

Effects of organizational learning on organizational career management: Example of faculty of sport sciences

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Abstract

The purpose of this study was to investigate the effects of organizational learning on organizational career management. Purposive sampling method was used to collect data. Sample of this study consisted total of 120 academic staff from different faculty of sport sciences of public universities in Turkey. A questionnaire form created to assess organizational learning (Jerez-Gomez et al., 2005) and organizational career management (Sturges et al., 2002) perceptions of participants. Descriptive statistics (percentage and frequency) values were analysed to evaluate demographical properties of participants. To determine normal distribution of data, skewness and kurtosis values were evaluated. Factor analysis was applied to evaluate factor structures for scales. To determine whether structures obtained after factor analysis showed difference for demographical properties of participants, t-test and ANOVA test were applied. This analysis indicated no difference. After this analysis, regression analysis was applied to determine the effect of organizational learning on organizational career management. Based on regression analysis results, it was determined that organizational learning concept had effects on career management processes within organization.

Keywords: Organizational learning, organizational career management, learning organization, sport, academic staff

INTRODUCTION

Constant learning and development are fundamental properties of knowledge societies (Lau, 2006). In knowledge societies people are the one of the most important components that will form organizations. It is important for organizations to support individuals who continues to learn and develop themselves while working. This support is crucial to carry organization higher in terms of learning and development (Yıldırım and Akçay, 2017). It is clear that concept of learning organization should emerge both individual and organizational level.

Learning organizations can be defined as organizations whose employees use their creativity to collect information, and to create organizational memory to prevent future failures, and to store information with team spirit (Yazıcı, 2001). It is obvious that human factor is the key element for a learning organization.

Learning behaviour is an essential part of organization culture. So that it comes along with a need of planning and managing of individuals' career. Human factor in organizations will face with necessity of career planning and career management to accomplish organization's goals (Şentürk, 2017). In this sense, career management concept can be accepted as an extension of organizational learning process. Career management not only guides knowledge and skills of employees but also balances work and

family life. Organizations are positively affected from this balance which can also create the synergy that organization needs. From that point of view, it is claimed that career management is a competitive tool for organizations to survive in a competitive environment (Şimşek et al., 2007).

Organizational learning concept was first used by Peter Senge in 1990s in “The Fifth Discipline” book. It could be defined as “*organization where individuals can use and develop their capacities with the idea of creating the results they need, where new ideas are supported, and enthusiastic thinking styles are nurtured, and where team work and learning are supported*” (Senge, 1997: 11). Learning organization is an organization that collects information based on knowledge, accumulation, skill, and creativity of employees, and uses such information for decision making and problem solving within organization (Koçel, 2007). Briefly, being change-oriented and willing to share information with others are extremely important for learning organizations.

It is important for learning organizations to be open to change and to benefit from knowledge, skills, and experiences of managers so that employees can continue to learn, to promote transformation, and to make the system work properly. Additionally, giving desired importance to employees’ thoughts and career expectations will strengthen organization culture, and will also increase motivation levels of employees (Braham, 1998).

According to McGill and Slocum (1993), learning organizations can be analysed under 4 levels. In this process organizations respectively evolve into knowing, understanding, thinking and learning organizations.

Organizational learning process will provide 5 fundamental skills to individuals; systematic problem solving, trying new approaches, learning from individual experiences and past, learning from experiences of others and, transferring knowledge across organization (Yazıcı, 2001).

An organization should have five fundamental disciplines to be a learning organization. These five fundamental disciplines are important while shaping the organization by its vision. These disciplines can also help employees to define expected learning behaviours which are essentials in organizational learning process. Personal competency levels of employees, mental models, shared vision, and learning as a team, and system idea can be defined as disciplines of learning organizations for employees (Senge, 2006).

Beside the disciplines of learning organization, it can be said that employees personally should have some disciplines, too. In learning organizations, employees should not be forced to learn just to improve their performances. On the contrary, employees should be treated as they are important components of organizational learning process. The effort of collecting, coordinating, analysing and using information of employees should be considered as an inevitable component of their daily work routine (Yazıcı, 2001).

Experiences of employees gained by interaction with work environment and evaluation of their experiences with rest of organization into intellectual capital is other crucial aspect for managers to build a learning organization. Employees at any level, have expectations for their careers. These expectations can effect employees’ performance directly at work environment. While satisfying employees’ expectations managers may need some knowledge about career theories. Researches done by this academic area present us some important theories to understand, to evaluate and, to manage careers of employees’. While Schein (1985)’s career anchors theory telling that employee’s technical, innovative, competitive, independence, security, self-esteem and managerial values are the most

important personal traits for shaping their career, Bandura (1986) and Lent et al. (1994) are mentioning that human agency is the limit of career plans.

Career represents gaining skill and experience by employees in determined work field (Aydemir, 1995). It could be said that career is formed from work done by individuals during work life and gains in line with these works. It is also possible to explain career as roles taken during work life, and related attitudes and behaviours by acting these roles (Aytaç, 2005).

Based on these definitions, it is obvious that career concept is related with individuals as well as the organization. Such that, career management can be evaluated within organizational management process as well as personal development. As Ay, Filizöz, and Öncül (2015) stated that career management is a process to meet expectations of employees, decrease turnover rates, increase organizational commitment, and retain experienced and skilled employees within organizational. Thus, this process is considered as an important part of learning organizations.

After the emergence of modern management approach, new concepts and processes were proposed for organizations to fit in changing and developing world and to become successful. It could be said that most of management processes are related with human resources. In this sense, necessity of career planning for employees arises. Briefly, planning and managing of career takes a large portion of strategic plan of organization.

According to Sadullah and Kanten (2009), career planning combines objectives and purposes of both employees and organization. They also mentioned that support provided by organization for the employees to reach objectives and purposes essential. Öztürk and Teber (2006) stated that career management provides employee satisfaction by giving strategically planned support. Such that, some studies revealed that in organizations where opportunities of building career are not available, more than half of the employees tend to leave their jobs (Güzelcik, 1999; Şimşek et al., 2007). In the light of these facts, it could be stated that based on employee satisfaction, career management is an important process to reach organizational objectives and purposes.

Career management is an important application for organization and employee integration process. Career management acts as a bridge between employee and organizational objectives. With interaction between employees and organizations, willing to change and development can be adapted, and individuals can have job satisfaction and reach their career plans (Öztürk, 2013).

As a bridge, organizational career management provides a common ground for both organizational and individual expectations based on a certain plan (Uyargil et al., 2010). First step for organizational career management is selecting individuals based on knowledge, skill, and talents, and preparing career plans for individuals. While career plans of employees are being prepared, important things to consider are determining job related requirements, and having explicit job definitions (Şimşek et al., 2007). While working on job description and career planning organizations may ask for help of consultants of human resource management. By doing so, career consultants guide both individuals and organization towards a common purpose (Arnold, 2009; Raabe et al., 2007; Baruch and Budhwar, 2006; Arthur et al., 2005).

First stage of individual career management process is exploration process including self-knowledge of employees, identification of their needs, and acting based on their desires and needs. Second is building stage. In this stage individual that determines the field to become successful in first stage starts to evaluate and to search for new opportunities. Last stage of individual career management is

called medium career stage. In this stage of individual career management employee has already reached a certain point in work-related fields (Bayraktarođlu, 2006).

Objectives desired to be reached for individual career management are important for employee's success where it is also the most effective way for organizational success (Arthur et al., 2005; Stuges et al., 2005). When successful organizations were investigated, it was obvious that employees with individual career management shared professional success with other employees, and this had direct effect on organizational success (Arnold, 2009; Raabe, 2007; Baruch and Budhwar, 2006; Arthur et al., 2005).

In a competitive environment, individual success is important but individual success may not lead the organization to success by itself. Combined movements gathering around both individual and organizational goals may help to survive in a competitive environment. In light of these knowledge, the purpose of this study is to investigate the effects of organizational learning on organizational career management.

METHOD

Sample of this study consisted total of 120 academic staff work from different Faculty of Sport Sciences of public universities in Turkey. Purposive sampling method was used to collect data. A questionnaire form created to assess organizational learning and organizational career management perceptions of participants. Questionnaires sent 5 faculties which accepted to join the study by mail. Collecting data took 3 weeks' time. Questionnaires consisted of 3 sections. First section contained questions to determine demographical properties of participants. Second section contained question to determine organizational learning where third section contained questions to measure organizational career management perception. In this study, Organizational Learning Scale developed by Jerez-Gomes et al. (2005) that has 4 dimensions and 16 items, and Cronbach's Alpha value is 0.88 was adapted to Turkish by Okumuş (2013), and Organizational Career Management Scale developed by Sturges et al. (2002) that has 2 dimensions and 10 items, and Cronbach's Alpha value is 0.79 was adapted to Turkish by Öncül et al. (2009) were used. Data analysed by using SPSS AMOS 20 and SPSS 21 statistical analysis programme. Factor analysis (explanatory and confirmatory) were completed to evaluate factor structures of items in scale form. Also, t-test and ANOVA test were performed to decide whether perceptions of participants about organizational learning and organizational career management are different or not by the demographic factors.

RESULTS

Percentages and frequency tables as descriptive statistics were used to analyse demographical factors of participants. According to descriptive statistics, majority of participants were male (69.2%), 50.8% of were single, 49.2% of were married, 70% of were 35 years old or younger, and 83.3% of had 10 years or less work experience.

After first confirmatory factor analysis results to test structural validity of Organizational Learning Scale were outside acceptable value range, explanatory factor analysis was conducted to determine new factor structure. Before factor analysis, KMO values of data were calculated (0.918), and according to this value, data set was found suitable for factor analysis. Additionally, to determine normal distribution of data, *skewness* and *kurtosis* values were evaluated. It was determined that these values were within desired range (+/- 1.96).

After conducting explanatory factor analysis (EFA), some items were excluded from analysis due to factor loadings. Cut-off point were determined as 0.40 in factor analysis, and a new structure with 2 dimensions and 11 items was obtained (Table 1). After that, to test validity and reliability of factor structure, confirmatory factor analysis (CFA) was applied. Based on analysis results, items with factor loadings below expected value (0.60 (Meehl, 1990; Chin, 1998)) were excluded from study. 1 modification was applied depending on given modification proposals in AMOS. According to results of second CFA, factor structure of 2 dimensions and 10 items was confirmed. While some goodness of fit index values of this structure was in perfect fit range, others were in acceptable fitness range (Table 1).

Table 1. Factor Analysis for Organizational Learning Scale and Goodness of Fit Index Values

Constructs	Factor Loads	CR	AVE	Construct Reliability
System Understanding		.859	.468*	.643*
Managers in these organizations, frequently include employees to decision making processes.	.636			
All components of the organization have the knowledge how to contribute to achieve general objectives.	.629			
All components of the organization have the connection to work together in coordinated way.	.780			
Employees as a part of organizational culture can easily express their ideas about procedures and methods and make suggestions.	.786			
In this organization, errors and failures are constantly discussed and analysed by all organization.	.717			
Employees have the opportunity to talk to each other about new ideas, programs, and activities about organization.	.576*			
In this organization, team work is not a common work method.	.634			
Learning Understanding		.738	.489*	.732
In this organization, employee training is considered as investment rather than cost.	.553*			
In this organization, learning skills of employees are accepted as key factor.	.751			
Experience and ideas provided outside the organization are accepted as a beneficial tool for the organization to learn.	.773			
$\chi^2=57.435$ $df=33$ ($\chi^2/df=1,74$), $RMSEA=0.079$; $GFI=0.92$; $AGFI=0.86$; $NFI=0.89$; $NNFI=0.93$; $CFI=0.95$; $IFI=0.95$ $SRMR=0.0510$				

CFA was conducted to determine structural validity of Organizational Career Management Scale adopted to Turkish by Öncül et al. (2009). Based on analysis results, factor structure consisting of 2 dimensions and 10 statements provided by Öncül et al. (2009) was supported in this study. Based on confirmatory factor analysis results, goodness of fit index values of validated factor structure was within acceptable range (Table 2).

Table 2. Factor Analysis for Organizational Career Management Scale and Goodness of Fit Index Values

Constructs	Factor Loads	CR	AVE	Construct Reliability
Organizational Official Applications		.848	.484*	.848
Trainings to help career development in organization are provided.	.585*			
My superior is sure that I am taking trainings to guide my career.	.660			
I can get training about things I need to know to develop in organization.	.662			
My organization makes individual development plans.	.818			
Works that will develop my skills in the future are given in my organization.	.740			
My superiors give feedback about my performance.	.686			
Organizational Unofficial Applications		.873	.636	.865
My organization gives advices I need about my career.	.786			
I am introduced with personnel who will help my career development in organization.	.855			
There are consultants for career development in my organization.	.636			
My superiors introduce me people who will help my career.	.890			

$\chi^2=73.653$ $df=33$ ($\chi^2/df=2,232$), RMSEA=0.10; GFI=0.89; AGFI=0.82; NFI=0.89; NNFI=0.91; CFI=0.94; IFI=0.94 SRMR=0.0565

Regression analysis was applied to determine the effect of organizational learning on organizational career management. After regression analyses, it was determined that organizational learning scale dimensions respectively had effects on organizational career management scale dimensions (Table 3).

Table 3. Regression Analysis Results to Determine Effects of Organizational Learning on Organizational Career Management

	R	R ²	Adjusted R ²	Std. Error of the Estimate
		Organizational Official Applications		
System Understanding	.640	.410	.405	.62772
		Organizational Unofficial Applications		
System Understanding	.853	.727	.725	.48164
		Organizational Official Applications		
Learning Understanding	.637	.406	.401	.62997
		Organizational Unofficial Applications		
Learning Understanding	.691	.478	.473	.66680

When Table 3 was analysed, it was determined that dimensions of organizational learning scale had higher effects on unofficial career management applications. It was observed that effect of system understanding on unofficial applications as a component of organizational learning process had the highest effect.

To determine whether there were differences between answers to organizational learning and organizational career management scale based on demographic factors, t-test and ANOVA test were applied. Based on analysis results, there was no significant difference for organizational learning and

organizational career management answers for age, gender, marital status, and working hours of participants.

DISCUSSION

Learning organization is a work environment that has constant interaction with internal and external environment, and where they can reflect outputs of such interactions across organization. In this sense, learning organization is an organization that can create, apply, share, store, and transfer the knowledge to survive in high competitive environment. It could be stated that all businesses of today should apply learning organization approach for sustainability. When related literature (Arslan and Demirci, 2015; Sezer and Akan, 2014; Tan, 2015) was reviewed, it is clear that most of the studies investigated learning organization approach with various factors directly related with management processes. This situation indicated the necessity to investigate learning organization together along with other disciplines.

Career management has a key role for success of applications of learning organizations. Career planning and management are important to create employee motivation as well as accomplishing organization objectives. In this sense, career management can be evaluated as both intensifier of learning organization approach for organization and guarantee for promised gain within organizational learning process for employee.

Analyses results indicated that Organization Learning Scale of Jerez-Gomez et al. (2005) consisted of 4 dimensions and 16 statements where there was new structure with 2 dimensions and 10 statements after the scale was adapted to Turkish by Okumuş (2013). Such difference may occur since both previous studies were conducted on employees of businesses in private sector. Additionally, it could be stated that cultural difference played a role for these differences. It is assumed that time and budget reserved by businesses in private sector for organizational learning is different from public universities, different factor structure can be an acceptable outcome. In this sense, the results of this study may support that organizational learning processes are affected from field of operation of businesses.

As a result of analyses for organizational career management scale, structure created by Sturges et al. (2002) and verified by Öncül et al. (2009) was supported in this study, too. The reason for this outcome can be explained with career management applications that are almost same in different fields of operation and cultures. According to these results, it could be stated that organization career managements may have such global norms compared to organizational learning processes.

CONCLUSION

In this study, as a purpose of it that to determine the effect of organizational learning on organizational career planning, it is clear that there is a significant relationship between two concepts. Analysis conducted under the light of this relationship suggests that organizational learning has an effect on career management processes within organization. Quantity and quality increase of organizational learning-based activities may directly impact organization career management perception and applications. Activities to develop organizational learning will support both individual and organizational form of organizational career management. Such that it will be incorrect to think and plan career management concept without knowledge that is created, shared, stored, and transferred in organization. Briefly, the results of this study support the argument that applications to improve

organizational learning of academic staffs work on faculty of sport sciences in public universities will affect perception and expectation of their career planning directly in good way.

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