

Evaluation of University Students' Perceptions in the Concept of Human Resources Manager with Metaphorical Analysis: The Case of Sakarya University

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Abstract

HRM, which offered a limited application areas in the past years, shows a bright and stable development today. The future of HRM presents a variety of options and a wide range of opportunities to candidates interested in this profession. The fact that HRM offers these opportunities increases the interest in this profession today, and it is more important and meaningful especially for students studying in this field. With this study, it is aimed to reveal the perceptions of the students, who give importance to the field of HRM and who may prefer it as a profession in the future, about human resources management. In the research of the study, the phenomenology design, one of the qualitative research methods, was used. The study group of the research; Sakarya Business School consisted of 188 human resources management students attending the third and fourth year. The data of the research is like "human resources manager because" was collected through an open-ended form. The obtained data were analyzed with content and descriptive analysis technique and tables were created using the MAXQDA program. It was observed that human resources management undergraduate students produced a total of 80 metaphors for the concept of human resources manager. The metaphors produced were handled in 7 categories. It was determined that the metaphors developed by human resources undergraduate students for the concept of "human resources manager" were mostly in the concepts of bridge, building block of the enterprise, mother, teacher, manager, father and wheel.

Key Words: Human Resources Manager, Student, Metaphor Analysis.

Öz

Geçmiş yıllarda kısıtlı bir uygulama alanı sunan İKY, günümüzde parlak ve istikrarlı bir gelişim göstermektedir. İKY alanının geleceği, bu meslek ile ilgilenen adaylara çeşitli seçenekler ve geniş bir fırsat yelpazesi sunmaktadır. İKY'nin bu fırsatları sunması günümüzde de bu mesleğe olan ilgiyi arttırmakta ve özellikle de bu alanda eğitim gören öğrenciler için önemi ve anlamı daha fazla olmaktadır. Bu çalışma ile, İKY alanına önem veren ve gelecekte de meslek olarak tercih edebilecek öğrencilerin, insan kaynakları yöneticiliğine ilişkin algılarının ortaya konması amaçlanmıştır. Çalışmanın araştırmasında nitel araştırma yöntemlerinden olgubilim deseni kullanılmıştır. Araştırmanın çalışma grubu; Sakarya Üniversitesi İşletme Fakültesi üçüncü ve dördüncü sınıfa devam eden 188 insan kaynakları yönetimi öğrencilerinden oluşmuştur. Araştırmanın verileri "insan kaynakları yöneticisi gibidir. Çünkü....." cümlesinin yer aldığı açık uçlu form aracılığı ile toplanmıştır. Elde edilen veriler içerik ve betimsel analiz tekniği ile çözümlenmiş ve MAXQDA programından yararlanılarak tablolar oluşturulmuştur. İnsan kaynakları yönetimi lisans öğrencilerinin insan kaynakları yöneticisi kavramına ilişkin toplamda 80 metafor ürettiği görülmüştür. Üretilen metaforlar 7 kategoride ele alınmıştır. İnsan kaynakları lisans öğrencilerinin "insan kaynakları yöneticisi" kavramına yönelik geliştirdikleri metaforların en çok köprü, işletmenin yapı taşı, anne, öğretmen, yönetici, baba ve çark metaforları olduğu belirlenmiştir.

Anahtar Kelimeler: İnsan Kaynakları Yöneticisi, Öğrenci, Metafor Analizi.

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Introduction

Human Resources Management (HRM), which has existed since the first development of the concept of management, has come to the fore with this phenomenon throughout history, has changed in parallel with the managerial development and has taken its current form. HRM, which has a long history, has changed its meaning and name by being affected by the development of historical events in the process. This field, which was defined for the first time in the business literature as the welfare secretariat, continued with the names of personnel management, HRM and finally Strategic HRM in the following years (Jackson, 1993; Ivancevich, 2007).

Dating back to the industrial revolution and "scientific management" (Kaufman, 1999), HRM is a concept that has existed since tradesmen, guilds, apprentices, managers, companies and individuals working on behalf of the company. It is said that the historical adventure of HRM started in the early 1800s during the craftsman and apprenticeship period and developed with the influence of Industry 1.0. This period coincides with the period when businesses focus on the relationship between worker welfare and productivity. It is accepted that HRM studies as a scientific research area started during the First World War.

Dulebohn et al. (1995) argues that historical debates about HRM are based on two basic propositions about the roots of the field. The first proposition argues that what we define as "modern HRM" is the next step in personnel management. The other focuses on earlier periods, and three managerial and psychological movements combined during this period laid the foundations for the formation of HRM: the scientific management movement (Taylor, 1911), the welfare studies movement (Miller & Coghill, 1964), and industrial psychology (Munsterberg, 1913). The HRM profession emerged because of these three focuses. Formal recognition of HRM activities coincided with the time when "welfare secretaries" began to emerge and assumed the role of overseeing the welfare of workers,

particularly women and children (Jamrog & Overholt, 2004). In the beginning, the people who took on the duties of hiring, disciplining and remuneration began to be unable to meet the needs of employees due to fundamental changes in technology and the increase in unions. Thus, it emerged that a separate unit should be established to include different areas of expertise to carry out work related to employees (Marciano, 1995; Ivancevich, 2007). At this point, the welfare secretariat left its place to the understanding of personnel management.

The increasingly competitive conditions since the 1980s made the importance of the human factor in businesses even more evident. Employees began to be seen as a valuable asset and resource rather than a cost item. In this period, personnel management has transformed into HRM, which has become a common language with its new identity.

In its most general definition, HRM is the process of managing the human capabilities of an organization to achieve its purpose. It covers the activities of managing and directing the knowledge, skills and abilities working for the organization and the people who contribute to the organization (Çetin et al., 2015, p.15). It includes the processes of recruiting, training, evaluating, developing, determining wages, serving employee-employer relations, observing occupational health and safety practices, and ensuring justice in the organization while performing these (Dessler, 2014).

In recent years, HR has become more known as a field and has become one of the respected professions. However, the understanding of HRM is evaluated within the framework of two different dimensions. HRM is a critical and essential department for the success of a business. In some businesses, HRM serves as a necessary administrative function that keeps the organization running smoothly (Vosburgh, 2007). These businesses are of lower strategic importance and inherently less appreciated in HRM (Caldwell, 2010). In other businesses, HR professionals are seen in the same way as the top managers of the organization and are treated as a strategic partner. (Lawler and Mohrman, 2003).

This fundamental difference is also reflected in the roles of HR managers.

HR Management Concept, Roles and Competencies

Integration of HRM with strategy (Lawler & Mohrman, 2003; Paauwe & Boon, 2018) and concern about its impact on organizational performance (Guest et al., 2003) are the main reasons that lead to the professionalization of the HR field. This has turned all attention to the role of HR practitioners, who contribute to achieving organizational goals and are responsible for enforcing the understanding and practices of HRM within the organization (Syrigou, 2018). Organizations that have to struggle with organizational problems and environmental competition elements go to professionalization in order to increase their status and strengthen their management functions. HRM management, which is expressed as a "rising management profession" (Higgins, et al., 2016), is among the most typical examples of this.

Perceptions of other employees in an organization towards the HR manager are closely related to the role of HR in the organization. However, when the studies in the literature are examined, it is seen that there is no common view on the roles performed by the HR manager (Welch & Welch, 2012, p.599). The main reasons for the ambiguity about the roles are the boundaries between functions, the substitution of expertise, and the uncertainty of responsibility and performance criteria (Caldwell, 2008, p.277). One of the important studies conceptualizing HR roles was carried out by Ulrich and Brockbank (2005). The study (2005) emphasizes the importance of providing HR service that can translate into mastery in specific roles and competencies. Accordingly, a role is a description that describes what work needs to be done; competency describes how the job is done. Role definitions covers four roles: 1) "Employee Advocate" that is responsible from regulation of employee-employer relations, 2) "Human Capital Developer" that is responsible from the activities of developing employees and building the future of the enterprise on employees, 3) "Functional

Expert" that is responsible from development and maintenance of HR practices, and 4) "Strategic Partner" that is responsible from contributing to corporate decisions by consulting other department managers. The main element of these HR roles is that the employees who will embrace each role must be "true HR leaders" to add value to the business (Ulrich and Brockbank, 2005, p.201).

The clear and distinct definition of roles and competencies in Ulrich and Brockbank's (2005) model influences HR employees' perceptions of being evaluated as leaders or professionals. The view that HRM managers have legitimacy, reliability and professional status within the organization depends on their significant and strategic managerial contribution to organizational goals and their perception by others (Higgins, et al. 2016). Therefore, how HRM managers and professionals are perceived by both those inside the organization and the relevant external environment will affect the HRM profession and their position within the enterprise. Ulrich and Dulebohn (2015) argue that HR should simultaneously evaluate and adopt its internal and external approach. This view causes the boundaries of the HRM department to expand. HRM's design of HR practices and serving employees cannot guarantee value creation. It can create value if the services it provides to the business are compatible with the expectations of groups outside the business. Thus, as Ulrich and Dulebohn (2015) stated, HRM turns from being a unit that responds to strategy to a "full partner role" that shapes and creates the strategy.

Depending on the differentiation in the roles of HRM, their duties and competencies also change. HRM, which was initially concerned with the basic management activities of employees, has now started to be busy with areas such as competence-based HR procurement, determination and development of competencies. While HRM managers undertake this basic mission in the business, it has also become an important question what competencies they should have. The earliest study in which a competency profile of a HRM manager was established is by Boyatzis (1982). This study

examines the competencies of the HRM manager under four groups: the use of social power, a positive outlook, the management of group processes, and properly performed self-assessment. In the following years, this study was expanded by studies dealing with different aspects such as data analysis styles and problem-solving skills (Sullivan et al., 1996; Boselie & Paaue, 2005; Ulrich et al., 2010). According to Sullivan et al. (1996), the competencies, that a senior HRM manager should have, are business knowledge and intelligence, the capacity to facilitate and implement change, and the ability to influence. On the other hand, Ulrich et al. (2010) summarized these competencies as technical competencies, strategic thinking skills, business knowledge and creative problem-solving techniques.

Research Method

In this study, the phenomenology design, one of the qualitative research designs, was used. The phenomenology pattern creates a suitable research ground for studies aiming to investigate the phenomena that we are aware of and cannot fully comprehend (Yıldırım and Şimşek, 2006). In this study, the facts that university students stated about the concept of human resources management were analyzed. The students produced metaphors based on their knowledge of human resources management. This situation constitutes the limitation of metaphor analysis.

Metaphor shows how individuals make sense of the world (Lakoff & Johnson, 1999). Metaphor analysis facilitates access to participants' tacit knowledge about the determined concept (Zhen and Song, 2010, p.42).

With this study, it is aimed to reveal the thoughts of undergraduate students of human resources management about human resources management through metaphor.

1. What are the metaphors determined by the students of the human resources management department regarding the concept of human resources manager?

2. In which conceptual categories are these metaphors grouped in terms of their common features?
3. What do these metaphors say about human resource management undergraduate students' perception of the concept of human resources manager?

With this research, it is aimed to investigate what the concept of human resources manager means to the students of the undergraduate department of human resources management by using the metaphor analysis method. Ethics committee approval was obtained before the study.

Participants were given a pre-prepared form. Participants filled the forms within 10-15 minutes. 188 student (Sakarya Business School, Department of Human Resources Management) participants were asked to fill in the blanks. "The human resources manager is like Because" These open-ended expressions "like" and "because" helped to identify the subject and rationale of the metaphor. The data obtained from these expressions were analyzed using content and descriptive analysis techniques. Content analysis is used to identify the existence of concepts in the text and to quantify them. Content analysis is a method known for focusing on the subject as a method, emphasizing the similarities and differences in categories or codes, and dealing with both the open and hidden content in the text (Kızıltepe, 2015, p.254). With content analysis, the categories in which the expressions will be collected are determined and the frequencies of the categories are determined quantitatively. Afterwards, the relations between the categories are analyzed and evaluated and interpreted (Bilgin, 2006, p.11). With descriptive analysis, it is aimed to present the findings in an organized and interpreted way by frequently using direct quotations in order to reflect the views of individuals in a striking way (Yıldırım and Şimşek, 2013, p.256). The forms filled in by the participants' handwriting were written by the researchers in the Microsoft Office Word program in the computer environment. For each form, participant 1, participant 2, participant 186 etc. nicknames are given. At the end of the sentences

in which the expressions of the participants are stated, the abbreviations indicating the participant are indicated as P1, P2, P186 etc. These word files were transferred to the MAXQDA program. Metaphors were determined by coding with the MAXQDA program and these metaphors were categorized and grouped.

The validity and reliability of this study were determined as follows: The researchers who carried out the study independently of each other; coded metaphors and developed categories. The researchers compared the categories they identified. The identified differences were discussed and as a result, 80 metaphors and 7 categories were obtained. This result is listed and given to the expert in the field. The expert was asked to match the metaphors and categories. Afterwards, consensus and differences of opinion were determined and calculated using the formula of Miles and Huberman (1994) "Reliability= (Agreement) / (Agreement+Disagreement)*100". With this calculation, the agreement between the researchers and the expert was determined as 91. This value obtained shows that the findings obtained in the research are reliable in terms of consistency.

Findings

In the prepared questionnaire, information about the participants was included in order to determine the gender and class of the participants. In the prepared questionnaire, information about the participants was included in order to determine the gender and class of the participants. According to Table 1, a total of 188 students participated in the study. Participants; 54.8% are female and 45.2% are male. In addition, students; 48.3% of them are 3rd year students, 51.7% of them are 4th grade students.

Table 1. Percentage and Frequency Distribution of the Participants by Gender and Class

Variables	Option	Frequency	Percent %
Gender	Woman	102	54,8
	Man	86	45,2
Class	3	91	48,3
	4	97	51,7
Total		188	100

In addition, some of the answers that draw attention from the metaphors produced by the students and that are evidence for the relevant finding are included as statements after the tables to be presented as examples in the research.

Analysis of the Research Model

For the analysis, the answer to the following question was sought: "By which metaphors do undergraduate students explain their perceptions of the concept of human resources manager?" It has been determined that there are 186 valid expressions related to the concept of human resources manager by human resources undergraduate students. 80 different metaphors were obtained from 186 expressions.

According to Table 2, the most frequently mentioned metaphor is bridge (34). The other most frequently mentioned metaphors are as follows: The building block of the business (13), mother (8), teacher (6), manager, father and wheel (5). The least mentioned metaphors are 50 and the frequency of mentioning these as metaphors is 1 (Table 2).

Table 2. Frequency and Percentage of Metaphors

S.No	Metaphor	Frequency	Percent %
1	Bridge	34	18,28
2	Building Block Of The Business	13	6,99
3	Mother	8	4,30
4	Teacher	6	3,23
5	Manager	5	2,69
6	Father	5	2,69
7	Wheel	5	2,69
8	Scales	4	2,15
9	Headquarters	4	2,15
10	Colon	4	2,15
11	Backbone	4	2,15
12	Brain	4	2,15
13	Compass	3	1,61
14	Heart	3	1,61
15	Hand Lever	3	1,61
16	Advisor	3	1,61
17	Football Player	2	1,08
18	Lawyer	2	1,08
19	Puzzle	2	1,08
20	Psychologist	2	1,08
21	Complement	2	1,08
22	Sun	2	1,08
23	Coach	2	1,08
24	Water	2	1,08
25	Technical Director	2	1,08
26	Bee	2	1,08
27	Tree	2	1,08
28	Referee	2	1,08
29	Director	2	1,08

30	Employee	2	1,08
31	Surveys	1	0,54
32	Elder Sister	1	0,54
33	Oil Lamp	1	0,54
34	Sieve	1	0,54
35	Doctor	1	0,54
36	Analyst	1	0,54
37	Mirror	1	0,54
38	Child	1	0,54
39	Guidance Service	1	0,54
40	Clock	1	0,54

Table 2. The Continuation of

S.No	Metaphor	Frequency	Percent %
41	Ram	1	0,54
42	Gumballs	1	0,54
43	Executive	1	0,54
44	Vacuum cleaner	1	0,54
45	Queen	1	0,54
46	Robot	1	0,54
47	Mentor	1	0,54
48	Engine of the car	1	0,54
49	Minister of Interior	1	0,54
50	Parent	1	0,54
51	Pupil of the Eye	1	0,54
52	Farmer	1	0,54
53	Rope	1	0,54
54	Nervous system	1	0,54
55	Shepherd	1	0,54
56	Agenda	1	0,54
57	Link of the Chain	1	0,54
58	Diamond	1	0,54
59	Map	1	0,54
60	Antivirus Program	1	0,54
61	Pencil	1	0,54
62	Source	1	0,54
63	Chess	1	0,54
64	Journalist	1	0,54
65	River	1	0,54
66	Table leg	1	0,54
67	CEO	1	0,54
68	Cobweb	1	0,54
69	Friend	1	0,54
70	Ant	1	0,54
71	Octopus	1	0,54
72	Queen bee	1	0,54
73	Detective	1	0,54
74	Gourmet	1	0,54
75	Employee Voice	1	0,54
76	Machine	1	0,54
77	Veins of the Body	1	0,54
78	Integral Part of the Ecosystem	1	0,54
79	Skeleton	1	0,54
80	Captain	1	0,54

Distribution of Metaphors Developed by Undergraduate Students for the Concept of Human Resources Manager by Conceptual Categories

The distribution of the 80 identified metaphors under conceptual categories is given in Table 3. In order to determine the distribution of metaphors according to conceptual categories, an answer

was sought with the following question: "Under which conceptual categories can the metaphors developed by undergraduate students regarding the concept of human resources manager be grouped?"

As stated in Table 3, 7 different conceptual categories were determined for the metaphors developed by human resources undergraduate students. These categories are; object, occupation, part of the business, part of the body, one of the social environment, living things, part of nature. The conceptual category with the highest number of metaphors is the occupational (26 metaphors) conceptual category. The conceptual category in which the least metaphors are determined is the part of the business (4 metaphors) conceptual category.

Table 3. Distribution Of Metaphors For The Concept Of Human Resources Manager By Categories

S. No Categories	Frequency	Percentage %	Number of Metaphors	Percentage In Category %	
1	Object	70	37,63	24	30
2	Occupation	45	24,19	26	32,5
3	Part of the Business	20	10,75	4	5
4	Part of the Body	19	10,22	9	11,25
5	Someone from the Social Circle	17	9,14	6	7,5
6	Living beings	8	4,30	6	7,5
7	Part of Nature	7	3,76	5	6,25
	Coded Documentation	186	100,00	80	100

Category 1: Metaphors in the Object

In this category, students associated the human resources manager with an object (Table 4). The "object" category, 24 metaphors were specified by 70 students (Table 4). The highest percentage of metaphors produced in this category are bridge (48.57%), wheel (7.14%), scales (5.71%), column (5.71%), compass (4.29%) and puzzle (2.86%).

Table 4. Distribution Of Metaphors In The Object Category By Frequency And Percentages

S. No. Metaphors In The Object Category	Frequency	Overall Percentage%	Percentage In Category %	
1	Bridge	34	18,28	48,57
2	Wheel	5	2,69	7,14
3	Scales	4	2,15	5,71
4	Colon	4	2,15	5,71
5	Compass	3	1,61	4,29
6	Puzzle	2	1,08	2,86
7	Surveys	1	0,54	1,43
8	Table Leg	1	0,54	1,43

9	Mirror	1	0,54	1,43
10	Oil Lamp	1	0,54	1,43
11	Clock	1	0,54	1,43
12	Gumballs	1	0,54	1,43
13	Vacuum Cleaner	1	0,54	1,43
14	Robot	1	0,54	1,43
15	Car Engine	1	0,54	1,43
16	Machine	1	0,54	1,43
17	Rope	1	0,54	1,43
18	Sieve	1	0,54	1,43
19	Agenda	1	0,54	1,43

Table 4. The Continuation of

S. No.	Metaphors In The Object Category	Frequency	Overall Percentage %	Percentage In Category %
20	Map	1	0,54	1,43
21	Pencil	1	0,54	1,43
22	Chess	1	0,54	1,43
23	Antivirus Program	1	0,54	1,43
24	Diamond	1	0,54	1,43
	Coded Documentation	70	37,63	100,00
	Uncoded Documents	116	62,37	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

“Human resources manager is like a bridge between two parties. Because it provides the link between the employee and the manager.” (P31)

“Human resources manager is like a very comprehensive wheel. Because it has a contact and a connection with each unit.”(P149)

“Human resources manager is like scales. Because he is a person who will work within the framework of balancing policies for both the individual and the organization in the work environment.”(P64)

“Human resources manager is like the column of a building. Because it is difficult for the business (building) to survive without a column.”(P168)

“Human resources manager is like a compass. Because it directs and directs the course of the career life of the employee.” (P161)

“The human resources manager is like the last piece of the puzzle. Because the human resources manager is the last and most important part of the picture. Employees see the human resources manager first and last when entering or leaving the company.” (P179)

Category 2: Metaphors In The Occupation

In this category, students associated the human resources manager with various occupations (Table 5). The " occupation" category, 26 metaphors were specified by 45 students (Table

5). The highest percentage of metaphors produced in this category are teacher (13.33%), manager (11.11%), advisor (6.67%), referee (4.44%), employee (4.44%), football player (4.44%), lawyer (4.44%), coach (4.44%), technical director (4.44%), psychologist (4.44%) and director (4.44%).

Table 5. Distribution Of Metaphors In The Occupation Category By Frequency And Percentages

S. No.	Metaphors In The Occupation Category	Frequency	Overall Percentage %	Percentage In Category %
1	Teacher	6	3,23	13,33
2	Manager	5	2,69	11,11
3	Advisor	3	1,61	6,67
4	Referee	2	1,08	4,44
5	Employee	2	1,08	4,44
6	Football Player	2	1,08	4,44
7	Lawyer	2	1,08	4,44
8	Coach	2	1,08	4,44
9	Technical Director	2	1,08	4,44
10	Psychologist	2	1,08	4,44
11	Director	2	1,08	4,44
12	Journalist	1	0,54	2,22
13	CEO	1	0,54	2,22
14	Detective	1	0,54	2,22
15	Gourmet	1	0,54	2,22
16	Captain	1	0,54	2,22
17	Analyst	1	0,54	2,22

Table 5. The Continuation of

S. No.	Metaphors In The Occupation Category	Frequency	Overall Percentage %	Percentage In Category %
18	Doctor	1	0,54	2,22
19	Farmer	1	0,54	2,22
20	Guidance service	1	0,54	2,22
21	Ram	1	0,54	2,22
22	Executive	1	0,54	2,22
23	Queen	1	0,54	2,22
24	Mentor	1	0,54	2,22
25	Minister of Interior	1	0,54	2,22
26	Shepherd	1	0,54	2,22
	Coded Documentation	45	24,19	100,00
	Uncoded Documents	141	75,81	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

“Human resources manager is like a teacher. Because it organizes the necessary training for both the business and the employee within the business and assumes the role of a guide.”(P130)

“Human resources manager is like manager. Because it has more than one task at the same time.”(P95)

“The human resources manager is like an advisor. Because it deals with the requests and complaints of employees from all kinds of departments. It directs

them to the relevant people and fixes the problems.”(P175)

“Human resources manager is like a referee. Because, together with the laws, they ensure the order between the employees and the business.” (P46)

“Human resources manager is like employee. Because it is the closest person who understands the employee best. (P62)

The human resources manager is like a football player-playmaker. Because if he exhibits an analytical and systematic attitude, his functioning will progress in such a regular and disciplined way, he must be a good observer, he must know who will be in the required position, and his communication must be attentive and understandable so that he can come to him in case of problems. (P99)

“The human resources manager is like a lawyer. Because he should be fair where he works.” (P111)

“Human resources manager is like a coach. Because, just like the training of athletes, it makes a great contribution to the education and career development of the employees in an enterprise.”(P148)

“Human resources manager is like a technical director. Because he is the person who best balances both on and off the field.” (P119)

“Human resources manager is like a psychologist. Because it understands the needs of employees and managers and produces solutions.” (P8)

Category 3: Metaphors In The Part Of The Business

In this category, students associated the human resources manager with a part of the business (Table 6). In the "part of the business" category, 4 metaphors were specified by 20 students (Table 6). The highest percentage of metaphors produced in this category are the building block of the business (65%), the headquarters (20%) and the complementary (10%).

Table 6. Distribution of Metaphors In The Part Of The Business Category by Frequency and Percentages

S. No.	Metaphors In the Part of the Business Category	Frequency	Overall Percentage %	Percentage In Category %
1	Building Block of the Business	13	6,99	65,00
2	Headquarters	4	2,15	20,00
3	Complement	2	1,08	10,00
4	One Link of the Chain	1	0,54	5,00
	Coded Documentation	20	10,75	100,00
	Uncoded Documents	166	89,25	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

“The human resources manager is like the building block of the business. Because it makes many important decisions, from hiring to firing.” (P47)

“The human resources manager is like the building block of the company. Because without the human resources manager, the business becomes complicated.” (P75)

“The human resources manager is like the headquarter of the business. Because in the workplace, it connects the subordinate and superior.” (P29)

“The human resource manager is like a complement to the business. Because it completes whatever is empty in the business and completes whatever department needs it.” (P18)

Category 4: Metaphors In The Part Of The Body

In this category, students associated the human resources manager with a part of the body (Table 7). The "Part of the Body" category, 9 metaphors were specified by 19 students (Table 7). The highest percentage of metaphors produced in this category are brain (21.05%), backbone (21.05%), heart (15.79%) and hand, arm-foot (15,79%).

Table 7. Distribution Of Metaphors In The Body Part Category By Frequency And Percentages

S. No.	Metaphors In the Part of the Body Category	Frequency	Overall Percentage %	Percentage In Category %
1	Brain	4	2,15	21,05
2	Backbone	4	2,15	21,05
3	Heart	3	1,61	15,79
4	Hand Arm-Foot	3	1,61	15,79
5	Pupil of the Eye	1	0,54	5,26
6	Employee Voice	1	0,54	5,26
7	Nervous system	1	0,54	5,26
8	Veins of the Body	1	0,54	5,26
9	Skeleton	1	0,54	5,26
	Coded Documentation	19	10,22	100,00
	Uncoded Documents	167	89,78	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

“Human resources manager is like a brain. Because in order for a company to survive, its brain functions must work flawlessly.”(P155)

"The human resources manager is like the backbone. Because one of the elements that will keep the business upright and reach its goal with the personnel selections it makes is human resources."(P136)

"Human resources manager is like a heart. Because if there is a problem in the heart, the body will have a hard time."(P176)

"The human resources manager is like the hands and feet of the company. Because the HR manager has an important role in the company."(P79)

Category 5: Metaphors In The Person From The Social Environment

In this category, students associated the human resources manager with a person from their social environment (Table 8). The person from their social environment category, 6 metaphors were specified by 17 students (Table 8). The highest percentage of metaphors produced in this category are mother (47.06%) and father (29.41%).

Table 8. Distribution Of Metaphors In The Person From The Social Environment By Frequency And Percentages

S. No.	Metaphors In The Person From The Social Environment Category	Frequency	Overall Percentage %	Percentage In Category %
1	Mother	8	4,30	47,06
2	Father	5	2,69	29,41
3	Elder sister	1	0,54	5,88
4	Friend	1	0,54	5,88
5	Child	1	0,54	5,88
6	Parent	1	0,54	5,88
	Coded Documentation	17	9,14	100,00
	Uncoded Documents	169	90,86	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

"Human resources manager is like the mother of a house. Because, taking responsibilities like a mother, putting forth new ideas, being equal and not favoured, advancing with the principle of equality, and the mother's house; HRM is a structure that thinks about its company." (P147)

"The human resources manager is like a father. Because the father gives advice, the family manages, keeps the family together." (P93)

"Human resources manager is like a good friend. Because he knows all the information and documents

about the company, the employee, where to do what to do, how to overcome the problems and acts accordingly."(P190)

Category 6: Metaphors In The Living Beings

In this category, students associated the human resources manager with a Living beings (Table 9). The " Living beings" category, 6 metaphors were specified by 8 students (Table 9). The highest percentage of metaphors produced in this category are the bee (25%) and the tree (25%).

Table 9. Distribution Of Metaphors In The Living Beings By Frequency And Percentages

S. No.	Metaphors In The Living Beings Category	Frequency	Overall Percentage %	Percentage In Category %
1	Bee	2	1,08	25,00
2	Tree	2	1,08	25,00
3	Ant	1	0,54	12,50
4	Octopus	1	0,54	12,50
5	Queen bee	1	0,54	12,50
6	Cobweb	1	0,54	12,50
	Coded Documentation	8	4,30	100,00
	Uncoded Documents	178	95,70	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

"Human resources manager is like a bee. Because the bee is very hardworking."(P114)

"Human resources manager is like a tree. Because, as there are many branches of the tree, the human resources manager also has many functions related to it." (P15)

"Human resources manager is like an octopus. Because the HR manager is involved in almost every job related to the organization. The HR department deals with everything that concerns the employee."(P182)

Category 7: Metaphors In The Part Of Nature

In this category, students associated the human resources manager with a part of nature (Table 10). The " part of nature" category, 5 metaphors were specified by 7 students (Table 10). The highest percentage of metaphors produced in this category are sun (13.33%) and water (11.11%).

Table 10. Distribution Of Metaphors In The Part Of Nature By Frequency And Percentages

S. N. Category	Metaphors In The Part Of Nature	Frequency	Overall Percentage %	Percentage In Category %
1	Sun	2	1,08	28,57
2	Water	2	1,08	28,57
3	River	1	0,54	14,29
4	Source	1	0,54	14,29
5	Cobweb	1	0,54	14,29
	Coded Documentation	7	3,76	100,00
	Uncoded Documents	179	96,24	-

Some metaphors related to this category and the reasons for their development were expressed by the students as follows:

"Human resources manager is like the sun. Because sometimes even when cold winds blow, it comes out and warms the environment." (P77)

"Human resources manager is like water. Because it should be clear and transparent." (P183)

"The human resources manager is like an integral part of the ecosystem. Because the people who will establish the connection with the employees, that is, with the lower layer, are the HR managers." (P110)

Discussion and Conclusion

The concept of metaphor, which is expressed as a kind of change whose similarities in certain fields is essential, is a type of analysis used to make the expressions that are difficult to explain and understand comprehensible and to explain better. This analysis emerges with the process of attributing a new meaning and identity to the expression other than its known or dictionary meaning. Morgan (1998, p.14) defines metaphors not only as syntax in sequence, but also as ways of thinking, seeing and perceiving that are reflected in the individual's understanding of the World. In the literature, there are various metaphorical analysis studies about HRM departments, experts and managers. The most typical example of these is the metaphor of "old wine in a new bottle" (Abrahamson, 1996), which describes the transition from personnel management to HRM. The basic idea in these studies is that everything people think, see or feel about HRM can be revealed in a more real and creative way with the help of metaphors.

Richardson and McKenna (2000) examined how metaphor analysis could be used as part of HRM practices in their empirical study of expatriates. The use of metaphor was preferred to encourage more effective recruitment, selection, development and management activities of expats. Arı and Konaklıoğlu (2017) found that HRM is defined as a part of an organism or a whole in their study in which they question the meaning of HRM for HRM managers. They researched metaphors emphasizing the place and importance of HRM for businesses. Accordingly, HRM managers emphasized the importance of HRM with the metaphor of the heart and right arm. Similarly in this study; In the metaphors developed by the students, they perceived the human resources manager as a part of the body and a part of the business, and it was determined that they perceived the human resources manager as a part of a whole. It was observed that students developed similar metaphors in the part of the body category (heart, brain, backbone, arm, etc.). Regarding the metaphors in this category; They stated how vital the human resources manager is for the business.

In the study conducted by Gül (2019), in which he examined the perceptions of employees at different levels in the health sector regarding HRM with a metaphorical analysis, it was concluded that 80% of the perceptions were positive. It has been observed that HRM is highly similar to ivy and octopus. Accordingly, HRM is perceived is a unit which is inclusive, versatile, continuous, strong, reassuring, robust, difficult to develop and time consuming, relevant and intertwined, strong, balance of interests, loyal and trustworthy.

In this study, it was seen that students did not develop a negative metaphor regarding the concept of human resources manager. Similar results were obtained in Gül's (2019) study. The concept of human resources manager is associated with the octopus metaphor in this study. It is also mentioned in the metaphor of the bee, which is known to be hardworking. It has also been associated with mother and father metaphors in the context of strong, relevant and reassuring. Because mothers and fathers stand

behind their children, take care of their children, listen to their problems and find solutions.

As seen from these results; It is understood that the results are similar to the results of studies in the field of human resources management and they are given in the same answers. In this study, it was determined which metaphors the concept of human resources manager was associated with by the students. This study, in addition to other metaphorical analyzes related to human resources management, was made on the concept of human resources manager. Attention was drawn to the metaphors in the concept of human resources manager.

According to these results, it is thought that the emerging perceptions of the students on the concept of human resources manager will guide the future studies. Suggestions developed for other researchers based on the results of the research conducted in this study are as follows:

- This study was carried out with the 3rd and 4th grade students of Sakarya Business School, Department of Human Resources Management. Similar studies can be done with human resources management students at other universities and students from different classes. Thus, the answers of the same department students in different universities can be compared and discussed in new studies.
- In a new study, the characteristics of the participants can be expanded to reveal comprehensive perceptions of the concept of human resources manager.

In a new studies, researchers can examine students' metaphorical perceptions on other concepts related to human resources.

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