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THE ROLE OF MANAGEMENT IN EMPLOYEES' CAREER DEVELOPMENT

AT ST. JOHN OF GOD HOSPITAL, SEFWI ASAFO.



NOVEMBER, 2013

DECLARATION

I, Mathias Kwakye, hereby declare that this thesis, ‘the role of management in employees’ career development’ at the St. John of God in the Western Region of Ghana consists entirely of my own work under supervision and that no part of it has been published or presented for another degree elsewhere, except for the permissible citations/references from other sources, which have been duly acknowledged.

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DEDICATION

This dissertation presented to my parents: Mr. and Mrs. Kwakye-Poku and to my siblings, Alberta, Rose and Patrick. May God grant you all long life, happiness and prosperity.

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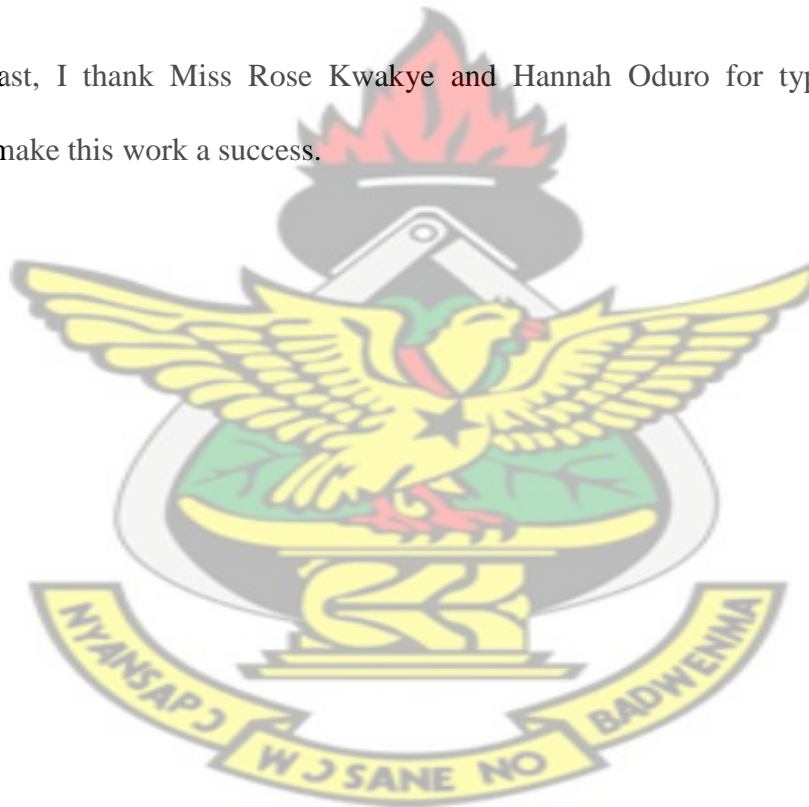


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Last but not least, I thank Miss Rose Kwakye and Hannah Oduro for typing, editing and inspiring me to make this work a success.



ABSTRACT

The research explained the role of management and employee career development plans at St. John of God Hospital at Asafo in Western Region of Ghana. Most organizations wanted creativity, innovation, skills and competencies from their employees for career growth and development but do not consider employees' career development due to financial constraint and the fear of losing their employees to their competitors. The main objective of the study was to evaluate the role of management in employees' career development at St. John of God hospital. The research methods used in the study consisted of a research design, study population, sampling procedure (purposive and stratified), a target population, sample frame, and sample selection. Primary and secondary sources of data were also collected and analyzed. It was revealed that employees' at the hospital had pursued career policies from the on-set of the organization. It could therefore be concluded that there was a link between management role and employees' career development in organizations.

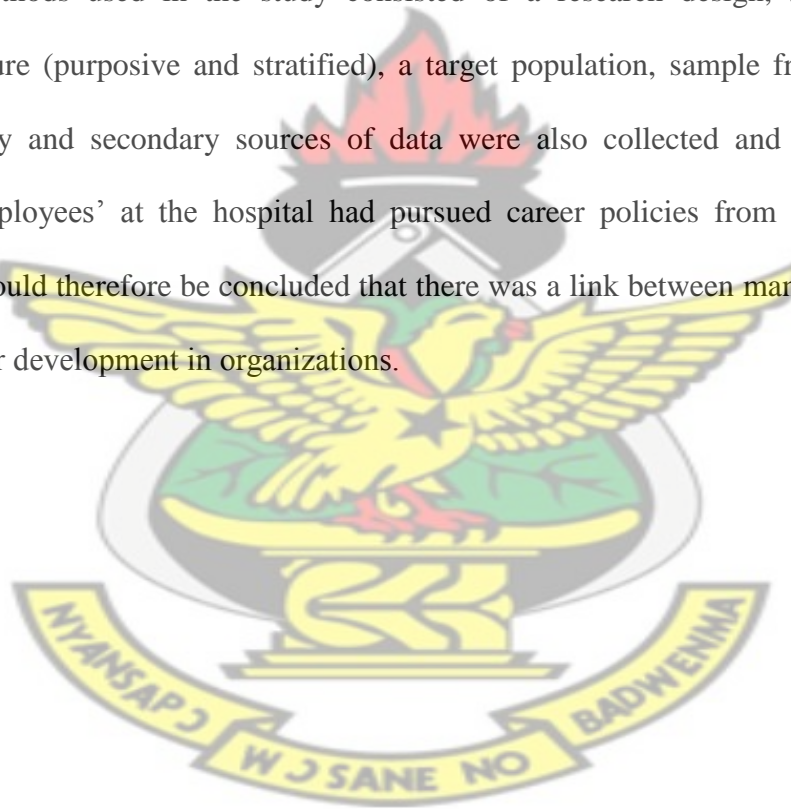


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LIST OF ABBREVIATION

ASTD-American Society for Training and Development

CD-Career Development

CM-Career Management:

C P-Career Planning

CU-Corporate University

E D- Employee Development

DFT -Demand Forecasting Technique

HRMIS -Human Resource Management Information System

HRP- Human Resource Planning

IDP -Individual Development Plan

O C-Organizational Culture

WST - Work Study Technique



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

There have been changes all over the world in many spheres of life including ways that employers and employees manage career development as well as the development agenda of their jobs. As global trend for today business continues to shift efficient and effective dimensions of business enjoyment, companies make efforts to improve the quality of their productivity, most especially the skills and competence of their human resource. (Moses, 1999).

The increasing rate of change in organizations means new knowledge and skills are needed to perform jobs in an organization. Career ladders are rapidly shrinking or disappearing as organizations lead to flatter structures. There is ever-increasing need for employees to keep learning in order to cope with the rapid growth in knowledge and rate of change of the place of work. The career development process involves career exploration, development of career goals and use of career strategies to obtain career goals. It involves the transition from inefficient methodology in the pre-industrialized era to contemporary improved business cycle and planned approach of improved business environment (Rounda and Kusy, 1995).

According to Greer (1995), effective management practices which include comprehensive career development plan at the workplace assume various dimensions. In exercising such an idea and putting it into practice, management is sure that training and career development are related to organization needs or employee's needs in the current position. Management looks for opportunities to provide career enhancement such as employment details, job rotations, etc,

rather than relying solely on formal training. Some offices also require that you develop an annual Individual Development Plan (IDP) for each employee.

Once training is completed, it is critically important to assess the effect it has had on the organization and employees' performance. You are required a summary report on what is accomplished or learned and how it is applied on the job. In recent times, corporate environment considers career development to be their least important function as employers continue to consider career development as concern and prelude of employees. This correlates with the recent trends of disappearing of corporate career path and job security just as the responsibility for learning and for the development of career paths has been downloaded to the individual employees (Mckenzie and Smeltzer, 2011).

In Africa career development has been perceived in different ways. The South African Career Development Association (SACDA) has been established in line with the Organization for Economic Co-operation and Development (OECD) to grow and develop professional status of career guidance in South Africa. This has seen a remarkable increase in the provision of career guidance in all areas of society and this in effect has result in a significant growth in the numbers of people offering their services to the state henceforth increasing productivity.

According to a survey conducted by the Emergency Growth and Aon Hewit (2012) in Africa, employee career and engagement are on the increase in the Sub-Saharan African countries. They believe that treasuring what is important to the employee is ensuring commitment, loyalty and hard work. They asserted that trust, creativity and honesty, recognition from management, team

building activities and work place flexibility determine the outcome of productivity. It is suggested that conscious efforts must be taken to retain skilled and competent labourforce so as to enhance productivity.

Ghana is not alone in the case of relegating career development objectives to the employees since the country operates within the global work environment. Career development is perceived as the link between successful people and successful business results. Through a variety of development pathways, processes and tools, integrated approach to learning and development help employees to reach their full career potentials and drive high performance business results. It is believed that successful career development depends as much on the passion of the employees, their drive to learn and grow, as it does on development opportunities provided by employers. Development is viewed as a shared commitment to organization growth and personal success (Antwi, 1992).

According to Antwi (1992), several modern development opportunities offer in Ghana include on-the-job learning, formal training programs, graduate placements, remote team projects, professional associations, regular performance review and feedback, coaching and mentoring, stretched assignments, promotions and transfers or access to global network of people and facilities. This has shifted the paradigm from traditional way of career development where employees considered career development to be the responsibility of management to ethical and legal development and growth.

Notwithstanding these changes many employers have therefore become adamant in fashioning out concrete corporate plans towards improving the career of employees. The basic reasons are

the possibility of losing the services of their workers to their competitors as these employers' benefits from the career development support of their workers. Career development on the part of many employees have centered on academic advancement and self-fulfillment wherever the academic advancement goes. However, there are social and economic advancement within the corporate environment for both the employee and job specifications within which they operate.

1.2 Problem Statement

The success of every organization is depended on the quality of her human resource component. This notwithstanding many employees does not integrate career development plans into basic work objectives since they consider it to be a management responsibility or waste of either resources or time. An attempt to build upon the competence, knowledge, skills, welfare and productivity of workers as well as corporate environment, the trade union congress and labour commission of the country has been mandated to make laws to ensure an effective work environment in order to provide satisfactory management implementation of workers career development.

As a strategy to maintain the available human resource of the organization, management must be concerned with the career development of their employees. Most companies mistakenly believe that employees are only interested in the financial benefits for their jobs to the neglect of intrinsic benefits of their careers; instead they are to invest in the employee development so as to be more productive in all fields of endeavors. An appropriate career plan has the potential to improve the skills and competence of employees leading to productive businesses. Many employees in an attempt to improve their career are constrained on mobilizing resources to cater for the needs of

their family and routing such resources into career development plans that would take years to recoup. However, trained and skilled workers have the potential to improve on their personal as well as their contributions to the growth and development of their organizations. (Storey, 1992 cited in Storey, 1995).

Employees career development such as formal training programs, remote team projects, feedback, promotions and transfers have become a challenge for organizations in Ghana generally and the public sector in particular. The challenge is manifestation of the numerous strike actions among employees in Ghanaian organizations over the decades. These grievances expresses by the employees are response to the fact that employees' career policies are not implemented.

It was at the midst of this problem that the researcher sought to study the impact of management in employee career development. Moreover the study aimed at analyzing the benefits of career development in the organization. Again, the study sought to investigate into the factors, and effects of implementing career policies in the organization. These and other related issues were the focus of this research.

1.3 Objectives of the study

1.3.1 Generally, the study aimed at examining the impact of management in employees' career development at St. John of God Hospital at Asafo.

1.3.2 Specifically, the study aimed to:

- (a) Examine the factors that affected the implementation of employee career development.
- (b) Analyze the benefits to St. John of God Hospital in operating an effective career development plans in an organization.
- (c) Explain the effect of career development on employee performance.

1.4 Hypotheses

1. **H₀**: Management has no role in employee career development.

H_A: There is a relationship between management role in employee career development.

2. **H₀**: Career development is not significantly related to job satisfaction.

H_A: There is a significant relationship between career development and job satisfaction.

1.5 Significance of the study

Researches on career development specifically seem to be relatively less researched in Ghana. This has led to unavailability of information on career policies in the country for consultation by both organizations and academia. This work intended to contribute to such academic efforts at providing literature for the industry and future researchers.

The study intended to identify the various strengths and weaknesses associated with employers developing a career plan for their employees. It provided the opportunity for succession within the organizational hierarchy henceforth reducing cost and resources spent on vacancies advertisement.

The findings of the study would be of tremendous benefit to government and organizations in terms of policy formulation and implementation especially on career development. The recommendations suggested which were based on the findings if implemented would be of great importance to the St. John of God hospital in the Western Region of Ghana where the study was conducted.

It also helped in determined the appropriate categories at which employers and employees could collaborate to ensure the development of career plan that would positively impact on work morale and productivity at the workplace. The study in effect acted as guidelines to making corporate business executives and their employees incorporate and ensure the development of a comprehensive career plan.

1.8 Operational definitions of concepts

In order to appreciate and understand the key concepts and terms which are being used in this study, an attempt has been made by the researcher to define these concepts in order to avoid any ambiguities and difficulties that would be associated with their usages. It must be stated that the definitions provided are conceptual and operational definitions but not dictionary meanings of the words necessarily. This is to provide clarity, precision, agreement and understanding of the terms and concepts which is being used.

Business success: As used in the study, business success is the company's ability to remain or grow within its market. It is the efforts by management to provide the organization what it needed to thrive and remain in competition with others.

Career Development: It is the process of establishing one's plans for future jobs and career. Examples of career development activities include on-the-job learning, formal training programs, graduate placements, remote team projects, professional associations, regular performance review and feedback, coaching and mentoring, stretched assignments, promotions and transfers or access to global network of people and facilities.

Career Planning: Organizational initiative to help employees assess their skills, defines their career goals and creates an action for accomplishing those goals. It also helps the organization to assess its goals and making plans to ensure that competent and stable workforce are employed.

Career Management: It is a lifelong process of investing resource to achieve one's career goals. This is the combination of structured planning and the active management choice of one's own professional career. The outcome of a successful career management should include personal fulfillment, work or life balance, goal achievement and financial security.

Corporate University: A training environment used by some companies intended to make training and development opportunity available to employees to enhance their work. Examples of Corporate University mentioned in this study are Crotonville Management Development Institute and Walt Disney began Disney University established by the General Electric Motors in the United States in the 1950's. Callahan (2000).

Development: It is a continuous growth which brings about a qualitative and quantitative change in the lives of the people in a country. Development programmes give the opportunity to develop a broad base of skills and knowledge that could be applied to many jobs all over the world.

Employee Development: As used in the study, it is a system for assisting employees to develop within their current jobs or advance to fulfill their goals for the future. It is a joint, on-going effort on the part of both employee and the organization for which the work is done to upgrade the employee's knowledge, skills and abilities. There is therefore a balance between an individual's career needs and goals and the organization's need to get work done.

Goal Setting: The process of establishing one's plans for performance evaluation for future jobs and career growth and development. As used in the study, goal setting is the aims, objectives and the set target of both the employee and the organization.

Organizational Culture: It is the overall environment in which an employee works within a particular organization. Organizational culture defines what is important and unimportant in a company since it consists of the shared values and assumptions of how organizational members behave. It ensured good Human Resource practices in the organization as it seeks to set out the way of life for individuals to behave in all matters concerning the business

Skill Training: Skill training as used in the study means assisting the individual to acquire knowledge to perform a particular task well. Employees are given the opportunity to acquire knowledge and skill in the work environment so as to handle situations that may crop up in the field of work. For example in-service training is given to newly recruited employees to acquire skills that will help them to deal with difficulties effectively in the organization.

Training: Training is a form of education, except that training is more specific and geared directly towards acquisition of expertise in a particular vocation, trade or profession. It is a learning process whereby people acquire skills, concepts, attitudes, and knowledge to aid in the achievement of goals (Mathis and Jackson, 2004).

1.7 Organization of the study

The research embodied five main chapters. Chapter one consisted of the introduction to the study, the problem statement, research objectives, Hypotheses, significance of the study, the chapter's organization and definition of concepts. Chapter two reviewed the existing literature on the subject matter of the study: management and employees' career development and a Conceptual framework. Chapter three described the necessary research methods used in collecting data: research design, sampling procedure, and sample frame, target population, sample selection, methods of collecting data, data management scope, ethical consideration and organizational profile. The fourth chapter presented data analysis and management of available information for the study. Chapter five dealt with the discussions of the major findings of the study. The sixth chapter also described the summary, recommendations and conclusion to the research study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the commitment to the complex of career, its management, planning, implementation and development through different stages of the individual's work life. Extension of this chapter expressed the influence of diverse factors on the individual's career development and provided theoretical basis for further empirical research. This section also touched on the reasons, benefits, effects and challenges of career management, development and implementations.

2.2 Historical background and commitment to employee career development plan

Employee development programme is not a new idea in the world over with Ghana not being exception. General Motors of US established one of the first Corporate Universities in 1927 with General Motors Institute as indicated by Callahan (2000). According to Callahan (2000), the concept of employee career development was slow to catch on, but in the 1950's a variety of organizations followed the same path and during the 1950's General Electric established Crotonville Management Development Institute and Walt Disney began Disney University. Garger, (1999) reported that Mc Donald followed this trend with the establishment of Hamburger University to train its managers in the early 1960's. Despite these progressive organizations, employment and career plan still experienced some growing pains.

On the part of Moses (1999), in the 1970's, career planning and development effort were focused on young employees that seemed to have high potentials but was a way for companies to plan for future and nurture young workers for senior management positions. In Moses' view, this career path model fitted well with the traditional commitment employees would offer to companies. This commitment is referred to as a 'Psychological Contract' in which employees are almost guaranteed long term loyalty and commitment to the organization in return for a giving employees job security, opportunity for promoting and training. The ability to get on this fast track to the top of a company diminished in the 1980's when companies were moving to a flattened hierarchy with less room for promoters. People quickly realized that they were readily plateaus in their career and opportunity for advancement did not exist.

The concept of career plan became less realistic for both individuals and organizations because neither could count on long term commitment (Zella, 2004). The stock market crash of 1987 was a major turning point in employee development. Carnall (2000) keenly stated that, once large corporations were seen as bastion of job security, they are now seen as "minefields of job insecurity". Not only were corporation flattening, they were also downsizing and restructuring to compensation for loss of revenue. These drastic changes in the job market also led to changes in employee development programmes.

In support of this assertion, Moses (1999) stated that, "today, job security is dead and loyalty to the organization in traditional sense had died along with it". Under this assumption, companies have to change the way they view employee development. While training and development are seen as mechanisms for employee to move up the corporate ladder, promotion is no longer an

incentive for employees because it is not a definite option. Companies have begun realizing that they could challenge employers with “lateral moves, skills development, job enrichment and special assignment”. Although organizations could not offer the same commitment of the past with the market changes in 1980s, they could use employee development to support and retain employees who were not lost in the downsizing and restructuring. Employee development has taken a necessary shift from focusing on promotions to focusing on skill development. As the stock market gained strength again through the 1990s; retention again became an issue for organizations. However, the shift in mentality meant that employees could not be committed for their entrepreneurial courses but they could stick around for a few years in a company that showed a concern for them (Moses, 1999).

Employee development went through a process of rebuilding in 1990s. According to the Corporate University exchange, a New York based corporate educational research and consulting firm, there were approximately 400 corporate universities in US in 1988. This number jumped to 1,600 in 1999 and corporate exchange estimated more than 2,000 such programmes currently (Wilson, 2000). It was speculated that the number of corporate universities could surpass the number of traditional universities and become the primary source of post- secondary education by 2010. Although it was a bold prediction, investment in employee was on the rise. The 1998 Industry Report by an American Society for Training and Development (ASTD) indicated that US organizations with more than 100 employees spent more than \$60 billion on formal training that year and twenty six percent (26%) increase since 1993 (Garger,1999).

The Chartered Institute of Personnel and Development (2003) further posited that employee development programme came into a variety of shapes and sizes each with advantages and

disadvantages. Different companies established different types of employee development programmes for a variety of reasons. In the early 1990s Sears Credit, a firm based out of Hoffman Estates, Illinois, underwent a major restructuring and responded with a career development initiative. This new venture was done in order to align employees with their new and changing jobs and to ensure that all employees were adding value to the company. They also felt they were not sharing career opportunity with employees and knowledge and skills to take advantage of these opportunities. JC Penney, a nation-wide retail Department store, established a Virtual university to help their employees' access knowledge as quickly as possible (Garger, 1999). These were a few employee development programmes that existed. Although they vary in nature, most programmes were based on similar philosophical custom.

Wilson (2000) pointed out that, the fundamentals of a good employee training programmes are: orientation, soft skill training, and technical skills training. These concepts are the general foundation for any employee development programs. Kottke (1999) also claimed that employee development plan contains the three 'Cs: Core workplace Competencies, Contextual framework within which the organization conducted its business and Corporate Citizenship". The core competencies in this model are "communication and collaboration, creative thinking and problem solving and career self-management". The primary goals of many employee development programmes are to communicate the vision of the organization; help workers understood the corporate values and culture and shows employees at every level how they could help the organization succeed. They exist in order to support business strategic goals by providing learning opportunities and engraining the organization's culture. Although the need for technical training in a specific position could never disappear, understanding an organization's

culture and fitting into it was becoming increasingly important for employees success. Two factors that were crucial to the success of employee career development were keeping in current and putting learning in the hands of employees. (Kottke, 1999).

For many companies, all employees do not work under the same roof. This challenge is forcing training out of the classroom in order to make it accessible to all. As Meister (1998), puts it into simple terms, “knowledge changes quickly and people has to keep up”. Employees could not keep up in today’s fast-paced world if they do not wait for seminars and conferences to receive new knowledge. Because of strong interaction and communication that take place in classroom setting where a diverse group is brought together that, format remains crucial. However, combining it with distance learning to put information into the hands of employees as quickly as possible could make the learning process “more efficient, targeted and strategic than ever”. It is therefore a responsibility of companies to provide those learning opportunities and this could make employee development programmes successful for both the individual and the organization.

2.3 Organizational culture defined

In every social situation there is some sort of culture to determine the way of life of members, so also is this organization. All known social and business organizations have a culture to which their members conformed. Organizational culture defines what was important and unimportant in its company since it consists of the shared values and assumptions of how organizational members behave. It ensures good Human Resource practices in the organization as it seeks to set out the way of life for individuals to behave in all matters concerning the business.

Organizational culture provides research and development priorities to individuals in the organization. Through performance management and job evaluation, employees are able to assess the various training and development needs of the organization so as to enhance performance (McShane, (1992).

Again, organizational culture ensures competitiveness and meritocracy or growth prospects of an individual within an organization. Since employees are endowed to improve the quality of their services rendered to the organization, they always compete with each other in the organization and this is based on merit as the policies and procedures of the organizations are enshrined in the culture of the organization. However, there is low output, low morale and motivation as well as conflict or unhealthy rivalry among employees when the culture of the organization is disregarded.

2.4 Factors affecting employee career development

The increasing rate of change in knowledge and skills are therefore needed by employees and management to carry out their daily activities as well as matching the ever-changing demand of today's business. As global trend of business continues to shift efficient and effective dimensions of business enjoyment, companies make the effort to improve the quality of their productivity, most especially the skills and competence of their human resource. The increasing rate of change in knowledge and skills are needed to perform jobs in an organization. Employee career development in an organization is therefore possible by the following factors:

2.4.1 Skill Training and Development

The competitive pressures facing organizations today require employees whose knowledge and ideas are current and whose skills and abilities can deliver results both for short and long term purposes. As organizations compete and change, training and subsequently development even become more critical than before. Employees must adapt to the myriad of change facing organizations and should be trained continually in order to maintain and update their capabilities. Also management seeks to be trained and developed to enhance their leadership skill and abilities. It is against this background that training and development has risen as a critical component of the HR function.

Mathis and Jackson (2004) defined training as a learning process whereby people acquired skills, concepts, attitudes, and knowledge to aid in the achievement of goals. It is a planned effort by a company to facilitate the learning of job related knowledge, skills or behaviour by employees. To this end, training could be said to be a learning process by which organizational members acquired knowledge, skill and abilities to perform actively in their field of work.

Development is different from training. It is possible to train most people to run a copy machine, answer customer service question, drive a truck, or operate a computer, or assemble a radio. However development areas such as judgment, responsibility, decision making and communications present a bigger challenge (Mathis and Jackson, 2004). According to De Cenzo (2005) employee career development is more future oriented and more concerned with education than employee training. By education it means that employee development attempts to instill sound reasoning process to enhance one's ability to understand and interpret knowledge rather

than impacting a body of fact or teaching. Employee career development and management as defined by Mathis and Jackson (2004) represents efforts to improve employees' ability to handle a variety of assignments and to cultivate capabilities beyond those required by the current job.

Wagner (2000) sees it as the acquisition of knowledge, skill and behaviors that improve employees' ability to meet changes in job requirements and in client and customer demands. Development could therefore be defined as the process whereby employees' knowledge, skills, abilities and capabilities are built, enhanced and empowered in order for them to take on new and greater responsibilities and challenges. To Wagner (2000), development is a necessary component of company's effort to improve quality, to meet challenges of global competition and social change, and to incorporate technological advances and change in work decision. Another significant factor that affects employee career development is education and performance in the organization.

2.4.2 Education and Performance in the Organization

Career plan and development is very crucial due to the accumulation of knowledge and skills of both management and employees in an organization. The process of education leads to the creation, capturing, acquiring, sharing and using knowledge and skills to enhance learning and performance in an organization (Wilson, 2000). Education could be acquired in the work place setting and off-site and these focus on the development of firm-specific knowledge and skills that are the results of organizational learning processes. Wilson, (2000) also believes that employee's level of education has influence on individual's career development. This is because the capability to gather, lever and use knowledge and skills effectively could become a major source

of competitive advantage to both the individual and the organization. It could be concluded that once level of education determines his/her awareness towards the implementation and development of career.

Employee performance provides better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Management could establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership.

Notwithstanding these, there could be low morale, low motivation and the development of tension or stress on the part of the individual if management do not offer opportunity for response and show how the performance of the employee is measured. As a result there is the need to embark on organizational planning that could increase productivity.

2.4.3 Planning and Productivity

Planning provides direction, reduces uncertainty, and minimizes waste and sets standards. No activities could be done without planning. HR-planning is the entry point of human resource management. It is concerned with determining human resource requirements, job analysis, recruitment, selection and socialization. HR planning is also called 'Personnel planning', 'Employment planning', and 'Manpower planning'.

HR planning is the process of determining an organization's human resource needs. It is an important factor in human resource management programs because it ensures the right person at the right place, at the right time. It helps the organization to achieve overall strategic objectives. HR planning is the process of assessing the organization's human resource needs in light of organizational goals and making plans to ensure that a competent, stable work force is employed. It systematically forecasts an organization's future supply of, and demand for, employees. HR planning is the process by which an organization ensures that it has the right number and kinds of people at the right place, at the right time, capable of effectively and efficiently completing those tasks that help the organization to achieve its overall objectives. (De Cenzo and Robbins, 2005).

HR planning is linked to the overall strategy of the organization. It evaluates human resource requirements in advance, keeping the organizational objectives, operation schedules, and demand fluctuation in the background (Kottke, 1999). HR planning should be future-oriented, system-oriented, and goal directed. It reduces uncertainty, develops human resource, improves labour relations, utilizes human resource and controls human resource. Forecasting human resource requirements, effective management of change, realizing organizational goals, promoting employees and effective utilization of human resource are its main objectives.

HR planning consists of various activities. The main are as follows: forecasting human resource requirements, either in terms of mathematical projections of trends in the economic environment and development in industry or in terms of judgment estimates based upon the specific future plans of a company, making an inventory of present HR resources and assessing the extent to

which these resources are employed optimally, anticipating human resource problems by projecting present resources into the future and comparing them with the forecasts of requirements to determine their adequacy, both quantitatively and qualitatively, and planning the necessary programs of requirements, selection, training and development, utilization, transfer promotion, motivation and compensation to ensure future HR requirements. Scientific HR planning acquire the right number of qualified people in the right job at the right time, focuses on corporate goal, utilizes human resource, reduces uncertainty, reduces labor cost, keeps records, maintains good industrial relation, and regularizes in production. The main aims of this work are to assess the relationship between HR planning and strategic planning towards career enhancement, to identify the approaches and process of HR planning, and to analyze the essential of HR planning for industrial productivity. This work was basically concerned with essential of HR planning for organizational effectiveness and industrial productivity.

HR Planning and Strategic Planning

Strategic planning is the process by which top management determines overall organizational purposes and objectives and how they are to be achieved Walker (2009). It assesses the opportunities and threats in external environment and strengths and weaknesses in internal environment. HR planning is the process of systematically reviewing human resource requirements to ensure right man at right place, at right time. HR planning plays an important role to achieve strategic objective, this creates a relationship between strategic and HR planning.

Approaches to HR Planning

HR planning is the process of determining an organization's human resource needs. It has three approaches. They are: quantitative approach, qualitative approach, and mixed approach.

Quantitative approach is traditional approach. It is management-driven approach. It is also known as top-down approach and hard approach. As the name implies, it gives focus on required numbers of employees rather than personal aspect of individual. Quantitative approach of HR planning is foundation of Human Resource Management Information System (HRMIS), Demand Forecasting Technique (DFT), and Work Study Technique (WST). HRMIS: Human resource management information system gives information about name, post, qualification, experience, remuneration and allowance, and performance.

Qualitative approach is employee-driven. It is also known as bottom-up approach and soft approach. As name implied, it gives focus on personal aspect of individual rather than required numbers of employees. Qualitative approach of HR planning is concerned with matching organizational needs with employee needs, remuneration and incentive plans, recruitment, selection, development of employees, career planning, promotion and transfer, employees safety, welfare and working environment, motivational activities, and maintenance.

Mixed approach is the combination of quantitative and qualitative approaches. It balances between qualitative and quantitative approaches. This approach of HR planning produces better result because it is a combined form of qualitative and quantitative approaches.

HR planning is a process consists of five stages. They are: assessing current human resource, forecasting human resource demand, forecasting human resource supply, comparing or matching demand and supply forecasts, and action plans.

Assessing current human resource is the first step of HR planning process. It begins by developing profile of current employees. This internal analysis includes information about the workers and the skills they currently possess (De Cenzo and Robbins, 2005). Human resource inventory provides detailed information about currently available employees in the organization. It includes following information about employees: name, education, performance, experience, training and development, current position, compensation, special skills, capabilities, language, and others. Human resource information system: Human resource information system is a computerized information system, which assist in processing human relation information. It provides the following information: employee's name, surname, date of birth, address and marital status, employee's current post, employee's salary, allowance, facility and other financial incentives, employee's qualification, experiences, skills and competencies, employee's performance appraisal, and information related with employee's language, culture, religion, etc. Job analysis provides information about job currently being done and qualification, experience, skills; competencies that individuals needs to perform that job. Job description, job specification and job evaluation are the main objectives of job analysis.

Forecasting human resource demand is second step of HR planning process. It begins after assessing current human resource in the organization. Forecasting human resource demand is the process of estimating future human resource requirements to meet future needs of the organization. There are several reasons to conduct forecasting human resource demand. They

are: quantity of the jobs necessary for producing a given number of goods, or offering a given amount of services, determine what staff-mix is desirable in the future, assess appropriate staffing levels in different parts of the organization so as to avoid unnecessary costs, prevent shortage of people where and when they are needed most, and monitor compliances with legal requirements with regard to reservation of jobs. Forecasting human resource demand is influenced by many factors such as: Corporate objectives, Environmental forces, and Labor market. Forecasting human resource demand techniques are classified under: Expert forecasting techniques, Managerial estimate techniques and Statistical techniques.

The third step of HR planning process is forecasting human resource supply. It begins after assessing current human resource and forecasting human resource demand. Forecasting human resource supply estimates future sources of employees likely to be available from within and outside an organization. In other words forecasting human resource supply measures the number of people likely to be available from within and outside an organization, after making allowance for absenteeism, and promotions, wastage and changes in work. (Armstrong, 2006).

There are several reasons to conduct forecasting human resource supply. They are: helps quantify number of people and position expected to be available in future to help the organization realize its plans and meet its objectives, helps clarify likely staff-mixes that will exist in the future, assesses existing staffing levels in different parts of the organization, prevents shortage of people where and when they are most needed, and monitored expected future compliance with legal requirements of job reservations. Forecasting human resource supply is influenced by many factors. These are as follow: Existing human resource, External

source of supply and Internal source of supply: Organization could internally fulfill its vacancy. Human resource inventory, inflows and outflows, turnover rate, absenteeism rate, job movement rate, promotion, transfer, etc. provide information about employees likely to be available from internal sources.

Matching demand and supply forecasts is the fourth step of HR planning process. It begins after forecasting human resource demand and supply. A matching of demand and supply forecasts gives us the number of employees to be recruited or make redundant as the case goes.

The last step of HR planning process is action plan. It is prepared to deal with shortage and surplus of human resource in an organization. It helps organization to implement human resource planning. The main activities of action plan are as follows: Recruitment plans, Selection plans, Training plans, Retention plans, Appraisal plans, Redeployment plans and Downsizing plan. HR planning was very essential for productivity.

It does the following activities to enhance managerial effectiveness and industrial productivity.

HR planning determines future human resource requirements in an organization. The main objective of HR planning is to manage right person at right place at right time. Beyond this, it is concerned to job analysis, recruitment, selection, and socialization. HR planning is goal directed. It gives focus on corporate goal. Human resource goals are linked to overall strategic goal of organization. Such linkage helps to promote better co-ordination, and easy implementation. HR planning helped in proper utilization of human resource in an organization. It facilitates in

motivation, performance appraisal, and compensation by management. And it also identifies surplus or unutilized human resource.

HR planning determines the numbers and the qualification of employees. Recruitment, selection, placement, and socialization are done scientifically. It also provides adequate time and place for seminar, workshop, training and development and other career development programs to the development of human resource for productivity.

Reduced uncertainty: environmental factors like economic, political-legal, social-cultural, and technological could create uncertainty. HR planning reduces such uncertainty by forecasting future human resource. It matches demand and supply of human resource. It also develops recruitment, selection, placement, and socialization basis after studying and analyzing such environmental factors. Reduces labor cost: HR planning reduces labor cost, which minimized cost of production and product price. Labor cost could be reduced by utilizing available labor force effectively. Regularize in production: HR planning ensures regularity in production. It determines right person at right job. It also facilitates to provide motivational incentives and development opportunities.

This creates regular working environment and therefore makes HR planning essential for productivity. Maintained good industrial relation: HR planning maintains good labor relations. It is very important to achieve overall corporate objectives since it provides qualified, competent, and motivated personnel to promote labour or industrial relations in an organization. Thus, HR planning keeps records of human resources. Records are kept of all activities of human resource like recruitment, selection, placement, promotion, performance appraisal, compensation, and Controls human resources: Human resource planning controls human resources. It determines the

numbers and kinds of employees. It also controls unnecessary recruitment, selection and placement. There are no room for nepotism and favoritism. Therefore, human resource planning is important in human resource management.

2.4.4 Role of Management in Employee Career Development

The management and development process of employees is flexible and continuous, linking an individual's development to the goals of the job and the organization. Employee development programmes gives the opportunity to develop a broad base of skills and knowledge that could be applied to many jobs all over the world. The overarching goal is a comprehensive curriculum for managers and supervisors to develop the necessary core competencies to become excellent leaders. The employee relations unit also provides training for managers and supervisors, along with performance management tools. Expanding management core competencies would enable managers to keep pace with the demands of a changing organization.

The challenges associated with the changing nature of work and the workplace environment is real in most organizations. Rapid change requires a skilled, knowledgeable workforce with employees who are adaptive, flexible, and focus on the future. As a manager, one of your key responsibilities is to develop your staff. The Philosophy of Human Resources Management states that you could: "encourage growth and career development of employees by coaching, and by helping employees achieve their personal goals, you could develop human resources by providing adequate training, encouragement of staff development, and opportunities for growth". Management helps employees to assess and provide feedback on their skills and interests; selected training and development activities that matches their career development objectives

and job needs; ensure development and training as a tool to tell employees about training and development opportunities available and to create an annual development plan; stay informed of current policies and practices that supports employee development; follow up with employees after a learning activity to integrate new skills and knowledge into their responsibilities. Though an organization and an individual have distinct roles to play in the process of career management, what is interesting is that HR adds value at each step of the individual efforts in career progression. Also individuals use the HR interventions in an organization as an opportunity for giving shape to their career plans Armstrong, (2006).

Wagner (2000) also identifies below as the role play by management in the development of employee career:

Coach: Help employees identify strengths, weaknesses, interests, and values by maintaining open, effective communication and ongoing encouragement. You could improve your coaching by: encouraging two-way dialogue, showing employees how to identify their skills, interests, and values and scheduling uninterrupted career development discussions.

Advisor: Provide organizational information, realities, and resources to employees. You could improve your advising by: helping employees develop realistic career goals based on your department's needs and their individual development plans and helping employees understand the current opportunities and limitations on the campus, advising employees on the feasibility of various career options.

Appraiser: Evaluate employees' performance in an open, candid way and related this to potential opportunities. You could improve your appraisal skills by: providing frequent feedback in a way that fosters development, conducting performance appraisals that define strengths,

weaknesses, and career development needs, relating current performance to future potential in realistic ways, using an individual development plan as a tool for continual feedback and development.

Referral Agent: Help employees meet their goals through contacts with people and resources.

You could improve your referral agent skills by: helping employees formulate development plans and consulting on strategies, providing opportunities for experience, exposure, and visibility, such as committees and task forces), using personal resources who you know and what you know to create opportunities in seeking employees' placement lateral or vertical.

However the employees take initiative to assess skills and interests and seek development activities that match needs; work with management to identify training and development objectives. Employees with upgraded skills work to their full potential and equipped to deal with the changing demands of the workplace; employees with higher morale, career satisfaction, creativity, and motivation; increase productivity and responsiveness in meeting departmental objectives through the active role of management towards employee career development.

Career management provides a great opportunity for an organization to arrive at congruence of aspiration and interests of high performing individuals with current and future business needs. By providing proper direction and development, career progression of these individuals could be planned within the organization, where not only the individual achieves a sense of personal fulfillment but also future requirements of critical positions in the organization are taken care of. In a nutshell, career planning for an organization started with managing and directing the career expectation of the employees realistically. Considering individual goals, performance and

potential, HR charts out the career path of the employees in such a way that these efforts of career planning and development culminated into succession planning at highest levels and also in enriching organizational talent pool and strengthening leadership bench.

Mckenzie, and Smeltzer (2001) summarizes the role of an individual and organization as:

Individual and organizational role in career management			
Key Aspect	Individual role	Organization Role	
Goal setting (by an individual)	Developing and gaining clarity on long term goal / purpose	Managing the expectations realistically: clarifying possibilities of knowledge based and hierarchical based goals, providing information on business direction and possibilities	
Action planning (by an individual)	Planning the type and duration of jobs to be taken up, companies or industry to be targeted, and other developmental needs	Support individual plan through movement along the career path: job rotation, advancements, problem solving as segments etc.	
Monitoring and coaching (by the organization.)	Learn from the experience and insights of mentors/ coaches establish lifelong relationships	Align individuals to the company values, provide informal guidance about building career within the organization	
Assessment (by individual and organization)	Learn about present profile and gaps that need to be fulfilled in the long run	Assess values synchronization, performance, potential and likely career path	
Development (by the individual and organization.)	Attaining additional educational qualification, obtaining external certifications as authentication of skills possessed	Honest performance appraisals, identifying individual developmental needs and fulfilling the same, providing opportunity to implement learning for organizational benefit	
Challenging work (by the organization.)	focus on de-bottlenecking processes, thus keeping the element of "challenge alive	opportunity to participate in various task forces to solve real time business problems.	

Table 2.1 The role of individual and the organization

2.5 Benefits of career planning and management

Career development is an ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description; although they are indirectly improved job performance.

Since career development is an ongoing, dynamic process, employees need encouragement and support in reviewing and re-assessing their goals and activities. You are in a key position to provide valuable feedback and learning activities or resources. Formal training and classes away from the job were effective in providing new information, but adult learners also need to practice new skills. Therefore, you could contribute significantly to your staff member's career development by supporting career development activities within your department.

Management support for career development is important because:

- Current information about the organization and future trends helped employees create more realistic career development goals
- Focus on skill development contributes to learning opportunities
- Opportunities for promotion and/or lateral moves contributed to the employee's career satisfaction
- A greater sense of responsibility for managing one's own career contributed to self-confidence

- Career planning and development clarified the match between organizational and individual employee goals
- It's cost-effective to use your own staff talent to provide career development opportunities within your department.
- Career development increased employee motivation and productivity
- Attention to career development helped you attract top staff and retain valued employees
- Supporting career development and growth of employees was mandated by the Philosophy of Human Resources Management.

Employee career development and management calls for an approach that explicitly take in to account both organizational and employee interests. As describes by Meister (1998), it encompasses recruitment, personal development plans, lateral moves, and special assignments at home or abroad, development positions, career bridges, and support for employees who wants to develop. It calls for creativity in identifying ways to provide development opportunities and enhance employee loyalty. Career management and its implementation is concerned with providing opportunities for people to progress and develop their careers and ensuring that the organization has the flow of talent it needs. The elements of career management are the provision of learning and development opportunities, career planning and management succession planning.

Employers all over the world have several motives for managing and implementing the careers of their employees. For employees, career management and implementation give individuals the guidance, support and encouragement they needs if they are to fulfill their potential and achieve

a successful career with the organization in tune with their talents and aspirations. Secondary, the aim is to provide men and women of promise with a sequence of learning activities and experience that will equip them for whatever level of responsibility they have the ability to reach. For the organization, career development aims to meet the objectives of its talent management policies, which are to ensure that there is a talent flow that creates and maintains the required talent pool.

Crane (1996) also confirms these by outlining some reasons for career management and implementation. He stresses on organizational continuity for companies that ensure an effective career development for its employees. Organization usually operates for the long run plan to exist for an extended period of time into the future. This is done when qualified managers effectively attains organization's objectives by securing and maintaining qualified personnel to handle the various ladders within the organization so as to meet the ever-changing trend of today's business. This is achieved only by employee development programmes alone. Crane (1996) also stresses on individual development. Development enhances resource capability in accordance with the belief that human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This ensures that the individual gets the ability to perform his or her present position as well as an upgraded position. Therefore development programmes develop each individual to maximize his or her potentials as desire to grow. Also, career development ensures management succession. This is because through development programmes, competent and skillful individuals are always available to handle key management position to carry on the functions of the organization.

2.6. Effects of career development on employee performance

The factors that make the implementation of career plan possible have adverse effects on the performance of the employee in the organization, and these are elaborated below:

2.6.1 Growth Mechanism and Psychological Drive

Career development is greatly influenced and affected by the psychological drive and effective conflict management mechanisms and these make employers responsive to the implementation of career policies, development and its management. Employee psychological drive such as attractive prospects within the organization, monetary incentive, status quo as well as job security provide better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Management needs to establish conflict resolution measures in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provides by effective leadership. The true role of psychological drive and effective conflict management is to look forward to what needs to be done by the people to achieve the purpose of the job, to meet new challenges, to make even better use of their knowledge, skills and abilities, to develop capabilities by establishing a self-managed learning agenda, and to reach agreement on any areas where growth mechanism needs to be improved and how that improvement should take place. Effective conflict resolution strategies also helps managers to improve their ability to lead, guide and develop the individuals and teams for whom they are responsible. However, there could be insecurity, low morale, low motivation and the development of tension or stress on the part of the individual if management do not offer appropriate growth mechanisms to resolve conflict among individuals in the organization.

2.6.2 Job Evaluation leads to Career Development

Job evaluation is a systematic process for defining the relative worth or size of jobs within an organization in order to establish internal relativities. It provides the basis for designing an equitable grade and pay structure, grading jobs in the structure and managing job and pay relativities. Armstrong and Stephen (2006) believed that: “Non-discriminatory job evaluation could lead to a payment system which is transparent and within which work of equal value receives equal pay regardless of sex”. Job evaluation is analytical or non-analytical. It is analytical when making decisions about the value or size of jobs, which are based on an analysis of the level at which various defined factors or elements in a job in order to establish relative job value occurs. It is non-analytical when it compares whole jobs to place them in a grade or rank order (not analyzed by reference to their elements or factors). Career development leads to job evaluation by creating a concern with the job not the person. This is because in evaluating a job the only concern is the content of that job in terms of the demands make on the job holder but not the performance of the individual in the job. Job evaluation also makes people, especially knowledge workers, to have flexible roles and this increases productivity.

However there are judgments when evaluations are made within a defined framework. A fundamental aim of any process of job evaluation is to provide a framework or approaches that ensure, as far as possible, that consistent judgments which are made based on objectively assessed information. In addition, job evaluation provides as objective as possible a basis for grading jobs within a grade structure, thus enabling consistent decisions to be made about grading jobs and made a sound comparisons with jobs or roles of equivalent complexity and size. It also produces information required to design and maintain equitable and defensible grade and

pay structure as well as ensuring the organizational ability to meet equal pay for work of equal value obligations ConceptSystems.com (2011).

2.7 Challenges of employees career development

Employee career development ensures that the skill and competent individuals were well motivated to handle key management position to carry on the functions of the organization. Notwithstanding the various benefits employee career development carries along, it entails some problems in its operation. Mathis and Jackson (2004) have come out with the following as problems of employee development.

Lack of training among those who lead the development activities. This is analogous to putting a square peg in a round hole or a situation where a blind person leads another blind man. Management needs to update their knowledge and skills to match the ever-changing job market in order to be effective in their duties. This is ensured through training especially, on-the- job training.

There is also the situation of encapsulated training. This is where the individual learns new methods and ideas in a development course and returns to work unit that is still bounded by old attitudes and methods. This has greater repercussion on both the employee and the organization in general. To the individual there is stress or bored and eventually lead to burnouts. On the side of the organization are financial losses because the resources put in the development process yield no positive results. As side by De Cenzo and Robbins (2005), Mathis and Jackson (2004) have come about inadequate analysis as another problem of employee career development.

This is when the leaders are unable to make a thorough need analysis. Employee career planning is a process by which an organization ensures that it has the right number of qualified person in the right job at the right time. It is never ending process which utilizes human resource and matches demand and supply despite the numerous challenges encountered during it implementations and development. Career planning of employees is directed by overall strategic objective of the organization. There is follower and partner relationship between strategic planning, assessing current human resources, forecasting human resource demand, foresting human resource supply, matching demand and supply forecasts, and action plans through the development of career goals for employees. Career planning is essential for productivity and organizational effectiveness because it acquires best human resources, focused on corporate goal, utilizes human resources, develops human resources, reduces uncertainty and labour cost, regularizes production, maintains good industrial relation, kept records, and controlled human resources.

2.8 Summary

The chapter sought to examine the commitment to the complex of career, its management, planning, implementation and development through different stages of the individual's work life. It considered the factors that affect career development. It also considered the benefits and effects of career development as well as the conceptual frame work of the research.

2.9 CONCEPTUAL FRAMEWORK OF THE ROLE OF MANAGEMENT IN EMPLOYEES CAREER DEVELOPMENT AT ST. JOHN OF GOD HOSPITAL, SEFWI ASAFO

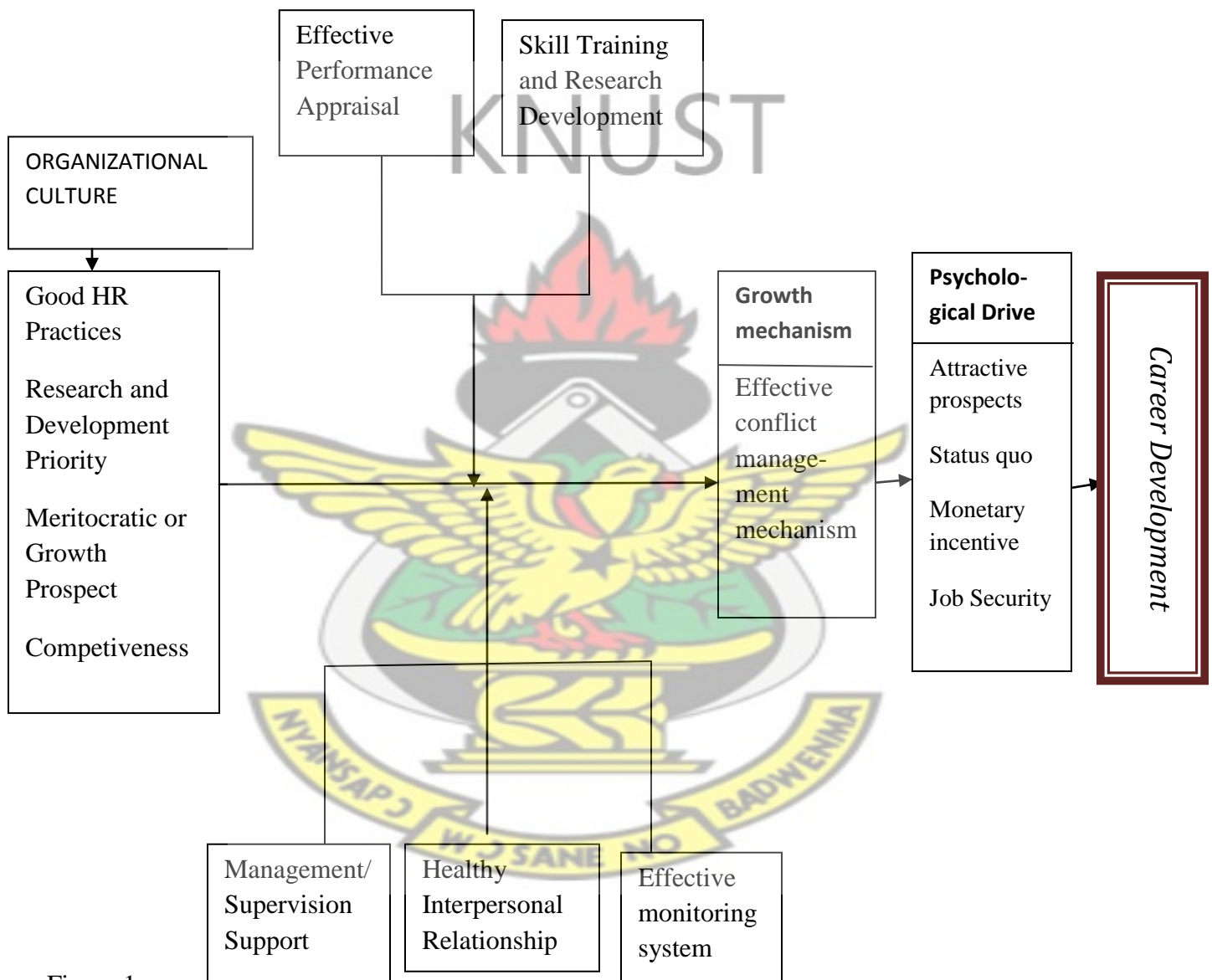
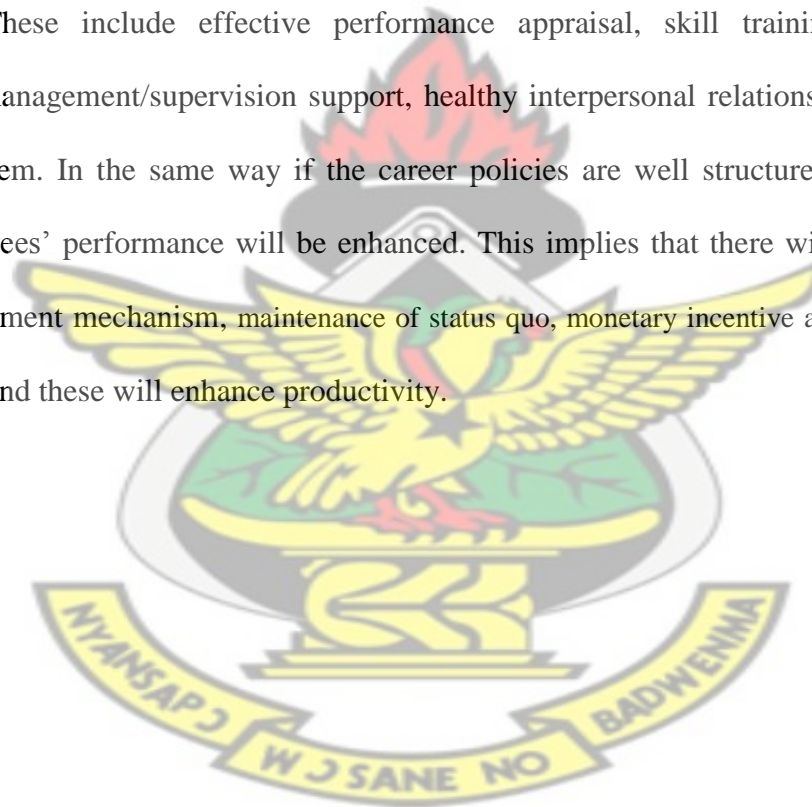


Figure 1.

Figure 1.1 provides a diagrammatical representation of career development in an organization and its administration. A brief explanation of the diagram has been provided below.

Organizational management experts generally acknowledge the fact that managing organization most valuable asset (employees) is imperative if organizations are to endure, survive and become successful. It is against this background that the human resources management has gained attention in recent times.

The diagram depicts Organizational culture as the core of career programmes. The culture embodies good HR practices, research and development priority, meritocratic or growth prospect and competitiveness. This culture brings about the factors that enhance career development in the organization. These include effective performance appraisal, skill training and research development, management/supervision support, healthy interpersonal relationship and effective monitoring system. In the same way if the career policies are well structured and effectively handled employees' performance will be enhanced. This implies that there will be an effective conflict management mechanism, maintenance of status quo, monetary incentive and job Security as the end results and these will enhance productivity.



CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

This chapter dealt with the methods used in the study: the research design, sampling procedure, sample frame, target population, sample selection and ethical considerations. It provided an insight into the scope and profile of the organization. It also explained the sources of data, data collection instrument and analysis. Again, it described the questionnaire and their content, and also described the method used in the research analysis.

3.2 Organizational Profile

St. John of God Hospital was established in 1956 in Asafo in the Sefwi Wiawso District by the Catholic missionary through the reign of Rev. Fr William Tillich. The clinic was officially raised to the standard of a hospital in 1968. The entire population of the hospital was 270 workers. The population was made up of 216 junior staff and 54 senior staff. As a catholic health service provider under the auspices of the Spanish Health Association of Ghana, it had a mission, goal and objective to achieve. Its main objective was to render services as the continuation of Christ healing ministry while on earth. The hospital is currently the largest in the District and it's currently serving patients with insurance cards which attend to the hospital.

3.3 Research Design

This refers to the conceptual structure within which the research is conducted. Thus, it refers to as a thought out plan of an investigative study. For the purpose of this work, the researcher opted

that, the appropriate research design for the study should be case study. It is also a method of investigation, which aims at studying the fact of a particular case from all angles (Kumekpor, 2002). It is also said that a case study provides in real situation enabling reader to understand ideas more clearly than simply presenting them with abstract theories (Cohen, Manion and Morrison, 2005).

The researcher having evaluated other research designs intended to use the case study method because of its advantages and appropriateness to the study. For example, they can be undertaken by a single researcher without the need for research assistants (Nisbet and Watt, 1984 cited in Bell, 1999). Again the results are more easily understood by a wide audience as they are frequently written in academic language and since the findings are anticipated to be used by organizations thus, the method is appropriate. It is argue that case study is prone to observer bias but the researcher intended to use questionnaire as instrument for data collection to overcome this problem.

3.3.1 Sampling Procedure

The sampling techniques relate to the “procedure” or “appropriate method” used in the selection of a sample, Kumekpor (2002). The sampling technique used in the research was important because it affected “to a great extent, the degree to which a sample was representative of the universe from which it was selected. In social research there are lists of research techniques. However, Kumekpor (2002) advises that, to achieve a representative sample, it is important; the selection process is left to the “operation of the law of chance rather than the use of subjective judgment. The sampling techniques used for this study was stratified sampling. Stratified

sampling technique is a technique that selects in a way that each universe stands an equal chance of being included or excluded from the final sample (Neumann, 2002).

The researcher was optimistic that the use of this sampling technique would ensure fairness and reduce bias in the selection and elimination of workers who constituted the final sample size for this study. Each of the two hundred and seventy management and employees stood at equal chance of being selected and excluded from the sample.

KNUST

3.3.2 Study Population

The population for the study consisted of workers in the St John of God Hospital, Asafo. The study covered all groups of people in the hospital totaling two hundred and seventy workers. This represented the entire population of the hospital. The population was made up of two hundred and sixteen junior staff and fifty four senior staff. The researcher intention was to ascertain the point of view of every worker and also to attain reliable data to facilitate analysis and discussions of the findings in the organization.

3.3.3 The Sampling frame

Kumekpor (2002) suggested that population or universe may be considered as the total number of all units of the phenomenon to be investigated exists in the area of investigation. It thus relates to all possible observation of the same kind. The sampling frame consisted of a list of workers in the St. John of God Hospital, Asafo which was obtained from the HR department. These groups of workers include the hospital management, nursing officers, paramedical and supporting staffs.

3.3.4 Target Population

The study covered a targeted population of one hundred and eighty workers which were derived from the entire working population from St. John of God Hospital. These groups of workers include the hospital management, nursing officers, paramedical and supporting staffs. However, the study examined the implications, effects and contributions of these groups on the value of career development activities and programmes in relationship to career management and career development of the St. John of God Hospital at Sefwi Wiawso District in Western Region of Ghana.

3.3.5 Sample Selection

The primary goal of sampling is to get a representative sample or a small collection of units or cases from a much larger collection or population, such that the researcher could study the small group and produce accurate generalizations about the larger group (Neumann, (2002). The analysis constituting a sample is known as the sample size. The sample selection denotes the number of items to be selected from the universe to constitute the sample. The general principle is that the sample size should be a fair representation of the population and should neither be too large nor too small. For the purpose of this study, the researcher randomly selected one hundred and eighty employees from the entire population to ensure the effectiveness of the research work, due to largeness of the population and financial commitment; it also reduced the level of error and increased the level of precision. Again, the rationale for choosing this sample size was to make the sample size large enough and to ensure that the findings could be more representative of the target population.

By stratified sampling, a sample size representing each of the larger groups was selected at random to obtain one hundred and eighty employees for the study. The formula used in drawing a representative sample for each stratified group was given as; $\frac{N1 \times S}{N} = n1$

N

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

N = the total population under study and **S** = sample size for the study

i. The Hospital Management Staff

The hospital management staff included the hospital administrators, accountant, and heads of department for nursing, medical, pharmacy, laboratory, maintenance and ground and plants. There were fifty-four workers under this stratum; they included ten females and forty four males. The group was represented as follows;

$$\frac{N1}{N} \times S = n1$$

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

N = the total population under study and **S** = sample size for the study.

$$\frac{N1 (54)}{N (270)} \times S (180) = n1 (45)$$

ii. Hospital Employees

The employees selected from this stratum consisted of all the workers in the various departments. These departments include the medical, nursing, pharmacy, laboratory,

maintenance and ground and plants departments. This group consisted of one hundred and ninety- six employees made up of thirty five females and one thirty four males

This stratum comprised of the non management employees of the various decentralized departments and units of the Assembly. The group was represented as follows;

$$\frac{N1}{N} \times S = n1$$

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

N = the total population under study and **S** = sample size for the study.

$$\frac{N1 (169)}{N (270)} \times S (180) = n1 (135)$$

Table 3.1: Sample size for stratified groups

For the purpose of the study, the stratified groups were represented as follows;

Stratified groups	Total number of employees	Calculation of sample size	Calculated sample size
Management	54	$(54/270) \times 180$	45
Employees	216	$(169/270) \times 180$	135
Total	270		180

3.4 Methods of Data Collection

Information for the research was mainly gathered through both primary and secondary sources of data. These sources were intended to provide information using questionnaires and interview as relevant tools for the survey. The first part of these tools related to socio-demographic background of the respondent, the second part deals with the employees' commitment to career development plan and the third part dealt with career plan and productivity. The subsequent sectors were structured to deal with the role of employer in employee career development plan and its implication, benefits and challenges of managing an effective career development plan.

3.4.1 Primary sources of data

Primary data was collected through questionnaire and interview. The primary source helped to clarify the findings in relation to the problem statement of the research as it related to the research topic, which was entitled management role and employees' career development.

3.4.2 Secondary sources of data

Secondary sources of data were related to statistical reports, computerized data base and direct response from relevant institutions as well as individuals. The source dealt with already collected data for the purposes, other than the problem at hand. The researcher gathered relevant literature on the research topic using textbooks, internet search and dissertations.

3.5 Data Collection Instrument

Questionnaire was employed as a data collection instrument in this study. The researcher designed questionnaires for the staff of the hospital including the management team members:

senior medical staff, Administrators, Matron and the Principal accountant. The purpose was to cover the reasons, challenges and benefits of employee's career management, plan and development.

3.6 Field Work

3.6.1 Pilot test of Questionnaires

The questionnaires were pre-tested at the St. Michael's Hospital, Pramso in the Ashanti region of Ghana. Twenty respondents were selected for the administration of the questionnaires. The researcher realized that the respondents found it difficult answering some of the questions. As a result some of the questions were reviewed and reframed. Even though the researcher found out that the number of questions asked was appropriate for the study the pre-test respondents complained that the questions were quite many. As such the total number of questions was reduced. Based on the above problems many questions were left unanswered in the pre-test.

3.6.2 Test-Retest.

The questionnaires were post-tested at the Westphalia hospital at Oyoko-Effiduasi in the Sekyere East District in the Ashanti Region of Ghana. A total number of twenty respondents were sampled. In the post test the researcher appreciated the fact that respondents understood the questions better than the pre-test. It was thus assumed that the data collection instrument was appropriate and ready enough to be taken to the field because of the stated stability after the correlation analysis of the test-retest ($r=0.69$).

3.6.3 Field Problems

The researcher encountered a problem when some respondents became reluctant in revealing vital information about their jobs for the fear of victimization by management. They were however encouraged to cooperate and were assured that their individual identities would not be revealed in any way in the study.

The busy schedule of the respondents especially the management staff made them complained that questionnaires administration was time consuming but they did not decline to answer them. This challenge was mitigated by the researcher when he made sure that the questionnaires were precise and straight forward touching on the relevant areas of the research topic.

Also, some respondents assumed that the researcher was engaging in a monetary study and as such demanded money in the answering of questionnaires. The researcher thus explained the purposes and aims of the study in an effort to mitigate the problem. The researcher explained to participants that the study was purely an academic work which was only in partial fulfillment for the award of a Master of Arts degree in Sociology at the KNUST.

As a result of the busy schedules of respondents many questionnaires were either misplaced or lost. The researcher therefore had to reprint different sets of questionnaires to replace the lost ones. This therefore meant that the researcher spent more time on the field collecting data rather than what had been on planned for the study.

Lastly, some respondents were cold towards the researcher. As a matter of fact a respondent almost walked the researcher out of his office on an initial request of his voluntary co-operation

in the questionnaire administration. The researcher however exercised restraint and respondents were approached later and counseled on the purpose of the study. They in turn accepted to offer and volunteered their assistance to the study.

3.7 Data Handling and Analysis

The data collected from the field was edited and coded. Using the SPSS windows software the data was entered into the computer and cleaned afterwards. The data was analyzed in two parts. The first part involved the descriptive analysis. By this the data was summarized into graphs, tables and numerical summaries. The second part of the analysis was where the researcher made deductions from the numerical summaries through the use of Pearson correlation to test the hypothesis.

3.8 Ethical Consideration

There are moral standards and how they affect conduct in every organization. The research arrived at some of these systems of moral principles governing appropriate conduct for individuals and groups in the organization.

The participants had the right to either participate in the study or not and as such they must be informed that their involvement was voluntary at all times and for that matter can pull out of the study at any time they wanted to do so. They also received a thorough explanation beforehand of the benefits, rights, and dangers involved as a consequence of their participation in the research project. They were thus informed of their right to withdraw their participation in the study any time they felt so.

The problem of informed consent was carefully considered. Due to the tight schedule of the health organization, the researcher had an advanced communication with the hospital staff to present questionnaires for answering.

According to Kumekpor, (2002) ‘the obligation to protect the anonymity of research participants and keep research data confidential should be fulfilled at all cost unless arrangement to the contrary are made with the participants. Respondents were made to understand that every information they were given would be treated as such and that their identities would not be revealed.



CHAPTER FOUR

DATA ANALYSIS AND MANAGEMENT

4.0 Introduction

This chapter presented analyses of the data collected from the field.

4.1 Socio-democratic background of respondents

The socio-demographic background of respondents consisted of the sex, marital status, age, and family size, department of work, rank or position in the organization and length of service in present employment.

Table 4.1 Sex of Respondents (N=180)

Sex	Frequency	Percentage
Male	108	60.0
	72	40.0
Total	180	100

Source: Author's survey, July 2012

4.1.1 Sex of Respondents

With regard to sex in the organization, it was revealed that majority (60%) of the workers at the St. John of God Hospital at Sefwi Asafo were males comparing with their female counterparts who were only 40%. Male dominance in most organizations in the country at large was confirmed by the study due to the fact that women had several roles in the home such as

reproductive and community managing roles. These however limited women employment in most organizations and St. John of God Hospital is no exception.

Table 4.2 Marital Status of Respondents (N=180)

Marital Status	Frequency	Percentage (%)
Married	110	61.1
Divorced	6	3.3
Widowed	4	2.2
Single	52	29.0
Separated	8	4.4
Total	180	100

Source: Author's survey, July 2012

4.1.2 Marital Status of Respondents

Table 4.2 revealed that the majority of respondents (61.1%) in the organization were married. Respondents said, marriage was important because it made an individual more responsible and respectful in the society. 3.3% of the workers had divorced. There was an insignificant (2.2%) widowed group within the organization. About 29% have not married (single) due to long period of schooling and financial constraints. 4.4% of the respondents had separated because of misunderstanding among couples.

4.1.3: Age distribution of Respondents

Age is a very significant factor in determining the labour force in an organization. Because of this, most employers take in to account the number of years one has served and the benefits from

employee's working life. Table 4.3 showed the ages of respondents in the hospital. The study showed that only 1.1% of the working force fell below the age of twenty. 22.2% of the workers could be found within the age of 20 and 29. 50% of the workers were also found within the age of 30 and 40 depicting that the organization had a very active working force. 26.7% of the workers were over 40 years meaning that the organization had experience working force that can direct the young and energetic labour force in the organization.

Table 4.3 Age Distribution of Respondents (N=180)

Age	Frequency	Percentage (%)
Below 20	2	1.1
20-29	40	22.2
30-40	90	50.0
Over 40	48	26.7
Total	180	100

Source: Author's survey, July 2012

4.1.4: Family Size of Respondents

It was depicted from table 4.4 that majority of workers at the hospital had a family size of less than four children representing 75.6% of the respondents. The small family size of respondents was as a result of the application of family planning methods, long period of education in school and proper management in the home. 18.8% had a family size between 4 and 8 children with a cumulative frequency of 94.4%. Only 5.6% of the working population had over 8 children because of their failure to adopt the use of contraceptives as well as early marriage they had already engaged in. However, most respondents who had a family size of more than five children

said that although the use of contraceptives could reduce their family size, but it was against their religion. Other respondents also attributed their large family size to the prestige and respect society accorded to procreation.

Table 4.4 Family size of Respondents (N=180)

No. of Children	Frequency	Percentage
0-4	136	75.6
5-8	34	18.8
Over 8	10	5.6
Total	180	100

Source: Author's survey, July 2012

Table 4.5 Employees length of Service (N=180)

Length of Service	Less than 5 Years	5-10	Over 10	Total
Frequency	30	90	60	180
Percentage (%)	16.7	50	33.3	100
Valid Percent	16.7	50	33.3	100

Source: Author's survey, July 2012

4.1.5: Employees length of Service

Table 4.5 showed that 30% of respondents had been in the service of organization for less than five years, 60% had worked at the Hospital for five to ten years. The notion was that staying at a particular work environment for long period bring about consistency, continuity as well as in-

depth knowledge in the particular field, only 10% had spent more than ten years at the hospital depicting long period of service on the part of the workers. Again, most employers were interested in the quality of their human resource rather than the quantity of their products, because of this management at the hospital has retained experience labour force to add value to their services.

4.1.6:Rank/Position

Specialization and division of labour are very crucial in the field of work since every individual is tasked to a specific and specified role that could be assessed periodically or frequently to determine the performance of the various workers within the organization. The research showed that 50% of the workers at the hospital were found within the junior level mostly dominated by the ground and plants department, maintenance and motor service departments. 33.3% were found within the middle level department, comprising the Laboratory and Administration departments. The remaining 16.7% were found in the Senior or Management department, mostly dominated by the nursing and medical service departments.

Table 4.6 Rank/Position (N=180)

Rank	Frequency	Percentage	Valid Percent	Cumulative %
Junior Level	90	50	50	50
Middle Level	60	33.3	33.3	83.3
Senior Level	30	16.7	16.7	100
Total	180	100	100	

Source: Author's survey, July 2012

4.1.7: Department of Work

Table 4.7 indicated that there were 25% management and 75% employees in the organization. The table depicted that the nursing department formed the majority with 27.8% respondents. Out of this were 5.6% management and 22.2% are employees. The pharmacy department followed closely with a percentage of 18.8. Within the pharmacy department were pharmacy assistants and pharmacy technicians. 5% of the respondents were found within the laboratory department comprising laboratory assistants and x-ray technicians. The table 4.7 depicted that there were 16.1% administrators and 13% maintenance and motor service department group. The remaining 18.8% also worked within ground and plants department. There was an insignificant 3.3% respondent in the medical department mostly dominated by medical doctors and medical assistants.

Table 4.7 Department of Work (N=180)

NO.	(Department)	(Management) Frequency	Percentage (%)	Employees Frequency	Percentage (%)
1.	Medical	2	1.1	4	2.2
2.	Nursing	10	5.6	40	22.2
3.	Pharmacy	8	4.4	26	14.4
4.	Laboratory	2	1.1	7	3.9
5.	Administration	9	5.0	20	11.1
6.	Maintenance	6	3.3	12	6.7
7.	Ground and Plants	8	4.4	26	14.4
Total		45	25	135	75

Source: Author's survey, July 2012

4.2 Commitment to employee career development

Table 4.8 The extent of following career development plans (N=180)

Respondent	Very Often	Often	Not Often	Total
Management	16	30	9	45
Percentage	8.9%	17.2%	5.0%	31%
Employee	25	70	40	135
Percentage	13.9%	32.8%	22.2%	69%
Total	41	100	49	180
	22.8%	50.0%	27.2%	100%

Source: Author's survey, July 2012

4.2.1: The extent of following career development plans

The table 4.10 showed that 72.8% of respondents follow their career development plans in the organization very often. They were optimistic that frequent monitoring and follow-up of career development plans ensured reliability and development within the organization. 27.2% of the respondents said that they did not often follow their career plans because they perceived it to be management responsibility or waste of time and resources.

4.2.2 Employee career plan implementation

The research showed that 69% of the workers in the hospital had pursued a career plan. Out of this, there was 9% increase in male population than their female counterparts (30%). The respondents explained that career development policies were very important in the organization

because it ensured security and reliability. This confirmed the notion in the literature that career development ensured continuity as the organization was able to develop a successive qualified and competent managers or personnel to handle the various ladders within the organization in order to meet ever-changing trend of this global world (Crane, 1996). They further explained that employee career development was important because it ensured development of the employee. This assertion also justified that of Crane (1996) that career plan and its implementation enhance development as resource capability in relation to the belief in human capital of the organization was a major source of competitive advantage. 27.7% of the workers at the hospital had not embarked on any career development policy (18.8% males while 8.9% are females). These respondents were of the view that employers must provide the necessary tools and environment for the implementation and management of career programmes. The notion was that career development had less importance in their work since they have developed no plans towards their career aspirations. Only 3.3% said they were not sure whether they had developed a career plan or not. This was due to the fact that such employees do not attach importance to career policies in the organization.

Table 4.9 Employee career plan implementation (N=180)

Sex	Yes	No	Not Sure	Total
Male	70	34	4	108
Percentage	39%	18.8%	2.2%	60%
Female	54	16	2	72
Percentage	30%	8.9%	1.1%	40%
Total	124	50	6	180
	69%	27.7%	3.3%	100%

Table 4.10 The importance of career plan (N=180)

Respondent	Very Important	Important	Not Important	Total
Management	36	9	0	45
Percentage	20%	5%	0.0%	25%
Employee	124	16	5	145
Percentage	63.3%	8.9%	2.8%	75%
Total	160	25	5	180
	83.3%	13.9%	2.8%	100%

Source: Author's survey, July 2012

4.2.3 The importance of career plan

Since career development is an ongoing, dynamic process; employees need encouragement and support in reviewing and re-assessing their goals and activities. Employee career development and management call for an approach that explicitly take in to account both organizational and employee interests. As described by Wagner (2000), it encompassed recruitment, personal development plans, lateral moves, and special assignments at home or abroad, development positions, career bridges, and support for employees who want to develop. It called for creativity in identifying ways to provide development opportunities and enhance employee loyalty. Career management and its implementation was concerned with providing opportunities for people to progress and develop their careers and ensure that the organization had the flow of talent it needed. The elements of career management in the organization were the provision of learning and development opportunities, career planning and management succession planning. 97.2% of workers in the hospital confirmed that career development was very important. They further

explained that career development was not beneficial to only the employee but to the employer as well. According to the respondents, career development had brought about security and loyalty for the employee. To the organization, career development ensured continuity as the young ones were able to move to the top hierarchy within the organization. The remaining 2.8% of respondents also said that career development had no importance to the individual although the organization enjoyed some benefits.

4.3 Role of management in employee career development

Table 4.11 The role of employer in career development (N=180)

Respondent	Coaching	Advising	Appraisal	Referent	Total
Management	18	12	8	7	45
Percentage	10%	6.7%	4.4%	3.9%	25%
Employee	50	45	30	10	135
Percentage	27.8%	25.0%	16.7%	5.6%	75%
Total	68	57	38	17	180
	37.8%	31.7%	21.1%	9.5%	100%

Source: Author's survey, July 2012

4.3.1: The role of employer in career development

The study indicated that 37.8% of the respondents specify that management or employers perform the role of coaching. That is, they helped employees to identify strengths, weaknesses, interests, and values by maintaining open, effective communication and ongoing encouragement. The respondents added that management could improve their coaching by encouraging two-way

dialogue, showing employees how to identify their skills, interests, and values and scheduling uninterrupted career development discussions. 31.7% were of the view that management performed the role of advising employees on the career development policies and programmes in the organization. They further explained that employers must provide organizational information, realities, and resources to employees. Employers could improve by advising the employees to develop realistic career goals based on the department's needs and individual development plans. They also assisted the employees to understand the current opportunities and limitations on the working environment as well as advising employees on the feasibility of various career options. 21.1% of the workers also claimed that management served as appraisers on the implementation of career development in the organization. They said that employers must evaluate employees' performance in an open, candid way and relates this to potential opportunities. They further said that management could improve their appraisal skills by: providing frequent feedback in a way that fostered development, conducting performance appraisals that define strengths, weaknesses, and career development needs, relating current performance to future potential in realistic ways, using an individual development plan as a tool for continual feedback and development. The remaining 9.5% was of the opinion that management served as referent agents and thus helped employees to meet their goals through contacts with people and resources. They further suggested that management role as referent agent could be successfully achieved if they can improve their referral agent skills by helping employees to formulate development plans and consulting on strategies, providing opportunities for experience, exposure, and visibility, (such as committees and task forces), using personal resources who you know and what you know to create opportunities in seeking employees' placement lateral or vertical.

A confirmation of this notion was made by Wagner (2000), that management were responsible for helping employees develop realistic career goals base on department needs and the needs of the individual.

4.4 Factors affecting career development and its implementations

4.4.1: Educational background of respondent

The study revealed 11.1% basic education graduates in the organization, who were dominated by respondents in the ground, plants and maintenance departments. The table depicted that 16.7% of respondents had pursued a secondary education. There were 72.2% tertiary education graduates in the organization. The table revealed that majority of the workers at the hospital had tertiary education. The management consists of 25% whilst the remaining 47.2% were the other employees. The reason was that tertiary education had helped them to acquire the necessary knowledge and skills needed to perform job efficiently and effectively in the organization.

Table 4.12 Educational background of respondent (N=180)

Respondent	Basic	Secondary	Tertiary	Total
Management	-	-	45	45
Percentage	-	-	25%	25%
Employees	20	30	85	135
Percentage	11.1%	16.7%	47.2%	75%
Total	20	30	130	180
	11.1%	16.7%	72.2%	100%

Source: Author's survey, July 2012

4.4.2: The influence of education on career development

Table 4.13 revealed that education had influenced respondent's career very extensively. 13.8% management and 41.7% employees respectively believed that education had influenced the extent of their career very extensively and this had increased productivity in the organization. 36.1% of the respondents also noted that education had an extensive influence on their career plans and implementation in the organization. This notion was confirmed by Wilson (2000) that education led to the capturing, creation, acquiring and sharing of ideas, knowledge and skills to enhance learning and performance in organizations. 8.4% of the respondents said that education has less extensive influence on their career development. They further added that though education was important for an effective implementation of career policies, the strength of the organization and the willingness of the employee were significant factors that make career plans and development successful in an organization.

Table 4.13 The influence of education on career development (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Management	25	17	3	45
Percentage	13.8%	9.4%	1.7%	24.9%
Employees	75	48	12	135
Percentage	41.7%	26.7%	6.7%	75.1
Total	100	65	15	180
	55.5%	36.1%	8.4%	100%

Source: Author's survey, July 2012

Table 4.14 Planning and productivity in the organization (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Management	28	14	3	45
Percentage	15.5%	7.8%	1.7%	25.0%
Employees	72	34	29	135
Percentage	40%	18.9%	16.1%	75%
Total	100	58	32	180
	55.5%	26.7%	17.8%	100%

Source: Author's survey, July 2012

4.4.3: Planning and productivity in the organization

Planning is very important in our daily activities because it provides direction, reduces uncertainty, and minimizes waste and sets standards. No activity can be performed without planning. Planning is the process of determining an organization's human resource needs. It is an important factor in human resource management programmes because it ensures the placement of the right person at the right place, and at the right time. From table 4.14 it was deduced that majority of the respondents in the hospital (55.5%) considered planning and productivity as factor of career development. They further explained that one could not do anything without planning since it informed both the individual and the organization the direction to go and the target to achieve. They explained that once planning was performed in the organization productivity was likely to increase, hence increasing the strength and financial status of the individual and organization respectively. 26.7% of the respondents were of the opinion that planning and productivity influence career development extensively. Out of this percentage,

7.8% were management staff whilst the remaining 18.9% were employees. De Cenzo and Robbins (2005) also confirmed the notion that planning and productivity had a major influence towards career implementation since it was able to identify the right individual at the right position and at the right time, capable of effectively and efficiently completing those task that helped the organization to achieve its overall objectives. 17.8% of the respondents also expressed their view that planning and productivity influenced career development less extensively.

Table 4.15 The influence of financial strength of the organization on career plan (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Management	34	10	1	45
Percentage	18.9%	5.5%	0.6%	25%
Employees	70	55	10	135
Percentage	38.9%	30.5%	5.6%	75.0%
Total	104	65	11	180
	59.8%	36.0%	6.2%	100%

Source: Author's survey, July 2012

4.4.4: The influence of financial strength of the organization on career plan

It was revealed from table 4.15 that career implementation was affected by the strength of the organization very extensively. Respondents explained that to develop and implement career policies in an organization, the financial background of the company must be considered before decisions were taken. The table 4.15 also revealed that 36.0% of the respondents explained that financial strength of the organization determined the number of policies and what to be included

in the implementation process. They were of the view that when the organization had huge financial base they could implement and develop career policies for their employees very successfully, only 6.2% of the respondents said that the financial strength of the organization had less influence on career development. They mentioned that career development and its implementation were dependent on the willingness on the employee.

4.5 Benefits of career development

Table 4.16 The influence of present job on career plan (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Male	70	28	10	108
Percentage	38.9%	15.6%	5.6%	60.1%
Female	44	24	4	72
Percentage	24.4%	13.3%	2.2%	39.9%
Total	124	52	14	180
	62.3%	28.9%	7.8%	100%

Source: Author's survey, July 2012

4.5.1: The influence of present job on career plan

Table 4.16 shows that 62.3% of the workers in the hospital were influenced by their present job. Respondents were with the notion that their current job had helped them to acquire new skills in handling tools and equipment at the hospital. Again, employment at the hospital had improved upon their performance through job rotation and career guidance. 28.9% of the respondents also explained that their current job had an extensive influence towards their career growth and

development. Respondents stated that their current job had ensured an effective communication between management and employees towards their career plans. They further explained that their present job had erased the notion that career development is the responsibility of employers. But 7.8% of the respondents also specified that although career development had improved their present job but to a less extent due to ineffective communication and long process in career development had not been encouraging.

4.5.2 Career development leads to acquisition of new skills

The study revealed that majority (82.2%) of the workers had acquired new skills through the development of career plan. They indicated that career development had influence their job content very extensively as they were able to improve upon their performance. Since career development was an ongoing and dynamic process, employees need encouragement and support in reviewing and re-assessing their goals and activities on current information about the organization and future trends that would help them to create more realistic competition. They further said that career development had both individual and organizational benefits as confirmed by Meister (1998) that career development aimed to meet the objectives of the organization and its talent management policies, which were to ensure that there was a talent flow that creates and maintains the required talent pool. For employees, career management and implementation gave individuals the guidance, support and encouragement they needed if they were to fulfill their potential and achieve a successful career with the organization in tune with their talents and aspirations. 17.8% of the respondents answered that they had not acquired any new skills through the development of their career plans due to beauracritic nature of the hospital and communication barrier.

Table 4.17 Skill Acquisition on Job Content (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Male	78	20	10	108
Percentage	43.3%	11.1%	5.6%	60.1%
Female	54	14	4	72
Percentage	30%	7.8%	2.2%	39.9%
Total	132	34	14	180
	73.3	18.9%	7.8%	100%

Source: Author's survey, July 2012

4.5.3 Skill acquisition on job content

The data showed that the acquisition of skill was necessary through the development of career plans in an organization. It was revealed from the table 4.17 that about 73.3% of the respondents expressed their opinion that skill acquisition had a close link with career development. They explained that an effective career plans and development led to the acquisition of new skills in handling situations within the organization. Skill development contributes to learning opportunities and increased employee motivation and productivity as well as ensuring greater sense of responsibility for managing one's own career which in effect leads to self-confidence. 18.9% of the workers also said that career development leads to skill acquisition extensively. The remaining 7.8% of the respondents were with the view that although career development led to skill acquisition, career development had less influence on the acquisition of skills. Notwithstanding this, it could be said that career development brought about the acquisition of

new skills in handling tools and equipment within the organization. It also contributed to employee motivation and productivity and in effect enhances the organization's productivity.

4.6. Effects of career development

4.6.1 The extent job evaluation influence career development

A fundamental aim of any process of job evaluation is to provide a framework or approaches that ensure, as far as possible, that consistent judgments are made based on objectively assessed information. 75% of the respondents in the organization explained that job evaluation leads to career development in the organization. 25% of the respondents also said that job evaluation had no influence on career development. They explained that career development was dependent on the willingness of individual and not necessarily on job evaluation.

Table 4.18 indicated that career plan and development had a very extensive influence on job evaluation. 95.8% were of the view that job evaluation in an organization influenced career development very extensively. This notion was confirmed by Armstrong (2006) that job evaluation produced information required to design and maintain equitable and defensible grade and pay structure as well as ensuring the organizational ability to meet equal pay for work of equal value obligations. They explained that a careful job evaluation identified the strength as well as the weaknesses of employees henceforth establishing development policies that enhance employee performance so as to increase productivity. 6.2% of the respondents also expressed their view that job evaluation had less extensive influence on career development.

Table 4.18 The extent job evaluation influence career development (N=180)

Respondents	Very Extensive	Extensive	Less Extensive	Total
Management	34	10	1	45
Percentage	18.9%	5.5%	0.6%	25%
Employees	70	55	10	135
Percentage	38.9%	30.5%	5.6%	75.0%
Total	104	65	11	180
	59.8%	36.0%	6.2%	100%

Source: Author's survey, July 2012

4.6.3 Growth mechanisms and psychological drive

The research revealed that about 81.7% of the respondents had resorted to growth mechanisms in the organization. Most employees had adopted effective conflict resolution strategies with their supervisors and this accounted for their progress within the organizational hierarchy. They explained that effective contractual agreement with the organization motivated them to enhance their performance because failure to achieve targets could lead to suspension or withdrawal from the organization. Furthermore, respondents explained that attractive prospects within the organization enhance their status quo, job security and monetary incentives. Only 18.3% of the respondents said that career development was not affected by the growth mechanisms and psychological drives in the organization such as the status or position of the employee.

4.7 Challenges associated with career development and its implementations

Table 4.19 Discussion training and development needs (N=180)

Respondents	Very Satisfied	Satisfied	Dissatisfied	Total
Male	34	40	34	108
Percentage	18.9%	22.3%	18.9%	60%
Female	26	26	20	72
Percentage	14.4%	14.4%	11.1%	40.0%
Total	60	66	54	180
	33.3%	36.7%	30.0%	100%

Source: Author's survey, July 2012

4.7.1 Training and development needs of employees

62.8% of the respondents stated that training and development needs of the employees were discussed with their employers. 42.8% of the respondents explained that they had not received feedback on their training and development needs. They further added that they had no or little opportunity to discuss their career grievances with the authorities due to the beauracatic nature of the hospital and the mode of communication which affected their career aspiration in the organization.

4.7.2 Discussion training and development needs

The table 4.19 indicated that 70% of the workers were satisfied with management response to their career development and training needs in the organization. Respondents further attributed

management response towards career training and development to an effective mode of communication within the organization. 30% of the respondents also said that they were dissatisfied with the outcome of management response to training needs and development of their career. They were with the notion that their dissatisfaction were as a result of management poor supervision and negative work ethics such as lateness and absenteeism.

Table 4.20 The content of career plan (N=180)

Respondents	Academic Advancement	Job Rotation	Employment detail	Total
Male	30	24	20	74
Percentage	25.3%	20.2%	16.8%	63.3%
Female	26	11	8	45
Percentage	21.8%	9.2%	6.7%	37.7%
Total	56	35	28	119
	47.1%	29.4%	23.5%	100%

Source: Author's survey, July 2012

4.7.3 The content of career plan

From table 4.20 it was revealed that workers within the hospital had pursued career development policies such as academic advancement, job rotation and employment details. Majority of the working population in the organization (47.1%) had pursued their personal development programmes through academic advancement. 29.4% had also achieved their personal

development plans through job rotation, a practice whereby the individual was exposed to different sections or departments within the working environment. 23.5% of the workers also received their career development plans through the detailed of their employment.

Table 4.21 Mode of communication in the organization (N=180)

Respondents	Through Department	Through Supervisor	Through Staff Association	Total
Male	34	44	30	108
Percentage	18.9%	24.4%	16.7%	60%
Female	26	30	16	72
Percentage	14.4%	16.7%	8.9%	40.0%
Total	60	74	46	180
	33.3%	41.1%	25.6%	100%

Source: Author's survey, July 2012

4.7.4 Mode of communication in the organization

Communication bridges the gap between the employees and their employers since it enables the subordinates to assess their performance and improve upon their productivity. Management must therefore work to improve the communication skills of their employees so as to contribute to the development of the business. Table 4.21 depicted that employees (41.1%) were satisfied with communicating their career aspirations through their supervisors. 33.3% also expressed their opinion that career aspirations were best communicated through the department of work. 25.6% of the respondents also explained that career aspirations were best communicated through staff

associations. It could be said that most people in the organization were able to communicate their career aspirations through some line of communication.

4.7.5 Feedback on career development objectives

Any discussion on one's career plan must end with feedback to inform employees. This notwithstanding, there should be a positive feedback as it has the propensity to improve performance whilst a negative feedback can affect the morale and performance of employees. It is therefore incumbent upon managers and supervisors to manage feedback properly in order to minimize its attendant problems if not eliminated. It was revealed that majority of the workers (65%) receive feedback on their career aspirations through their superiors.

Table 4.22 Reasons for not receiving feedback (N=180)

Respondents	Management		Employees	
	Frequency	Percentage	Frequency	Percentage
Lack of Communication	15	83	30	16.7
Time Constraints	20	11.1	55	30.6
General Willingness	10	5.5	50	27.8
Total	45	24.9	135	75.1

Source: Author's survey, July 2012

Table 4.22 indicated that 25% employees who did not receive feedback on their career aspirations are due to lack of effective communication within departments. 41.7% of the respondents also attributed their inability to receive feedback on their career aspiration to inadequate time on the part of the workers. 33.3% also explained that their inability to receive feedback was the unwillingness on the part of both management and employees. Management also had the fear that once the individual was developed they might lose to their competitors.

4.8 Summary of the chapter

The chapter analyzed all the available information collected from the field on career development. It presented the socio-demographic background of employees in the organization, ideas on the factors affecting career implementation and development and also portrayed the effects of career enhancement for both the individual and the organization.

4.9 TEST OF HYPOTHESES

4.9.1 Test of hypothesis I

a) Statement of hypothesis

$H_0: \partial=0$ (Management had no role in employee career development).

$H_A: \partial \neq 0$ (There was a relationship between management and employee career development)

The main hypothesis of this study was that management had a role to play towards employee career development.

b) Test of hypothesis

Table 4.23 Bivarite correlation for management and employees

NO.	N (Department)	X (Management)	X ²	Y (Employees)	Y ²	XY
1.	Medical	2	4	4	16	8
2.	Nursing	10	100	40	1600	400
3.	Pharmacy	8	64	26	676	208
4.	Laboratory	2	4	7	49	14
5.	Administration	9	81	20	400	180
6.	Maintenance	6	36	12	144	72
7.	Ground and Plants	8	64	26	676	208
Total		45	349	135	3561	1090

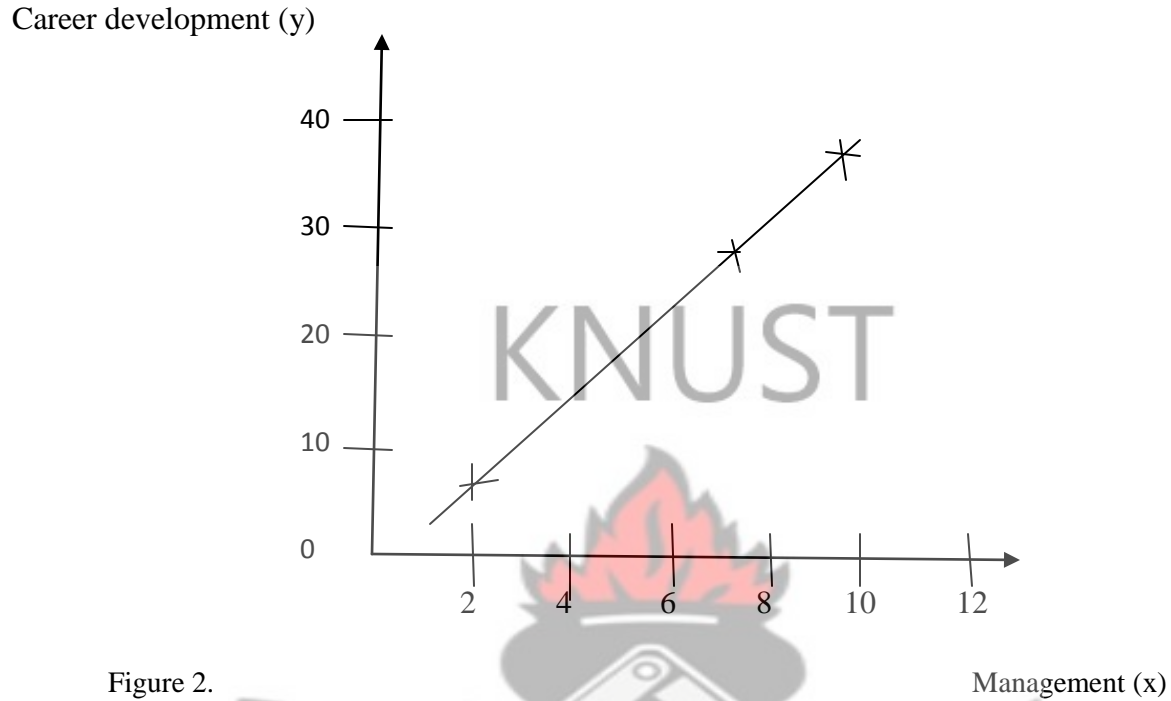
Source: Author's survey, July 2012

The following assumptions were established in the selection of Pearson Correlation to determine the association between management practices and employee career growth. Measurement between the two variables was at interval; the statistics was used to assess the linearity of relationship between management practices and employee career growth; Sample selected for the study involved both independent and randomly selected from the workforce population.

To test the hypothesis that there is a relationship between management and employee career development a scatter diagram is drawn to show whether there is a relationship or not.

The scatter diagram was generated from the data in table 4.23. The diagram revealed a positive relationship between management and employee career development at the hospital.

Scatter plot of Management and Employee Career Development



c) Pearson Correlation (r) for the study was computed as:

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{N \cdot \sum X^2 - (\sum X)^2} \cdot [N \cdot \sum Y^2 - (\sum Y)^2]}$$

Where r, was Correlation of the study

N= Number of departments

$\sum X$ = Total number of respondents in the various departments

$\sum X^2$ = the total multiplication of the various management number of respondents in each department by itself

$\sum Y$ = the total number of employee respondents in the organization

$\sum Y^2$ = the total multiplication of the various management number of respondents in each department by itself

$\sum XY$ = the sum of both management and employee in each department of work in the organization.

$$r = \frac{7(1090) - (45)(135)}{\sqrt{(7(349) - (45)^2) \cdot [7(3561) - (135)^2]}}$$

$$= \frac{7630 - 6075}{\sqrt{(2443 - 2025)[24927 - 18225]}}$$

$$= \frac{1555}{\sqrt{418(6702)}}$$

$$= \frac{1555}{\sqrt{2801436}}$$

$$= \frac{1555}{1673.75} = 0.93$$

$$r = 0.93$$

From the table 4.23 it was revealed that there was a strong positive correlation of 0.93 between management and employees towards career development in the organization.

(d) Test of significance of r:

In order to find out whether correlation (r) pertains in the sample or generalization to the whole population the significance of r must be tested. This was elaborated as:

i. Sampling Method: Random Sampling

ii. Level of Measurement: Interval

iii. Sampling Distribution: t-distribution

(e) Selection of sampling distribution and establishing critical region or value

r was distributed as t-distribution

N-2 where N, was number of departments

$$7-2=5$$

Alpha at 2.571

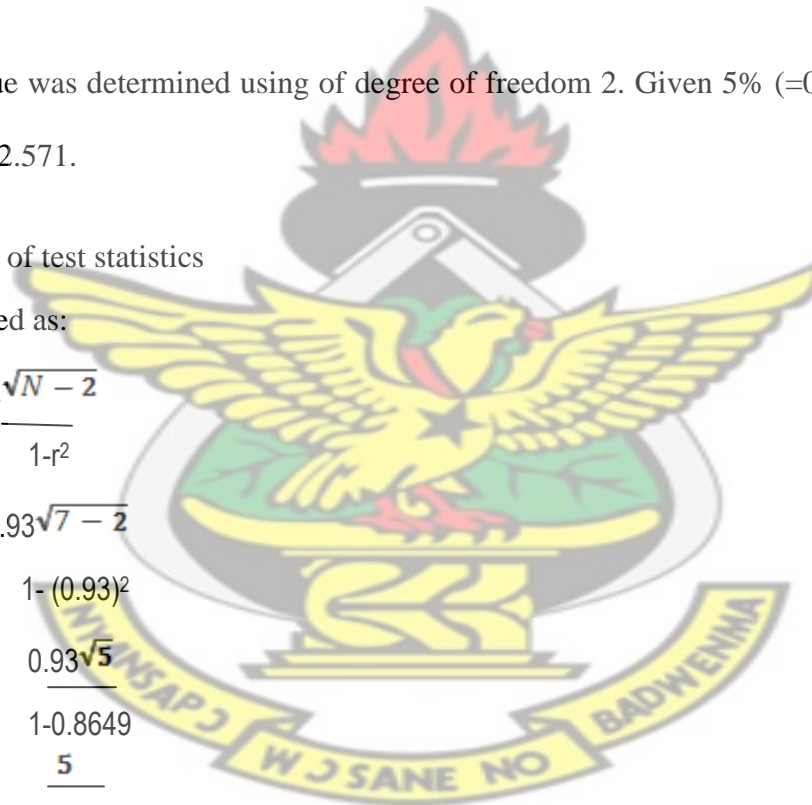
The critical value was determined using of degree of freedom 2. Given 5% (=0.05) from critical value table was 2.571.

(f) Computation of test statistics

This was obtained as:

$$\frac{r \cdot \sqrt{N-2}}{\sqrt{1-r^2}}$$
$$\frac{0.93 \sqrt{7-2}}{\sqrt{1-(0.93)^2}}$$
$$\frac{0.93 \sqrt{5}}{\sqrt{1-0.8649}}$$
$$\frac{5}{0.1351}$$
$$(0.93(6.08) = 5.66$$

KNUST



g) Co-efficient of determination r^2

To indicate the proportion of the relationship between career development and employee career development, co-efficiency r^2 was determined as:

$$r^2 = (0.93)^2$$

$$r^2 = 0.8649$$

$$= 86.5\%$$

Interpretation:

It was revealed that there was a strong positive and significant correlation ($r = 0.93$, $p = 0.05$). The researcher failed to reject the Alternate Hypothesis (H_A) that there was a relationship between management and employee career development. Based on the analysis the H_A was supported.

4.9.2 Test of hypothesis II

a) Statement of hypothesis

$H_0: \rho = 0$ (Career development had no relationship with job satisfaction).

$H_A: \rho \neq 0$ (There was a relationship between career development and job satisfaction).

b) Test of hypothesis

To test the hypothesis that there was a relationship between career development and job satisfaction a scatter diagram was drawn to show whether there was a relationship. The diagram revealed a positive relationship between career development and job satisfaction.

Scatter plot of employee job satisfaction and career development

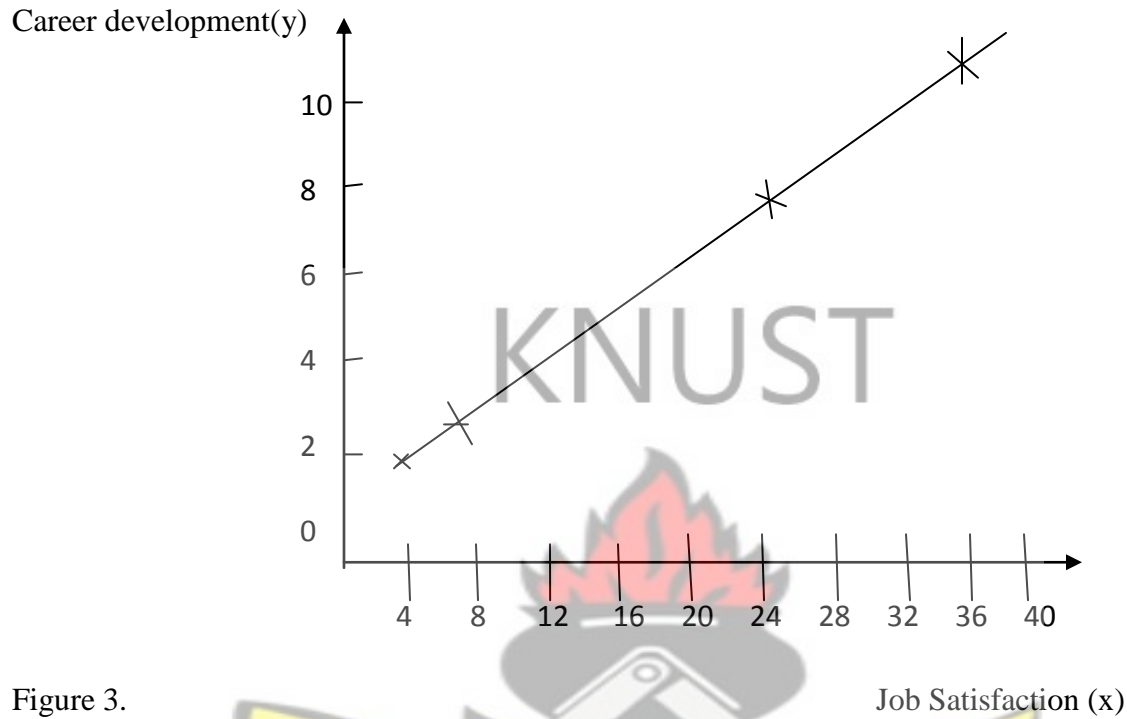


Table 4.24: Table of bivariate correlation for employee job satisfaction and career development

NO.	N (Department)	X (Job Satisfaction)	X ²	Y (Career development)	Y ²	XY
1.	Medical	4	16	2	4	8
2.	Nursing	40	1600	10	100	400
3.	Pharmacy	28	784	6	36	168
4.	Laboratory	6	36	3	9	18
5.	Administration	22	484	7	49	154
6.	Maintenance	15	225	3	9	45
7.	Ground and Plants	28	784	6	36	168
Total		143	3929	37	243	961

c) Pearson Correlation (r) for the study was computed as:

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{7(961) - (143)(37)}{\sqrt{[7(3929) - (143)^2][7(243) - (37)^2]}}$$

$$r = \frac{6727 - 5291}{\sqrt{(27503 - 20449)[1701 - 1369]}}$$

$$r = \frac{1436}{\sqrt{7054(332)}}$$

$$r = \frac{1436}{\sqrt{2341928}}$$

$$r = \frac{1436}{1530.34}$$

$$r = 0.938$$

$$r = 0.94$$

There was a strong positive correlation of 0.94 between career development and job satisfaction in St. John of God Hospital at Sefwi Asafo.

(d) Test of significance of r:

To ascertain whether r pertained to the sample population or could be generalized to the whole population the significance of r is tested as:

i. Sampling Method: Random Sampling

ii. Level of Measurement: Interval

iii. Sampling Distribution: t-distribution

(e) Selection of sampling distribution and establishing critical region or value

r was distributed as t-distribution where $df = n-2$

$N-2$ where N, is number of departments

$$7-2=5$$

Alpha at 2.571

The critical value was determined using degree of freedom 2. Given 5% chance of error, thus (0.05) from critical value table was 2.571.

(f) Computation of test statistics

$$\frac{r \cdot \sqrt{N-2}}{1-r^2}$$

$$\frac{0.94 \sqrt{7-2}}{1-(0.94)^2}$$

$$\frac{0.94 \sqrt{5}}{1-0.8821}$$

$$5$$

$$0.1179$$

$$r = (0.94(6.51) = 6.12$$

g) Co-efficient of determination r^2

To indicate the proportion of relationship between career development and job satisfaction, co-efficient of determination r^2 was established as:

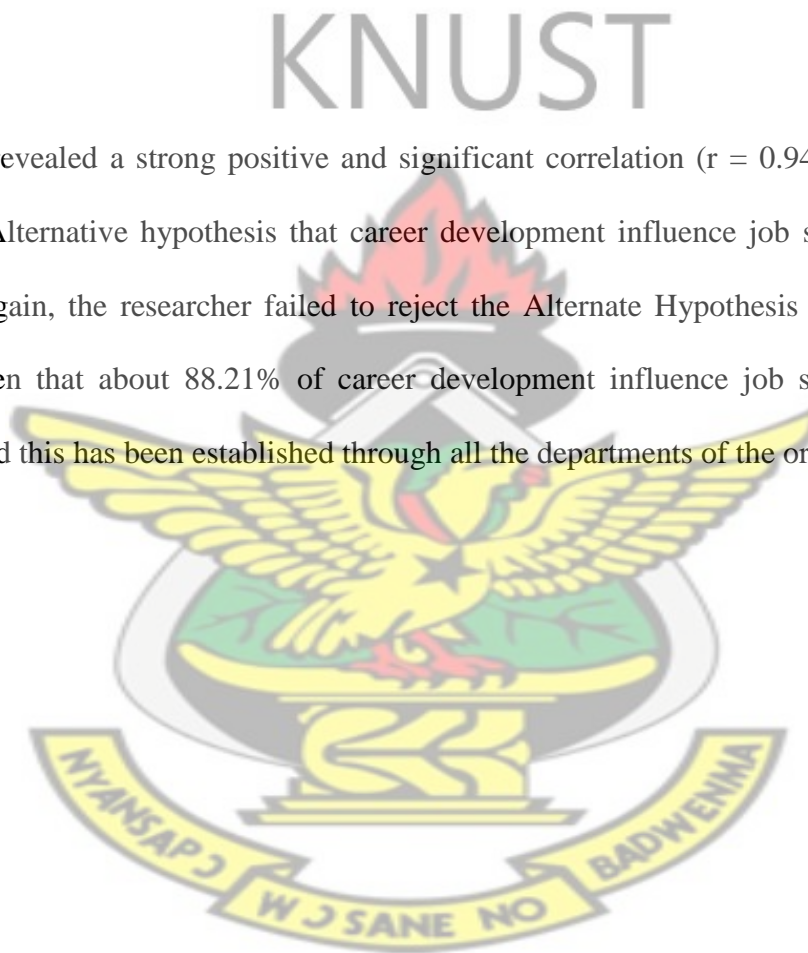
$$r^2 = (0.94)^2$$

$$r^2 = 0.8821$$

$$= 88.21\%$$

Interpretation:

The study had revealed a strong positive and significant correlation ($r = 0.94$, $p = 0.05$). This confirmed the Alternative hypothesis that career development influence job satisfaction in the organization. Again, the researcher failed to reject the Alternate Hypothesis (H_A) because the study had proven that about 88.21% of career development influence job satisfaction in the organization, and this has been established through all the departments of the organization.



CHAPTER FIVE

DISCUSSION OF MAJOR FINDINGS

5.1 Introduction

This chapter discussed the major findings of the study. Discussion was done based on findings obtained in relation to the literature of the study. It gave an insight into the impression of career management and how it enhanced business success. The key elements of successful career management as well as the tools and strategies were brought to the fore in line with the purpose and objectives of the study.

The socio-demographic background of respondents had to do with the department of work, position, duration in employment, sex, marital status and family size. The study established a fair response rate across all departments with the nursing staff making the majority (28%). The study revealed that there are seven departments in the hospital that are helping to promote health care in the area. Among these departments included the medical department (2%), nursing department (28%), pharmacy service department (20%), laboratory department (5%), administration department (15%), maintenance Service department (10%), and ground and plants department consisting of (20%). Staffs in the junior level rank were the majority (50%). On duration of employment, majority of the employees (50%) have spent five to ten years of service depicting consistency and long period of service. 16.7% of the respondents in the hospital have spent less than five years, meaning that the organization also relied on the services of new recruits that adds value to their services. 33.3% of the respondents had also spent over ten years in the hospital. It was deduced that the organization was made up of young and energetic workers together with

matured and experienced ones that improve productivity. On sex, the study established that male population was greater than the female counterparts. There were 60% male workers and 40% female workers. The family size of one to four children formed the majority (75.6%), followed by respondents with five to eight children (18.8%), the remaining 5.6% had a family size of over children. On the marital status, the study revealed that there were 61.1% married couples forming the majority of workers in the hospital, there were 3.3% divorced respondents, and 2.2% widowed, 29% single and 4.4% separated couples.

The commitment of employee development programmes was uncovered. The study maintained that employee development was not a new concept in the hospital. It had existed since the inception of the organization in 1956 and has expanded overtime. The study showed therefore that 69% of the workers had pursued a career development policy. This confirmed the notion in the literature that career development ensured continuity as the organization was able to develop a successive qualified and competent managers or personnel to handle the various ladders within the organization in order to meet ever-changing trend of this global world. Employee career development was important to the individual because it ensured development of the employee. This assertion also justified that of Crane (1996) that career planning and its implementations enhance development as resource capability in relation with the belief in human capital of the organization is a major source of competitive advantage. Only 31% had not yet developed career plans in the organization. This means that career plans and implementation were the responsibilities of the manager in the organization.

The study established the importance and critical role employee development programmes played in the work life of the individual which was confirmed by 97.2% of the respondents. Career plan sought to be a continuous process to help identify the strength and weaknesses of employees. Career development also sought to determine the appropriate categories at which employees collaborated to ensure the development of career plan that positively impacts on work morale and productivity at the workplace.

On the other hand, the study revealed that companies were not willing to help employees to move up to corporate ladder without their effort. Career management and its implementation was concerned with providing opportunities for people to progress and develop their careers and ensuring that the organization had the flow of talent it needed. Current information about the organization and future trends helped employees create more realistic career development goals. As revealed by the study employers all over the world had several motives for managing and implementing the careers of their employees. For employees, career management and implementation gave individuals the guidance, support and encouragement they needed if they were to fulfill their potential and achieve a successful career with the organization in line with their talents and aspirations. Secondly, the aim was to provide employees with a sequence of learning activities and experience that would equip them for whatever level of responsibility they had the ability to reach. For the organization, career development aimed to provide opportunity for talented employees to acquire leadership positions and this reduced cost and time for training newly recruited personnel for such positions.

The study confirmed that commitment to employee development programme had existed for a long time in the organization and should continue to exist if employers value their human resources. This commitment should be geared towards the needs of both the employee and the organization. As described by Meister (1998), it encompassed recruitment, personal development plans, lateral moves, and special assignments at home or abroad, development positions, career bridges, and support for employees who wanted to develop. Since career development is an ongoing and dynamic process, employees need encouragement and support in reviewing and re-assessing their goals and activities. Employee career development and management calls for an approach that explicitly take in to account both organizational and employee interests.

Employee career development and implementation had numerous benefits for both the organization and the employee. It made the organization responsible for the welfare of the employee and made the employee felt reliable and secured in the organization. As revealed by the study, career development enhanced resource capability in accordance with the fact that human capital of an organization was a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This ensures that the individual has the ability to perform in his or her present job as well as an upgraded position. Therefore, development programmes improves each individual to maximize his or her potential to grow. Again, career management and its implementation was concerned with providing opportunities for people to progress and develop their careers and ensuring that the organization had the flow of talent it needed. The elements of career management were the provision of learning and development opportunities, career planning and management

succession planning. It therefore provided the opportunity for succession within the organizational hierarchy hence reducing cost and resources that are spent on advertisement of vacant positions.

The study revealed that there was a close link between career development and the acquisition of skills. The competitive pressures facing organizations today require employees whose knowledge and ideas are current and whose skills and abilities could deliver results both for short and long term purposes. As organizations competes and changes, training and subsequently development even become more critical than before; management therefore has training and development to enhance their leadership skill and abilities within the organization so as to handle career policies and its implementation effectively. To this end, training is said to be a learning process by which organizational members acquired knowledge, skill and abilities to perform actively in their field of work.

The notion that career development improves the content of job in the organization was confirmed to be true by the study. Employees performed the work of others in different departments through job rotation. It was revealed that employees get new skills to handle job effectively through the development of career plans and this improves job content. The study confirmed that job evaluation provided a systematic basis for determining the relative worth of jobs with an organization since job description and job specifications were spelt out with career enhancement been increased. 95.8% of the respondents in the organization indicated that job evaluation led to career development in the organization. This notion was confirmed by Armstrong (2006) that job evaluation produced information required to design and maintain

equitable and defensible grade and pay structure as well as ensuring that the organizational had the ability to meet equal pay for work of equal value obligations. Management is therefore advised to evaluate the performance of their employees to ensure growth and development in both the individual and the organization respectively. The study depicted that when a job is periodically evaluated management is able to identify the strengths and weaknesses of their subordinates, hence, providing career policies such as job rotation or lateral moves to enhance individual performance.

Many organizations view training as a time consuming burden and a challenge that take away the time for employees to complete their job task. There is therefore the situation of encapsulated training. This is where the individual learns new methods and ideas in a development course and returns to work unit that is still bounded by old attitudes and methods. There is lack of training among those who leads the development activities. This is analogous to putting a square peg in a round hole or a situation where a blind person leads another blind man. On the side of the organization may be financial loss because the resources put in the development process yields no positive results. As sided by De Cenzo and Robbins (2005), Mathis and Jackson (2004) founded inadequate analysis as another problem of employee career development. This occurs when the leaders are unable to make a thorough need analysis. These concerns were confirmed by the study to be true for organization that offer training in a vacuum and do not provide support for the training process. Furthermore, most employees did not show much interest in career development because they explained that career development and implementation were the responsibilities of management.

Communication bridges the gap between employees and their employers as it enables the subordinates to assess their performance and improve upon their performance. It was revealed by the study that there was an effective communication between employees and management since 33.3% of employees communicate their career policies through department of work, 41.1% communicate through their supervisors and 25.6% also communicate their career grievances through staff association. Management sought to work to improve the communication skills of their employees so as to contribute to the development of the business.

A discussion on one's career plan ended up with feedback to inform employees of their task. This notwithstanding, the study had maintained that a positive feedback had a propensity to improve performance while a negative feedback affects the morale and performance of employees. The research showed that 65% of workers in the hospital receive feedback on their career plans and implementation either through departments, supervisors or staff associations. 35% of the respondents said that they did not receive feedback on their career plans due to communication barrier between employees and management in the organization. It was therefore incumbent upon managers and supervisors to manage feedback properly in order to minimize its attendant problems if not eliminated.

CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter presented the summary of the study, some recommendations on the role of management and employee career development plan, its implementation and management. It also provided conclusion and suggestion for further studies.

6.2 Summary

The study examined the role of management in the implementation of employee career development plans at St. John of God hospital at Asafo in the Western Region of Ghana. It consisted of the introduction to the study, the problem statement, research objectives, Hypothesis, significance of the study, the chapters' organization and definition of concepts. The study reviewed the existing literature on the subject matter of the study-management and employees' career development. It stressed on employers' commitment to employees' career development, factors affecting career development, benefits of career development and challenges associated with the implementation of career plans. It also dealt with the methods used in the study: the research design, sampling procedure, sample frame, target population, sample selection and ethical considerations. It provided an insight into the scope and profile of the organization. It also explained the sources of data, data collection instrument and analysis. Again, it described the questionnaire and their content, and also describes the method used in the research analysis.

The study presented data and analysis of available information on the literature. The discussion of major findings generated from the study and some recommendations on the role of management in employee career development plan, its implementation and management were provided.

6.3 Recommendations

The findings in the study could be used in many different ways by a variety of organizations. Although, the findings attained from the study were portrayed as somewhat ideal, they do not offer perfect solutions and scenarios in all situations. The key point is that companies seek to put the utmost value on human resource and develop a culture and practice that show the type of commitment required. Towards this end, employees need to feel like they are making a significant difference to business success.

The study showed that majority of workers had pursued career development policies because it ensured security and effectiveness for individuals and also helped reduce cost of advertising for new recruits as there was succession of individual into the corporate ladder in the organization. It is recommended that management must provide a serene atmosphere for employees to undertake career programmes since it helps to maintain available human resource of the organization. The research portrayed that employees follow their career development plans often. This was relevant to equip employees with the needed knowledge base to advance their career plan. This initiative was very laudable and should be encouraged and supported by all to yield results. It is therefore recommended that management should develop the responsibility of rekindle staff interest to take up such opportunities.

As revealed by the study, employers had several roles towards the implementation and development of employees' career programmes. Management's role such as advising, coaching, referring and appraising employees were laudable and must be encouraged. The study showed that employee career development and implementation had numerous benefits for both the organization and the employee. For employees, it made them feel reliable and secured and made organization responsible for the welfare of employees. Again the study has proven that, career development enhance resource capability in accordance with the fact that human capital of an organization is a major source of competitive advantage. This must be encouraged and supported to yield results.

Periodically, the hospital organized educational classes with free tuition and supportive learning environment as confirmed by the study. The hospital sponsored some of its employees periodically to undertake further studies in GIMPA, Nurses Training College at Takoradi, Sefwi Wiawso and Kumasi. This was relevant to equip employees with the needed knowledge base and to advance their career plan. This initiative is very laudable and should be encouraged and supported by all to yield results. According to the study, this programme meant to identify potentially trainable employees for sponsorship and further studies. The initiative was seen as a useful exercise and should be sustained to enrich the hospital human resource base.

The study confirmed a high expectation among employees in the hospital's effort to administer employee career programmes with all the seriousness it deserved. It is therefore recommended that the hospital management should provide financial assistance to their employees to support their career enhancement policies. Again, management should be fair and guard against any act of favoritism in employee career plan implementation.

Training and development as established by the study were geared towards the core employees. Although, laudable and good enough to ensure efficient and effective health delivery system, conscious effort should be made to embrace as many employees as possible. This was in view of the fact that every employee was capable of developing his or her career irrespective of position or responsibility assigned and level of qualification attained.

As shown by the study career development improved the content of job in the organization. Employees performed the work of others in different departments through job rotation. It was revealed that employees get new skills to handle job effectively through the development of career plans and this improves job content. It is suggested that job content must be improved periodically to enhance production.

As revealed by the study, job evaluation helped design and maintain equitable and defensible grade and pay structure as well as ensuring the organizational ability to meet equal pay for work of equal value. It is recommended that conscious effort should be made to design a comprehensive policy to regulate and promote sound employee programmes in the organization due to its objective as a player in the health delivery effort of the state. Any discussion on one's career plan must end with feedback to inform employees. The study has shown that majority of employees in the organization receive feedback on their career aspirations through departments, supervisors and association. This initiative is seen as a useful exercise and should be encouraged and supported by all to yield results.

6.4 Conclusion

The study led to the realization of the research objectives after careful analysis of the data and findings. Through an extensive review of current literature and an examination of the findings of the study, the management and implementation strategies of employees' development programmes were displayed. The study has shown that career development is influenced by the factors such as education and performance, training and development, financial strength of the organization.

It has also revealed that there was a significant relationship between management role and career development in the organization. The study brought fore the effects of employee career development in the organization such as improvement in job content, enhancing communication and ensuring appropriate feedback

6.5 Suggestion for further studies

In case of further studies, a continual review of literature should take place. It is suggested that conscious effort should be taken to examine and improve upcoming trends in career development in the working environment.

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APPENDIX A

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

COLLEGE OF ART AND SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

MASTER'S THESIS

**THE ROLE OF MANAGEMENT IN EMPLOYEE CAREER DEVELOPMENT AT ST.
JOHN OF GOD HOSPITAL, SEFWI ASAFO.**

By

MATHIAS KWAKYE (B.A HONS. SOCIOLOGY AND SOCIAL WORK)

SUPERVISORS:

DR. KOFI OSEI AKUOKO

DR. GEORGE OHENEBA MAINOO

Questionnaire

I wish to introduce myself to you as a Master of Arts Student of KNUST. The following questionnaire forms part of a study being undertaken on 'The Role of Management and Employees' Career Development' at ST. John of God Hospital, SefwiAsafo. Your organization has granted me permission to use it for the study. I would be most grateful if you would answer the questions to the best of your ability. This is purely an academic exercise and your anonymity is guaranteed. Please indicate your answer(s) with a tick like this (✓). You are kindly requested to leave the completed questionnaire with your Head of Department for collection in one week time. Thank you

SECTION A

1. Questionnaire Number

SOCIO- DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

2. Respondents Department of Work

A-Medical Department [] B- Nursing Department []

C-Pharmacy Department [] D- Administration [] E-Laboratory Department []

F-Maintenance and Security Department [] F-Ground and Plants []

3. Rank/ Position of Respondent

Junior Level [] Middle Level [] Senior/ Management []

4. Length of service in present employment

0 -5 years [] 6 – 10 years [] Over 10 years []

5. Sex of respondent

Male [] Female []

6. How many children do you have?

0 - 5 [] 6 – 10 [] More than 10 []

SECTION B

COMMITMENT TO EMPLOYEES CAREER DEVELOPMENT PLAN

7. To what extent is employee career plan important to you?

Very important [] Important [] Not important []

8. Have you ever made a career plan? Yes [] No []

9. To what extent do you follow your career plan?

Very Often [] Often [] Not often []

10. What is the reason for having a career plan?

- A. Security [] B. Skill acquisition [] C. Job mastery []
D. Other(s) specify []

SECTION C

FACTORS AFFECTING THE IMPLEMENTATION OF CAREER PLAN

11. What is your educational background?

- Basic Level [] Secondary level [] tertiary []

12. To what extent has your education influence the choice of your career?

- Very Extensive [] Extensive [] Less Extensive []

13. How does planning and productivity enhances career implementation in the organization?

- Very extensive [] Extensive [] Less extensive []

14. How does your career plan and implementations affected by the financial strength of the organization?

- Very extensive [] Extensive [] Less extensive []

SECTION D

ROLE OF EMPLOYER IN EMPLOYEE CAREER DEVELOPMENT

15. To what extent do you consider employer to be actually involved in your career plan

- Very actively [] Actively [] Not active []

16. In your opinion, what do you think should be the role of employers in managing employee career development?

- A. Advising [] B. Coaching [] C. Referent [] D. Other(s) Specify []

SECTION E

BENEFITS OF EMPLOYEE CAREER DEVELOPMENT PLAN

17. Has your present job enhance your career plan? Yes [] No []
18. Have you acquired any new skills through the development of your career plan?
- Yes [] No []
19. If yes, how has the new skill improves your job content in the organization?
- A. Very extensively [] B. Extensively [] C. Less extensively []

SECTION F

CHALLENGES IN MANAGING EFFECTIVE EMPLOYEE CAREER DEVELOPMENT

20. Have you had the opportunity to discuss your training and development needs with your manager/supervisor? Yes [] No []
21. Are you aware of the personal development plan of this organization?
- Yes [] No []
22. How do you often communicate your career aspiration to your management?
- Through Department [] Through Supervisors [] Through Staff Associations []
other(s), specify []
23. Do you receive feedback from your management or supervisor on your career development objectives Yes [] No []
24. If no, what might be the reason(s) for not receiving feedback on your career plan?
- A. Lack of communication [] B. Time constrain [] C. General Unwillingness []