age (Years of existence) of the organization, the results were expected to show that the older organization will apply more Organizational Career Management Practices, but the results showed that the youngest organizations are the more likely to apply these practices. Still the results were very close. The researcher believes that these young organizations have more updated career management systems or at least more updated in understanding career and what this concept entails.
2. Considering the Nationality, it was expected before conducting the research that the local banks will tend to apply the Organizational Career Management Practices more extensively for the reason that the headquarters and planning and administrative departments are located in Palestine, the results of the analysis showed that the degree of applying the practices are very close in the local and foreign banks.
3. The researcher believes that the results shows that the staff of local banks especially high level management were originally working in the foreign banks, and the procedures and systems applied in the foreign banks were copied to be applied in the local banks, or the local banks that did not hire managers that worked in the foreign banks tried to copy the systems of the foreign banks, and as the researcher noticed; the local banks did not try to improve these systems.
4. Considering the number of branches, and the number of employees, the researcher expected and as research indicates that the more employees and the more branches the organization have the more Organizational Career Management Practices to be applied. When analyzing the data, the results were relatively close. The researcher believes that the analysis' results is due to the lack of a solid Organizational Career Management Systems, and that the practices that were applied were not formulated and integrated in a system that can be properly be called an Organizational Career Management system. Instead, the practices were applied were more in line with an HR management system.

The Factor Analysis table shows the results assuming that the practices should distributed on only 5 factors as the following:

The first factor contains coaching, counseling by HR, induction/orientation programs, Performance appraisal as base for career planning, building psychological contracts, career workshops, succession planning, formal mentoring, counseling by manager and the 360^o appraisal.

The second factor contains peer appraisal, upward appraisal, written career plans, Development centers and job rotation. The third factor contains success teams, secondments and career development courses in cooperation with universities.

The fourth factor contains lateral moves "to create within functional experience", common career paths and job posting. The last factor contains formal education, assessment centers, books/pamphlets, dual ladder and retirement preparation.

The researcher tried to find the link between the practices in each group, and from that link a name for each group evolved, the result is:

1. The first factor was named **Active involvement**. Active involvement means that the Organization is highly involved in the process of employee's career development process; the organization is represented in most cases by the manager (direct or indirect) of the employee.
2. The second factor was named **source employee**. The name source employee means that in all these practices the employee is the source of all data to be provided for organization for his development or other employees' development.
3. The third factor was named **passive involvement**. The reason for the name passive involvement is that the organization will not be the source of development and insights to the employee; experiences will be shared from one employee to another. No manager representing the organization or the organization itself in the process of the employee's development.
4. The fourth factor was named **position to development**. Position to development means that in all of these practices the organization must provide or a position for the employee to help his career development.
5. The fifth factor was named **systematic**. The name systematic indicates that these practices must have specific timing or procedures in order to be successfully applied.

5.2 Recommendations

After finishing this study, and after looking at the analysis and results of this study, it became obvious for the researcher that there is no clear and formal Organizational Career Management system in the Banks operating in Palestine.

Organizations must realize and understand that the main and ultimate goal for the Organizational Career Management systems is to ensure that the employee will give 100% of his efforts for his organization, these systems help in doing so by enhancing their employees' employability and marketability.

It was noticed that the banks operating in Palestine provide very specific development opportunities for their employees to make sure that they will perform well in their current positions. Organizations must provide development opportunities for their employees that address their future roles and their career, whether they will continue working for these organizations or not.

Palestine is a part of the third world, but globalization will transfer the wave of restructuring and facilitate the fast changes organizations witness nowadays in developed countries.

Once this happens, employee will not be looking for a long-term relationship with his organization and this will not motivate him to perform well in his organization. What will motivate the employee are the development opportunities that the organization will provide him. For this to happen, a clear, solid, and formal Organizational Career Management system must exist.

For establishing an Organizational Career Management System, the researcher suggests that HR department supported by the management should formulate a group of OCM practices that best suites their employees, their organizational strategy and the market (labor market) that the bank exists in.

Once this list of OCM practice is formulated, it should be divided into meaningful packages, these packages may be a basic package delivered to all employees, and secondary packages from which the employee (with the help and support of organization and managers) may choose from.

5.3 Recommendation for future studies.

This study has provided a comprehensive list of Organizational Career Management practices, and has shown the practices that are being applied, and the practices that are not applied, and what relations does this list have with specific organizational characteristics.

The researcher hopes that some future studies will build on this study in formulating Organizational Career Management System. This system should be formulated and designed according to banks operating in Palestine's specific needs, and how this system can be integrated in these organizations's HR system.

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Appendices

A questionnaire

Hebron University

Faculty of Graduate Studies and Scientific Research

MBA program

Dear Sir/Madam,

The questionnaire follows is a mean of data collection for a Master Thesis, prepared to fulfill the requirements to acquire the Master degree of Business Administration at Hebron University, and supervised by Dr. Mohammad Alja'bari.

The title of this thesis is "Organizational Career Management Practices at Banks Operating in Palestine" that aims to check the realities of these practices and their relations with specific organizational characteristics.

I highly appreciate if you fill out this questionnaire. I promise that the data you provide will be secretly treated and will not be used for any purpose but for this scientific research.

Ala' H.Alsaheb

MBA Program

May 2012

Part One:

Please fill in the following questions:

1. Age of the organization in Palestine:

1-5 O 5-10 O 10-15 O more than 15 yearsO

2. Nationality:

3. Number of Branches:

1-5 O 5-10 O 10-15 O more than 15 yearsO

4. Number of employees:

Less than 50 O 50-100 employees O more than 100 employees O

Part Two:

Our organization applies or provides the following:

	To All Employees	To Some Employees	Not Applied
1. Performance Appraisal As Base for Career Planning			
2. Assessment Centers			
3. Development Centers			
4. Peer Appraisal			
5. Upward Appraisal			
6. Counseling by Manager			
7. Counseling by HR			
8. Formal Mentoring			
9. Career Workshops			
10. Common Career Paths			
11. Dual Ladder			

12. Written Career Plans			
13. Retirement Preparation			
14. Succession Planning			
15. Books/Pamphlets			
16. Job Postings			
17. Formal Education			
18. Lateral Moves "to create within functional experience"			
19.360° Appraisal			
20. Induction/Orientation Programs			
21. Building psychological contracts			
22.Secondments			
23.Coaching			
24. Job Rotation			
25.success teams			
26. Career development courses in cooperation with universities			

Was there any Organizational Career Management Practices that were not mentioned in this questionnaire?

Thank you for your kind cooperation.

Ala' H.Alsaheb

MBA Program

May 2012

بسم الله الرحمن الرحيم

استبانة

جامعة الخليل

كلية الدراسات العليا و البحث العلمي

برنامج الماجستير في ادارة الاعمال

السيدة / المحترمة

تحية طيبة وبعد ،

بين يديك استبانة كاحدى ادوات جمع البيانات حيث يقوم الباحث باعداد رسالة ماجستير بعنوان "تطبيقات ادارة المهن في البنوك العاملة في فلسطين"، و ذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في ادارة الاعمال من كلية الدراسات العليا والبحث العلمي في جامعة الخليل باشراف الدكتور محمد الجعبري.

تهدف هذه الاستبانة الى استكشاف الاجراءات التي تقوم بها المؤسسات البنكية لتطوير موظفيها مهنيا وعلاقة ذلك ببعض خصائص المؤسسة.

ارجو التعاون بتعبئة الاستبانة علما بان المعلومات التي ستدلون بها ستعامل بسرية تامة و لن تستخدم الا لأغراض البحث العلمي فقط.

شكرا لحسن تعاونكم،،،

الباحث:

علاء حسن الصاحب

2012

الجزء الاول :

الرجاء الاجابة عن الاسئلة التالية :

1. عمر المؤسسة في فلسطين:

0 5 - 1 0 10 - 5 0 15 - 10 0 0 اكثر من 15 سنة

2. الجنسية:

3. عدد الفروع:

0 5 - 1 0 10 - 5 0 15 - 10 0 0 اكثر من 15 فرع

4. عدد الموظفين:

0 أقل من 50 0 100 - 50 0 أكثر من 100 موظف

الجزء الثاني :

تقوم مؤسستنا بتطبيق أو توفير التالي:

غير مطبق	لبعض الموظفين	لكل الموظفين	
			1- تقييم الاداء كأساس للتخطيط المهني
			2. مراكز التقييم
			3. مراكز التطوير
			4. تقييم الأقران
			5. تقييم الموظفين لمدراءهم
			6. بتطبيق تقديم الاستشارة بواسطة المدير
			7. بتطبيق تقديم الاستشارة بواسطة دائرة الموارد البشرية
			8. التوجيه الرسمي
			9. بتطبيق ورش العمل المهنية
			10. المسارات الوظيفية

			المشركة
			11. السلم المزدوج
			12. الخطط المهنية المكتوبة
			13. التحضير للتقاعد
			14. الاحلال والتجديد
			15. توزيع كتب / كتيبات
			16. الإعلانات الوظيفية الداخلية
			17. التعليم الرسمي
			18. الانتقالات في نفس المستوى الاداري
			19. بتطبيق تقييم ال 360 ⁰
			20. تعريف الموظف بالمؤسسة
			21. بناء الثقة
			22. نقل الموظف لفروع اخرى
			23. التدريب اثناء الوظيفة
			24. نقل الموظف لفروع او مؤسسات اخرى
			25. فرق النجاح
			26. دورات تطويرية بالتعاون مع الجامعات

هل تعتقد أن مؤسستكم تقوم بتطبيق اجراءات غير التي تم ذكرها في هذا الاستبيان؟

شكرا لك على حسن تعاونك.

الباحث :

علاء الصاحب

Ref.

شيفرة الوثيقة

الرقم : 2012 / 141 / 23

Date

التاريخ : 2012 . 5 . 9

لمن يهمه الأمر

تحية طيبة وبعد ،

الموضوع : البحث العلمي

نحيطكم علماً بأن الطالب " علاء حسن محمود الصاحب " والذي يحمل الرقم الجامعي (20919009) هو أحد طلاب كلية الدراسات العليا _ برنامج إدارة الأعمال للعام الجامعي 2012/2011م، وهو حالياً بصدد الإعداد لرسالة الماجستير بعنوان :

" تطبيقات ادارة المهن في البنوك العاملة في فلسطين "

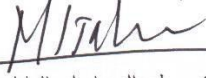
لذا نرجو تسهيل مهمة توزيع استبانة الدراسة، وتزويده بكافة ما يلزمه من بيانات من أجل إكمال بحثه علماً أن البيانات المعطاة لن تستخدم إلا لأغراض البحث والمعرفة.

شاكراً لكم حسن تعاونكم لما فيه خدمة العلم والمعرفة،

مع الاحترام والتقدير



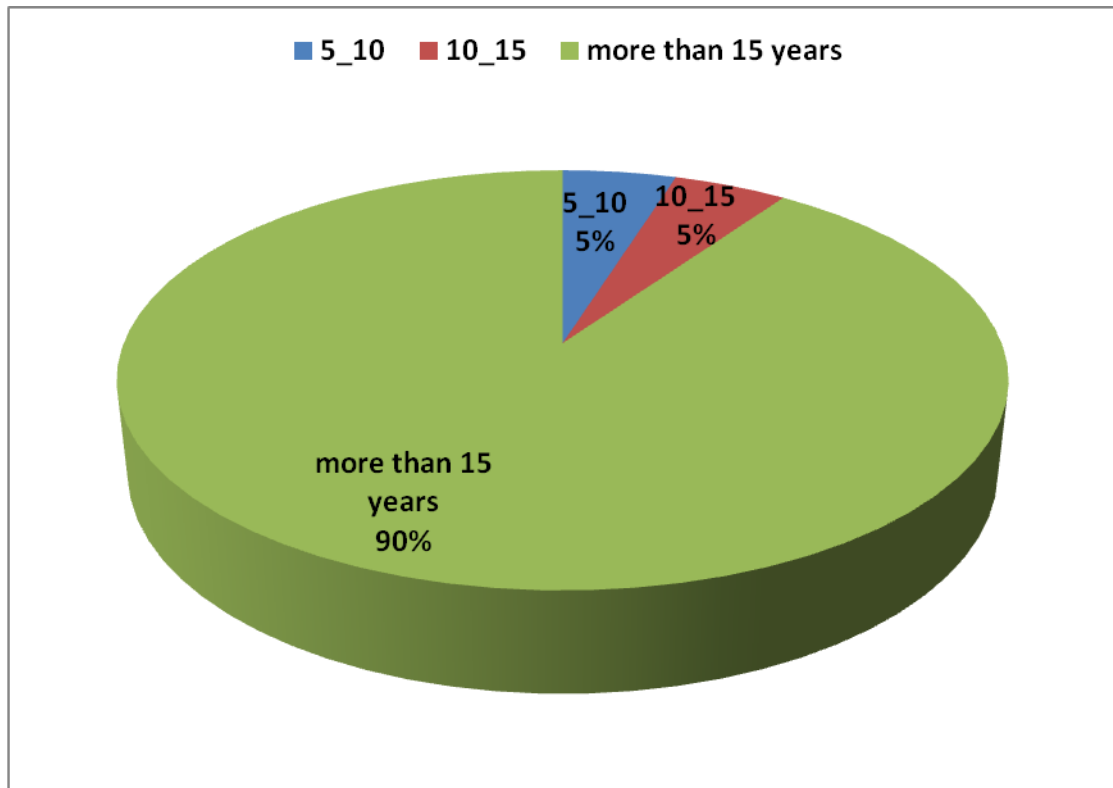
د. محمد الجعبري



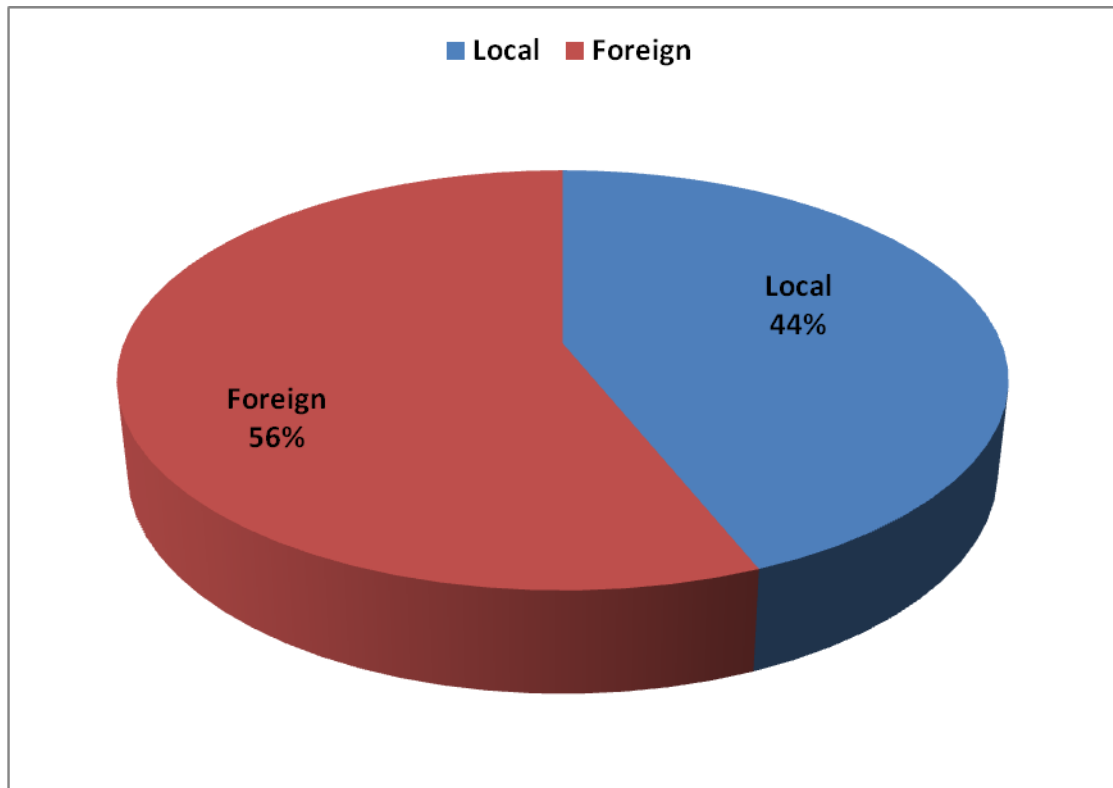
رئيس لجنة الدراسات العليا

و عميد كلية التمويل والإدارة

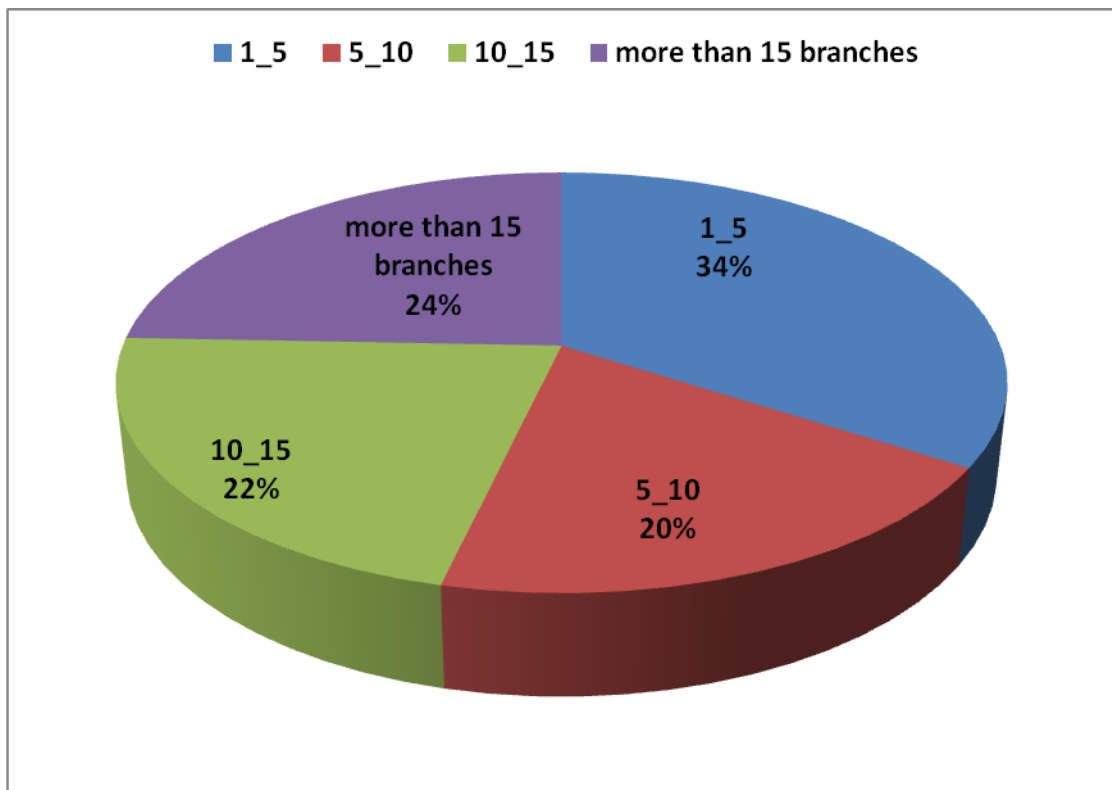
Pie chart diagram of Age of the organization in Palestine



Pie chart diagram of Nationality



Pie chart diagram of Number of Branches



Pie chart diagram of Number of employees

