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**STAFF PERCEPTION OF THE CAREER MANAGEMENT SYSTEM: A  
CASE OF A TERTIARY INSTITUTION IN SOUTH AFRICA.**

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## ABSTRACT

*The modern work environment which is characterized by volatility sees many organizations keeping their career management system on a spotlight in an endeavour to accentuate talent retention and dwindle employee turnover. Therefore, staff turnover at institution-X is of major concern. Majority of academic staff members at institution-X seemed to be unhappy with the career management structure of the organisation. The institution had experienced an incessant increment in employee turnover during the past two years. Exit interviews held with the leaving staff revealed that the employees experienced low motivation and high job dissatisfaction, which were attributed to the lack of a proper career management structure in the organisation. The purpose of this study is, therefore, to assess the perception of the academic staff members of institution-X in Cape Town, South Africa about the effectiveness of the organisation's career management structure. Consequently, perceptual data was gathered using a self-administered, structured questionnaire from 60 participants who were academic staff of the institution. Stratified and simple random sampling was used to select the participants. With the help of the Statistical Package for the Social Sciences (SPSS) version 24, data was analysed using descriptive and inferential statistics. The findings revealed that staff members are moderately satisfied with the career management system in the organisation. It also emerged that staff members want a career management system that considers a formal process of development; and that includes numerous career development activities and tools to support career development.*

**Key words:** staff perceptions, career management system, tertiary institution, South Africa

## INTRODUCTION

The dynamic nature of the work environment has forced many organisations to keep a watchful eye on their career management system (Wesarat, Sharif & Majid, 2014:102). An effective career management structure is famous for the responsibility of achieving both organisational and employees' goals (Moon & Choi, 2016:1). Career management which can be defined as a process by which individuals with support from the organisation, develop, implement and monitor their career goals and strategies has a positive effect on desired employee attitude such as decreased staff turnover organisational citizenship behaviour (Merchant, 2010:2; Byars & Leslie, 2011:222). Turnover can be defined as the rate at which employees leave an organization. Turnover is an employee's decision to leave the organization (Van Zyl, 2011: 10). High employee turnover indicates that something is wrong and employees are experiencing dissatisfaction with their jobs in the organisation (Merchant, 2010:2).

Lyria, Namusonge and Karanja (2017:33) consent to the postulation that employee turnover, decreased employee commitment and misappropriation of money to fund training and development programs are all signs of the organization's failure to "manage careers." McCandless and Sauer (2010:69) point out that there is a degree of turnover that is inevitable and desirable, but high rates of turnover is costly to the reputation and quality of instruction of an institution. Samuel and Chipunza (2013) state that reduced employee turnover and the ability to retain staff could be achieved if the organization establishes an effective career management system which exhibits a great concern for the interest for employees. Moreover, whilst tertiary institutions are encouraged to address human resource practices focused on successful academic careers (Chickering & Stewart, in Netswera, Rankhumise & Mavundla, 2005); career success and employability of academics have been identified to be extremely and negatively influenced by

“insufficient career opportunities and inadequate academic staff development”and the results are high staff turnover (Bitzer, 2008; Buddeberg-Fischer, Stamm&Buddeberg, 2009). Onah and Anikwe (2016: 9) posit that the success of academic institution is derived from its ability to enlist and retain knowledgeable academic staff in its faculties.Selesho and Naile (2014) add to this when their findings revealed littlegrowth opportunities as a huge obstacle in the work of branding academic profession as an attractive profession.

Consequently, bearing the above in mind and due to a projected increase in demand and critical shortage of academic staff in South Africa caused by an estimated half of the professors retiring in a decade down the line (HESA, 2011); and after management of institution-X have realised the importance of retaining its skilled staff, as well as the grave cost implications such as advertising, headhunting fees, training of new hires, which are incurred in recruiting and re-training skilled staff, it was necessary to investigate the career management system at institution-X.Ngobeni and Bezuidenhout (2011, 9962) discover that educational institutions which are victims of losing their skilled academicians to other institutions are the ones who offer poor rewards opportunities and benefits.

To gather more evidence before the whole organization’s survey is conducted, institution- X conducted exit interviews with the leaving staff to find out the reasons for leaving (Choi & Lee, 2011: 91). The results of the survey revealed several concerns; chief among them showed that the academic staff was dissatisfied with the career management structure in the institution. It was, therefore, against this background that this study sought to establish the state of, and what could constitute a proper career management structure as viewed by the staff members.

Therefore, this study focuses on the following questions: (1)To what extent are academics satisfied with current institutional career management practices? (2)What are the characteristics deemed vital by academic staff for an effective career management?

It is argued that the above questions would assist to:(1) provide management of organization-X with useful information on the success rate of its current career management system in meeting staff expectations as well as of the organization; and (2) better equip management with the knowledge to restructure its career management system to that which can benefit both its staff members and the organization. All this will assist to curb academic staff turnover and increase staff retention.

## **LITERATURE REVIEW**

### **Defining career management**

Wesarat et al. (2014:106) consider organizational career management (OCM) and individual career management (ICM) as invaluable components of an effective career management system, and a call for their effective management is imperative.To begin with, whilst the word “career” can be defined as a sequence of job positions and work experiences that defines a working life span of a person generally arranged in “a number of phases or stages reflecting the transition from one stage of life to the next,” Palade (2010:124) defines career management as “a basic process in the systematic planning of the human resources within the organization, and is put into effect with the help of particular developmental programs.” Ababneh (2013:418) defines it as

“an ongoing process of preparing, developing, implementing and monitoring career plans and strategies undertaken by the employee alone or in concert with the organization's career system.”

Putting the above definitions of carrier management together, the following can be learnt about career management: that “career management involves specific human resources activities, such as job rotation, potential appraisal, career counseling, and training and education designed to help match employee interests and capabilities with organizational opportunities” (Palade, 2010:124; Ababneh, 2013:418).

### **The purpose and implication of career management**

Tanoli (2016:5) and Jandaghi, Mokhles and Bahrami (2011:6853) point out that one of the recent measures to fight drawbacks brought about by globalization, and for the organization to accelerate in their daily activities is to tirelessly work to grease commitment and satisfaction of employees in their jobs through rigorous and monotonous management of employees' careers. Riveros and Tsai (2011:340) add that whilst absenteeism and turnover intentions are meliorated, employees can execute challenging tasks; and can fully commit themselves to the tasks if their career is guided, cared and supported by management. Noordin, Rashid, Ghani, Aripin and Darus (2010:55) find that most teachers and lecturers, due to their “long practical experience and much reliable and respectable profession,” like their career and are satisfied with their jobs.

Palade (2010:124) identifies aims of the career management in the organization as to meet individual employee and organizational needs according to the career development policy; to identify and hone the skills of the promising potential employees; to give previously neglected potential employees an opportunity of involvement in decision making; and to quell the spirit of absenteeism, dissatisfaction and turnover among the employees.

Ritesh (2014:114) identify benefits of an effective career management system as consisting of “full use of employees potential and strength; reduction of employee turnover; enhanced motivation of employees; availability of competent employees; employees growth; achievement of goals and objectives; helpful in job change; higher productivity; job satisfaction of employees and reduction of the cost of production.”

### **The role of the employee (Individual Career Management)**

Naturally, as far as careers are concerned, employees are motivated if organisations guide them in the right path that will enable realise their personal ambitions as almost every employee, if there are opportunities, has an interests to accelerate to high positions in the workplace by utilising fully their potential to pursue career goals (Khan, Rajasekar& Al-Asfour, 2015:89). Sanjeevkumar (2011:136) points out that in order to facilitate and promote their own learning and career growth, employees are responsible for setting their own goals. Antoniu (2010:16) shares to this view by proposing that individuals need to have the necessary information that will prepare them for possible opportunities that would arise during their working life career in the organization. This could be achieved through evaluation of their “individual skills; interests and motivation; the analysis of organizational opportunities; setting goals for their careers and develop a strategy to achieve those goals.” Different individual circumstances determine employees' perspective on career; thus achieving career goals for one employee could not be similar to another. In this regard, Antoniu (2010:16) cited the following as achieving their career

goals by employees: promotion to a top position, appointment to a new job; reduction or addition of working hours; and flexible working week, increased compensation, etc.

Lent (2013:89) after learning and identified what can deter individual employees from properly plan and meet their career plans, he proposes techniques to cope with the barriers. These strategies to deal with possible obstacles, surprises, setbacks invoked by the present dynamic business environment, are useful to prepare the employee to “enter a field of work whilst at the same being adequately eligible to deal with career impediments that they may encounter.” Unless forethought measures have been realized and implemented to deal with uncertain outcomes that are experienced in the present day volatile workplaces, employees are inclined to lose the course that will enable them achieve their career plans. Linked to the ideas of “ adaptability, resilience, agency and prevention, “ preparedness which is the state of being ready to encounter any situation in the world of work, whether wrong or right, and being able to capitalize on it has been regarded as supremely imperative and at the epicenter of “career development, guidance and counseling” (Goodman, Schlossberg, & Anderson,2006; Lent, 2013:89). This is so because having career plans that could be spoiled easily is better than having none at all.

Antoniou (2010:16) posits that present work environment has made job security an outdated need, forcing employees’ career needs, aspirations and interests to be diverse. In this regard, George and Jones (2007:266) are of the view that employees are motivated if the benefits of careers affect their economic and psychological perspectives. The economic stand point is premised on the idea that career opportunities should bring extrinsic motivation through a good job that will make the individual cater for all their basic needs and other interests. The psychological standpoint affects intrinsic motivation in that the work environment should bring a “sense of accomplishment and spiritual comfort” (George and Jones, 2007:266).

### **The role of the organization (organizational career management)**

Career management should not be carried out haphazardly; instead the career development programs to be implemented should be carefully evaluated for their effectiveness for the organization and their effects on the employee work behavior (Sanjeevkumar, 2011:136; Khan, Rajasekar& Al-Asfour, 2015:89). It is of paramount importance to ensure that the career management system of the organization attracts, develop and retain staff (Antoniou, 2010:16). This calls organizations to know the effectiveness of their career management programs through reviewing their impact on the work environment prior to implementation (Pelham, 2009:581).

Employee retention and morale has been reported to be increased if effective development programs have been implemented, and if a culture of career development has been institutionalized by the organizations (Ababneh, 2013:426). Due to some unison among researchers (Wexley& Latham, 2002:156; Khan, Rajasekar& Al-Asfour, 2015:89) about the lack of career management programs, practices and techniques that can be universally, and successfully used, organizations are encouraged to tap in from the pool of these practices the ones that are most suitable to their needs, and matches the aspirations and competencies of their human capital. Antoniu (2010:16) adds that career plans set by organizations should reflect both short and long –term strategies as setting “fixed career trajectory” is obsolete in the present business environment that is characterized by fast changing needs of individuals and organizations. For example, due technological change that is happening at every blink of a new

day, organizations are forced to execute most their assignments as projects. This work arrangement sees employees work in a variety of jobs within a short space of time.

Khan et al. (2015:92) carried out a study in which they attempted to “understand the dynamics of organizational career development practices adopted in an Omani firm.” Their study (Khan et al., 2015:92), which recommends organizations to ensure that their career development occupies a huge chunk of the HR strategy and talent management initiatives, identified six career development practices that is being used by the studied organizations to enrich the career of its employees. These practices encompass: “Short training courses; Cross-functional training; Short-term assignments; Long-term assignments (cross-posting); On the Job training; and Professional Certification.” However, their study surfaced that most of the career development initiatives were designed to cater for the needs of the employees who are incumbents of senior positions. This approach is condemned for its inferior of causing dwindling of morale for the employees at the lower positions (Tanoli, 2016:4). Thus, a call for management of the organizations to review their career management has been received with appreciation (Khan et al., 2015:92).

To harvest the most benefits that come with career management, it is suggested that organizations should assess the past, present and future abilities, knowledge, and skills requirements of their human resources, and then ensure that the career plans and strategies are designed and implemented in way that address the incompatibility (Antoniou, 2010:16).

Whilst in many organizations career management responsibility of career counseling to identify career needs of employees so could be matched with that of the organization rest with employee’s supervisor or a “specialized counseling staff” within the organizations, the use of external trained professionals staff instead has been seen as the most effective method (Merchant, 2010:9). This is because the use of the former has been accused of not producing accurate results as “many employees may not want to open up to their supervisors and may be concerned about ramifications of their counseling sessions,” and it is costly to an organization to train supervisors in career counseling (Merchant, 2010:9), regardless of the fact that such counselors have vast knowledge about the employees’ competencies, “the work environment and the developmental activities within the organization.” However, it is imperative that the counselors receive support from the organization’s personnel.

Furthermore, to ensure successful career planning and development, organizations should ensure availability of the necessary resources. Resources and services such as career workshops, career centers, career panning guides, career counseling have been suggested to help in this regard (Antoniou, 2010:20).

Finally, Sahraee (2014:691) conducts a study that aimed to establish factors that could ensure a successful career management system in organizations. The study unearthed six factors that are considered to have a huge impact of the success of the career management system, namely “goals and needs review, harmonizing the road map, accurate assessment, development planning, and matching and creating opportunities.”

## **RESEARCH METHODOLOGY**

In order to provide answers to the research questions of this study, a quantitative method of inquiry in which primary data was collected by means of self-administered, structured questionnaire administered to a select of academic staff of the institution-x was conducted. The main objective of this study was to assess the perception of the academic staff of institution-X in Cape Town, South Africa about the effectiveness of the career management structure.

### **Description of sample**

The target population of this study consisted of about 100 academic staff at institution-X. A sample size of 60 participants from the target population was selected to participate in the study. The study used probability sampling method in the form of stratified sampling. Based on stratified sampling, the respondents were drawn from the four (4) different departments of the institution. Simple random sampling was used to distribute the questionnaires to the respondents who only work as full-time employees. This approach enhanced a greater degree of representation to gain more insights and to decrease sampling error.

### **Description of the Instrument**

The study used self-administered questionnaire to collect data. The questionnaire was adapted from the works of past researchers (Palade, 2010:128-133; Patrick & Kumar, 2011:30). The questions were amended a little to suit this study using existing literature. The questionnaire consisted of closed-ended questions, which force respondents to select a single response from a list. The questions were mainly based on the following dimensions of career management perspective:

- Individual career management
- Organisational career management

The questionnaire consisted of four sections. Section A contained demographics details such gender, age, educational qualifications, number of years of service, and job position. Section B contained statements that measured career management effectiveness based on the perception of individuals as responsible people. Section C contained statements that measured career management effectiveness from the organisation's responsibility perspective as perceived by the individual employees. Section D consisted of questions that sought to understand what employees deemed appropriate for an effective career management system. On the questionnaire, participants were required to give their responses to each statement or question, except in Section A, on a 5- point likert scale. Section B and C statements were ranging from strongly disagree (1) to strongly agree (5). Questions in section D ranged from "To a small extent (1)" to "To a very great extent (5)."

### **Statistical tests utilized for data analysis**

Both descriptive and inferential statistics was used in the analysis of the collected data. Descriptive statistics was used to describe the data whilst inferential statistics was used to make inferences on the data, such as to give meaning, and establishing relationships between variables (Leedy&Ormrod, 2013:296). Descriptive statistics was used to calculate and interpret the following statistical calculations: mean median, mode, range, variance and standard deviation

and frequencies. Inferential statistics were used to find the participants' perceptions of the relationship between individual career management perspective and organizational career management perspective. This was done by using Pearson correlation analysis (Leedy&Ormrod, 2013:296). Frequencies were used to analyse demographic variables whilst descriptive statistics (measures of central tendency and dispersion) were calculated for "interval-scaled independent and dependent variables." All the above calculations were performed using Statistical Package for Social Sciences (SPSS), version 24.

## **RESULTS**

### **Demographic Profile**

56.90% of the respondents were females whilst 43.10% were males. 15.52% had between 0-2 years of work experience, 27.59% had between 3-5 years, 25.86% had 5-10 years whilst 31.03% had more than 10 years of work experience. 5.17% of the respondents had certificates, 27.59% had diplomas, and 51.72% were in possession of a degree, whilst the other 15.52% had masters' degrees. No one of the respondents had either matriculates or were PhD holders. 79.31% were lecturers whereas 20.69% of the respondents were senior lecturers. 5.17% are less than 25 years of age; 48.28% were between the ages of 25 and 35, 46.55% were between 36-59 years of age, whilst none was 60 years and above.

### **Research questions**

- **To what extent are academics satisfied with current institutional career management practices?**

With regard to the above research question as far as ICM and CMB were concerned, ICM and CMB recorded highest means of 3.5582 and 3.7655. OCM had the lowest mean of 3.1059 as shown on Table 1. This suggests that as far as ICM and CMB is concerned; the individual academic staff members were at least satisfied of the role they play to ensure the achievement of their career goals. Also, they knew what factors constitutes successful career management in the organisation. Amongst the 3 variables, OCM had the lowest mean, suggesting that the organisation, although striving to meet its career management goals and those of the individual employees, it is doing it at a moderate performance, thus not doing it to the best interest of the employees. Furthermore, as compared to other variables, the smallest standard deviation and range of 0.58453 and 2.63 respectively recorded on ICM indicates that majority of the participants answered in a positive manner to the questions, and had almost similar views with regard to their perception of ICM in the organisation.

Next, ranges of 3.57 and 4.00 were recorded on OCM and CMB respectively. Standard deviations of 0.73360 and 0.90623 were also recorded on OCM and CMB respectively (see Table 1). These standard deviations and ranges figures for OCM and CMB as highlighted suggest that individual staff members have divergent views as far as OCM and CMB is concerned. These findings affirm Antoniu (2010:16) who asserts that different individual circumstances determine employees' perspective on career; thus achieving career goals for one employee cannot be similar to another.

**Table 1 Means, standard deviations and Range of ICM, OCM and CMB**

**Statistics**

		ICM	OCM	CMB
N	Valid	58	58	58
	Missing	0	0	0
Mean		3.5582	3.1059	3.7655
Std. Deviation		.58453	.73360	.90623
Range		2.63	3.57	4.00

In addition, out of the 8 statements that measured perceptions of respondents on ICM, the statement: “I can tell what aspects of my career need to be developed” had the highest percentage of respondents of 75.9% who either agreed or strongly agreed with the statement. This indicates that majority of the respondents knew their career goals. On the other hand, out of these 8 statements on ICM, the statements: “I reduce my time devoted to the family, for accomplishment of my career;” and “I have met my career goals” had highest respondents of 36.20% and 32.7% respectively who rated on those statements on either disagree or strongly disagree.

Out of the 7 statements that measured perceptions of respondents on OCM, the statements: “I can easily consult my managers about the development of my career;” and “I am pleased about my professional achievements within the organization” had 51.7% and 53.5% respectively of respondents who either agreed or strong agreed with the statements. This means that the organisation is averagely striving to fulfil the career goals of the academic staff. On the other hand, still on OCM statements, the statements: “In this organization, career plans and orientation are in place;” and “I have information of career opportunities in my organization,” had 37.9% and 36.2% of respondents who disagree or strongly disagreed with statements. This suggests that the failure by the organisation to satisfactorily meet the career goals of the individual staff members is attributed to failure by the organisation to provide proper career orientation and opportunities to staff members (Antoniou, 2010:20).

Table 2 shows correlations analysis of the 3 variables. The variables are: ICM, OCM and CMB. Correlation statistics was necessary in this study to determine the type of relationship that exists between the variables because the type of relationship between the 3 variables influences the type of actions individual employees and the organisations should exhibit in their endeavours to fulfil career goals. Correlation or relationships between variables are regarded as weak if  $r$  is  $\leq \pm 0.1$ ; modest if  $r$  is  $\leq \pm 0.3$ ; moderate if  $r$  is  $\leq \pm 0.5$ ; strong if  $r$  is  $\leq \pm 0.8$  and very strong if  $r$  is  $> \pm 0.8$ ” (Willemse&Nyelisani, 2015:81).

As shown on Table 4.2, there was a positive relationship among 3 variables, namely ICM, OCM and CMB. In all instances,  $r$  was  $\leq \pm 0.3$ . Strong positive relationships were found between ICM and OCM, with  $r=0.545$ ; and between OCM and CMB, with  $r=0.518$ . Moderate positive relationship was found between ICM and CMB, with  $r=0.350$ . This suggests that for every increase in activities that aim to achieve OCM goals, the attainment of ICM goals will also increase by 54.5%. On the other hand, the extent to which individual academic staff members want their career management structure to be like in the organisations is influenced at the rate of 51.8% by the actions and practices of the organisation in supports of career management aspects.

In addition, the moderate relationship between, ICM and CMB ( $r=0.350$ ) could have been caused by the different career anchors that the respondents had (Rodrigues et al., 2013:143). These careers anchors as prescribed by their names have different aspirations, for example individuals who are in the security- stability anchor are “motivated by job security and long-term attachment to an organization” whilst the entrepreneurial creativity anchor “are motivated by and strive to create something new” (Danziger, Rachman-Moor &Valency, 2008:8; Sahraee, 2014:694).

**Table 2 Correlation analysis**

Correlations		ICM	OCM	CMB
ICM	Pearson Correlation	1	.545**	.350**
	Sig. (2-tailed)		.000	.007
	N	58	58	58
OCM	Pearson Correlation	.545**	1	.518**
	Sig. (2-tailed)	.000		.000
	N	58	58	58
CMB	Pearson Correlation	.350**	.518**	1
	Sig. (2-tailed)	.007	.000	
	N	58	58	58

\*\* . Correlation is significant at the 0.01 level (2-tailed).

- **What are the characteristics deemed vital by staff members for an effective career management?**

With regard to this research question, the characteristics that were deemed vital for an effective career management system were revealed in section D (CMB) of the research questionnaire. This section measured respondents’ willingness to see or participate in various career management practices in the organization. Consequently, out of the 5 statements that measured CMB, the statement: “To what extent do you consider a formal process of development essential to your career?” had 77.6% of all respondents who either agreed to a great extent or to a very great extent with the statement (see Appendix D). This was followed by the statements: “To what extent are career development activities and tools important to support your career development?” and “To what extent do you consider promotion to a higher position as an achievement?” which both had 69% of respondents who either agreed to a great extent or to a very extent with the statements. This suggest that what staff members consider as an effective career management structure is the one that implements formal activities aimed at meeting staff members career goals. Also, promotion to a higher position is considered as a huge achievement towards career goals. The importance of formal career development process was also strengthened by Kalamas and Kalamas (2004:1970) and Merchant (2010:8).The two studies found that development planning was another factor that is considered after assessment. The aim of this process is to design and implement mechanisms that work to close the gap emerged

during the assessment process to ensure a successful career planning. On the other hand, the statement: “To what extent are you keen for projects, committee work, or special assignments in order to improve skills or acquire new skills?” and “To what extent would you like a counselling (additional information, assessments, Guiding) from someone specialized” had smallest 58.6% and 55.1% respectively of the respondents who agreed to either great extent or to a very great extent with statements. This indicates that staff members prefer to be assessed and counselled by their supervisors on issues regarding their careers.

## **DISCUSSION**

The results of this study found that staff likes to take control of their careers. Thus, the findings concur with Baruch (2006:125) view regarding which hands held responsible for career management in an organization. It is argued that employees are in charge of their career development as they are responsible for and can shape their destiny. However, the failure by staff members in this study to be fully satisfied with the role they play to ensure the achievement of their career goals could be caused by the failure by the organisation to provide staff members the necessary information about career opportunities in the organisation (Antoniou, 2010:16).

In the same vein, it was found that even though the respondents were aware of their career goals, they have made no further steps to ensure the achievement of those career goals, partly because they failed to devote more time on attainment of their career goals. This finding concur with Lent (2013:89) who learnt and identified time management as one of the obstacles that deter employees from properly plan and meet their career plans. Lent (2013:89) proposed techniques to cope with those barriers.

Also, it was found that the organisation has failed to meet staff individual career goals, engendered by lack of proper career orientation and opportunities given to staff members. This finding is in unison with Antoniu (2010:20) who highlighted that successful career planning and development is aided if organizations ensure availability of the necessary resources. Resources and services such as career workshops, career centers, career planning guides, and career counseling have been suggested to help in this regard.

Moreover, the results of this study revealed that the extent to which academic staff members meet their career goals is positively or negatively influenced by the career management activities of the organisations and vice versa. These findings are clearly similar to the argument posited by Khan, Rajasekar & Al-Asfour (2015:89). They point out that as far as careers are concerned, employees are motivated if organisations guide them in the right path that will enable realise their personal ambitions. This view was also concurred by Saleem, Kamran Sabir and Iqbal (2013: 108) who highlighted that career management is the responsibility of both management of the organization and the employees, with the organization occupying the helm role and chiefly responsibility of the career management planning process for the company.

Concerning who staff members prefer to be assessed and counseled about their careers, this study found that staff prefer to be assessed and counselled by their supervisors. This finding is slightly inconsistent with the sentiments of Merchant (2010:9) who advocated for the use of external trained professionals or specialized counseling staff. This is probably because supervisors have a vast knowledge about the employees' competencies. Merchant (2010:9) adds

that supervisors are knowledgeable of “the work environment and the developmental activities within the organization.”

## **CONCLUSION**

In a nutshell, it is hoped that this study provides management of institution-X and other similar institutions with useful information on the success rate of current career management system in meeting staff career expectations. In addition, through assessing the quality of the career management system, management is better equipped with the knowledge to restructure the career management system to that which can benefit both the staff members and the organisation. This is because an effective career management structure is famous for the responsibility of achieving both organisational and employee goals (Moon & Choi, 2016:1). Also, career success and employability of academics have been identified to be extremely and negatively influenced by “insufficient career opportunities and inadequate academic staff development” and the results are high staff turnover (Bitzer, 2008; Buddeberg-Fischer, Stamm&Buddeberg, 2009). The academic significance of this study is that the results that obtained from the study significantly add to the overall body of knowledge pertaining to theories and their application in career management in educational institutions.

The aim of the study was to assess the perception of the academic staff of institution-X in Cape Town, South Africa about the effectiveness of the career management structure. The study was motivated by the fact that after management of institution-X realised the importance of retaining its skilled staff as well as the costly implications attached to recruiting and re-training staff with the necessary skills, saw it necessary to investigate the career management system within the organization. Institution-X, therefore, conducted exit interviews with the leaving staff to find out the reasons for leaving (Choi & Lee, 2011: 91). The results of the survey revealed several concerns; chief among them showed that staff was dissatisfied with the career management structure in the institution. It was, therefore, against this background that this study sought to establish the state of, and what could constitute a proper career management structure as viewed by the staff members. Therefore, the study used quantitative method of inquiry in which primary data was collected by means of self-administered, structured questionnaire administered to a select of academic staff members of the institution.

The results of the study concluded that staff members are moderately satisfied with the career management system in the organisation. This implies that a lot is still needed to be done to make the career management system in the organisation attractive and fulfil the expectations of staff members. In the same vein, majority of the academic staff members know factors and their roles in ensuring successful career management. However, the organisation, despite striving to meet its career management goals and those of the individual employees, it is doing it at a moderate performance and not to the best interest of the employees. For example, the organisation provides little training related to staff career aspirations. There are no satisfying career plans and orientations in place; and the organisation is not providing satisfactory information to staff members regarding career opportunities for exploit. Likewise, a strong positive correlation that exists between ICM, OCM and CMB means that balanced interventions are required to be instituted towards the regulating these three career management dimensions if the organisation is to reap maximum benefits that come with effective career management.

Next, it is concluded and commended that staff members want a career management system that considers a formal process of development as essential to their career. Implementing numerous career development activities and tools to support career development is an important part and parcel of an effective career management. This could be so because some staff members are ignorant of the means to accomplish their career goals, and by being exposed to different career development activities where they could receive the necessary support they can be able realise their career goals. Keeping this in mind, an effective career management system is the one that doubles the appreciation of promoting outstanding individuals to higher positions and considers counselling of employees regarding their careers done by their supervisors rather than executed by specialised consultant from outside the organisation.

Finally, since the results of this study cannot be generalized to all organizations in South Africa and that the institution studied is an educational institution, future research can be extended to other educational institutions or non-educational institutions to broaden the scope of the study, thus increasing the accuracy of the results with an enlarged population and sampling size. Furthermore, future research, in order to be utilised as a yardstick to the career success of employees in the organisation, should focus on possible causes that hamper employees' career satisfaction, and should also involve non-academician.

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