



**Developing an implementation plan for a career
development program in small manufacturing
businesses in Bloemfontein**

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ABSTRACT

In the current global market, businesses whether large or small, have competitors regardless of the industry. (Kunins, 2010:14). To remain competitive, it is important for businesses to leverage on, among other issues, the workforce as a competitive weapon (Miller, 2009:51). Businesses can utilise the workforce to gain competitive advantage by introducing career development programs. Career development is the series of activities or the on-going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. The implementation of career development programs helps organisations to retain best workforce.

This study is based on the assessment of implementation of employees' career development plans in small manufacturing businesses in Bloemfontein.

The objective of the study is to assess the implementation of employees' career development plans in small manufacturing businesses in Bloemfontein, with the focus on providing recommendations to enhance effective implementation of employees' career development plans.

A literature review was conducted to explore the impact of implementation factors. The six implementation factors and readiness factors were reviewed. A questionnaire constructed used to measure the importance of implementation factors, according to the respondents. A target group of 60 employees was identified and questionnaires were distributed to them. A total of 59 questionnaires were returned and all of them were deemed usable for the study. The validity of each variable was individually determined by the calculation of the Cronbach Alpha coefficient.

Conclusions and recommendations for favourable conditions which will enhance a successful implementation of employees' career development plans were made based on the empirical data obtained.

KEY WORDS: Employees' career development plan, Career development, Career Development programs, Employees' development

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CHAPTER ONE: INTRODUCTON

1.1. Introduction

In the current global market, businesses whether large or small, have competitors regardless of the industry. (Kunins, 2010:14). To remain competitive, it is important for businesses to leverage on, among other issues, the workforce as a competitive weapon (Miller, 2009:51). Businesses can utilise the workforce to gain competitive advantage by introducing career development programs. Career development is the series of activities or the on-going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. The implementation of career development programs helps organisations to retain best workforce. Career development provides an influential approach to the development of people in many business sectors (Linchfield, 2008:23). The importance of career development is more profound in large and established businesses, but less in the small business sector, especially those in the manufacturing sector (Schally, 2011:54), mostly, in the developing economies. For example, in South Africa, small manufacturing businesses employ workers specifically for a project requirement, and thus employ workers for a very limited period as per current project conditions. As such, owners do not find the need to develop employees as this might benefit the next owner or employer (Akpın, 2013:76). Even if they employ people for shorter periods, pressure to complete the projects inhibits any career development efforts (Botha, 2013:110; Kleynhuns, 2010:20). Besides, the fore mentioned issues, many small manufacturing businesses are unable to implement and adopt career development programs because of their inability to implement career development plans.

Despite the above observations, the South African government has established initiatives to support the small business sector in all business development areas, including career development. Among many other initiatives, the government has established Ntsika Foundation which provides non-financial support services to the SMME sector, tackling issues like management development, marketing and business development services (Maia 2014:16). The government has further introduced Khula financial service, Khula offers financial support mechanisms to the sector. The financial products include loans, the national credit guarantee system, grants and institutional capacity building (Biekpe 2014:1). To strengthen its support to the small business sector, the government has partnered with FRAIN, The Franchise Advice and Information Network. (FRAIN) strives to supply high quality information and support services to individuals and small business (SMMEs) to ensure growth and improvement of new and existing franchise businesses in South Africa

(Malefane 2015:12). The introduction of the Small Business ministry is also a plus to the government's quest to support small businesses, including small manufacturing businesses. The main role of ministry is to oversee government's political and legislative commitment, through policy and strategy, to ensure that SMME development is viable. On its first term in office, the small business ministry has established local economic development (LED) strategy that aims to, among other priorities; achieve the local government's constitutional mandate to promote small business development in typical townships of South Africa (SACN 20015:4). All these efforts can be regarded as strategies to ensure continued survival and sustainability of small businesses (small manufacturing businesses included). Despite these efforts, there is dearth of evidence on whether small businesses, especially those in the manufacturing sector, are now ready to implement their plans career development programs. As such, the purpose of this study is to find an intra-industrial implementation plan to implement career development programs for employees' development in small manufacturing businesses.

1.1.1. BACKGROUND

1.1.2. PROBLEM BACKGROUND

The global manufacturing sector has undergone a tumultuous decade: large developing economies leaped into the first tier of manufacturing nations, a severe recession choked off demand, and manufacturing employment fell at an accelerated rate in advanced economies. Still, manufacturing remains critically important to both the developing and the advanced world. In the former, it continues to provide a pathway from subsistence agriculture to rising incomes and living standards. In the latter, it remains a vital source of innovation and competitiveness, making outsized contributions to research and development, exports, and productivity growth. The manufacturing industry is a large contributor to the Gross National Product (GDP) both in South Africa and internationally. (Blayse, 2011:143). Millas (2009:121) notes that the manufacturing industry, along with the related industries, contributes around 15% to GDPs globally. The industry's sector creates 7% of employment globally and in South Africa the total income from manufacturing was R167bn in 2014 and According to Stats SA, more than 1.18 million people are employed by the manufacturing industry either on a contract basis or permanently. The South African government spent about R12.7bn yearly for manufacture related programs and measures were put in place to ensure proper usage of the budgeted expenditure. (Mail & Guardian, 12 March 2015). The South African government has also established support services and structures to assist small manufacturing businesses and other small businesses within the small business

sector for their growth and the survival. To name few supporting structures, Ntsika foundation was established to provide non-financial support to small manufacturing business sector and other SMMEs (Maia 2014:16). The government has further introduced Khula Financial services which offer financial support mechanisms to the small business sector. (Biekpe 2014:1). Moreover, the government has also partnered with Franchise Advice and Information Network, FRAIN, which strives to supply high quality information and support services to individuals and small businesses (Malefane 2015:12).

1.2. PROBLEM STATEMENT

Research shows that career development plan is essential for any business, including SMMEs to improve their skills profiles. The problem today is that the issue is not given much prominence as it should be among SA manufacturing businesses, because most managers in the small manufacturing industry are unable to both draft and implement plans for career development programs (Haarsbroek, 2013:81). Despite the billions spent on manufacturing purposes and supporting initiatives by the government, small manufacturing businesses in SA in particular, are still faced with numerous challenges that inhibit survival competitiveness and survival. Apart from other major challenges such as lack of research, development budget, and lack of proper following of procurement process, the Global Entrepreneurship Monitor (GEM) reports (2001-2010) noted that most small businesses manufacturing owners or managers in South Africa suffer from poor management skills as a result of lack of adequate training and education (Daniel & Ngwera, 2011:15). This has resulted in high rates of business failures and SA is known for having the lowest small manufacturing businesses survival rate in the world (Gallager, 2011:50). Additionally, according to Nel, Gerber, Van Dyk, Haasbroek, Sono & Werner (2009:455) South Africa generally has a poor skills profile which inhibits productivity and performance even among small businesses.

1.2.1 Research objectives and questions

1.2.1.1 Research objectives

Main objective

- To assess the importance of the implementation factors and readiness factors on the implementation plans of career development programs

Specific objectives

- To determine the influence of leadership support on the implementation plans of career development programs.
- To determine the manner in which perceived use and perceived ease of use of career development programs mediate the influence of individual related factors on the implementation of career development programs.
- To determine the influence of company's philosophy on the implementation plans of career development programs.
- To determine the manner in which perceived use and perceived ease of use of career development programs mediate the influence of organisational related factors on the implementation of career development programs.
- To determine the importance of HRD budget on the implementation plans of career development programs.
- To determine the manner in which perceived use and perceived ease of use of career development programs mediate the influence of external environment factors on the implementation of career development programs.
- To determine the importance of employees' attitude on the implementation plans of career development programs.
- To determine the importance of performance appraisals on the implementation plans of career development programs.
- To determine the importance of challenging work for employees on the implementation plan for career development programs.
- To recommend on conditions that can assist small manufacturing businesses in Bloemfontein, Free State to successfully implement plans of career development programs.

1.2.1.2 Research questions

Primary question

- What is the importance of the implementation factors and readiness factors on the implementation plans of career development programs?

Secondary questions

- What is the influence of leadership support on the implementation plans of career development programs?
- How does the perceived use and perceived ease of use of career development programs mediate the influence of individual related factors on the implementation of career development programs?
- What is the influence of company's philosophy on the implementation plans of career development programs?
- How does the perceived use and perceived ease of use of career development programs mediate the influence of organisational related factors on the implementation of career development programs?
- What is the importance of HRD budget on the implementation plans of career development programs?
- How does the perceived use and perceived ease of use of career development programs mediate the influence of external environment factors on the implementation of career development programs?
- What is the importance of employees' attitude on the implementation plans of career development programs?
- What is the importance of performance appraisals on the implementation plans of career development programs?
- What is the importance of challenging work for employees on the implementation plan for career development programs?
- What conditions can assist small manufacturing businesses in Bloemfontein, Free State to successfully implement plans of career development programs?

1.3 The aim of the study

The findings of this research can be used as a basis for further research in various areas of career development or development programs, such as the relationship between career development programs and staff retention, the relationship between staff development programs and performance among many other areas of study. All further research will be made easier by the information collected on the types and kinds of career development programs used by small manufacturing businesses in Bloemfontein, Free State.

The information collected will enable the leadership of small manufacturing businesses better understand what other like organizations are doing to develop and empower their staff. It is assumed that these are the people within organizations that have a say in the development and adoption of various policies and practices.

As it has been said over and over, the Human Resources (HR) unit is charged with the responsibility of staff development and growth within the organization. The findings of this research will enable the HR practitioners better or improve the kinds of development programs within the organization, provide more funding for these programs and even revise policies on staff development.

The business sector area under investigation



1.4 Definitions of key terms

Career development

Career development is part of lifelong learning, in that personal and vocational skills constantly change and expand during a lifetime in response to career changes and emerging opportunities.

Employee development

Employee development is a joint initiative of the employee as well as the employer to upgrade the existing skills and knowledge of an individual and is a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

In this chapter, literature is reviewed to operationalize key terms of the study. An effort is made to look at different works done by other researchers in relation to this study.

In perspective, the literature is reviewed in 3 subsections. The first subsection includes subheading such as the concept of career development, types of career development programmes, implementation factors of career development plans, the benefits of adopting career development programmes, readiness factors of implementation plans of career development programs as well as the general challenges of adopting career development programmes. The second subsection discusses the nature of South African small manufacturing companies. This subsection makes references to topic such as the current career development programmes in the industry and the enquiry on the relationship between the South African government and the small manufacturing industries. The third and final subsection of the literature review focuses on the readiness to adopt career development practices within the industry and challenges that are related with the adoption of career development programmes within the small manufacturing industry.

2.2. Career development: A general perspective

According to Armstrong (2011:43) career development is of great importance to both the individual employee and the organization. This is argument stands because of the interaction between the organizations for which the individual employees works for and the development of the organizations through employees' careers. An employee develops a career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion (Walker, 2011:94). Graham and Bennett (2015) agree with Walker (2011) in that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employees could move from one institution to another not necessarily in the same career, but probably from one field to another or from one level to another.

Today's competitive market propels successful businesses, regardless of size, to have employees with necessary knowledge and skills to make an effective contribution towards achieving a competitive edge (Lewis, 2010:15). Therefore, vision of a competent, confident,

loyal and valued workforce delivering high quality, person-centred services is rightly ambitious. Capelli (2009) conveys and points out, that today's dynamic environment requires continuous professional and managerial development. Capelli further argues that businesses should put in place, if not already available, a range of structures and processes to support the development of the workforce needed for now and for the future. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling (David, 2014:87). In essence, today's business environment calls for a constant career development. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

2.2.1. Components of career development program plan

The desired outcome of a Career Development Program is to match the needs of the employee with those of the organization. Employees must have the opportunity to identify career needs and the organization should assist them in achieving these needs within organizational realities (Murphy, 2010:23). A Career Development Program does not require elaborate procedures. The essential components are counselling and training. Career counselling provides an avenue for the employee to assess their career needs. The training component assists employees in growth and development by enhancing their knowledge, skills and abilities in their present job assignments or prepares them for future opportunities (Latham, 2008:75). Proficient in-service training and career specialty training can accomplish this. Each of these components is vital to the success of the career development initiative.

2.2.1.1. *Career Counselling*

One of the most logical and important aspects of the career development process involves career counselling. It is a key component or the foundation of the employee development process and can produce big dividends for both the employees and organization (Boswell, 2012:58). An effective Career counselling Program not only assists an organization in identifying employees with high performance potential but also assists employees in mapping out realistic career opportunities (Murphy, 2014:82).

A proper career counselling allows employees the opportunity to recognize, define, and redline their goals during the course of their careers. Conversely, it will afford management the opportunity to further assess employee needs to achieve a balance with those of the

organization (Folger, Konovsky & Corpazano, 2012:46). Career counselling has evolved because many organizations now realize that most employees cannot begin to manage their own growth and development without first having information on how their own needs match those of the organization. According to Myers (2005), employees who derive satisfaction from knowing that expectations can be met inside the organization will most likely become a highly productive employee. However in contrast, the term counselling can cause resistance because it signifies psychotherapy and is reserved for those with "problems". As a result, some employees may resist the organization's efforts. A possible solution could be to use the term career discussions instead of career counselling (Simons, 2009:74). Furthermore, career counselling should not be confused with the purpose and intent of the performance appraisal system. The objective of career counselling is to assist employees in exploiting their strengths and potential and avoiding mismatches between individual aspirations, capabilities and organizational opportunities. It reduces the waste of preparing an employee for a position for which they are not suited, but might otherwise accept, in order to conform to the wishes of the organization. However, since career counselling will likely involve issues related to performance, it can appropriately be made part of an employee's performance appraisal (Robbins, 2012:20).

The process of career counselling

Employees are ultimately responsible for assessing themselves, creating opportunities within the context of organizational needs, and carrying out certain development activities. In fact, most practitioners believe that 70% of that responsibility belongs to the employee (Myers, 2007). Bartlett (2010:41) argues that employees who fail to plan their careers may do so because they think the organization or supervisor will assume that responsibility. The earlier employees are permitted to establish goals, make commitments and take action, the greater the chances of achieving long-term success within the organization (Anathram, 2009:66). The organization is responsible for providing the resources and structures to support the career counselling process. The organization's supervisors and managers play an important role by assisting the employees in the understanding of the organization's needs (Leibowitz & Maslow, 2012:31). The career counselling process involves four basic steps. It begins with an employee's self-assessment. Secondly, it involves an assessment of one's work environment. The third step determines whether a match exists between one's preferences and those of the organization. It concludes with an action plan outlining specific tasks that the employee will pursue to accomplish the established goals (Paston, 2010:52). This structured process is designed to reduce or eliminate an employee's false hopes and

expectations. Prior to a career counselling session, the employee will be required to complete a self-assessment outlining their accomplishments and aspirations. The employee should assess his/her goals, aspirations, and expectations with regards to their own career both short-term (1-4 years) and long-term (4+ years) (Kealey & Prothoroe, 2006:142). This will enable employees to become more knowledgeable regarding their own needs, values, skills and personal goals (Harris & Moran, 2009:33). The employee should be encouraged to solicit feedback from both peers and supervisors, as well as, engage in private reflections in completing their self- assessment (Voermans, 2007: 890). Organizational diagnosis involves having the employee assess their current job and what they can do to further enhance their skills and achieve a higher degree of competency. Additionally, what can the employee do in the way of further self- development to qualify for new opportunities? For example, a police officer expresses a desire to transfer to a specialty position such as a detective. If that employee possesses the desirable traits, it would benefit both the employee and the organization to have them attend career development courses in death investigations, photography, interviews and interrogation, etc. This would not only benefit the officer in his/her current job but also allow for development of their skills and competencies beyond their current job (Dowling & Welch, 2005: 71). An employee's career is usually nothing more than a sequence of jobs within an organization that contain common skills and certain competency characteristics. The employee's career path can move upward, laterally, or cross-functionally, as long as they have the opportunity to grow, develop and enhance their individual skills (Mallon, Bryson, Pajo & Ward, 2005: 316). Analysis determines whether the needs of the employee are realistic and compatible with those of the department, and also, what the employee should have to do in the way of further self-development to qualify for "new" opportunities (Stonyer, 2012:192). Unfortunately, few individuals achieve a perfect match. In the event that a mismatch exists, then adjustments will have to be made to achieve a "better fit". If the matching process works, both the department and employee benefit. Employees need to be assured that their aspirations are appropriate to the organization's needs and that they will also have the opportunity of realizing their goals (Claxton, 2006:351). Action plans must be written and must outline the actual steps necessary to prepare the employee for further career growth. It must be realistic and measurable as to allow both the employee and organization to evaluate the employee's progress. It must be specific and contain achievable developmental objectives, as well as the resources necessary to achieve these goals. It must be flexible enough to enable the employee to reassess individual needs and desires throughout their careers (Hopkins & Maglen, 2010:48). A time frame for accomplishing these activities needs to be established

and periodic follow-up must be conducted. Continuous monitoring and evaluation are essential, especially in the early part of the employee's career. Jobs may turn out to be something other than expected, or an employee's performance may indicate the need for a change in course (Florida, 2012:63). Employee development is multifaceted and must be viewed as a long-term process. There is no "one best way" to develop employees. In short, through career counselling, employees learn about their own capabilities, assets, limitations, preferences, and objectives. This allows employees to become more proactive in the management of their careers and make the most of their opportunities.

Proficiency in-service training

The second component of a Career Development Program encompasses Proficiency In-service Training. This component of the career development initiative must be closely coordinated with the organization's training efforts. This benefits both the organization and its employees by keeping them up-to-date on duties and responsibilities within present job assignments. It also allows employees the opportunity to maintain those skills and abilities necessary for the job they perform (Jackson, Hawthorn, Haughton & Sadler, 2008). Proficiency training subjects must consist of those elements of the training program that are indigenous to the organization and its operations. This type of training is job specific and generally limited to areas that are essential to the overall job function. A training program should be developed and implemented which encompasses all phases of training (Hrishi, Jackson & Kidd, 2004:109). This will allow employees to have a clear understanding of the organization's formal training requirements, as well as, demonstrate the department's commitment to employee development.

Career specialty training

Career Specialty Training is the final component in a Career Development Program and provides employees with the opportunity to enhance knowledge, skills, and abilities necessary to perform jobs beyond the minimum level. It also allows employees the opportunity to explore new areas of interest and specialization that will enhance abilities and skills in other specialized jobs (Pemberton, & Herriot, 2015). The opportunity to attend specialty courses of instruction offered by other organizations or institutions must be afforded to all employees. This can be easily incorporated into the organization's training policy (Fuller, Unwin, Felstead, Jewson & Kakavelakis, 2007:745).

2.3. Implementation factors of career development programs plans

2.3.1. Leadership support

For a workplace career development to be successful, leadership has a vital role to play. Leadership commitment and support can communicate the purpose and processes of the workplace career development planning to all levels of the organisation. Leadership support for implementation of employees' career development planning can come in form of supervision and performance assessments, transformational leadership style, individual-organisational goals alignment, communications on career progressions and internal promotions.

Leaders can act as models or champions for the effort, achieve buy-in and support from other levels of the organisation, appoint career development officers and counsellors to manage the programs, cultivate a supportive work environment with management and employees, and dedicate the necessary resources to the effort.

2.3.2. Company philosophy

A company philosophy is "the way we do things around here. In a conventional sense, company philosophy stands for the basic beliefs that people in the organisation are expected to hold and be guided by informal unwritten guidelines on how people should perform and conduct themselves. A company philosophy that supports employee development will enable the organisation to successfully implement employees' career development. For a company to claim to support employees' development it should have an employee career vision as part of the corporate vision, clear career philosophy, alignment between employees' career journeys and organisational needs, succession planning policy and high employees' retention rates.

2.3.3. Human resource development (HRD) budget

The human resource budget refers to the funds that human resources should allocate to hiring, salaries, benefits, talent management, training, succession planning, workforce engagement and employee wellness planning. When the HRD budget is being composed, it needs to take into account financial information, performance results and budgeting from every department. One of the activities that the HRD budget should focus on is employees' career development. For an organisation to effectively implement employees' career development plan, its budget should address issues such as external human resource

development programs costs, registration fees for external institutions, internal programs costs, consulting fees/ trainer salary as well as career development programs materials.

2.3.4. *Employees' attitude*

One of the most important factors to take into consideration when implementing any plan/ activity or program at the workplace is the employees' attitude towards such plan/ activity or program. As much as the management can plan policies or programs, the buck ends or stops with the employees who are the main implementers of almost everything planned at the workplace. When employees have a negative attitude towards any plan or program, the success of such plan or program will be in doubt. The same goes for employees' career development plans. For employees' career development plan to be successful, the plan should address factors such as work life balance, job security, employees' involvement in career development planning, job satisfaction and employees' retention.

2.3.5. *Performance appraisals*

Performance appraisal is a process, often combining both written and oral elements, whereby management evaluates and provides feedback on employee job performance, including steps to improve or redirect as needed. Appraisals are also important to help staff members improve and as an avenue by which they can be rewarded or recognized for a job well done. When correctly implemented, performance appraisals can also have a bigger impact on employees' individual careers. For performance appraisals to yield careers progressions supervisors or managers should give constant feedback and action to employees and must also developmental performance reviews. The managers should further involve employees' in performance goals settings and they should further reward and recognize strong performers.

2.3.6. Challenging work for employees

There is a conventional notion that the more you learn to navigate yourself through challenges, the more you grow as a person. The same notion can be applied in career progression and development. When employees are challenged at work by new and unfamiliar task, the more they will acquire knowledge about their job as well as the organisation. Organisations can challenge their employees through programs such as job rotation, job expansion, team leadership, employees' involvement in decision making and mentoring of new employees.

2.4. Career development programs

2.4.1. *On the job experience*

2.4.1.1. Job Rotation

Edward (2015:74) describes job rotation as “the process of switching a person from job to job” which increases an employee’s capability and value to an organisation. Job rotation can also be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. Job rotation is an alternative to job specialization. It is a way to reduce employee boredom and it also facilitates more of an understanding about the organisation. Job rotation is moving from one job to another. Job can be rotated that are very similar or drastically different for example, a person in charge of accounts receivable could change with a person who is in charge of accounts payable. An employee could work as a marketer for a year and then work as a selling agent for a year (John Pappajohn Entrepreneurial Centre).

Job rotation comes in many forms and is useful in many situations. Job rotation is the systematic movement of employee from one job to another. How this movement is accomplished depends on the purpose that you wish to achieve and how dramatic a move you are willing to take (Malinski, 2002).

According to Malinski (2002) it is an organised movement of staff from one job to another and he also adds that an individual does not have to leave a job to get a more satisfying job. This can be achieved in the same job by using job rotation, enrichment and restructuring. According to Parker (2002), job rotation is a model of training through which already employed staffs leave their jobs to go on further training and unemployed people are brought into their places for work. Felderman (2006) writes that the movement of staff in jobs is at the same level in the organisation as they are not promoted in the job where they are rotated. All these views above are the views of the people who support job rotation and explain what is job rotation and they also agree to a common point that in job rotation staff is moved between different jobs and it is most of the time within the organisation between different jobs or tasks. Parker (2002) also has a different view on job rotation. She writes that it is a form of training where a member of staff leaves the job and another unemployed person takes his job and his debates about job rotation takes job rotation outside the scope of organisation rather than inside the organisation as unemployed people are brought into the organization. Bennett (2003) suggests two forms of job rotation. The first form is within-

function rotation which rotation means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area. The second form is cross-functional, which is the movement between jobs in different parts of the organization over a period of time. However, rather than rotating between a number of jobs that are in the same group and closely related to each other, the individual or new employee would rotate through a number of jobs in different departments. This method provides the individual or new employee with developmental opportunities and such methods can also be used by the organisation to gather data about their skills, interests and potential to indicate their final placement.

2.4.1.2. Job shadowing

Powell (2009:315) defines job shadowing as a short-term educational experience that introduces an individual student to a particular job or career by pairing the student with an employee of a business, industry or agency. By following or shadowing the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals (Tracey, Hinkin & Mathieu, 2011:211).

Job shadowing develops an awareness of the educational and technical skills required for entry and advancement in a specific occupation. The student becomes familiar with the work-site environment and the job-related characteristics of the specific job or career (Bersin, 2008). Shadowing provides students the opportunity to discuss areas of interest or concern with the employee in the “real world” occupation they are shadowing. By providing a relevant experience outside the classroom, employers are able to contribute to the education of youth and help prepare students for future career opportunities (Schonewille, 2011:159).

New Employees Job shadowing will provide a new employee (or returning employee) with awareness of the job role and also of the department as a whole. Shadowing for new employees can mean the host being either one person or several people throughout the day (Seaduto, Lindsay & Chiaburu). Job shadowing can be used to give further skill development to staff in existing roles. It can be used to see ‘best practice’ in action and see ‘new things’ or ‘new ways of doing things’. It also prepares staff for promotional opportunities or assists to make career planning decisions (Kontoyhiorghes, 2004:211). Networking and the improvement of internal communications are also other important benefits.

2.4.2. Relationships and feedback

2.4.2.1. Coaching

Research shows that employees perform better when positively coached rather than being constantly evaluated (Ragins, 2007:81). Researchers have also noted that people with more positive attitudes are more likely to succeed in their jobs and careers. Coaching fosters more positive employee attitude as a key component of development and enhances positive attitude through support (Malcolm & Hodkinson, 2003: 314).

Coaching is the process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the company, and their work (Prichard, 2008:67).

Coaching seems to be the new buzzword in development. Professional coaches are springing up in great numbers and in various guises – executive coaches, business coaches, performance coaches, etc. These people come from a range of backgrounds (HR, Training, Psychology, Sports coaching, for example) and can have differing approaches. Kook, 2012:74). The aim of coaching is to develop awareness and responsibility in the coachee through a process where he or she comes to recognize the best course of action to take in order to move forward. The coach, therefore, tries to avoid giving direct advice or offering his or her own solution and, instead, asks a series of questions to draw out the thoughts of the coachee. Coaching is focused on helping the individual achieve specific goals and is directed towards action and it can also be used to address a wide range of issues.

2.4.2.2. Mentoring

Mentoring has been used for centuries as a way of helping younger protégés to advance, and, according to Darwin (2010:64) mentoring is presently at the forefront of strategies to improve workplace learning. Harris (2014:11) argues that workplace mentoring is the most critical factor in worksite learning. Today mentoring is commonly used in professional and managerial learning, but is relatively new as a means of supporting low-paid trainees and apprentices doing certificate-level qualifications.

As per general definition, mentoring is planned early intervention designed to provide timely instruction to mentees throughout their apprenticeship, to shorten the learning curve, reinforce positive work ethics and attitudes, and provide mentees with role models. (Taylor, 2007; Lave, 2013 & Illeris, 2011).

There are basically three types of mentoring relationships available in literature; relational mentoring, formal and informal mentoring relationship. Paternalistic mentoring maintains a distance between those who have knowledge to pass on to workers lower on the hierarchical ladder, and the receivers of that knowledge. In contrast, relational mentoring focuses on the relationship between mentor and mentee – the mentoring process is defined by this Ragins (2009). Verbos (2006) believes that relational mentoring is the highest quality mentoring state. Verbos attribute relational mentoring to the ability to develop empathic, empowering processes that create personal growth, development and enrichment for both mentors and protégés. The literature on formal and informal mentoring may refer to the way in which it is developed and implemented in the workplace (the structure), to the type of relationship, or to the learning itself (for formal qualifications or to manage a range of tasks). There is insufficient opportunity in this brief review to explore all three dimensions of the formal/informal dichotomy. Baugh and Fagenson (2015) describe formal relationships as those which are formally initiated by the organization, assign the mentor-trainee dyads and facilitate and support developmental relationships. In distinction informal mentors are those for who mentoring is not formally recognized by the organization, but who nevertheless tacitly agree to mentoring trainees (Kell, 2009).

Mentoring usually takes place when people first enter an organization and are most in need of guidance and support. Ragins and Kram (2007) suggest that there are stages in mentoring: initiation (up to 1 year), cultivation (years 2-5), separation (from 6 months to 2 years) and redefinition (where it becomes more peer-like).

2.4.2.3. Networking

Networking is the exchange of information or services among individuals, groups, or institutions; specifically: the cultivation of productive relationships for employment or business” (Merriam, 2012).

Today, as workers explore career possibilities, decide on career directions, or undertake job searches, they need to consider professional networks and contacts as a natural part of the process. The cultivation of relationships, over time, is seen as an important role in networking and one through which workers can gain knowledge about career options, opportunities, and jobs. Interestingly, collecting information through conversations with people can occur at unpredictable times, such as on the subway, on a flight, at the grocery store, and at social functions. Maintaining and sustaining networks can be crucial to career

advancement, because professional connections provide mutual benefits as well as being vital resources

70-80% of job seekers find their jobs through contacts. As few as 20% land their jobs through the traditional “reactive” job search method, namely, applying for posted positions on job boards or want ads” (Simmons,2012). “Nearly 80% of available jobs are never advertised. The more contacts you make, the more likely you are to tap into these hidden opportunities” (Simmons, 2012)

How to identify networks

A network can include social and professional organization contacts, former and current colleagues/ supervisors, college faculty advisors, and teachers. Natural networks, such as family, friends and neighbours are also important and can often be overlooked. There are many people with resources within a professional or personal network who can assist in exploring career options or finding a job. Remember, everyone and anyone can be a potential network contact. Using various modes of networking outlets, such as job fairs, alumnae events/sites, community events, local job search groups, and social media, can increase visibility, and connect people for professional networking and recruitment.

2.4.2.4. Performance Appraisal

Performance Appraisal is a formal system that evaluates the quality of a worker’s performance. An appraisal should not be viewed as an end in itself, but rather as important process within broader performance management systems that links organisational objectives, day-to-day performance, professional development and rewards and incentives.

Use of Performance Appraisal in Staff Training and Development

Performance appraisal and training have the same objective: to improve performance, which means both behaviour and results. Kluger & DeNisi (1984) noted that there is a possible link between performance appraisal/feedback and performance improvement although the results on this relationship are mixed. There is a definite link between performance appraisal and the desire to improve performance of the employees. Individual performance is affected by a number of variables that include personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. If an employee is having problems meeting his/her goals, supervisor is supposed to take steps during the appraisal to help improve performance. Cascio (2003) observes that performance appraisal is a process that develops employees

by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Performance appraisal is a multifaceted human resource activity. It can either be used for personnel management or growth, self-improvement, and development or for both purposes (Mills & Hyle, 1999). Campbell & Lee, (1988) believe that if certain constraints like cognitive constraints, informational constraints, affective constraints, and self and appraiser's evaluation discrepancy are kept at minimum levels, appraisals could be used as a developmental tool. Adair,(1983) believe that when appraisals are considered annual activities and are not followed by recommended actions from both the employee and the organization they are destined to degenerate into empty rituals. It requires to be made clear that all sorts of appraisals are not fit to achieve the end of employee development. The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2015).

As part of staff development, Organization Human resource should consider job rotation planning as an integral component of its performance appraisal interview. Performance discrepancies stemming out from appraisal sessions require to be more sufficiently managed through training, career, and succession management. In an effort to enhance human resource development and ensure genuine conduction of performance appraisals, there should also be periodic reviews of Organization's policies, job analysis, job evaluation, and communication channels (Obisi 2011).are several other characteristics of a performance appraisal that would help in idealizing its structure and in strengthening its link with the development process. One of the merits in appraisal is its attention on championing rewards instead of punishments, forsaking the stick for the carrot to help improve performance (Kondrasuk 2012). Pinpointing all the problems delineated earlier on performance management system, HR function should assign specialists that would review performance appraisal results and development goals to come up with better, challenging, accurate, and measurable outcomes. Full support of the performance system from top management all the way down to employees is also indispensable in assuring organizational developmental improvements (Kondrasuk 2012).

Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand

and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). A key purpose of the any appraisal process and resulting performance development plan is to identify gaps in an employee's skills or competencies as well as opportunities for improvement and development. Setting performance goals encourages employee motivation by stimulating effort, focusing attention, increasing persistence and encouraging new ways of working. Performance appraisals may not be a successful tool for developing employees due to lack of resources for, or availability of, training (Robert, 1993). The findings of performance appraisal has since long been used as tools to improve performance (Rasch, 2004). If the end is service improvement then performance appraisals require a wider approach to enhanced work design and motivation to develop and enhance employee job satisfaction. It is, therefore, suggested that supervisors should use performance appraisal as employee development tool and get them motivated. This focused approach to each individual's training and/or developmental need, managers' help employees enhance their job skills and become more effective and productive (Prowse & Prowse, 2009).

2.4.3. Strengthen the Succession Pipeline

The backbone of any effective succession planning process is a well-prepared talent pipeline that can be drawn from at any time (Pace, Phillip & Gordon, 2011:48). With an employee-driven career development initiative in place, top talent gains the opportunity to apply for critical roles that may be vacant. Making such opportunities visible and available for all eligible employees ensures that the most qualified individuals enter those critical roles (Kraak, 2005:70).

2.4.4. Generate Knowledge Transfer and Retention

With the current and impending retirement of millions of Baby Boomers and an aging workforce, it is crucial for organizations to retain the wealth of knowledge and experience of seasoned employees. Career development initiatives aimed at retaining experienced talent provide direct opportunities for knowledge sharing - enhancing and tapping into knowledge capital within an organization, and ensuring that such valuable knowledge is not lost (Cole, 2002:108).

2.4.5. Fill Internal Skill and Role Gaps

Skill and competency gaps, particularly within critical high-level roles, are becoming more and more common as roles become more demanding and the demands of leadership grow increasingly complex. Creating a culture and process that facilitates internal mobility is one of the best ways to fill these gaps from within the organization (Torrington, Hall & Taylor, 2005:91). An internal mobility framework enables qualified employees to find roles most suited to them, and enables the organization to fill such roles without the extensive costs associated with hiring, training, and on-boarding outside hires (Harrison, 2000:54).

2.4.6. Create Positive Employer Branding

Organizations that achieve the most sustainable success are those that attract the best people to develop their strategies and achieve their goals. An effective career development initiative brands your organization as one that truly cares about its employees, helping your organization continuously attract the best people for the roles you need (Ahuja, 2006:138).

2.5. Importance of career development programs plans

2.5.1. Retain Top Talent

Best-in-class organizations understand the need to retain their top talent. But the cost of retaining top talent can run in the hundreds of thousands of dollars to company expenses (Newstrom, 2008:5). Additional costs associated with retaining talent include the loss of company knowledge, disruption of customer service, and loss of morale and engagement in remaining employees. Providing career development opportunities ensures that valuable individuals are more likely to look within the organization, rather than elsewhere, when they desire a job shift (Stoner, 2006: 57).

2.5.2. Boost Engagement and Productivity

Today's employees expect to find meaning and direction in their day-to-day work - not just jobs and tasks, but meaningful careers and career goals (McCourt & Derek, 2003:31). Employees who have access to career development processes, resources, and tools feel much more engaged and supported by the organization (Nadler, 2004:79). In addition, employees who drive their own development are far more likely to be motivated and optimally productive on a consistent basis.

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2.6. Readiness factors for implementations plans of career development programs

There are many factors in literature that can determine the businesses' readiness to implement career development programs. These are factors such as the financial margins of the organization to effectively practices human capital development practices,

technological abilities of managers, environment conduciveness to learning, managers' competencies to facilitate career development, existing contingency plans to develop employees' competencies as well as the attitude and involvement of key stakeholders to career development practices. For the purpose of this study only a selected few will be discussed. These factors are selected based on issues such as affordability and accessibility and streamlined with relation to organization as a whole and an individual manager or supervisor.

2.6.1. Organization's related factors

2.6.1.1. Environment conduciveness to learning

In order to build an environment conducive to learning, employees should have access to a wide variety of tasks and responsibilities. To ensure continual growth, learning challenges such as opportunities for job rotation and taking up new responsibilities can be incorporated with the appropriate guidance. (Mendele, 2012:46). There should also be opportunities for working with and alongside those with different expertise. Colleagues with different skill set are not only a source of knowledge and technical know-how but also a potential source of inspiration, support and motivation. (Robertson, 2008:13). Organizations also need to recognize that mistakes are an opportunity for learning and it is important for them to establish systems and culture to provide opportunities for engagement and support rather than merely disciplining employees when mistakes occur.

2.6.1.2. Organization's existing plans to develop competencies

Competency-based management support the integration of human resource planning with business planning by allowing organizations to assess the current human resource capacity based on employees' current skills and abilities. (Lorde, 2009:08). These skills and abilities are measured against those needed to achieve the vision, mission, and business goals of the organization. If the available people lack necessary competencies, the organization plans how it will develop them. Targeted human resource strategies, plans, and programs work to address these gaps in the organization's workforce through human capital development, career development or succession planning.

2.6.1.3. Organization's conduciveness to innovation

An organization that is constantly innovating practices and products is most likely to train and develop its human resource. The internal organizations of businesses are the critical components in the structure of the innovation system. The organization of the flow of

information and of the learning process influences the innovative capability of the businesses. In particular, the linkage between the firm's sales, production, and research and development (R&D) departments is an important aspect of the innovation process (Patalinghug, 2012). This linkage can be achieved by "idea champions, people who actively and enthusiastically support new ideas, build support, overcome resistance, and ensure that innovations are implemented" (Robbins and Coulter, 2014). Therefore, the organization has to promote the training and development of its workforce to broaden their knowledge and skills, re-orient their culture and values, and encourage individuals to become idea champions.

2.6.2. Individual related factors

2.6.2.1. Manager's competencies to facilitate the practices

In many instances and organizations the manager plays a role of skills development facilitator in implementing career development practices. (Bowes, 2014:98). So, managers as skills development facilitator have important functions in the organizations. It is thus critical for managers to acquire adequate skills, knowledge and abilities to effectively assess and promote a learning culture in an organization, strategically align the training and development of skills in an organization, conduct an analysis to determine training outcomes and coordinate skills development interventions. (Schmichel, 2010:27).

2.6.2.2. Managers' attitude and involvement

According Miklosven (2010:34) negative and harmful attitude towards learning and development remain a barrier to career development. It is a conventionality that career development and other professional processes are deemed as the tools that can be utilized by large businesses only. Although there are businesses practicing career development, most of them perceive it as routine and not as a necessity. This perception causes employees especially in small businesses not to be full involved in career development sessions or programmes. (Arouna, 2013:89).

2.6.2.3. Managers' ability to adapt and manage change

Supervisors' and managers' job responsibilities are constantly changing due to change in work dynamics. (Nielsen, 2010:75). As both individuals and members of an organization's managerial team, supervisors need to prepare themselves to adapt successfully to a rapidly changing business environment. In order to successfully adapt to and manage new practices

managers are expected to be aware of the changing situation at work, understanding the required change and building new skills and knowledge. (Schneider, 2012:93).

2.7. Challenges to implementing career development programs

Despite the acclaimed contribution of career development programs to organizational growth and profitability, small manufacturing industry is challenged by a number of issues regarding the development of employees' careers.

2.7.1. *Lack of central development and regulatory agency*

Currently, there is no central agency with legislative backbone to promote and enforce the advancement of skills, experience and professionalism in the small manufacturing industry. There is no compulsion on firms and employers to undertake continual development of their employees. This has partly led to the poor performance on projects in areas such cost, quality and productivity. A high percentage of manufacturing projects undertaken in small manufacturing businesses overshoot the cost and time limits set by the parties (Ofori 2001:3; & Erkelens, 2008:165).

2.7.2. *Lack of financial resources*

The myriad of problems facing small manufacturing contractors and consultants is vividly captured in a functional-sector report. Among these problems are inability to secure working capital, perennial problem of arrears in payments and low level of consultancy fees (Government of the Republic of South Africa 2010). This situation makes it almost impossible for contractors to embark on human capital development and prevents the development of technical support for consultancy firms. Notwithstanding the financial problems and having regard to the immense benefit of career development to be accrued to the industry, creative approaches to training and development could be adopted to minimize cost and time. On-the-job training, for example, even though has its short comings may be one of such approaches to reduce cost and time (Elfour,2012: 72).

2.7.3. *Lack of appreciation of the role of human capital in organizational performance*

Some managers in the small manufacturing industry do not appreciate the importance of career development as the means for reinventing organizations to be competitive and proactive in a highly competitive and ever-changing economic environment. In such organizations, career development is hardly ever incorporated into their strategy and

structure. This has partly contributed to the non-viability and non-competitiveness of such domestic enterprises.

2.7.4. Cost of Career development programs

Besides being one of the most important human resource management functions, career development is also one of the most expensive (Fisher, 2003:122)). It involves investment of time and financial resources with long-term benefits. Most owners of small manufacturing firms are more interested in immediate benefits than long-term returns. Thus, such enterprises are not normally inclined to invest in career development programs. Furthermore, insufficient and erratic flow of jobs coupled with irregular payment for work done by manufacturing clients has exacerbated the reluctance of small manufacturing firms to invest in career development programs (Moonsamy, 2011:89).

2.7.5. High employee mobility

High mobility of manufacturing employees is a major disincentive for organizational career development. Sufficiently Trained employees are easily poached by other companies through the use of attractive remunerations and other benefits. Thus, no employer is willing to train employees who become easy 'preys' for their competitors. It is unattractive for employers to train employees because with a better incentive an employer can attract trained personnel from other companies. The consequence of this, according to Loosemore (85: 2013) is a training stalemate. Furthermore, these itinerant employees fail to cultivate any loyalty to their companies thus further negating the need to provide training to staff. Paradoxically, many research studies have concluded that one of the ways to reduce mobility is by training the employees. Because training engenders commitment of employees and committed employees remain in the organizations for longer periods (Brum, 2014:54).

2.7.6. Low level of education

Most small manufacturing businesses site employees have low level of education. Studies in the industry especially in the area of job satisfaction and motivation have revealed a relatively high percentage of employees whose educational level is not above High School or its equivalent. Indeed, some artisans were found not to have had any formal education (Fugar and Salam, 2010; Adjei, 2009; Oduro-Owusu, 2010). As a result, any career development development strategy must include general skill training, such as, reading and

writing. But it is unlikely that employers would be willing to invest their training budgets in general training which may not have direct impact to their current jobs.

2.8. Overcoming challenges to career development plans implementation

2.8.1. *Ignite managers' passion to coach their employees*

Historically, managers passed on knowledge, skills, and insights through coaching and mentoring. But in our more global, complex, and competitive world, the role of the manager has eroded. Managers are now overburdened with responsibilities. They can barely handle what they're directly measured on, let alone offer coaching and mentoring. Organizations need to support and incentivize managers to perform this work.

2.8.2. *Deal with the short-shelf life of learning and development needs*

It used to be that what you learned was valuable for years, but now, knowledge and skills can become obsolete within months. This makes the need to learn rapidly and regularly more important than ever. This requires organizations to rethink how learning and development happens from a once-in-a-while activity, to a more continuous, ongoing campaign. As Thompson (2011) pointed out in an interview, avoiding information overload is vital, so organizations must strike a balance between giving the right information versus giving too much.

2.8.3. *Teach employees to own their career development*

Highly-structured, one-size-fits-all learning programs don't work anymore. Individuals must own, self-direct, and control their learning futures. Yet they can't do it alone, nor do you want them to. The development and growth of your talent is vital to your ongoing success, ability to innovate, and overall productivity. It's a delicate balance, one Don Jones, former Vice President, Learning at Natixis Global Asset Management summarized like this: "We need to have 'customized' solutions for individuals, while simultaneously providing scale and cost efficiencies across the organization," he said.

2.8.4. *Provide flexible learning options*

Telling employees they need to engage in more learning and development activities with their already heavy workload often leaves them feeling overwhelmed and consumed by the question, "When and how will I find the time?" Companies must respond by adopting on-demand and mobile solutions that make learning opportunities more readily accessible for your people.

2.8.5. *Serve the learning needs of more virtual teams*

While most organizations have more people working remotely and virtually, it does require more thought and creativity in how to train this segment of your workforce. This includes formal types of learning through courses, but also the informal mentoring and coaching channels. Just because employees are out of sight doesn't mean they get to be out-of-mind when it comes to learning and development.

2.8.6. *Match different learning options to different learning styles*

With five generations actively in the workforce, organizations must restructure the way employees learn and the tools and activities they use to correctly match the different styles, preferences, and expectations of employees. For example, the millennial generation came of age using cell phones, computers, and video game consoles, so they expect to use these technologies to support their learning activities.

As leaders, we know the value our learning and development programs bring to our organizations. But we also want to ensure we're receiving a high return on investment. By clearly understanding the trends emerging in our learning and development programs, we'll better position our companies to select the right targeted solutions to drive results, increase employee engagement, and increase innovation and productivity.

2.9. Small manufacturing industry

2.9.1. The nature of the South African small manufacturing industry

South Africa has developed an established, diversified manufacturing base that has shown its resilience and potential to compete in the global economy. The sector provides a locus for stimulating the growth of other activities, such as services, and achieving specific outcomes, such as employment creation and economic empowerment. This platform of manufacturing presents an opportunity to significantly accelerate the country's growth and development.

Small manufacturing industry in South Africa is dominated by industries such as agri-processing, automotive, chemicals, ICT and electronics, metals, textiles, clothing and footwear.

2.9.1.1. *Agri-processing industry*

Agriculture contributes 4% to South Africa's gross domestic product (GDP) and consists largely of cattle and sheep farming, with only 13% of land used for growing crops. Maize is most widely grown followed by wheat, oats, sugar cane and sunflowers. The government is working to develop small-scale farming in efforts to boost job creation. Citrus and deciduous fruits are exported, as are locally produced wines and flowers. The agri-food complex (inputs, primary production, processing) contributes approximately R124 billion to South Africa's GDP and employs 451 000 people in the formal sector.

South Africa has a diversity of climates, ranging from semi-arid and dry to sub-tropical. As a result, a diversity of crops, livestock and fish are to be found. The South African agri-food complex has a number of competitive advantages, making it both an important trading partner and a viable investment destination. A world-class infrastructure, counter-seasonality to Europe, vast biodiversity and marine resources, and competitive input costs make the country a major player on the world's markets.

2.9.1.2. *The automotive industry*

The automotive industry is one of South Africa's most important sectors, with many of the major multinationals using South Africa to source components and assemble vehicles for both the local and international markets.

The industry is largely located in two provinces, the Eastern Cape (coastal) and Gauteng (inland). Companies with production plants in South Africa are placed to take advantage of the low production costs, coupled with access to new markets as a result of trade agreements with the European Union and the Southern African Development Community free trade area. Opportunities also lie in the production of materials (automotive steel and components). South Africa's aim is to become an automotive investment destination of choice. Modernisation and upgrading of key elements in the automotive industry are required to keep pace in achieving international competitiveness.

Interest rates are currently at historic low levels, reducing the cost of investments. It is significant to note that most major multinational vehicle manufacturers are currently represented in SA, which means that international developments also impact on the country. The outlook for the vehicle industry is bright in terms of both exports and the domestic market. A key challenge will be to raise local content, particularly in the vehicles now being exported in large volumes.

2.9.1.3. *The chemical industry*

The South African chemical industry has been shaped by the political and regulatory environment which created a philosophy of isolationism and protectionism during the apartheid years. This tended to foster an inward approach and a focus on import replacement in the local market. It also encouraged the building of small-scale plants with capacities geared to local demand, which tended to be uneconomic.

Two noticeable traits characterise the South African chemical sector. Firstly, while its upstream sector is concentrated and well developed, the downstream sector – although diverse – remains underdeveloped. Secondly, the synthetic coal and natural gas-based liquid fuels and petrochemicals industry is prominent, with South Africa being world leader in coal-based synthesis and gas-to-liquids (GTL) technologies.

South Africa's chemical industry is of substantial economic significance to the country, contributing around 5% to the gross domestic product (GDP) and approximately 25% of its manufacturing sales. The industry is the largest of its kind in Africa. It is highly complex and widely diversified, with end products often being composed of a number of chemicals which have been combined in some way to provide the required properties and characteristics.

2.9.1.4. *The South African information technology (IT) industry*

The South African Information Technology industry growth outstrips the world average. The country's established and sophisticated indigenous information and communications technology (ICT) and electronics sector comprises more than 3 000 companies and was ranked 22nd in 2016 in terms of total worldwide IT spend.

It has ready access to cutting edge technologies, equipment and skills and has the advantage of access to the rapid expansion of telecommunications and IT throughout the African continent. South African software developers are recognised as world leaders in innovation, production and cost efficiency backed by an excellent local infrastructure.

This sector can be divided into three main sub-sectors: telecommunications, electronics and information technology.

The telecommunications industry is thriving, contributing more than 7% to South Africa's gross domestic product (GDP). The South African electronics industry has repeatedly proved itself in terms of world-class innovation and production. The industry is characterised by a handful of generalist companies with strong capabilities in professional electronics,

while small to medium companies specialise in security systems and electricity pre-payment meters.

2.9.1.5. *The metal Industry*

South Africa's large, well-developed metals industry, with vast natural resources and a supportive infrastructure, represents roughly a third of all South Africa's manufacturing. It comprises basic iron ore and steel, basic non-ferrous metals and metal products. The iron and steel basic industries involve the manufacture of primary iron and steel products from smelting to semi-finished stages.

Ranked the world's 19th largest steel producing country in 2001, South Africa is the largest steel producer in Africa (almost 60% of Africa's total production). Primary steel products and semi-finished products include billets, blooms, slabs, forgings, reinforcing bars, railway track material, wire rod, seamless tubes and plates. South Africa is a net exporter, ranked 10th in the world, to more than 100 countries. Approximately 500 000 tons of ferrous-scrap were exported by metal recyclers in 2001.

The international and local steel industry has changed dramatically over the past two years. Several steel companies have fallen away and protectionism has increased.

To survive in these harsh conditions, the South African primary steel industry has taken major steps to become more efficient and competitive. Many of the local steelworks have engaged in on-going restructuring processes and productivity improvements.

2.9.1.6. *The South African textile and clothing industry*

One of the main powerhouses of the South African manufacturing industry is textile and clothing industry. The main aim of the textile and clothing industry is to use all the natural, human and technological resources at its disposal to make South Africa the preferred domestic and international supplier of South African manufactured textiles and clothing. Though the textile and apparel industry is small, it is well placed to make this vision a reality (Danity, 2016). Due to technological developments, local textile production has evolved into a capital-intensive industry, producing synthetic fibres in ever-increasing proportions. The apparel industry has also undergone significant technological change and has benefited from the country's sophisticated transport and communications infrastructure.

2.9.2. The industry's career development programs

2.9.2.1. *FemBioBiz Acceleration programme*

An acceleration programme aimed at supporting women in biosciences was launched by the NEPAD Southern Africa Network for Biosciences (SANBio), with support from the BioFISA II programme, on Tuesday, 21 February 2017 (Manufacturing, SA, 2017).

SANBio is a platform for shared biosciences research, development and innovation to address health and nutrition issues of Southern Africa and it is hosted by the Council for Scientific and Industrial Research (CSIR) in South Africa. The FemBioBiz Acceleration Programme has been created to develop leadership, technological and business skills in female-owned businesses in the SADC region to support deal-making and business acceleration in the Biosciences arena.

While there have been attempts at improving participation of women in Science, Technology, Engineering and Mathematics (STEM), the representation of women in technology-led enterprises and, in particular, in leadership or managerial positions or as founders of businesses is very low in the SADC Region (Van rooyen, 2017). This programme creates a platform for peer learning and will empower women to lead in health and nutrition through science and technology.

The top performers will have the opportunity to meet investors, business experts and potential mentors and visit Cape Town to participate at the 2017 SA Innovation Summit. The best performer will receive a grant of R250,000 to move the business forward and a trip to attend Europe's leading start-up event Slush 2017 in Finland, where international opportunities await (Manufacturing, SA, 2017).

2.9.2.2. *Technicians for Africa programme*

Barloworld Equipment and Caterpillar recently launched Technicians for Africa, a free foundation training programme, in Tete Province, Mozambique. (Manufacturing, SA, 2017). The programme particularly aims to facilitate entry to technical training and careers for disadvantaged students, school leavers and job seekers. This initiative in Mozambique has already attracted 650 participants.

The Technicians for Africa programme gives free online training at foundational level in both Portuguese and English. All participants who successfully complete the free programme receive a SAQA-approved foundational certification as Cat Certified Technicians.

Anyone with access to a smartphone, tablet or desktop computer can take part in the training, which consists of 18 one-hour modules. This e-learning programme is also available at onsite workstations in the company's drop-in facility, the Barloworld Equipment Container Computer Lab. (Manufacturing, SA, 2017). The Technicians for Africa programme is designed to cover topics such as the basics of safety and the fundamentals of engines and of electrical and hydraulic systems. Barloworld Equipment and Caterpillar believe that the programme will act as a portal to productive and empowering careers, with greater job security for participants.

2.9.3. The relationship between the industry and the South African government

The South African government has established initiatives to support the small business sector in all business development areas, including career development. Among many other initiatives, the government has established Ntsika Foundation which provides non-financial support services to the small manufacturing sector, tackling issues like management development, marketing and business development services (Maia 2014:16). The government has further introduced Khula financial service; Khula offers financial support mechanisms to the sector. The financial products include loans, the national credit guarantee system, grants and institutional capacity building (Biekpe 2014:1). To strengthen its support to the small manufacturing sector, the government has partnered with The Franchise Advice and Information Network (FRAIN). (FRAIN) strives to supply high quality information and support services to individuals and small business (SMMEs) to ensure growth and improvement of new and existing franchise businesses in South Africa (Malefane 2015:12). The introduction of the Small Business ministry is also a plus to the government's quest to support small businesses, including small manufacturing businesses. The main role of ministry is to oversee government's political and legislative commitment, through policy and strategy, to ensure that SMME development is viable. On its first term in office, the small business ministry has established local economic development (LED) strategy that aims to, among other priorities; achieve the local government's constitutional mandate to promote small business development in typical townships of South Africa (SACN 2015:4). All these efforts can be regarded as strategies to ensure continued survival and sustainability of small businesses (small manufacturing businesses included).

- Career development programs
 - On the job experience

Job Rotation

Edward (2015:74) describes job rotation as “the process of switching a person from job to job” which increases an employee’s capability and value to an organisation. Job rotation can also be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. Job rotation is an alternative to job specialization. It is a way to reduce employee boredom and it also facilitates more of an understanding about the organisation. Job rotation is moving from one job to another. Job can be rotated that are very similar or drastically different for example, a person in charge of accounts receivable could change with a person who is in charge of accounts payable. An employee could work as a marketer for a year and then work as a selling agent for a year (John Pappajohn Entrepreneurial Centre).

Job rotation comes in many forms and is useful in many situations. Job rotation is the systematic movement of employee from one job to another. How this movement is accomplished depends on the purpose that you wish to achieve and how dramatic a move you are willing to take (Malinski, 2002).

According to Malinski (2002) it is an organised movement of staff from one job to another and he also adds that an individual does not have to leave a job to get a more satisfying job. This can be achieved in the same job by using job rotation, enrichment and restructuring. According to Parker (2002), job rotation is a model of training through which already employed staffs leave their jobs to go on further training and unemployed people are brought into their places for work. Felderman (2006) writes that the movement of staff in jobs is at the same level in the organisation as they are not promoted in the job where they are rotated. All these views above are the views of the people who support job rotation and explain what is job rotation and they also agree to a common point that in job rotation staff is moved between different jobs and it is most of the time within the organisation between different jobs or tasks. Parker (2002) also has a different view on job rotation. She writes that it is a form of training where a member of staff leaves the job and another unemployed person takes his job and his debates about job rotation takes job rotation outside the scope of organisation rather than inside the organisation as unemployed people are brought into the organization. Bennett (2003) suggests two forms of job rotation. The first form is within-

function rotation which rotation means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area. The second form is cross-functional, which is the movement between jobs in different parts of the organization over a period of time. However, rather than rotating between a number of jobs that are in the same group and closely related to each other, the individual or new employee would rotate through a number of jobs in different departments. This method provides the individual or new employee with developmental opportunities and such methods can also be used by the organisation to gather data about their skills, interests and potential to indicate their final placement.

- Job shadowing

Powell (2009:315) defines job shadowing as a short-term educational experience that introduces an individual student to a particular job or career by pairing the student with an employee of a business, industry or agency. By following or shadowing the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals (Tracey, Hinkin & Mathieu, 2011:211).

Job shadowing develops an awareness of the educational and technical skills required for entry and advancement in a specific occupation. The student becomes familiar with the work-site environment and the job-related characteristics of the specific job or career (Bersin, 2008). Shadowing provides students the opportunity to discuss areas of interest or concern with the employee in the “real world” occupation they are shadowing. By providing a relevant experience outside the classroom, employers are able to contribute to the education of youth and help prepare students for future career opportunities (Schonewille, 2011:159).

New Employees Job shadowing will provide a new employee (or returning employee) with awareness of the job role and also of the department as a whole. Shadowing for new employees can mean the host being either one person or several people throughout the day (Seaduto, Lindsay & Chiaburu). Job shadowing can be used to give further skill development to staff in existing roles. It can be used to see ‘best practice’ in action and see ‘new things’ or ‘new ways of doing things’. It also prepares staff for promotional opportunities or assists to make career planning decisions (Kontoyhiorghes, 2004:211). Networking and the improvement of internal communications are also other important benefits.

- Relationships and feedback

Coaching

Research shows that employees perform better when positively coached rather than being constantly evaluated (Ragins, 2007:81). Researchers have also noted that people with more positive attitudes are more likely to succeed in their jobs and careers. Coaching fosters more positive employee attitude as a key component of development and enhances positive attitude through support (Malcolm & Hodkinson, 2003: 314).

Coaching is the process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the company, and their work (Prichard, 2008:67).

Coaching seems to be the new buzzword in development. Professional coaches are springing up in great numbers and in various guises – executive coaches, business coaches, performance coaches, etc. These people come from a range of backgrounds (HR, Training, Psychology, Sports coaching, for example) and can have differing approaches. Kook, (2012:74). The aim of coaching is to develop awareness and responsibility in the coachee through a process where he or she comes to recognize the best course of action to take in order to move forward. The coach, therefore, tries to avoid giving direct advice or offering his or her own solution and, instead, asks a series of questions to draw out the thoughts of the coachee. Coaching is focused on helping the individual achieve specific goals and is directed towards action and it can also be used to address a wide range of issues.

- Mentoring

Mentoring has been used for centuries as a way of helping younger protégés to advance, and, according to Darwin (2010:64) mentoring is presently at the forefront of strategies to improve workplace learning. Harris (2014:11) argues that workplace mentoring is the most critical factor in worksite learning. Today mentoring is commonly used in professional and managerial learning, but is relatively new as a means of supporting low-paid trainees and apprentices doing certificate-level qualifications.

As per general definition, mentoring is planned early intervention designed to provide timely instruction to mentees throughout their apprenticeship, to shorten the learning curve, reinforce positive work ethics and attitudes, and provide mentees with role models. (Taylor, 2007; Lave, 2013 & Illeris, 2011).

There are basically three types of mentoring relationships available in literature; relational mentoring, formal and informal mentoring relationship. Paternalistic mentoring maintains a distance between those who have knowledge to pass on to workers lower on the hierarchical ladder, and the receivers of that knowledge. In contrast, relational mentoring focuses on the relationship between mentor and mentee – the mentoring process is defined by this Ragins (2009). Verbos (2006) believes that relational mentoring is the highest quality mentoring state. Verbos attribute relational mentoring to the ability to develop empathic, empowering processes that create personal growth, development and enrichment for both mentors and protégés. The literature on formal and informal mentoring may refer to the way in which it is developed and implemented in the workplace (the structure), to the type of relationship, or to the learning itself (for formal qualifications or to manage a range of tasks). There is insufficient opportunity in this brief review to explore all three dimensions of the formal/informal dichotomy. Baugh and Fagenson (2015) describe formal relationships as those which are formally initiated by the organization, assign the mentor-trainee dyads and facilitate and support developmental relationships. In distinction informal mentors are those for who mentoring is not formally recognized by the organization, but who nevertheless tacitly agree to mentoring trainees (Kell, 2009).

Mentoring usually takes place when people first enter an organization and are most in need of guidance and support. Ragins and Kram (2007) suggest that there are stages in mentoring: initiation (up to 1 year), cultivation (years 2-5), separation (from 6 months to 2 years) and redefinition (where it becomes more peer-like).

- Networking

Networking is the exchange of information or services among individuals, groups, or institutions; specifically: the cultivation of productive relationships for employment or business” (Merriam, 2012).

Today, as workers explore career possibilities, decide on career directions, or undertake job searches, they need to consider professional networks and contacts as a natural part of the process. The cultivation of relationships, over time, is seen as an important role in networking and one through which workers can gain knowledge about career options, opportunities, and jobs. Interestingly, collecting information through conversations with people can occur at unpredictable times, such as on the subway, on a flight, at the grocery store, and at social functions. Maintaining and sustaining networks can be crucial to career

advancement, because professional connections provide mutual benefits as well as being vital resources

70-80% of job seekers find their jobs through contacts. As few as 20% land their jobs through the traditional “reactive” job search method, namely, applying for posted positions on job boards or want ads” (Simmons,2012). “Nearly 80% of available jobs are never advertised. The more contacts you make, the more likely you are to tap into these hidden opportunities” (Simmons, 2012)

How to identify networks

A network can include social and professional organization contacts, former and current colleagues/ supervisors, college faculty advisors, and teachers. Natural networks, such as family, friends and neighbours are also important and can often be overlooked. There are many people with resources within a professional or personal network who can assist in exploring career options or finding a job. Remember, everyone and anyone can be a potential network contact. Using various modes of networking outlets, such as job fairs, alumnae events/sites, community events, local job search groups, and social media, can increase visibility, and connect people for professional networking and recruitment.

- Performance Appraisal

Performance Appraisal is a formal system that evaluates the quality of a worker’s performance. An appraisal should not be viewed as an end in itself, but rather as important process within broader performance management systems that links organisational objectives, day-to-day performance, professional development and rewards and incentives.

Use of Performance Appraisal in Staff Training and Development

Performance appraisal and training have the same objective: to improve performance, which means both behaviour and results. Kluger & DeNisi (1984) noted that there is a possible link between performance appraisal/feedback and performance improvement although the results on this relationship are mixed. There is a definite link between performance appraisal and the desire to improve performance of the employees. Individual performance is affected by a number of variables that include personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. If an employee is having problems meeting his/her goals, supervisor is supposed to take steps during the appraisal to help improve performance. Cascio (2003) observes that performance appraisal is a process that develops employees

by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Performance appraisal is a multifaceted human resource activity. It can either be used for personnel management or growth, self-improvement, and development or for both purposes (Mills & Hyle, 1999). Campbell & Lee, (1988) believe that if certain constraints like cognitive constraints, informational constraints, affective constraints, and self and appraiser's evaluation discrepancy are kept at minimum levels, appraisals could be used as a developmental tool. Adair,(1983) believe that when appraisals are considered annual activities and are not followed by recommended actions from both the employee and the organization they are destined to degenerate into empty rituals. It requires to be made clear that all sorts of appraisals are not fit to achieve the end of employee development. The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2015).

As part of staff development, Organization Human resource should consider job rotation planning as an integral component of its performance appraisal interview. Performance discrepancies stemming out from appraisal sessions require to be more sufficiently managed through training, career, and succession management. In an effort to enhance human resource development and ensure genuine conduction of performance appraisals, there should also be periodic reviews of Organization's policies, job analysis, job evaluation, and communication channels (Obisi 2011).are several other characteristics of a performance appraisal that would help in idealizing its structure and in strengthening its link with the development process. One of the merits in appraisal is its attention on championing rewards instead of punishments, forsaking the stick for the carrot to help improve performance (Kondrasuk 2012). Pinpointing all the problems delineated earlier on performance management system, HR function should assign specialists that would review performance appraisal results and development goals to come up with better, challenging, accurate, and measurable outcomes. Full support of the performance system from top management all the way down to employees is also indispensable in assuring organizational developmental improvements (Kondrasuk 2012).

Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand

and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). A key purpose of the any appraisal process and resulting performance development plan is to identify gaps in an employee's skills or competencies as well as opportunities for improvement and development. Setting performance goals encourages employee motivation by stimulating effort, focusing attention, increasing persistence and encouraging new ways of working. Performance appraisals may not be a successful tool for developing employees due to lack of resources for, or availability of, training (Robert, 1993). The findings of performance appraisal has since long been used as tools to improve performance (Rasch, 2004). If the end is service improvement then performance appraisals require a wider approach to enhanced work design and motivation to develop and enhance employee job satisfaction. It is, therefore, suggested that supervisors should use performance appraisal as employee development tool and get them motivated. This focused approach to each individual's training and/or developmental need, managers' help employees enhance their job skills and become more effective and productive (Prowse & Prowse, 2009).

CHAPTER 3:

RESEARCH METHODOLOGY

3.1. Introduction

This chapter gives the methodology of the research which includes the research design, data collection, data analysis methods, ethical issues and chapter summary.

3.2. Research design

Research design is a blue print for conducting the study and it maximises control over factors that could interfere with the validity of the findings. Design a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns and Grove, 2010:223).

The research problem is best studied using a survey research design because it's the best design to use when assessing the thoughts and opinions of respondents and this study aims establishing the perceptions of employees on career development programs in their organisations. The said opinions will assisted the researcher and the study to propose an effective implementation plan for career development programs in the small manufacturing sector. The nature of the study is quantitative which aimed to quantify the collected data from the respondents.

3.2.1. Population

Defined, population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Pilot and Hungler, 2013:37). In this study population is the small manufacturing businesses' employees in Bloemfontein.

3.2.2. Sample and sampling procedure

Sampling procedure is the process of selecting a portion of the population to represent the entire is population, this also known as sampling (LoBindo-Wood and Habber 2008:250). The sampling in this study was designed to represent all the small manufacturing businesses in Bloemfontein. To be exact, the sample figure for the study is 59 participants and they were sampled randomly.

3.3. Data collection

Henrey (2009) defines data as information obtained in a course of a study. The study uses a Likert-scale questionnaire guide to collect primary data and the approach used will mostly be a drop and pick approach for data collection. The Likert scale is appropriate as it enables the respondents to specify their extent of agreement or disagreement to a series of statements and questions in the questionnaire and the researcher is able to capture the perceptions of the respondents based on the range of the intensity of their agreement or disagreement for a given statement. The questionnaire designed for this study of 2 sections. Section A collected demographic data which includes gender and current professional level. Section B collects data on the importance of factors such as leadership support, company philosophy, HRD budget, employees' attitude, performance appraisals and challenging work for employees on implementing plans for career development programs. This section is a form of Likert-scale format with anchors 1 to 5, with 1 indicating that respondent finds the question as not important and 5 indicating that the respondent finds the factor very important. **Annexure A: Survey Questionnaire** is attached at the end of this document.

3.4. Data analysis

The data was coded and entered into a spreadsheet and analysed using descriptive statistics namely frequency tallies and the corresponding percentages. The statistics was generated using Statistical Package for Social Sciences (SPSS) Version 20. Data was analysed using regression analysis model which is ideal because it enables the demonstration of relationships among variables which in this study are career development programs implementation plans and career development plan implementation factors (leadership support, company philosophy, HRD budget, employees' attitudes, performance appraisals and challenging work for employees). Correlational analysis was then used to test relationships between the factors.

CHAPTER 4:

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1. Introduction

This chapter discusses the data findings, analysis, presentation and interpretation. The main objective of the study is to find an intra-industrial implementation plan to implement career development programs for employees' development in small manufacturing businesses. The response rate was 98% with only 59 respondents out of the 60 completing the questionnaire.

The study had 59 people as participants. 34 (57, 6%) of the population were females and 25 (42, 4%) were males in the small manufacturing industry in Bloemfontein.

The participants were from different professional levels. 9 (15, 3%) were directors, 9 (15, 3%) were chiefs or heads of units, 21 (35, 6%) were professional supervisors, 11 (18, 6%) were specialists and 9 (15, 3%) were the support staff. **Annexure B: Demographics analysis (Gender)** and **C: Demographics analysis (current professional levels)** are attached at the end of this document.

Gender	Count (%)	Professional level	Count (%)
Female	34 (57,6%)	Directors	9 (15,3%)
Male	25 (42,4%)	Chiefs or heads of units	9 (15,3%)
		Professional supervisors	21 (35,6%)
		Specialists	11 (18,6%)
		Support staff	9 (15,3%)
TOTAL	59 (100%)	TOTAL	59 (100%)

(Table 1: demographics analysis)

4.2. Information on leadership support and implementation plans of career development programs (ITEMS A1—A5)

The study sought to find the perceptions of the participants on the importance of leadership support on the implementation plans of career development programs. To effectively collect intended data on the leadership construct, the study concentrated on concepts such as supervisions and performance, transformational leadership style, individual-organisational goals alignment, communication on career progressions and internal promotions. The findings indicated that 40% of the study sample regarded supervision and performance assessments as a moderately important concept when preparing an implementation plan for career development programs and none of the participants thought the concepts was not important.

42, 4% of the study sample regarded transformational leadership style as a moderately important concept when preparing implementation plans of career development programs and 3, 4% thought the concept was not important.

52, 4% of the study sample thought individual-organisational goals alignment was an important concept when preparing implementation plans of career development programs and 6, 8% of the sample thought the concept was both not important and slightly important.

49, 2% of the study sample regarded communication on career progressions as an important concept when preparing implementation plans of career development programs and 3, 4% of the sample thought the concept was not important.

52, 5% of the study sample thought internal promotions were an important concept when developing implementations plans of career development programs and 1,7% thought the concept was not important.

Annexure D: Information on leadership support is attached at the end of this document to detail the above findings.

4.2.1. Differences between the participants' responses on the importance of leadership support on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0, 32 which reflects a little but not unnoticeable contradiction between males and females. This indicates that the two genders almost share same sentiments on the importance of leadership support on implementation plans of career development programs. **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation. Furthermore, there existed none significant contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was a mere 0, 33 which is very little to show any contradiction in responses. This shows a consensus on the importance of leadership support on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information.

4.3. Information on company philosophy and implementation plans of career development programs (ITEMS A6—A10)

The study sought to find the perceptions of the participants on the importance of company philosophy on the implementation plans of career development programs. To effectively collect intended data on the company philosophy construct, the study concentrated on concepts such as company's vision, clear career philosophy, alignment between employees' career journeys and organisational needs, succession planning policy and employees' retention rates. The findings indicated that 33, 9% of the study sample regarded company's vision as an important concept when preparing an implementation plan for career development programs and 3,4% of the participants thought the concepts was not important.

42, 4% of the study sample regarded clear career philosophy as an important concept when preparing implementation plans of career development programs and 3, 4% thought the concept was both not important and slightly important.

45, 8% of the study sample thought alignment between employees' career journeys and organisational needs was a moderately important concept when preparing implementation plans of career development programs and none of the sample thought the concept was not important.

39% of the study sample regarded succession planning policy as moderately important concept when preparing implementation plans of career development programs and 5.1% of the sample thought the concept was very important.

44, 1% of the study sample thought employees' retention rates were an important concept when developing implementations plans of career development programs and 5,1% thought the concept was slightly important. **Annexure E: Information on Company philosophy** is attached at the end of this document to detail the above findings.

4.3.1. Differences between the participants' responses on the importance of company philosophy on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0, 15 which reflects a little but not unnoticeable contradiction between males and females. This indicates that the two genders almost share same sentiments on the importance of company philosophy on implementation plans of career development programs. **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation. Furthermore, there was a medium contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was 0, 65 which shows contradiction in responses. This also shows differences in opinions on the importance of company philosophy on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information.

4.4. Information on HRD Budget and implementation plans of career development programs (ITEMS A11—A15)

The study sought to find the perceptions of the participants on the importance of HRD budget on the implementation plans of career development programs. To effectively collect intended data on the HRD budget construct, the study concentrated on concepts such as external human resource development programs costs, registration fees for external institutions, internal program costs, consulting fees/ trainer salary and career development programs materials. The findings indicated that 32,4% of the study sample regarded external human resource development programs costs as a moderately important concept when preparing an implementation plan for career development programs and 3,4% of the participants thought the concepts was not important.

39% of the study sample regarded registration fees for external institutions as a moderately important concept when preparing implementation plans of career development programs and 6, 8% thought the concept was not important.

37,3% of the study sample thought internal program costs was a moderately important concept when preparing implementation plans of career development programs and 5,1% of the sample thought the concept was not important.

39% of the study sample regarded consulting fees/ trainer salary as a moderately important concept when preparing implementation plans of career development programs and 3, 4% of the sample thought the concept was not important.

33, 9% of the study sample thought career development programs materials were an important concept when developing implementations plans of career development programs and 1, 7% thought the concept was not important. **Annexure F: Information on HRD budget** is attached at the end of this document to detail the above findings.

4.4.1. Differences between the participants' responses on the importance of HRD budget on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0, 18 which reflects a little but not unnoticeable contradiction between males and females. This indicates that the two genders almost share same sentiments on the importance of HRD budget on implementation plans of career development programs. **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation. Furthermore, there existed none significant contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was a mere 0,03 which is very little to show any contradiction in responses. This shows a consensus on the importance of HRD budget on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information.

4.5. Information on employees' attitude and implementation plans of career development programs (ITEM A16—A20)

The study sought to find the perceptions of the participants on the importance of employees' attitude on the implementation plans of career development programs. To effectively collect intended data on the employees' attitude, the study concentrated on concepts such as work life balance, job security, employees' involvement in career development planning, job satisfaction and employees retention. The findings indicated that 37,3% of the study sample regarded work life balance as a moderately important concept when preparing an implementation plan for career development programs and 3,4% of the participants thought the concepts was not important.

32, 2% of the study sample regarded job security as an important concept when preparing implementation plans of career development programs and 5,1% thought the concept was not important.

47,5% of the study sample thought employees' involvement in career development planning was an important concept when preparing implementation plans of career development programs and 5,1% of the sample thought the concept was both not important and slightly important.

35, 6% of the study sample regarded job satisfaction as very important concept when preparing implementation plans of career development programs and 3, 4% of the sample thought the concept was not important.

35, 6% of the study sample thought employees' retention was a moderately important concept when developing implementations plans of career development programs and 1, 7% thought the concept was not important. **Annexure G: Information on employees' attitude** is attached at the end of this document to detail the above findings.

4.5.1. Differences between the participants' responses on the importance of employees' attitude on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0, 18 which reflects a little but not unnoticeable contradiction between males and females. This indicates that the two genders almost share same sentiments on the importance of leadership support on implementation plans of career development programs. **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation. Furthermore, there existed none significant contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was a mere 0, 20 which is very little to show any contradiction in responses. This shows a consensus on the importance of employees' attitude on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information.

4.6. Information on performance appraisals and implementation plans of career development programs

The study sought to find the perceptions of the participants on the importance of performance appraisals on the implementation plans of career development programs. To effectively collect intended data on the performance appraisals construct, the study concentrated on concepts such as constant feedback and action, having developmental performance reviews, employees' involvement in setting performance goals, quantifying demeanour and motivation in a career and rewards and recognition for strong performers. The findings indicated that 35, 6% of the study sample regarded constant feedback and action as a moderately important concept when preparing an implementation plan for career development programs and 8, 5% of the participants thought the concepts slightly not important.

39% of the study sample regarded having developmental performance reviews as an important concept when preparing implementation plans of career development programs and 6, 8% thought the concept was not important.

39% of the study sample thought employees' involvement in setting performance goals was a moderately important concept when preparing implementation plans of career development programs and none of the sample thought the concept was not important.

44,1% of the study sample regarded quantifying demeanour as an important concept when preparing implementation plans of career development programs and none of the sample thought the concept was not important.

37, 3% of the study sample thought rewards and recognition for strong performers were an important concept when developing implementations plans of career development programs and none thought the concept was not important. **Annexure H: Information on performance appraisals** is attached at the end of this document to detail the above findings.

4.6.1. Differences between the participants' responses on the importance of performance appraisals on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0 which reflects no contradiction between males and females. This indicates that the two genders absolutely share same sentiments on the importance of performance appraisals on implementation plans of career development programs. . **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation.

Furthermore, there existed none significant contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was a mere 0, 24 which is very little to show any contradiction in responses. This shows a consensus on the importance of performance appraisals on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information.

4.7. Information on challenging work for employees and implementation plans of career development programs

The study sought to find the perceptions of the participants on the importance of challenging work for employees on the implementation plans of career development programs. To effectively collect intended data on the challenging work for employees construct, the study concentrated on concepts such as job rotation, job expansion, team leadership, employees' involvement in decision making processes and mentoring new employees. The findings indicated that 35, 6% of the study sample regarded job rotation as an important concept

when preparing an implementation plan for career development programs and 1,7% of the participants thought the concepts was not important.

30, 5% of the study sample regarded job expansion style as a very important concept when preparing implementation plans of career development programs and 3, 4% thought the concept was not important.

35, 6% of the study sample thought team leadership was an important concept when preparing implementation plans of career development programs and 3,4%of the sample thought the concept was not important.

45, 8% of the study sample regarded employees' involvement in decision making processes as an important concept when preparing implementation plans of career development programs and none of the sample thought the concept was not important.

42, 4% of the study sample thought mentoring new employees were an important concept when developing implementations plans of career development programs and none thought the concept was not important. **Annexure I: Information on challenging work for employees** is attached at the end of this document to detail the above findings.

4.7.1. Differences between the participants' responses on the importance of challenging work for employees on implementation plans of career development programs

There was no significant difference on the responses between males and females. The differences between the genders' mean scores was 0, 06 which reflects a little but not unnoticeable contradiction between males and females. This indicates that the two genders almost share same sentiments on the importance of challenging work for employees on implementation plans of career development programs. **Annexure J: Comparative analysis (Gender)** is attached to detail this interpretation.

Furthermore, there existed none significant contradiction between the 5 groups which took part in the study (i.e. directors, chiefs or heads of units, professional supervisors, specialists and the support staff). The difference between the mean score of five groups was a mere 0, 11 which is very little to show any contradiction in responses. This shows a consensus on the importance of challenging work for employees on implementation plan for career development programs amongst the five groups. **Annexure K: Comparative analysis (current professional levels)** is attached to detail the above information

4.8. Constructs correlational analysis report

Correlational analysis was conducted to pit the constructs (leadership support; company philosophy; HRD budget; employees' attitude; performance appraisals and challenging work for employees) with each other to verify the relationships between them. This was also done to ensure that the constructs were not mutually exclusive but were working together to address the aim of the study.

The scale that was used to quantify the relationships between the constructs was 0, 1 (small correlation), 0, 3 (medium correlation) and 0, 5 (large correlation). **Annexure L: Correlation analysis** is attached at the end of this document.

constructs	Leadership support	Company philosophy	HRD budget	Employees' attitude	Performance appraisals	Challenging work
Leadership support		0,409	0,442	0,424	0,57	0,416
COMMENT		Medium correlation	Medium correlation	Medium correlation	Large correlation	Medium correlation
Company philosophy	0,409		0,194	0,399	0,447	0,461
COMMENT	Medium correlation		Small correlation	Medium correlation	Medium correlation	Medium correlation
HRD budget	0,442	0,194		0,099	0,481	0,293
COMMENT	Medium correlation	Small correlation		Small correlation	Medium correlation	Small correlation
Employees' attitude	0,424	0,399	0,099		0,511	0,441
COMMENT	Medium correlation	Medium correlation	Small correlation		Large correlation	Medium correlation
Performance appraisals	0,527	0,447	0,481	0,511		0,546
COMMENT	Large correlation	Medium correlation	Medium correlation	Large correlation		Large correlation
Challenging work	0,416	0,461	0,293	0,441	0,546	
COMMENT	Medium correlation	Medium correlation	Small correlation	Medium correlation	Large correlation	

(Table 2: summary of relationships amongst the constructs)

RELIABILITY OF THE MEASURING INSTRUMENT

To assess the internal consistency between the statements of the measuring instrument, the Cronbach Alpha coefficients were calculated. A Cronbach Alpha coefficient is an indication of the internal consistency of a measure or test. According to Lotz and Van der Merwe (2013:24), a Cronbach Alpha measures internal consistency by computing the average of all split-half reliabilities for a multiple-item scale. A Cronbach Alpha coefficient is based on the average correlation variables within a test (Struwig & Stead, 2004:132). For an acceptable reliability the Cronbach Alpha coefficient should be equal or greater than 0.7 (Nunnally & Bernstein, 1994:265). Theoretically Cronbach Alpha varies from zero to one and a greater value for the coefficient indicates that consistency and improved reliability of higher values of Cronbach Alpha are more desirable.

Table below indicates the Cronbach Alpha coefficients of the constructs of implementation factors for career development programs

Table 3: Cronbach Alpha coefficients of variables

Variables	Cronbach Alpha coefficients
Leadership support	0.562
Company philosophy	0.608
HRD budget	0.682
Employee's attitude	0.610
Performance appraisals	0.682
Challenging work for employees	0.783

DESCRIPTIVE STATISTICS

Section A consisted of 30 statements with the purpose to determine the preference of respondents on important factors to consider when implementing the plans for career development programs. The questions were divided into six variables, namely: leadership support, company philosophy, HRD budget, employees' attitude, performance appraisals and challenging work for employees. The respondents indicated on a five point Likert scale,

the importance of the variables, what they found very important and not important with the statements” measuring variables. The value on the scale varied from 1, where the respondent “not important”, up to 5, where the respondent “very important” with a specific statement.

Leadership support

Purpose of the question

The purpose of statements A1 to A5 in Section A of the questionnaire was to determine the importance of leadership support.

Results obtained

Table 1 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 4: Leadership support importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A1	Supervision and performance assessment	59	3.41	1.002
A2	Transformational leadership style	59	3.25	0.993
A3	Individual-organizational goals alignment	59	3.49	0.989
A4	Communication on career progressions	59	3.53	0.878
A5	Internal promotions	59	3.80	0.886
AVERAGE		59	3.496	0.949

Analysis of the results

The average mean of the construct, leadership support, is 3.496 with a standard deviation of 0.949. Statement A4 and A5 have a mean value above the average (=3.496). The results obtained above indicate that on average, the respondents believe that leadership support is that important when implementing a plan for career development programs because the mean score of A1 to A5 are not far off from the average mean. The highest score obtained for leadership support was A5, which indicates that internal promotions are important for a successful career development programs implementation. Statement A5 (transformational leadership style) recorded the lowest average score.

Company philosophy

Purpose of the question

The purpose of statements A6 to A10 in Section A of the questionnaire was to determine the importance of company philosophy.

Results obtained

Table 5 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 5: Company philosophy's importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A6	Company's vision	59	3.76	1.072
A7	Clear career philosophy	59	3.59	0.893
A8	Alignment between employees careers journey and organisational needs	59	3.29	0.852
A9	Succession planning policy	59	3.17	1.003
A10	Employees' retention rates	59	3.89	0.918
AVERAGE		59	3.54	0.947

Analysis of the results

The average mean of the construct, company philosophy, is 3.54 with a standard deviation of 0.947. Statement A6, A7 and A10 have a mean value above the average (=3.54). The results obtained above indicate that on average, the respondents believe that company philosophy is important when implementing a plan for career development programs because the mean score of A8 to A9 are not far off from the average mean. The highest score obtained for company philosophy was A10, which indicates that employees' retention rates are an important factor for a successful career development program implementation. Statement A9 (succession planning policy) recorded the lowest average score.

HRD budget

Purpose of the question

The purpose of statements A11 to A15 in Section A of the questionnaire was to determine the importance of HRD budget.

Results obtained

Table 6 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 6: HRD budget's importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A11	External human resource development programs costs	59	3.36	1.063
A12	Registration fees for external institutions	59	3.19	1.121
A13	Internal programs costs	59	3.17	1.036
A14	Consulting fees /trainer salary	59	3.37	0.889
A15	Career development programs materials	59	3.47	1.023
AVERAGE		59	3.31	1.026

Analysis of the results

The average mean of the construct, HRD budget, is 3.31 with a standard deviation of 1.026. Statement A11, A14 and A15 have a mean value above the average (=3.31). The results obtained above indicate that on average, the respondents believe that HRD budget is important when implementing a plan for career development programs because the mean scores of A12 and A13 are not far off from the average mean. The highest score obtained for HRD budget was A15, which indicates that career development programs materials is an important factor for a successful career development program implementation. Statement A13 (internal programs costs) recorded the lowest average score.

Employees' attitude

Purpose of the question

The purpose of statements A16 to A20 in Section A of the questionnaire was to determine the importance of employees' attitude.

Results obtained

Table 7 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 7: Employees' attitude importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A16	Work life balance	59	3.75	1.076
A17	Job security	59	3.68	1.121
A18	Employee's involvement in career development planning	59	3.83	1.036
A19	Job satisfaction	59	3.81	1.161
A20	Employees retention	59	3.73	1.014
AVERAGE		59	3.76	1.082

Analysis of the results

The average mean of the construct, employees' attitude, is 3.76 with a standard deviation of 1.082. Statement A18 and A19 have a mean value above the average (=3.76). The results obtained above indicate that on average, the respondents believe that employees' attitude is important when implementing a plan for career development programs because the mean scores of A16, A17 and A20 are not far off from the average mean. The highest score obtained for employees' attitude was A18, which indicates that employees' involvement in career development planning is an important factor for a successful career development program implementation. Statement A17 (job security) recorded the lowest average score.

Performance appraisals

Purpose of the question

The purpose of statements A21 to A25 in Section A of the questionnaire was to determine the importance of performance appraisals.

Results obtained

Table 8 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 8: Performance appraisals' importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A21	Constant feedback and action	59	3.22	1.131
A22	Having developmental performance reviews	59	3.44	1.103
A23	Employees are involved in setting performance goals	59	3.37	0.945
A24	Quantify demeanour and motivation in a career	59	3.58	0.770
A25	Rewards and recognition for strong performers	59	3.57	0.883
AVERAGE		59	3.43	0.966

Analysis of the results

The average mean of the construct, performance appraisals, is 3.43 with a standard deviation of 0.966. Statement A22, A24 and A25 have a mean value above the average (=3.43). The results obtained above indicate that on average, the respondents believe that performance appraisals are important when implementing a plan for career development programs because the mean scores of A21 and A23 are not far off from the average mean. The highest score obtained for performance appraisals was A24, which indicates that quantifying demeanour and motivation in a career is an important factor for a successful career development program implementation. Statement A21 (constant feedback and action) recorded the lowest average score.

Challenging work for employees

Purpose of the question

The purpose of statements A26 to A30 in Section A of the questionnaire was to determine the importance of challenging work for employees.

Results obtained

Table 9 indicates the results showing the mean and standard deviation for each variable obtained, ranking the means from the largest to the smallest mean value.

Table 9: Challenging work for employees' importance results

	STATEMENT	<i>n</i>	\bar{x}	SD
A26	Job rotation	59	3.69	1.055
A27	Job expansion	59	3.71	1.115
A28	Team leadership	59	3.69	1.118
A29	Employees' involvement in decision making processes.	59	3.49	0.954
A30	Mentoring new employees	59	3.68	1.025
AVERAGE		59	3.65	1.053

Analysis of the results

The average mean of the construct, challenging work for employees, is 3.65 with a standard deviation of 0.1053. Statement A26, A27, A28 and A30 all have a mean value above the average (=3.65). The results obtained above indicate that on average, the respondents believe that challenging work for employees is important when implementing a plan for career development programs because the mean score of A29 is also not far off from the average mean. The highest score obtained for challenging work for employees was A27, which indicates that job expansion is an important factor for a successful career development program implementation. Statement A29 (employees' involvement in decision making processes) recorded the lowest average score.

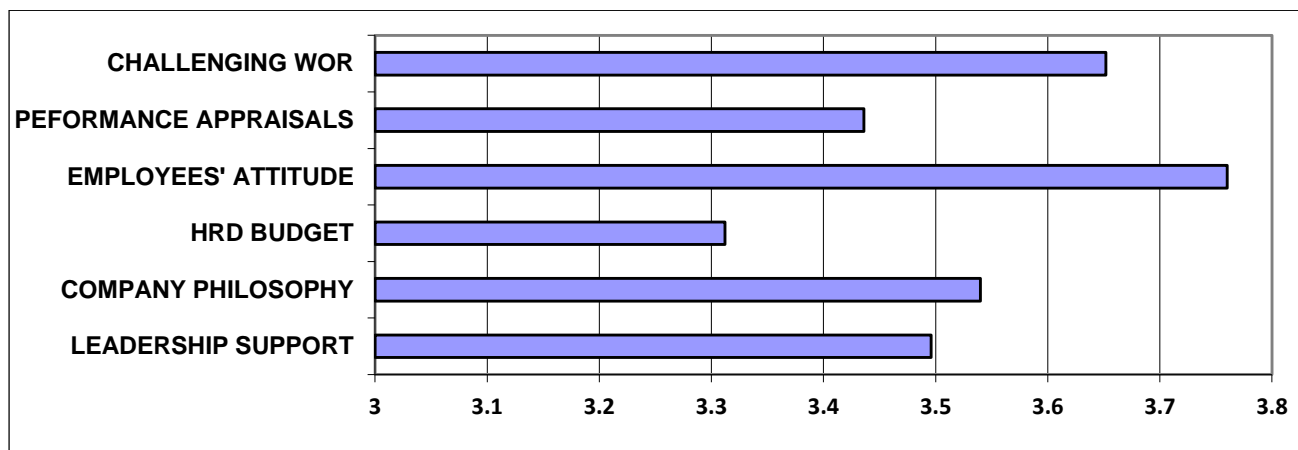
Table 10: Implementation factors survey results

variable	n	Mean	SD
Leadership support	59	3.496	0.9496
Company philosophy	59	3.54	0.9476
HRD budget	59	3.312	1.0264
Employees attitude	59	3.76	1.0828
Performance appraisals	59	3.436	0.9664
Challenging work for employees	59	3.652	1.0534
Total	59	3.532	6.0262

Analysis of combined results

The results of the survey are graphically represented in a bar chart in Figure 1 that compares the values across the constructs.

Figure 1: Implementation factors analysis



The mean average of all the independent variables of career development program implementation factors is **3.532**, indicating a moderately important to important opinion as per the five point Likert scale. **Company philosophy, employees’ attitude and challenging work for employees** rank above the 3.532 average, which indicate a higher tendency towards finding the statement important or moderately important. The strongest moderately important to important statement is **employees’ attitude** (3.76), followed by

challenging work for employees (3.652) and **company philosophy** (3.54), all with scores higher than the average mean. **Leadership support** (3,496), **HRD budget** (3,312) and **performance appraisals** (3.436) have results below the average mean. The average standard deviation is 6.0262.

SUMMARY

The results and discussion of the empirical study was presented in Chapter four. The study was of a quantitative nature, as it consisted of a survey questionnaire. The questionnaire used to conduct the empirical research consisted of two sections, namely Section A gathered the demographics data and Section B measured the important factors on implementing a career development plan. The data gathering process, response to the survey and demographics data was discussed. The questionnaires were distributed to the population group in electronic format via email as well as the hard copies for other respondents.

The population group included small manufacturing businesses in Bloemfontein. The entire population consisted of directors, chiefs of units, professional supervisors, specialist and support staff but only 59 questionnaires were used in the study. The information obtained from the participants was captured and presented in frequency tables. The empirical results were analysed as set out in the context of the research objectives and the problem statement.

The mean and standard deviation of all the statements were calculated and presented in the study. The average mean of all variables regarding implementation factors for career development plan was $\bar{x} = 3.532$ and the standard deviation calculated was 0.966. Leadership support ($\bar{x} = 3.363$), HRD budget ($\bar{x} = 3.312$) and performance appraisals ($\bar{x} = 3.445$), had a mean value below the average mean ($\bar{x} = 3.532$). The variables with the highest mean were company philosophy ($\bar{x} = 3.54$), employees' attitude ($\bar{x} = 3.640$) and challenging work for employees ($\bar{x} = 3.571$) with a mean above the average.

The Cronbach Alpha coefficient was used to determine the internal consistency and reliability among items in the measuring instrument. The results indicated that only one variable (challenging work for employees) had a Cronbach Alpha coefficient greater than 0.7. Other variables excluding leadership support had Cronbach Alpha coefficient lower than 0.7 but higher than 0.6, and therefore all the variables were included in the study.

The next chapter's conclusion will be drawn from the findings discussed in this chapter and recommendations will be made on how to successfully implement career development plans in small manufacturing businesses in Bloemfontein.

CHAPTER 5:

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The results and discussion of the empirical study was presented in Chapter four. The study was of a quantitative nature, as it consisted of a survey questionnaire. The questionnaire used to conduct the empirical research consisted of two sections, namely Section A gathered the demographics data and Section B measured the important factors on implementing a career development plan. The data gathering process, response to the survey and demographics data was discussed. The questionnaires were distributed to the population group in electronic format via email as well as the hard copies for other respondents.

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The mean and standard deviation of all the statements were calculated and presented in the study. The average mean of all variables regarding implementation factors for career development plan was $\bar{x} = 3.532$ and the standard deviation calculated was 0.966. Leadership support ($\bar{x} = 3.363$), HRD budget ($\bar{x} = 3.312$) and performance appraisals ($\bar{x} = 3.445$), had a mean value below the average mean ($\bar{x} = 3.532$). The variables with the highest mean were company philosophy ($\bar{x} = 3.54$), employees' attitude ($\bar{x} = 3.640$) and challenging work for employees ($\bar{x} = 3.571$) with a mean above the average.

The Cronbach Alpha coefficient was used to determine the internal consistency and reliability among items in the measuring instrument. The results indicated that only one variable (challenging work for employees) had a Cronbach Alpha coefficient greater than 0.7. Other variables excluding leadership support had Cronbach Alpha coefficient lower than 0.7 but higher than 0.6, and therefore all the variables were included in the study.

The next chapter's conclusion will be drawn from the findings discussed in this chapter and recommendations will be made on how to successfully implement career development plans in small manufacturing businesses in Bloemfontein.

5.2. CONCLUSION AND RECCOMENDATIONS

Introduction

The purpose of this final chapter on the analysis of implementation of employees' career development in small manufacturing industry is to conclude the empirical study as discussed in Chapter 4 and suggest practical recommendations to enhance a successful implementation of employees' career development plan in small manufacturing businesses.

This chapter consists of four sections. The first section the will focus on conclusions drawn from the empirical study in Chapter 3, followed by recommendations based on the findings. A critical evaluation of primary and secondary objectives is carried out. The last section makes suggestions for future research.

Conclusions

The conclusions drawn are based on the empirical study done in the previous chapter. The conclusions consist of the demographical data of respondents and implementation factors for career development plans in small manufacturing businesses. The assessment of the Cronbach Alpha coefficient to establish the reliability of the measuring instrument used for the analysis of the importance of implementation factors will be discussed.

Demographical data

- **Gender:** Of the 59 respondents who took part in the study, 34 (57,4%) were females and 25 (42,4) were males.
- **Current professional levels:** There were 9 (15,3%) directors who participated in the study, 11 (15,3) heads of units, 21 (35,6%) professional supervisors, 11 (18,6%) specialists and 9 (15,3%) support staff.

Reliability of the questionnaire used

The Cronbach Alpha coefficient was used to determine the internal consistency and reliability among items in the measuring instrument. The results indicated that only one variable (challenging work for employees) had a Cronbach Alpha coefficient greater than

0.7. Other variables excluding leadership support had Cronbach Alpha coefficient lower than 0.7 but higher than 0.6, and therefore all the variables were included in the study.

Conclusion on implementation factors for employees' career development planning

The purpose of this study was to assess the implementation of employees' career development plans in small manufacturing businesses. Respondents were given a questionnaire consisting of 30 statements measuring the importance of each implementation factor. A five point Likert scale was used to measure the replies of the participants - a rating of 1 on the scale indicated that the respondent found the statement not important and 5 indicated that the respondent found the statement very important. An average score of 3.00 on the five point Likert scale was used as a benchmark for the purpose of making recommendations in the empirical study (Enslin, 2010:98).

Conclusions for each individual implementation factor for career development plan are discussed below.

Leadership support

Leadership support received the fourth highest rating with a mean score of $\bar{x} = 3.496$ and a standard deviation of $s = 0.9496$. Leadership support was below the average mean. This indicated that leadership was not highly considered as an important factor when implementing career development plans in small manufacturing businesses. Despite that, respondents highly rated statement A5 ($\bar{x} = 3.80$) which indicated that they value internal promotions as the most important factor that leadership should address when implementing career development plans.

Company philosophy

Company philosophy received the third highest rating with a mean score of $\bar{x} = 3.54$ and a standard deviation of $s = 0.9476$. Company philosophy was above the average mean. This indicated that company philosophy was considered as an important factor when implementing career development plans in small manufacturing businesses. Moreover respondents highly rated statement A10 ($\bar{x} = 3.89$) which indicated that they value employees' retention rates as the most important factor that the company's management should address when implementing career development plans.

HRD budget

HRD budget received the lowest rating with a mean score of $\bar{x} = 3.312$ and a standard deviation of $s = 1.0264$. HRD budget was below the average mean. This indicated that HRD budget was not considered as an important factor when implementing career development plans in small manufacturing businesses. However, respondents rated statement A15 ($\bar{x} = 3.47$) than other statements which indicated somehow that they value career development programs materials as the factor that the company's management should address when implementing career development plans.

Employees' attitude

Employees' attitude received the highest rating with a mean score of $\bar{x} = 3.76$ and a standard deviation of $s = 1.0828$. Employees' attitude was above the average mean. This indicated that employees' attitude was considered as an important factor when implementing career development plans in small manufacturing businesses. Moreover respondents highly rated statement A19 ($\bar{x} = 3.81$) and A20 ($\bar{x} = 3.73$) which indicated that they value job satisfaction and employees' retention as the most important factor that the company's management should address when implementing career development plans.

Performance appraisals

Performance appraisals received the second lowest rating with a mean score of $\bar{x} = 3.436$ and a standard deviation of $s = 0.9664$. Performance appraisals were below the average mean. This indicated that performance appraisals were not considered as an important factor when implementing career development plans in small manufacturing businesses. However, respondents rated statement A24 ($\bar{x} = 3.58$) and A25 ($\bar{x} = 3.57$) than other statements which indicated that they value motivation in a career and rewards and recognition for strong performers the factors that the company's management should address when implementing career development plans.

Challenging work employees

Challenging work for employees received the second highest rating with a mean score of $\bar{x} = 3.652$ and a standard deviation of $s = 1.0534$. Challenging work for employees was above the average mean. This indicated that challenging work for employees was considered as an important factor when implementing career development plans in small manufacturing businesses. Moreover respondents highly rated statement A26 ($\bar{x} = 3.69$),

A27($\bar{x} = 3.71$) and A28 ($\bar{x} = 3.69$) which indicated that they value job rotation, job expansion and team leadership as the most important factor that the company's management should address when implementing career development plans.

5.2.1. General conclusion on implementation factors for career development planning

The overall average mean of implementation factors for career development planning is ($\bar{x} = 3.532$), with a standard deviation of $s = 0.966$. These scores suggest that the implementation factors, in general, are moderately important or important in implementing career development planning in small manufacturing businesses. From the 30 statements relating to implementation factors for career development planning, noteworthy results were obtained. None of the items has obtained a mean value lower than 3.000.

The highest rating for the constructs of implementation factors, was **employees' attitude** ($\bar{x} = 3.76$), followed by **challenging work for employees** ($\bar{x} = 3.652$), **company philosophy** ($\bar{x} = 3.54$), **leadership support** ($\bar{x} = 3.496$), **performance appraisals** ($\bar{x} = 3.436$), while **HRD budget** had the lowest mean value of ($\bar{x} = 3.312$).

5.2.2. Recommendations

From the empirical study and conclusions drawn from the six constructs measuring the importance of implementation factors for employees' career development planning, it is evident that all the factors are important to implement career development planning in small manufacturing businesses, the difference is in the degree of importance as per different average means between the constructs.

The following recommendations are made regarding the implementation factors for career development planning:

- Leadership support

Leadership support has a mean average of ($\bar{x} = 3.496$), ranking fourth in the study conducted. This mean is below the average mean of 3.532. The results indicate that respondents do not see the importance of leadership support on implementing career development plan. Internal promotions had the highest mean score of ($\bar{x} = 2.974$). It is recommended that any manager or leader who is intending to implement employees' career development plans should consider internal promotions as a reward for fully developed and

skilled employees after career development programs. (What do the studies say about the effect of internal promotions in career development?)

- Company philosophy

Company philosophy has a mean average of (\bar{x} =3.54), ranking third in the study conducted. This mean is above the average mean of 3.532. The results indicate that respondents do see the importance of company philosophy on implementing career development planning. Employees' retention rates had the highest mean score of (\bar{x} =3.89). It is recommended that that any manager or leader who is intending to implement employees' career development plans should ensure that the company has high employees' retention rates to entice the development of employees. (What do studies say on retention rates and employee development?)

- HRD budget

HRD budget has a mean average of (\bar{x} =3.312), ranking last in the study conducted. This mean is below the average mean of 3.532. The results indicate that respondents do not see the importance of HRD budget on implementing career development planning. Career development programs materials had the highest mean score of (\bar{x} =3.47). It is recommended that that any manager or leader who is intending to implement employees' career development plans should ensure there is sufficient materials and resources to facilitate and execute the programs effectively and efficiently. What do studies say on materials and resources for career development?

- Employees' attitude

Employees' attitude has a mean average of (\bar{x} =3.76), ranking first in the study conducted. This mean is above the average mean of 3.532. The results indicate that respondents see the importance of employees' attitude on implementing career development planning. Job satisfaction had the highest mean score of (\bar{x} =3.81). It is recommended that that any manager or leader who is intending to implement employees' career development plans should ensure there is job satisfaction among the employees. What do studies say on job satisfaction and career development?

- Performance appraisals

Performance appraisals has a mean average of (\bar{x} =3.436), ranking fifth in the study conducted. This mean is below the average mean of 3.532. The results indicate that respondents do not see the importance of performance appraisals on implementing career development planning. Motivation in a career had the highest mean score of (\bar{x} =3.58). It is recommended that that any manager or leader who is intending to implement employees' career development plans should ensure that employees are motivated enough in their careers to the extent that they want to develop even further in their careers. What do studies say about motivation in a career and career development?

- Challenging work for employees

Challenging work for employees has a mean average of (\bar{x} =3.652), ranking second in the study conducted. This mean is above the average mean of 3.532. The results indicate that respondents see the importance of challenging work for employees on implementing career development planning. Job expansion had the highest mean score of (\bar{x} =3.71). It is recommended that that any manager or leader who is intending to implement employees' career development plans should use on-the job training as the opportunity to expand the task of employees and subsequently developing them. What do studies say about job expansion and career development?

Critical evaluation of the study (revisiting the research objectives)

Main objective

- To assess the implementation of employees' career development plans in small manufacturing businesses

The study found that to effectively implement employees' career development plans, managers or supervisors should take into consideration factors such as (1) the employees' attitude, (2) challenging work for employees, (3) company philosophy, (4) leadership support, (5) performance appraisals and (6) HRD budget.

Specific objectives

- To define the notion of employees' career development plan

The study defined employees' career development plan as "a written list of the short and long-term goals that employees have pertaining to their current and future jobs, and planned sequence of formal and informal experiences to assist the employees in achieving their goals."

- To assess the importance of employees' career development planning.

The study found that employees' career development is important to both organisation and individual employees because it helps to retain top talent, boost engagement and productivity, strengthen the succession pipeline, generate knowledge transfer and retention, fill internal skills and role gaps and create positive employer branding

- To investigate the impact of the readiness factors on the implementation of employees' career development planning.

The study found that individual and organisational readiness factors would fast track the implementation of employees' career development plan.

- To investigate the main challenges of implementing employees' career development plans.

The study found that challenges such as lack of central development and regulatory agency, lack of financial resources, lack of appreciation of the role of human capital in organisation, cost of career development programs, high employee mobility and low levels of education can be problematic to intentions of implementing employees' career development plans.

- To recommend on the conditions for a successful implementation of employees' career development plans.

The study made recommendations on the favourable conditions for a successful implementation of employees' career development plans.

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ANNEXURE A: SURVEY QUESTIONNAIRE

SECTION A: DEMOGRAPHICS

1. What is your gender?

- Female;
- Male

2. Which category best describes your current professional level?

- Director;
- Chief or Head of Unit/ process;
- Professional-Supervisor;
- Professional- Individual Contributor/ Specialist;
- Support staff

SECTION B: IMPORTANT FACTORS ON IMPLEMENTING A CAREER DEVELOPMENT PLAN (MANAGER'S VIEW)

ITEM ID	A. LEADERSHIP SUPPORT	Not important	Slightly important	Moderately important	Important	Very important
A1	Supervision and performance assessment	1	2	3	4	5
A2	Transformational leadership style	1	2	3	4	5
A3	Individual-organisational goals alignment	1	2	3	4	5
A4	Communication on career progressions	1	2	3	4	5
A5	Internal promotions	1	2	3	4	5

ITEM ID	B. COMPANY PHILOSOPHY	Not important	Slightly important	Moderately important	Important	Very important
A6	Company's vision	1	2	3	4	5
A7	Clear career philosophy	1	2	3	4	5
A8	Alignment between employees careers journey and organisational needs	1	2	3	4	5
A9	Succession planning policy	1	2	3	4	5
A10	Employees' retention rates	1	2	3	4	5
ITEM ID	C. HRD BUDGET	Not important	Slightly important	Moderately important	Important	Very important
A11	External human resource development programs costs	1	2	3	4	5
A12	Registration fees for external institutions	1	2	3	4	5
A13	Internal programs costs	1	2	3	4	5
A14	Consulting fees /trainer salary	1	2	3	4	5
A15	Career development programs materials	1	2	3	4	5
ITEM ID	D. EMPLOYEES' ATTITUDE	Not important	Slightly important	Moderately important	Important	Very important
A16	Work life balance	1	2	3	4	5
A17	Job security	1	2	3	4	5
A18	Employee's involvement in career development planning	1	2	3	4	5
A19	Job satisfaction	1	2	3	4	5
A20	Employees retention	1	2	3	4	5

ITEM ID	E. PERFORMANCE APPRISALS	Not important	Slightly important	Moderately important	Important	Very important
A21	Constant feedback and action	1	2	3	4	5
A22	Having developmental performance reviews	1	2	3	4	5
A23	Employees are involved in setting performance goals	1	2	3	4	5
A24	Quantify demeanour and motivation in a career	1	2	3	4	5
A25	Rewards and recognition for strong performers	1	2	3	4	5
ITEM ID	F. CHALLENGING WORK FOR EMPLOYEES	Not important	Slightly important	Moderately important	Important	Very important
A26	Job rotation	1	2	3	4	5
A27	Job expansion	1	2	3	4	5
A28	Team leadership	1	2	3	4	5
A29	Employees' involvement in decision making processes.	1	2	3	4	5
A30	Mentoring new employees	1	2	3	4	5

ANNEXURE B: DEMOGRAPHICS ANALYSIS (GENDER)

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEMALE	34	57,6	57,6	57,6
	MALE	25	42,4	42,4	100,0
	Total	59	100,0	100,0	

ANNEXURE C: DEMOGRAPHICS ANALYSIS (CURRENT PROFESSIONAL LEVELS)

CURRENT PROFESSIONAL LEVEL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIRECTOR	9	15,3	15,3	15,3
	CHIEF OR HEAD OF UNIT	9	15,3	15,3	30,5
	PROFESSIONAL SUPERVISOR	21	35,6	35,6	66,1
	SPECIALIST	11	18,6	18,6	84,7
	SUPPORT STAFF	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

ANNEXURE D: INFORMATION ON LEADERSHIP SUPPORT

A1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	18,6	18,6	18,6
	3	24	40,7	40,7	59,3
	4	13	22,0	22,0	81,4
	5	11	18,6	18,6	100,0
	Total	59	100,0	100,0	

A2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	10	16,9	16,9	20,3
	3	25	42,4	42,4	62,7
	4	15	25,4	25,4	88,1
	5	7	11,9	11,9	100,0
Total	59	100,0	100,0		

A3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	6,8	6,8	6,8
	2	4	6,8	6,8	13,6
	3	15	25,4	25,4	39,0
	4	31	52,5	52,5	91,5
	5	5	8,5	8,5	100,0
Total	59	100,0	100,0		

A4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	4	6,8	6,8	10,2
	3	19	32,2	32,2	42,4
	4	29	49,2	49,2	91,5
	5	5	8,5	8,5	100,0
	Total	59	100,0	100,0	

A5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,7	1,7	1,7
	2	4	6,8	6,8	8,5
	3	12	20,3	20,3	28,8
	4	31	52,5	52,5	81,4
	5	11	18,6	18,6	100,0
	Total	59	100,0	100,0	

ANNEXURE E: INFORMATION ON COMPANY PHILOSOPHY

A6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	5	8,5	8,5	11,9
	3	15	25,4	25,4	37,3
	4	20	33,9	33,9	71,2
	5	17	28,8	28,8	100,0
	Total	59	100,0	100,0	

A7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	2	3,4	3,4	6,8
	3	22	37,3	37,3	44,1
	4	25	42,4	42,4	86,4
	5	8	13,6	13,6	100,0
	Total	59	100,0	100,0	

A8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	16,9	16,9	16,9
	3	27	45,8	45,8	62,7
	4	17	28,8	28,8	91,5
	5	5	8,5	8,5	100,0
	Total	59	100,0	100,0	

A9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	8,5	8,5	8,5
	2	7	11,9	11,9	20,3
	3	23	39,0	39,0	59,3
	4	21	35,6	35,6	94,9
	5	3	5,1	5,1	100,0
	Total	59	100,0	100,0	

A10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,7	1,7	1,7
	2	3	5,1	5,1	6,8
	3	14	23,7	23,7	30,5
	4	26	44,1	44,1	74,6
	5	15	25,4	25,4	100,0
	Total	59	100,0	100,0	

ANNEXURE F: INFORMATION ON HRD BUDGET

A11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	11	18,6	18,6	22,0
	3	19	32,2	32,2	54,2
	4	18	30,5	30,5	84,7
	5	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

A12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	6,8	6,8	6,8
	2	11	18,6	18,6	25,4
	3	23	39,0	39,0	64,4
	4	12	20,3	20,3	84,7
	5	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

A13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	5,1	5,1	5,1
	2	12	20,3	20,3	25,4
	3	22	37,3	37,3	62,7
	4	16	27,1	27,1	89,8
	5	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

A14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	6	10,2	10,2	13,6
	3	23	39,0	39,0	52,5
	4	24	40,7	40,7	93,2
	5	4	6,8	6,8	100,0
	Total	59	100,0	100,0	

A15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,7	1,7	1,7
	2	10	16,9	16,9	18,6
	3	18	30,5	30,5	49,2
	4	20	33,9	33,9	83,1
	5	10	16,9	16,9	100,0
	Total	59	100,0	100,0	

ANNEXURE G: INFORMATION ON EMPLOYEES' ATTITUDE

A16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	3	5,1	5,1	8,5
	3	22	37,3	37,3	45,8
	4	13	22,0	22,0	67,8
	5	19	32,2	32,2	100,0
	Total	59	100,0	100,0	

A17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	5,1	5,1	5,1
	2	5	8,5	8,5	13,6
	3	16	27,1	27,1	40,7
	4	19	32,2	32,2	72,9
	5	16	27,1	27,1	100,0
	Total	59	100,0	100,0	

A18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	5,1	5,1	5,1
	2	3	5,1	5,1	10,2
	3	10	16,9	16,9	27,1
	4	28	47,5	47,5	74,6
	5	15	25,4	25,4	100,0
	Total	59	100,0	100,0	

A19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	8	13,6	13,6	16,9
	3	10	16,9	16,9	33,9
	4	18	30,5	30,5	64,4
	5	21	35,6	35,6	100,0
	Total	59	100,0	100,0	

A20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,7	1,7	1,7
	2	6	10,2	10,2	11,9
	3	16	27,1	27,1	39,0
	4	21	35,6	35,6	74,6
	5	15	25,4	25,4	100,0
	Total	59	100,0	100,0	

ANNEXURE H: INFORMATION ON PERFORMANCE APPRAISALS

A21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	11,9	11,9	11,9
	2	5	8,5	8,5	20,3
	3	21	35,6	35,6	55,9
	4	20	33,9	33,9	89,8
	5	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

A22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	6,8	6,8	6,8
	2	7	11,9	11,9	18,6
	3	16	27,1	27,1	45,8
	4	23	39,0	39,0	84,7
	5	9	15,3	15,3	100,0
	Total	59	100,0	100,0	

A23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	18,6	18,6	18,6
	3	23	39,0	39,0	57,6
	4	17	28,8	28,8	86,4
	5	8	13,6	13,6	100,0
	Total	59	100,0	100,0	

A24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	6,8	6,8	6,8
	3	23	39,0	39,0	45,8
	4	26	44,1	44,1	89,8
	5	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

A25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	6,8	6,8	6,8
	3	20	33,9	33,9	40,7
	4	22	37,3	37,3	78,0
	5	13	22,0	22,0	100,0
	Total	59	100,0	100,0	

ANNEXURE I: INFORMATION ON CHALLENGING WORK FOR EMPLOYEES

A26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,7	1,7	1,7
	2	8	13,6	13,6	15,3
	3	14	23,7	23,7	39,0
	4	21	35,6	35,6	74,6
	5	15	25,4	25,4	100,0
Total	59	100,0	100,0		

A27					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	6	10,2	10,2	13,6
	3	17	28,8	28,8	42,4
	4	16	27,1	27,1	69,5
	5	18	30,5	30,5	100,0
Total	59	100,0	100,0		

A28					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3,4	3,4	3,4
	2	8	13,6	13,6	16,9
	3	12	20,3	20,3	37,3
	4	21	35,6	35,6	72,9
	5	16	27,1	27,1	100,0
Total	59	100,0	100,0		

A29					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	20,3	20,3	20,3
	3	13	22,0	22,0	42,4
	4	27	45,8	45,8	88,1
	5	7	11,9	11,9	100,0
	Total	59	100,0	100,0	

A30					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	18,6	18,6	18,6
	3	10	16,9	16,9	35,6
	4	25	42,4	42,4	78,0
	5	13	22,0	22,0	100,0
	Total	59	100,0	100,0	

ANNEXURE J: COMPARATIVE ANALYSIS: GENDER

Group Statistics					
@1		N	Mean	Std. Deviation	Std. Error Mean
Leadership_support	1	34	3,3309	0,61460	0,10540
	2	25	3,5400	0,65622	0,13124
Company_philosophy	1	34	3,5765	0,54996	0,09432
	2	25	3,4800	0,65574	0,13115
HRD_Budget	1	34	3,2647	0,80468	0,13800
	2	25	3,2800	0,65080	0,13016
Employee_attitude	1	34	3,7059	0,65178	0,11178
	2	25	3,8320	0,71805	0,14361
Performance_appraisal	1	34	3,4706	0,72007	0,12349
	2	25	3,4720	0,54736	0,10947
Chalanging_work	1	34	3,6691	0,80651	0,13832
	2	25	3,6200	0,86939	0,17388

ANNEXURE K: COMPARATIVE ANALYSIS: CURRENT PROFESSIONAL LEVELS

		Descriptives						Effect sizes		
		N	Mean	Std. Deviation	p-value			1 with	2 with	3 with
Leadership_support	1	9	3,6111	0,50173						
	2	9	3,7500	0,48412				0,28		
	3	21	3,2262	0,66099				0,58	0,79	
	4	11	3,2727	0,77826				0,43	0,61	0,06
	5	9	3,5278	0,53684				0,16	0,41	0,46
	Total	59	3,4195	0,63558						
Company_philosophy	1	9	3,6000	0,74162						
	2	9	3,4222	0,58689				0,24		
	3	21	3,5714	0,62060				0,04	0,24	
	4	11	3,6909	0,44149				0,12	0,46	0,19
	5	9	3,3111	0,58405				0,39	0,19	0,42
	Total	59	3,5356	0,59358						
HRD_Budget	1	9	3,4444	0,78837						
	2	9	3,5556	0,84574				0,13		
	3	21	3,1071	0,64986				0,43	0,53	
	4	11	3,2500	0,87321				0,22	0,35	0,16
	5	9	3,2222	0,63053				0,28	0,39	0,18
	Total	59	3,2712	0,73738						
Employee_attitude	1	9	3,7111	0,70789						
	2	9	3,6222	0,69602				0,13		
	3	21	3,8667	0,72203				0,22	0,34	
	4	11	3,8000	0,52154				0,13	0,26	0,09
	5	9	3,6444	0,79232				0,08	0,03	0,28
	Total	59	3,7593	0,67750						
Performance_appraisal	1	9	3,5333	0,84853						
	2	9	3,3333	0,41231				0,24		
	3	21	3,4476	0,74808				0,10	0,15	
	4	11	3,6000	0,65727				0,08	0,41	0,20
	5	9	3,4444	0,39721				0,10	0,27	0,00
	Total	59	3,4712	0,64729						
Chalanging_work	1	9	3,4722	0,66667						
	2	9	3,7500	0,96825				0,29		
	3	21	3,7143	0,84515				0,29	0,04	
	4	11	3,5682	0,93602				0,10	0,19	0,16
	5	9	3,6667	0,79057				0,25	0,09	0,06
	Total	59	3,6483	0,82671						

ANNEXURE L: FACTOR CORRELATION ANALYSIS