The Effect of Organizational and Individual Career Planning on Employee Performance in an Automotive Industry Enterprise

Bir Otomotiv Endüstrisi İşletmesinde Örgütsel ve Bireysel Kariyer Planlamasının Çalışan Performansına Etkisi

Ömer Faruk Diken [1] (ID)
[1] Dr., Konya Metropolitan Municipality, Konya/Turkey

ABSTRACT

Career planning can be defined as the process of determining the goals and necessary tools in this field by determining a roadmap related to a person's career in the organization. The career concept mainly has two perspectives, such as individual and organization. In an Individual Career, it is the case that a person understands his position in the institution and decides where he wants to see his self in the future stages and makes efforts accordingly. Here, a person is making an effort to get himself to the upper steps. In Organizational Career on the other hand, there is a need for the personnel within the organization to assist in issues such as what they can reveal, how to follow a roadmap in order to reach their goals and ideals, and to establish a communication network. Employee performance its concept includes efforts to motivate low-performing individuals in the organization to become more efficient. The hypotheses created by using various sources related to this study called "The Effect of Organizational and Individual Career Planning on Employee Performance in an Automotive Industry Enterprise" were evaluated by applying them to the personnel working in an industrial enterprise in an Organized Industrial Zone in Konya through a survey. The scale was created by using the studies of Rottinghaus, Kalafat, Kirkman, Rosen, Sigler, and Pearson. The main audience of the study consists of full-time employees in the relevant company. In the study, 209 questionnaires were taken into account from those who voluntarily participated in the survey using the convenience sampling method. It has been found that the scales used in the research are suitable for exploratory factor analysis. The Cronbach Alpha coefficients of the scales were found to be high. In this study, in parallel with the research conducted on this subject, it was found that there is a positive and statistically significant relationship between organizational and individual career planning measurement data and Employee Performance ($p<001$). However, in the study, different results were reached on issues related to gender, age, education, and income status. In terms of gender variable, there was no difference between the Organizational and Individual Career Planning averages ($p>0.05$) and the Employee Performance averages ($p>0.05$). According to the age variable, while there is no difference between the organizational and individual career planning averages, it has been found that there is a difference between the employee performance averages. Organizational and Individual Career Planning measurement data ($p<0.05$) and Employee Performance measurement data ($p<0.05$) show a significant difference according to the education level variable. The measurement data of Organizational and Individual Career Planning ($p<0.05$) show a significant difference according to the income status variable. The Employee Performance measurement data ($p>0.05$) do not show a significant difference according to the income status variable.

Keywords: Automotive, Individual Career Planning, Organizational Career Planning, Employee Performance

ÖZET

Kariyer planlama, kişinin organizasyondaki kariyeri ile ilgili yol haritasının belirlenerek bu alandaki hedeflerin ve gerekli araçların belirlenmesi süreci olarak tanımlanabilir. Kariyer kavramının temel olarak birey ve organizasyon olmak üzere iki perspektifi vardır. Bireysel Kariyerde kişinin kurumdaki konumunu anlayarak kendisini ileriki aşamalarda nerede görmek istediğine karar vermesi ve buna göre çaba göstermesi durumudur. Burada kişi kendini daha üst basamaklara çıkarmak için çaba harcamaktadır. Organizasyonel Kariyerde ise organizasyon içindeki personelin, hedef ve ideallerine ulaşmak için neler ortaya koyabileceği, nasıl bir yol haritası izlemesi gerektiği, iletişim ağı kurması gibi konularda yardımcı olmasına ihtiyaç vardır. Çalışan performansı kavramı, organizasyondaki düşük performanslı bireylerin daha verimli olmaları yönünde motive edilme çabalarını içermektedir. "Bir Otomotiv Sanayi İşletmesinde Örgütsel ve Bireysel Kariyer Planlamasının Çalışan Performansına Etkisi" adlı bu çalışmaya ilişkin çeşitli kaynaklardan yararlanılarak oluşturulan hipotezler, Konya ili Organize Sanayi Bölgesinde yer alan bir sanayi işletmesinde çalışan personele uygulanarak değerlendirilmiştir. Ölçek Rottinghaus, Kalafat, Kirkman, Rosen, Sigler ve Pearson'un çalışmalarından yararlanılarak oluşturulmuştur. Çalışmanın ana kitlesini ilgili firmadaki tam zamanlı çalışanlar oluşturmaktadır. Çalışmada 209 anket kolayda örnekleme yöntemi kullanılarak araştırmaya gönüllü olarak katılan kişilerden alınmıştır. Araştırmada kullanılan ölçeklerin açımlayıcı faktör analizine uygun olduğu tespit edilmiştir. Ölçeklerin Cronbach Alpha katsayıları yüksek bulunmuştur. Bu çalışmada, bu konuda yapılan araştırmalara paralel olarak, örgütsel ve bireysel kariyer planlama ölçüm verileri ile Çalışan Performansı arasında pozitif ve istatistiksel olarak anlamlı bir ilişki olduğu tespit edilmiştir ($p<001$). Ancak araştırmada cinsiyet, yaş, eğitim ve gelir durumu ile ilgili konularda farklı sonuçlara ulaşılmıştır. Cinsiyet değişkeni açısından Örgütsel ve Bireysel Kariyer Planlama ortalamaları ($p>0,05$) ile Çalışan Performansı ortalamaları ($p>0,05$) arasında fark bulunamamıştır. Yaş değişkenine göre örgütsel ve bireysel kariyer planlama ortalamaları arasında farklılık bulunmazken, çalışanların performans ortalamaları arasında farklılık olduğu tespit edilmiştir. Organizasyonel ve Bireysel Kariyer Planlama ölçüm verileri ($p<0,05$) ve Çalışan Performansı ölçüm verileri ($p<0,05$) eğitim düzeyi değişkenine göre anlamlı farklılık göstermektedir. Organizasyonel ve Bireysel Kariyer Planlama ölçüm verileri ($p<0,05$) gelir durumu değişkenine göre anlamlı farklılık göstermektedir. Çalışan Performansı ölçüm verileri ($p>0,05$) gelir durumu değişkenine göre anlamlı bir farklılık göstermemektedir.

Anahtar Kelimeler: Otomotiv, Bireysel Kariyer Planlama, Organizasyonel Kariyer Planlama, Çalışan Performansı.

1. INTRODUCTION

Employees in enterprises, on the one hand, try to meet their needs by taking advantage of the employment opportunities provided by companies; on the other hand, they plan to be in better positions and conditions in the future. In addition to this individual career planning of employees, the organization's involvement in career planning in an institutional sense motivates employees and whips up feelings of organizational commitment.

It can contribute to the implementation of the happy employee formula by motivating low-performing individuals in the organization, increasing employee performance, reducing stress, and motivating employees who are looking to the future with confidence by motivating them to become more efficient.

The Effect of Organizational and Individual Career Planning on Employee Performance in an Automotive Industry Enterprise, the literature related to this study was reviewed and hypotheses were determined in the light of theoretical studies. These hypotheses were evaluated with the help of a questionnaire on employees in a private sector enterprise in the Konya organized industrial zone. The data obtained by this study are from statistical methods was analyzed with SPSS.22 programs.

There are studies with titles containing different parameters related to the subject. The mentioned research is mentioned in the relevant part of the study. It is known that it is important to take efficiency as a basis for maximizing profitability in enterprises. Employees' happy and positive thoughts about the future may require loyalty to the organization and sacrifice for the business. Minimizing uncertainty about the future of employees can reduce their stress. In this sense, career planning can contribute to the satisfactory performance of employees and the realization of the desired goals.

2. CAREER PLANNING AND MANAGEMENT

In this section, the definition of career and career planning concepts is included, and individual and organizational career topics are discussed within the scope of the literature.

2.1. Definition of the Career Concept

Career can be defined as the sum of the experiences gained by an individual to move to later stages in the work process, to have a successful career history and to add value to the organization as well as personal communication capacity. In the same way, the steady progress of the employee in a certain period and in the sector can be considered as the acquisition of experience and dexterity (Armstrong, 2008: 165; Bayraktaroğlu, 2006: 139). In addition, it is a concept that covers the jobs that people carry out throughout their working life, the events, and developments in this process (Bingöl, 2006: 245).

Career; raising the position coincides with the maturation of the employee's self, providing opportunities and, accordingly, career planning. Career plays a vital role in determining the characteristics of an individual, indicating his social performance and position. It ensures that he has the necessary financial strength for the maintenance of his professional life. It allows the individual to experience the feeling of satisfaction that he is working and contributing spiritually. The mainstay on which the career concentrates is the human element. From this point of view, people who have fulfilled these requirements mentioned above may want to rise to the stage of self-realization (Adekola, 2011:102-103; Kozak, 2001: 17).

2.2. Definition, Objectives and Necessity of Career Planning

The dynamics of the institution itself in the circles where commercial activities are carried out and the developments regarding the individuals within it have been the reason for enterprises to improve their human resources in this field. Career Planning plays a role in bringing the mentioned factors to the institution and making the person-institution relationship optimal (Şimşek and Öge, 2007:266). In this context, career planning can be defined as the process of determining the goals and necessary tools in this field by determining a roadmap related to a person's career in the organization (Uysal, 2012: 8; Şimşek, 1998: 338). In this context, career planning is also important in order to adapt to the constantly changing environmental and market environment, to be successful in the institution, to gather competent people in the institution and to be able to adapt to more volatile environments. It has been stated that the personnel trained in this subject behave more willingly in the care of sincerity, efficiency, sensitivity to different opinions and reaching the goals of the tasks they perform (Geylan et al., 2004:123; Bowen and Hall, 1977:29-30; Soysal, 2004: 122).

During Career Planning, processes such as showing a clear attitude about the goals to be achieved, specifying alternative routes, identifying promising sectors and deciding which of them can be better, determining the positions where officials in the institution can best reflect their competencies, identifying strong or weak sides,

and benefiting from people who have achieved success or acted as consultants in similar areas can be followed (Taşlıyan et al., 2011). According to another view, in career planning, processes such as clearly determining a person's individual goals, being aware of their abilities and competencies and thus performing work, specifying the obligations required by the job and looking at the overlap with the individual, receiving training to achieve the goal are carried out. Finally, the activities of the assistants who will organize the developments in his career and shed light on him are carried out (Ylyasov, 2006: 59; Gökdeniz, 2017: 125).

It can be stated that career planning aims to increase the efficiency and productivity of the institution; qualification, the route that the person and the institution will arrive at, and to encourage individuals, integrate them under a common umbrella, and increase the possibility of providing returns. It also tries to carry out career planning for the purposes of ensuring that employees have individual achievements, achieve satisfaction as a result of the works that the individual has revealed, increase self-confidence, adopt themselves as a unity with the organization and create areas where staff can evaluate their competencies and goals, and ensure more optimal use of the human element. Such factors are also vitally important by businesses (Şimşek et al., 2004: 93; Uysal, 2012: 8; Bayraktaroğlu, 2006: 142).

2.3. Individual and Organizational Career Planning

2.3.1. Individual Career Planning

Individual career planning is defined as the process that results in determining employee competencies and career opportunities, raising an individual's knowledge and abilities to a better level, and increasing his motivation to make a distance in his career (Mallon, 1998: 361; Çalık and Ereş, 2006: 92). Personal career planning can also be useful in the context of examining the individual and work-related trends of a person, as well as the levels of knowledge and competence he has (Bingöl, 2006: 296). Personal career planning can be classified as the process of determining the individual's desires, knowledge, and competencies by exploring and determining the business and related field in which he will operate during the study process. Based on this, these are the activities that an individual creates by taking on all these obligations and planning on his own (Aryee and Debrah, 1992: 89; Ayan, 2011: 176).

2.3.2. Organizational Career Planning

In order for personal career plans to be effective, it is necessary to provide organizational support. It is important in the context of being successful that organizational career plans, which are a process that includes members in the institution and is carried out by the institution, operate interactively with personal career plans (Bilen, 1998: 37; Sönmez, 2017: 33).

Organizational career planning provides support to people in matters such as fulfilling the goals they have set, providing an opportunity to improve their selves, as well as maintaining their assets to institutions, creating the opportunity to establish a system in which they can easily eliminate their workforce-related deficiencies in the future. Corporate career planning can be defined as the process of high-level individuals making plans about career goals for those in business, creating career paths and factors of the institution (Argüden, 1998: 59; Sav, 2008: 25; Çalık and Ereş, 2006: 95). In other words, organizational career planning is stated in the form of planning, processes and execution of these factors carried out to estimate the needs of employees to exhibit their performance and classify their career goals (Güner, 2018: 57). In organizational career planning, it is important to indicate the needs of people and to provide support to the senior levels for this process to be effective, and the solutions they propose are important. Another important aspect is that the target strategies are carefully specified, and the personnel are evaluated according to them. This aspect can provide the opportunity for effective returns (Tunç and Uygur, 2001: 71; Burcu, 2018: 38).

3. PERFORMANCE AND EMPLOYEE PERFORMANCE

The first models of measuring the abilities of individuals in enterprises were observed in public institutions in the USA in the 1900s. Later, F. The concept of performance evaluation has continued to gain popularity through Taylor's work measurement studies (Uyargil, 1994).

Then, after the 1970s, activities in this field began to be explained with more than one criterion. Until today, studies on employee performance have been developed in detail to achieve more efficiency. Performance is defined as a set of qualitative or action-based efforts made to achieve a specified goal (Tutar and Altınöz, 2010). In addition, performance can be defined as the implementation of activities, or the attitude taken by those who provide it.

In order for the officials in the institution to carry out the processes, it is necessary to encourage them, and their motivation should be strong. Especially the increase of success in the efficiency of production, etc. is important for the processes. In order to create this working environment and capture an appropriate atmosphere, remuneration, incentives, promotion in such a way that he feels good about himself as a rank, a friendly environment, etc. processes need to be carried out (Uygur, 2007: 75, Uysal and Yıldız, 2014).

Employee performance can be defined as the nature, number, efficiency, profitability of the outputs that occur at a certain time in the institution, or the degree of achievement of a previously determined goal (Çöl, 2008, Tutar and Altınöz, 2010). In other words, it is a concept that affects the rewards that the personnel who carry out the activities will receive if they are successful (Rousseau and Mclean, 1993).

Since the majority of the activities performed by an organization are performed by employees, employee-oriented investment also affects Employee Performance. In this way, employee performance also increases, and the organization can reach its goals more easily (Çelik et al., 2011).

According to Hawthorne and many studies, when individuals who are satisfied with their job increase, it has led to higher job performance and a decrease in situations such as quitting a job. This situation is lower in people who are dissatisfied with their job (Landy, 1985, Elnaga and Imran, 2013). It is easier to achieve goals and achieve high performance in a motivated organizational atmosphere. If the staff sees themselves as more competent in fulfilling their duties, their efforts may also increase (Kinicki and Kreitner, 2007).

The concept of employee performance includes efforts made to lift up low-performing individuals in the organization and is classified as follows: Planning, observation, development, evaluation and rewarding. At the planning stage, there is the specification of the objectives of the employees, the development of strategies on how they will operate, and the making of drafts related to the target. At the observation stage, there is a determination of who is effective and how effective in fulfilling the goals. There is a situation of constantly measuring the efforts of individuals in observation and providing regular feedback in achieving the goals of the working group. In addition, the task of determining how much it complies with the previously specified standards and what changes it can make in unusual situations can also be observed at this stage. At the development stage, there is a situation to optimize deficient performance depending on work-related time rules. In particular, the deficiencies identified in planning and observation are important evidence that can be addressed. It can be stated that the evaluation phase is the part that summarizes the employee performance. It can be instrumental in comparing the capabilities of many organizations. On the other hand, there are situations such as rewarding, finding out who has made the best effort and paying off when the activities end (Landy, 1985, Elnaga and Imran, 2013). In other words, it can be said that it is a job to measure the capacity, competence, business process procedures and attitudes of personnel by comparing them with others (Ertekin, 1993, 110).

By introducing a different definition to employee performance, it is to determine that they can start in the future with the help of the level of success that the institution or employees in the institution can achieve in a certain period based on previously accepted success criteria and standards (Bayraktaroğlu, 2006).

Thus, it is possible to ensure the harmony between the competencies of the personnel and the format of the work, to increase the effectiveness of the employees, to decipher their shortcomings and mistakes, that is, to evaluate them with a holistic perspective (Kozak, 2001; Fındıkçı, 2003: 297).

Here, the fact that individuals supervise themselves when appropriate, and are observed by their superiors when appropriate, indicates the dynamics of the activity they perform (Aydın, 2008: 172).

With performance evaluation, criteria such as providing communication channels, sharing the responsibilities of incorrect or appropriate jobs, determining the individual's resilience and diligence at work, determining his moral and personal characteristics, providing education in the relevant environment are set out. It can be said that performing the task of performance evaluation actually involves coaching (encouraging individuals within the organization to take on greater responsibilities and empowering them) and evaluation (making decisions that concern individuals' activities within the organization) (Barutçugil, 2002, Baytar, 2010).

In performance evaluation, there is a search for individual goals to be negotiated face-to-face by people, motivating those who put forward quality jobs and conducting returns, specifying what and how much the employees in the institution can do and eliminating deficiencies, determining who will rise in the business environment, be given a raise, be fired. These listed factors show that we have a reliable standard (Luecke, 2008: 101).

An employee who is aware that he is being observed by his superiors around him may show a desire to work harder in order to get ahead of other colleagues (Pehlivan, 1995: 172).

The way to prevent individuals from being placed in positions where their abilities are not suitable, such as favoritism, can also be through performance evaluation (Uyargil, 1994: 3).

In addition, it aims to indicate educational deficits, determine how to benefit from people with different abilities, and provide us with factors such as what employment in a similar field will indicate according to (Aşkun, 1982: 78).

4. A RESEARCH ON THE EFFECT OF ORGANIZATIONAL AND INDIVIDUAL CAREER PLANNING ON EMPLOYEE PERFORMANCE IN AN AUTOMOTIVE INDUSTRY ENTERPRISE

4.1. The Purpose, Scope, and Importance of the Research

With this study, the aim of obtaining information about the Effects of Organizational and Individual Career Planning on Employee Performance, the dimensions, and effects of its application in an automotive industry enterprise. The hypotheses created by using various sources were evaluated by applying them to the personnel working in an industrial enterprise in an Organized Industrial Zone in Konya through a survey. The individual career planning of employees in a medium-sized industrial enterprise and how effective the career planning applied by the organization in an institutional sense is on the performance of employees is a critical issue for productivity and success in enterprises.

The working environment often makes people nervous and leads to elevated levels of stress when it is not managed well. This also reduces employee performance. This is an undesirable situation in an industrial enterprise established for the purpose of profit maximization. Businesses can minimize such negative characteristics by making individual and organizational career planning.

4.2. Methodology of the Research

Related to this study, data were obtained by conducting a survey study for employees and managers working in a medium-sized industrial enterprise in the Organized Industrial Zone of Konya.

The main audience of the study consists of full-time employees in the relevant company. The survey form has been distributed to all staff (237). The sample size of the total study was determined using the convenience sampling method. The research data were collected from 223 people who voluntarily participated in the survey. After the incomplete filled-in ones were sorted out, 209 questionnaires were taken into account in the research.

To measure career planning in research, Rottinghaus et al. (2005) The "Career Futures Inventory" developed by was used. In the studies conducted in the field of human resources management, it is observed that the career future scale is usually used to obtain information about individual career planning (Kalafat, 2012). The scale consists of 25 expressions and these 25 expressions consist of three sub-dimensions: "career compatibility", "career optimism" and "perceived knowledge about job markets". The scale was adapted to the Turkish language by Kalafat (2012) with three dimensions and 25 expressions.

The questions of the questionnaire about employee performance were first used in the studies conducted by Kirkman and Rosen (1999) and then by Sigler and Pearson (2000) and consist of 4 items. The scale consists of a 5-point Likert scale. The reliability coefficient of the scale was determined as 0.82 by Çöl (2008). The scale is one-dimensional.

4.3. The Model and Hypotheses of the Research

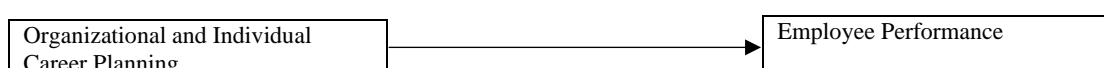The model created related to the study is given in Figure 1 and the hypotheses are listed.

Figure 1. The Research Model

H_{null}= There is no significant difference between organizational and individual career planning and employee performance averages (p>,01).
H_a = There is a significant relationship between organizational and individual career planning and employee performance averages (p<,01).

Sub Hypotheses

H_{a1}= Organizational and individual career planning has a significant impact on employee performance ($\hat{Y}=b_0+b_1X_1+\varepsilon$, p<,05).

H_{a2}= The averages of organizational and individual career planning and employee performance universes are different according to gender variable ($\mu1-\mu2\neq0$).

$H_{a3(1)}$ = There is no difference between the averages of the organizational and individual career planning universes according to the age variable. ($\mu1-\mu2\neq0$).

$H_{a3(2)}$ = There is no difference between the averages of employee performance universes according to the age variable.

H_{a4}= The averages of organizational and individual career planning and employee performance universes are different according to the educational level variable ($\mu1-\mu2\neq0$).

$H_{a5(1)}$ = There is no difference between the averages of organizational and individual career planning universes according to the income status variable ($\mu1-\mu2\neq0$).

$H_{a5(2)}$ = There is no difference between the averages of employee performance according to the income status variable ($\mu1-\mu2\neq0$).

In our study, the effect of organizational and individual career planning on employee performance was analyzed according to demographic variables. Career planning may have different relationships with demographic variables such as job performance, gender, education, age, expectations about the future, i.e., income status.

4.4. Analysis of Demographic Variables

When the distribution of participants in the study is examined based on age groups, it is observed that 58.9% are in the 31-40 age range, 21.5% are in the 41-50 age range, and 19.6% are in the 20-30 age range. When looking at the distribution by gender, 83.3% are male, and 16.7% are female. Regarding marital status, 78.5% are married, and 21.5% are single. In terms of educational background, 45% have a bachelor's degree, 30.1% have a high school diploma, and 24.9% have an associate degree. In terms of monthly income, 41.1% earn between 11501-15000 units, 33% earn between 15001-20000 units, 13.4% earn less than 11500 units, and 12.4% earn between 20001-30000 units. Regarding their roles within the organization, 35.4% are technical personnel, 28.2% fall into the "other" category, 17.7% are administrative personnel, 14.4% are section supervisors, and 4.3% are department managers. When it comes to the number of years worked, 44.5% have worked for 11-15 years, 18.7% have worked for 6-10 years, 16.3% have worked for 16 years or more, 15.3% have worked for 1-5 years, and 5.3% have worked for less than 1 year. The results are shown in Table 1.

Table 1. Descriptive Statistics

		N	%
Age	20- 30	41	19.6
	31-40	123	58.9
	41-50	45	21.5
	Total	209	100.0
Gender	Female	35	16.7
	Male	174	83.3
	Total	209	100.0
Marital Status	Married	164	78.5
	Single	45	21.5
	Total	209	100.0
Educational Status	High school	63	30.1
	Associate degree	52	24.9
	Bachelor's Degree	94	45.0
	Total	209	100.0
Monthly income	Below 11500	28	13.4
	11501-15000	86	41.1
	15001-20000	69	33.0
	20001-30000	26	12.4
	Total	209	100.0
Duty in the Institution	Department Manager	9	4.3
	Unit Responsible	30	14.4
	Administrative Staff	37	17.7
	Technical Staff	74	35.4
	Other	59	28.2
	Total	209	100.0
How many years have you been working?	Less than 1 year	11	5.3
	1-5 years	32	15.3
	6-10 years	39	18.7
	11-15 years	93	44.5

16 years and over	34	16.3
Total	209	100.0

Exploratory factor analysis was performed to evaluate the validity of the scales used in the research. It was found that the data were suitable for exploratory factor analysis. The Cronbach Alpha coefficients of the scales are presented. The findings are listed below.

4.5. The Results of the Factor Analysis

Exploratory factor analysis was applied to the two scales evaluated within the scope of the study. In the factor analysis performed with Varimax rotational rotation, it was tried to determine the three-dimensional structure of the Organizational and Individual Career Planning scale in accordance with the original size numbers and the one-dimensional structure of the Employee Performance scale.

The distribution of the 25 items included in the career planning scale within the three-dimensional structure is presented in Table 2. The 8 items included in the scale contain a negative situation and were coded in reverse before the analysis. The reverse encoded substances are indicated in the table (with the letter R). The KMO value was determined as 0.674 and it was decided that the scale was suitable for evaluation. The items collected in the 1. dimension of the scale represents the career compatibility sub-dimension in accordance with the literature, and the total variance ratio of the 11 items included in this dimension is 24.717% and the eigenvalue is 4.458. The items collected in the 2. dimension of the scale represents the career optimism sub-dimension in accordance with the literature, and the total explained variance ratio of the 11 items included in this dimension is 16.310%, and the eigenvalue is 3.077. The items collected in the 3. dimension of the scale represents the perceived information sub-dimension related to the labor markets in accordance with the literature, and the total explained variance ratio of the 3 items included under this dimension is 10.362%, and the eigenvalue is 2.591. The Cronbach Alpha values of the three dimensions were determined as 0.590, 0.237, 0.186 respectively, Cronbach alpha analysis was performed to measure the reliability value of each sub-dimension. As a result of the factor analysis of this scale, a three-dimensional structure has been obtained, the eigenvalue of which varies between 2,591 and 4,458, and which explains 51,389 percent of the variance in total.

Table 2. Career Planning Dimensions Factor Analysis Results

	Factor Scores		
	1	2	3
I easily adapt to the new business rules.	,685		
I can adapt to changes in my career plans.	,611		
I can overcome the obstacles that may stand in my way in my career.	,610		
I like to strive for new tasks related to my work.	,580		
I can adapt to changes in working life.	,401		
I will easily adapt to changes related to my work.	,398		
If others are asked, they will say that I will adapt to the change in my career plans.	,475		
My career success will be determined by my own efforts.	,591		
If the plans for my career do not go the way I expected, I will try to quickly recover myself.	,558		
I'm rarely in control of my career plans. (R)	,606		
The success I have achieved in my career is not in my hands to control. (R)	,531		
I get excited when I think about something related to my career.		,535	
Thinking about my career inspires me.		,451	
It gets on my nerves thinking about my career. (R)		,486	
It is difficult for me to make a career plan. (R)		,455	
It is difficult to make a career plan suitable for my abilities. (R)		,633	
I know my career interests well.		,347	
I am determined to fulfill my dreams for my career.		,447	
I am not sure that I will be successful in my career in the future. (R)		,491	
It is quite difficult to find the right career path. (R)		,502	
Planning my career is a natural job for me.		,405	
I am absolutely confident that I will make the right decisions about my career.		,563	
I'm good at understanding trends in the labor market.			,447
I don't understand the trends in the labor market. (R)			,454
It is quite easy to understand future employment trends.			,456
Eigenvalue:	4.458	3.077	2.591
The Explained Variance is:	24.717	16.310	10.362
Cronbach Alpha:	0.590	0.237	0.186

Extraction Method: Principal Component Analysis.
a. 3 components extracted.

Open Access Refereed E-Journal & Indexed & Puplishing ideastudies.com ideastudiesjournal@gmail.com

IDEA

1351

The distribution of the 4 items included in the Employee Performance scale in a one-dimensional structure is presented in Table 3. The KMO value was determined as 0.524 and it was decided that the scale was suitable for evaluation. The total explained variance ratio of the 4 items in the single dimension of the scale is 63.887% and the eigenvalue is 1.355. Cronbach Alpha analysis was performed to measure the reliability value of the scale, and the Cronbach Alpha value of the single dimension was determined as 0.305.

Table 3. Results of Employee Performance Factor Analysis

	Factor Scores 1
I complete my tasks just in time.	,775
I achieve my business goals more than enough.	,688
I am sure that I have reached more than enough standards in the quality of service I provide.	,498
When a problem is raised, I produce a solution in the fastest way.	,483
Eigenvalue	1.355
The Explained Variance is	63.887
Cronbach Alpha	0.305
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

The fact that the explained variance is above 30 percent is considered sufficient if the factor is one-dimensional (Çokluk et al., 2010: 197). When looking at the results of factor analysis (Table 2 and Table 3), it is seen that the explained variances of career planning and employee performance dimensions are above 30 percent.

4.6. Analysis of Research Findings

Calculations of skewness and kurtosis values were made to observe the distributions of measurement data. The skewness value of the Organizational and Individual Career Planning measurement data is 0.061, the standard error of the skewness value is 0.168, the standard error of the kurtosis value is -0.051, the standard error of the kurtosis value is 0.335. The skewness value of the Employee Performance measurement data is -0.393, the standard error of the skewness value is 0.168, the standard error of the kurtosis value is -0.569, the standard error of the kurtosis value is 0.335.

It is important to perform parametric analyses for the data according to the skewness and kurtosis values in order not to fall into Type I and Type II errors (Karagöz, 2016: 646). In the light of the obtained findings, it was found appropriate to perform parametric tests by determining that the data were normally distributed. Due to the fact that the sample size is also sufficient, analyses in accordance with the hypotheses were preferred in the study where parametric tests were performed. Correlation is a technique that describes the relationship between our variables in our data set, from what angle it affects, how much it affects and the degree (Özdamar, 2015: 379). In regression, it is possible to decipher the contacts and connections that may exist between a dependent variable and independent data at a numerical or logical level (Kalaycı et al., 2010: 199). The T Test examines whether there are separate situations in the two data groups in the context of averages (Kalaycı et al., 2010: 74). In the analysis of variance, it examines whether there are separate situations between more than two groups. There are assumptions such as the data with the dependent variable being at the minimum interval level, the specified scores displaying a normal distribution at the level of information related to the dependent variable, and whether there is a relationship between the samples when comparing the means of the data (Büyüköztürk, 2005: 47-48). Within the scope of the study, statistical analyses were evaluated on a significance value of $p < 0.05$.

In this section, the findings and comments arising from the analysis of the data obtained through the survey are included. The propositions related to organizational and individual career planning and employee performance were asked to the subjects in a five-point Likert style. The results of the analysis are shown in Table 4.

Table 4. Analysis Results Related to Measurement Data

Measurement Data	Minimum	Maximum	Arithmetic Average	Standard Deviation	Cronbach Alpha
Organizational and Individual Career Planning	65	94	80.7225	5.20812	0.680
Employee Performance	14	20	18.0383	1.42048	0.305

Notes: (i) n=209 Organizational and Individual Career Planning Measurement Data Cronbach's Alpha= it was found to be 0.680.
(ii) n=209 Employee Performance Measurement Data Cronbach's Alpha= 0,305 it was found as.

When the results of organizational and individual career planning and employee performance measurement data were analyzed in Table 4, the arithmetic mean and standard deviation values of Organizational and Individual Career Planning measurement data were found to be 80.7225 ± 5.20812, and the arithmetic mean and standard deviation values of Employee Performance measurement data were found to be 18.0383 ± 1.42048. As can be

seen in Table 4, the averages of Organizational and Individual Career Planning and Employee Performance are high.

The main purpose of this study is *"the effect of organizational and individual career planning on employee performance"* determination. For this reason, the relationship between the two factors included in the scale will be examined in Table 5 with the Pearson correlation coefficient (H_a). Then, the factors with significant relationship will be subjected to regression analysis in Table 6 (H_{a1}). The comparison between these factors and gender, age, educational status, and income status will also be included in Table 7, Table 8, Table 9, and Table 10 (H_{a2}-H_{a5}).

Table 5. Correlation Analysis Results

	(R_1)	(R_2)
Organizational and Individual Career Planning (R_1)	1	0.207
Employee Performance (R2)	0.207	1

Notes: (i) n=209, **(ii)** Pearson Correlation Coefficient

When the correlation matrix in Table 5 is examined regarding the Pearson correlation coefficient and significance, it is observed that there is a low-degree positive and statistically significant relationship [r = 0.207, p < 0.01] between organizational and individual career planning measurement data and Employee Performance. In general, when examining the significance of the Pearson correlation coefficient, it is observed that the two-tailed significance value (p) within the 95% confidence interval is less than 0.01. Therefore (H_a= There is a significant relationship between organizational and individual career planning and Employee Performance averages (p<,01). The hypothesis that there is a significant relationship between organizational and individual career planning and Employee Performance averages has been partially accepted although the p value is less than 0.01, the fact that the r value is low indicates that this hypothesis is partially accepted.

After determining a statistically significant relationship between Organizational and Individual Career Planning and Employee Performance measurement data, the effects of the factors with a significant relationship on each other were examined by regression analyses in Table 6.

Table 6. Results of Simple Regression Analysis on the Significant Effect of Organizational and Individual Career Planning on Employee Performance

Variable	β	Standard Error	Beta	t	F	p
Constant*	67.003	4.511		14.854	**9,309**	**0.003**
Organizational and Individual Career Planning (Log_{10})	0.761	0.249	0.207	3.051		

Coefficient of Determination R=0.207 R^2=0.043 Regression Model Materiality Test F=9.309 p=,003*
Dependent Variable: Employee Performance Measurement Data* The relationship is significant at the significance level of p>0.05.

Table 6 When the regression model is examined, it is seen that the model is statistically significant [F= 9.309; p<0.05]. Organizational and Individual Career Planning [t= 0.207, p<0.05] the t value is statistically significant. Coefficient of determination R^2 considering its value, 4.3% of employee Performance is explained by organizational and individual career planning. In addition, organizational and individual career planning has a positive effect on Employee Performance of 0.761'lik there is an effect (β=0.761; p>0.05).

In general, when examining the overall significance of the Pearson correlation coefficient within the 95% confidence interval, the two-tailed significance value (p) is less than 0.05. Therefore H_{a1}= Organizational and individual career planning has a significant impact on employee performance the hypothesis of ($\hat{Y}=b_0+b_1X_1+\varepsilon$, p<,05) was accepted ($H_{a1}$).

Table 7. Independent Samples According to Gender Variable T Test Analysis Results

		N	$\bar{X}$	S. Deviation	t	p
Organizational and Individual Career Planning	Female	35	80.400	5.73534	-0.565	0.573
	Male	174	80.7874	5.11098		
Employee Performance	Female	35	17.9143	1.44245	-0.401	0.689
	Male	174	18.0632	1.41892		

Notes: (i) n=209, **(ii)** Independent Samples T Test
(iii) * The relationship is significant at the level of 0.05

In the comparison of the gender variable with the Organizational and Individual Career Planning averages [t=-0.565; p>0.05], In the comparison of the gender variable with Employee Performance [t= -0,401, p>0.05] There is no statistically significant difference. In general, when examining the overall significance of the t-test (gender) within the 95% confidence interval, the significance value (p) is greater than 0.05. H_{a2}= The averages of organizational and individual career planning and employee performance universes are different according to gender variable (µ1-µ2≠0). Therefore, the hypothesis has been rejected.

Table 8. Results of the One-Way Variance Analysis According to the Age Variable

		N	$\overline{X}$	S. Deviation	F	p
Organizational and Individual Career Planning	30 Years and Under	41	83.1707	4.63089		
	31-40 Years Old	123	79.6016	5.01267	0.794	0.454
	Age 41 and over	45	81.5556	5.40856		
Employee Performance	30 Years and Under	41	18.1707	1.32103		
	31-40 Years Old	123	17.9350	1.44710	8.530	0.000
	41 Years and Over	45	18.2000	1.43970		

Notes: (i) n=209, **(ii)** One-Way Analysis of Variance (Age)
(iii) * The relationship is significant at the level of 0.05

When the one-way variance analysis results of the organizational and individual career planning and employee performance measurement data averages of the subjects according to the age variable were examined, there was no significant difference between the Organizational and Individual Career Planning measurement data [=0.794, p>0.05], while there was a significant difference between the Employee Performance measurement data [F=8.530, p<0.05] according to the age variable. When looking at which groups the difference is between in terms of employee performance using post-hoc tests, it was concluded that the group under the age of 30 is different from the 31-40 age group.

When examining the overall significance of the F-test (age) in organizational and individual career planning and employee performance measurement data, within the 95% confidence interval, the two-tailed significance value (p) is greater than 0.05 for one variable and less than 0.05 for another variable. Therefore, while there is no difference between the organizational and individual career planning averages according to the Age variable, it has been found that there is a difference between the employee performance averages.

Therefore "$H_{a3(1)}$ = There is no difference between the averages of the organizational and individual career planning universes according to the age variable. "The hypothesis is accepted. But "$H_{a3(2)}$ = There is no difference between the averages of employee performance universes according to the age variable". The hypothesis has been rejected.

Table 9. Results of the One-Way Variance Analysis According to the Educational Level Variable

		N	$\overline{X}$	S.Deviation	F	p
Organizational and Individual Career Planning	Elementary and High Schools	63	82.9206	5.56574		
	Associate degree	52	78.5385	4.17960	11.329	0.000
	Bachelor's and Graduate	94	80.4574	4.94195		
Employee Performance	Elementary and High School	63	18.444	1.30480		
	Associate degree	52	17.8654	1.55965	3.786	0.024
	Bachelor's and Graduate	94	17.8617	1.37255		

Notes:
(i) n=209, **(ii)** One-Way Analysis of Variance (Educational Level),
(iii) * The relationship is significant at the level of 0.05

When the one-way variance analysis results regarding the averages of organizational and individual career planning and employee Performance measurement data according to the subjects' educational level variable are examined, Organizational and Individual Career Planning measurement data [F=11,329; p<0.05] Employee Performance measurement data [F=3,786 p<0.05] show a significant difference according to the educational level variable. When the reasons for the difference are examined by posthoc analyses, it can be said that they are caused by the fact that the elementary and high school groups are different from other groups in terms of Organizational and Individual Career Planning measurement data; and the elementary and high school and undergraduate and higher groups are different from each other in terms of measuring Employee Performance.

In general, when examining the overall significance of the F-test (education level) in employee performance measurement data, within the 95% confidence interval, the two-tailed significance value (p) is less than 0.05. Therefore, "H_{a4}= The averages of organizational and individual career planning and employee performance universes are different according to the educational level variable." the hypothesis has been accepted.

Table 10. Results of the One-Way Variance Analysis According to the Income Status Variable

		N	$\overline{X}$	S. Deviation	F	p
Organizational and Individual Career Planning	Below 11500	28	82.2857	4.97294		
	Between 11501-15000	86	81.5814	5.31914	5.385	0.001
	Between 15001-20000	69	78.7536	4.90620		
	Between 20001-30000	26	81.4231	4.56222		
Employee Performance	Below 11500	28	18.0714	1.41234	1.634	0.183

Between 11501-15000	86	18.2326	1.38627
Between 15001-20000	69	17.7391	1.50149
Between 20001-30000	26	18.1538	1.25514

Notes:
(i) n=209 **(ii)** One-Way Analysis of Variance (Income Status)
(iii) * The relationship is significant at the level of 0.05

When the one-way variance analysis results of the organizational and individual career planning and employee performance measurement data averages of the subjects according to the income status variable are examined, the Organizational and Individual Career Planning measurement data [F= 5,385, p<0.05] show a significant difference according to the income status variable. The Employee Performance measurement data [F= 1,634, p>0.05] do not show a significant difference according to the income status variable. When the difference between organizational and individual career planning measurement data is examined with post hoc tests, it can be said that the difference arises from the 15001-20000 group being different from the group below 11500 and the group between 11501-15000.

When examining the overall significance of the F-test (income status) in performance measurement data, within the 95% confidence interval, the significance value (p) is less than 0.05 for organizational and individual career planning, and it is greater than 0.05 for the employee performance variable.

Therefore; "$H_{a5(1)}$ = There is no difference between the averages of the organizational and individual career planning universes according to the income status variable." The hypothesis has been rejected. But "$H_{a5(2)}$ = There is no difference between the averages of employee performance universes according to the income status variable." The hypothesis is accepted.

5. CONCLUSION AND RECOMMENDATIONS

The concept of employee performance includes efforts made to lift up low-performing individuals in the organization. It is assumed that it will be useful to enable employees to make individual career planning in order to increase their loyalty to the organization and productivity. In order for the individual career planning of employees to be carried out rationally, there must be a positive policy in the organizational sense and the necessary importance must be given.

When the literature on this topic is examined, research studies mostly suggest a positive relationship between organizational performance and career management in human resource practices. In this context, Turan's (2008) study on 112 managers working in hotels in Antalya found that the relevant hotels use the performance evaluation results when determining their career goals; they use these results in areas related to the employee; they show less sensitivity about wages and employee goals (Turan, 2008). In Çalışkan's (2010) study, it was stated that there is a positive relationship between strategic HRM practices and organizational performance; this relationship should be considered as an investment, not a cost, for managers and organizations to spend on human resources (Çalışkan, 2010). It is stated that HRM practices have a positive relationship between HRM practices and organizational performance (Çalışkan, 2010). According to the study conducted by Erkoç (2009) in 32 production companies, a direct proportional relationship was found between strategic HRM practices and employee performance and business performance (Erkoç, 2009).

In Kuzutürk's study (2016), it is mentioned that human resource practices have an impact on both organizational and market performance and that they exhibit a positive relationship with each other. On the other hand, in Genç's (2009) study titled "Strategic Human Resource Management - The Relationship between Organizational Performance and an Application in Turkey's Large Enterprises," it is suggested that developments related to strategic human resources can influence market performance, and in addition to this, perceived market performance may be related to perceived organizational performance.

The hypotheses created by using various sources related to this study called "The Effect of Organizational and Individual Career Planning on Employee Performance in an Automotive Industry Enterprise" were evaluated by applying them to the personnel working in an industrial enterprise in an Organized Industrial Zone in Konya through a survey.

In this study, in parallel with the above-mentioned studies, it was found that there is a positive and statistically significant relationship between organizational and individual career planning measurement data and Employee Performance (p<0.01). Therefore H_{a1} the hypothesis is accepted.

Unlike the research conducted on the subject, different results have been reached in this study regarding gender, age, education, and income status. In the comparison of Organizational and Individual Career Planning averages and gender variable ($p>0.05$) and There was no statistically significant difference in comparing the gender variable with Employee Performance ($p>0.05$). Therefore, hypothesis H_{a2} has been rejected. While there is no difference between the organizational and individual career planning averages according to the age variable, it has been found that there is a difference between the employee performance averages. $H_{a3(1)}$ the hypothesis is accepted. But $H_{a3(2)}$ the hypothesis has been rejected. Organizational and Individual Career Planning measurement data ($p<0.05$) and Employee Performance measurement data ($p<0.05$) show a significant difference according to the education level variable. Therefore, "H_{a4} the hypothesis is accepted. Organizational and Individual Career Planning measurement data ($p<0.05$) show a significant difference according to the income status variable. The Employee Performance measurement data ($p>0.05$) do not show a significant difference according to the income status variable. Therefore; "$H_{a5(1)}$ the hypothesis has been rejected. But $H_{a5(2)}$ the hypothesis is accepted.

Within the scope of this research, the following suggestions can be included:

1. In order for employees to make career planning in an individual sense, it is necessary to create a sufficient degree of freedom environment in the company.

2. In addition to the individual career planning of employees, the fact that enterprises also have career planning policies in an institutional sense ensures that the performance of employees is increased.

3. Rewarding individuals who perform positively in the institution has a positive effect.

Limitations of the Study

Since this study was conducted with a limited number of subjects and in an enterprise, generalization should be avoided when evaluating the results presented. It should also be remembered that employees may not give objective answers.

6. REFERENCES

Adekola, B. (2011). Career Planning and Career Management as Correlates for Career Development and Job Satisfaction, A case study of Nigerian Bank Employees, Australian Journal of Business and Management Research, (1)2, 100-112.

Argüden, M. (1998). Örgütsel Kariyer Yönetimi ve Yapı Kredi Bankası Uygulaması, Yüksek Lisans Tezi, Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir.

Armstrong, M. (2008). Strategic Human Resource Management A Guide to Action, 4th Edition, e-book, www.koganpage.com/strategichrm, 1-246.

Aryee S. ve Debrah A. Y. (1992). Career Planning: An Examination of Individual, Non-Work and Work Determinants, The International Journal of Human Resource Management, Vol. 3, No.1, pp.85-104.

Aşkun, İ. (1982). İşgören, Baytaş Yayıncılık, İstanbul.

Ayan, F. (2011). İnsan Kaynakları Yönetimi, İlya Yayınevi, İzmir.

Aydın, Ş. (2008). Kriz ve Stres Yönetimi, (2. Baskı). Detay Yayıncılık, Ankara.

Barutçugil, İ. (2002). Performans Yönetimi, Kariyer Yayınları, İstanbul.

Bayraktaroğlu, S. (2006). İnsan Kaynakları Yönetimi, Gazi Kitabevi, Sakarya.

Baytar, Ö. (2010). İş Yaşamında Stresin İşgören Performansı Üzerindeki Etkileri, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Bilen, D. (1998). Örgütlerde Kariyer Geliştirme ve Bir Uygulama, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Bingöl, D. (2006). İnsan Kaynakları Yönetimi, Beta Yayıncılık, İstanbul.

Bowen, D. D. ve Hall, D. T. (1977). Career Planning for Employee Development A Primer for Managers, Winter, Vol. XX I No.2.

Burcu, G. (2018). Kargo Sektöründe Kariyer Planlamasının Çalışan Bireyler Üzerindeki Etkisi: Özel Kargo Firmaları Üzerine Bir Araştırma, Yüksek Lisans Tezi, Ufuk Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Büyüköztürk, Ş. (2005). Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegema Yayıncılık (Gözden Geçirilmiş 5. Baskı), Ankara.

Çalık, T. ve Ereş, F. (2006). Kariyer Yönetimi, Gazi Kitabevi, Ankara.

Çalışkan, E. N. (2010). The Impact of Strategic Human Resource Management on Organizational Performance, Journal of Naval Science and Engineering, Vol. 6, No.2, 100-116.

Çelik, M., Turunç, Ö. ve Demirkaya, H. (2011). Çalışanların Adalet Algılarının İş Performansına Etkisinde Kişi Örgüt Uyumunun Aracılık Rolü: Turizm Sektöründe Görgül Bir Çalışma, Seyahat ve Otel İşletmeciliği Dergisi (SOİD), 8,2, 40-57.

Çokluk, Ö., Şekercioğlu, G. ve Büyüköztürk, Ş. (2010). Sosyal Bilimler İçin Çok Değişkenli İstatistik: SPSS ve LİSREL Uygulamaları, Pegem Akademi Yayıncılık, Ankara.

Çöl, G. (2008). Algılanan Güçlendirmenin İşgören Performansı Üzerine Etkileri, Doğuş Üniversitesi Dergisi, 9(1), 35-46.

Elnaga, A., Imran, A. (2013). The Effect of Training on Employee Performance, European Journal of Business and Management www.iiste.org, ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online), Vol.5, No.4.

Erkoç, D. (2009). Stratejik İnsan Kaynakları Yönetimi Uygulamaları İle İşletme Performans Değerlendirme Sistemi Arasındaki İlişki Üzerine Bir Araştırma, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Ertekin, Y. (1993). Stres ve Yönetim, TODAİE Yayınları, Ankara.

Fındıkçı, İ. (2003). İnsan Kaynakları Yönetimi, Alfa Yayınları. No: 619, İstanbul.

Genç, K. Y. (2009). Stratejik İnsan Kaynakları Yönetimi – Örgütsel Performans İlişkisi ve Türkiye'nin Büyük İşletmelerinde Yapılan Bir Uygulama, Doktora Tezi, Karadeniz Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Trabzon.

Geylan, R., Bilgin, L., Taşçı, D., Kağnıcıoğlu, D., Benligiray, S., Tonus, H. Z. (2004). İnsan Kaynakları Yönetimi, Anadolu Üniversitesi, Açıköğretim Fakültesi Kitabı, Eskişehir, 1-287.

Güner, Ö. E. S. (2018). Kadın Çalışanlarda Cam Tavan Sendromu ve Kariyer Planlaması İstanbul İli Üzerine Bir Araştırma, Yüksek Lisans Tezi, İstanbul Gelişim Üniversitesi, SBE, İstanbul.

Gökdeniz, İ. (2017). Özel Sektör ve Kamu Yönetiminde Kariyer Planlaması, KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi, 19(32), 123-131.

Kalafat, T. (2012). Kariyer Geleceği Ölçeği (KARGEL): Türk Örneklemi İçin Psikometrik Özelliklerinin İncelenmesi, Türk Psikolojik Danışma ve Rehberlik Dergisi, 4(38),169-179.

Kalaycı, Ş., Albayrak, A. S., Eroğlu, A., Küçüksille, E., Ak, B., Karaatlı, M., et al, (2010). SPSS Uygulamalı Çok Değişkenli İstatistik Teknikleri, Asil Yayın Dağıtım, Ankara.

Karagöz, Y. (2016). SPSS ve AMOS 23 Uygulamaları, Nobel Yayıncılık, Ankara.

Kinicki, A. ve Kreitner, R. (2007). Organizational Behavior, McGraw-Hill, New York, NY.

Kirkman, B. L. ve Rosen, B. (1999). Beyond Self-Management: Antecedents and Consequences of Team Empowerment, Academy of Management Journal, 42(1), ss. 58–74.

Kozak, M. A. (2001). Konaklama İşletmelerinde Kariyer Planlaması, Anadolu Üniversitesi Basımevi, Eskişehir.

Kozak, M. A. (2001). Konaklama İşletmelerinde İş Analizi, Eskişehir Meslek Yüksek Okulu Yayınları, Eskişehir.

Kuzutürk, B. (2016). İnsan Kaynakları Yönetimi Uygulamalarının Örgütsel Performansa Etkisi, Yüksek Lisans Tezi, Başkent Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Landy, F. W. (1985). The psychology of work behavior (3rd ed.). Homewood, IL, Dorsey Press.

Luecke, R. (2008). Performans Yönetimi, Aslı Özer (çev.). İş Bankası Kültür Yayınları, İstanbul.

Mallon, M. (1998). The Portfolio Career: Pushed or Pulled To It?, Personel Rewiew, Vol.27, No.5, pp. 361-367.

Özdamar, K. (2015). SPSS ile Biyoistatistik, Nisan Kitabevi, Ankara.

Pehlivan, İ. (1995). Yönetimde Stres Kaynakları, Pegem Yayınları, Personel Geliştirme Merkezi, No:16, Ankara.

Rottinghaus, P. J., Day, S. X. ve Borgen, F. H. (2005). The Career Futures Inventory: A Measure of Career Related Adaptability and Optimism, Journal of Career Assessment, 13(1), 3-24.

Rousseau, D.M. ve Mclean, P.J. (1993). The Contracts of Individuals and Organizations, L.L.Cummings ve B.M.Staw (Ed.), Research in Organizational Behavior, 1-43, Greenwich, Ct: Jai Pres.

Sav, D. (2008). Bireysel Kariyer Planlamada Etkili Olan Faktörler ve Üniversitelerin Etkisi Üzerine Bir Araştırma, Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta.

Sigler, T. H. ve Pearson, C. M. (2000). Creating an empowering culture: examining the relationship between organizational culture and perceptions of empowerment. Journal of Quality Management, Vol.5, pp. 27-52.

Soysal, A. (2004). Kariyer Yönetimi: Çağdaş Yönetim Yaklaşımları, İlkeler, Kavramlar ve Yaklaşımlar, Beta Yayınları, İstanbul.

Sönmez, E. (2017). Girişimcilik Niyetinin Kariyer Planlamasındaki Yeri: Üniversite Öğrencileri Üzerine Bir Araştırma, Yüksek Lisans Tezi, Türk Hava Kurumu Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Şimşek, M. Ş. ve Öge, H. S. (2007). Stratejik ve Uluslararası Boyutları ile İnsan Kaynakları Yönetimi, Gazi Kitabevi, Ankara.

Şimşek, M. Ş. (1998). Yönetim ve Organizasyon, Damla Yayınevi, Konya.

Şimşek, M. Ş., Akgemci, T., Çelik, A. ve Soysal, A. (2004). Kariyer Yönetimi ve İnsan Kaynakları Yönetimi Uygulamaları, Gazi Kitabevi, Ankara.

Taşlıyan, M., Ülkü A. N., Duzman, B. (2011). İnsan Kaynakları Yönetiminde Kariyer Planlama ve Kariyer Yönetimi: İİBF Öğrencileri Üzerinde Bir Alan Araştırması, Organizasyon ve Yönetim Bilimleri Dergisi, Cilt 3, Sayı 2.

Tunç, A. ve Uygur, A. (2001). Kariyer Yönetimi, Planlaması ve Geliştirme, Gazi Kitabevi, (1.Baskı), Ankara.

Turan, N. (2008). Resort Otellerde Stratejik İnsan Kaynakları Yönetimi Sürecinde Performans Değerlendirmesinin Kariyer Yönetimine Etkileri ve Antalya İli Uygulaması, Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Tutar, H. ve Altınöz, M. (2010). Örgütsel İklimin İşgören Performansı Üzerine Etkisi: OSTİM İmalât İşletmeleri Çalışanları Üzerine Bir Araştırma, Ankara Üniversitesi, SBF Dergisi, 65(2), 195-218.

Uyargil, C. (1994). İşletmelerde Performans Yönetimi Sistemi, İ.Ü. İşletme Fakültesi Yayınları, No: 262.

Uygur, A. (2007). Örgütsel Bağlılık ile İşgören Performansı İlişkisini İncelemeye Yönelik Bir Alan Araştırması, Ticaret ve Turizm Eğitim Fakültesi Dergisi, No:1, s.71-85.

Uysal, G. (2012). İnsan Kaynakları Yönetimi Ders Notları, Ondokuz Mayıs Üniversitesi, İİBF, İşletme Bölümü, 1-79.

Uysal, H. T. ve Yıldız, M. S. (2014). İşgören Performansı Açısından Çalışma Psikolojisinin Örgütsel Sinizme Etkisi, Uluslararası Sosyal Araştırmalar Dergisi, Cilt: 7 Sayı: 29.

Ylyasov, Y. (2006). Stratejik İnsan Kaynakları Yönetimin Rekabet Üstünlüğünü Sağlamadaki Rolü ve Bir Uygulama, Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.