



Career Development and Job Effectiveness: A Review

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Abstract: Career advancement and work efficiency were the focus of this investigation. A person's professional position may grow via a process known as career development. Choosing a profession, advancing in a career, and the impact on an organization's ability to do its work effectively are the issues that need this research. To accomplish this, the study aims to examine the component of career development, understand how career development influences work performance, and provide a deep answer to improve career development and job effectiveness. This study shows that career development is critical and has a positive impact on job effectiveness because an employee's choice of career always enhances job effectiveness, while a career that does not undergo career development may lead to the warm-out of employees, which constitutes job ineffectiveness. The study, therefore, recommends that adequate training (workshop/seminar) be provided in an organization to enhance career development.

Keywords: Career Development, Job Effectiveness, Career Planning, Mentorship, Growth, Task Completion, Timeless, Job Quality

Introduction

Career Development or Career Development Planning is the process of advancing one's career. It involves making long-term choices to connect personal demands with job progression prospects. Career Development encompasses an individual's work-related experiences leading to their professional function in an organization (Kimberly Hite, Linda McDonald, 2016).

Individual or corporate career development is possible. Personal efforts for job development focus on a person's values, objectives, interests, and the road to realizing them. A feeling of control and urgency over a personal professional growth path may demand extra education or training. John L. Holland's 6 career anchors describe individuals as investigative, realistic, artistic, social, enterprising, and conventional. An individual's professional route depends on the quality they exemplify. Personality type awareness improves professional growth and prospects (Kathy, 2016).

Environmental influences impact a person's professional goal selections. Work-life balance, personal values, and stimulation or development affect decisions (McDonald, 2016).

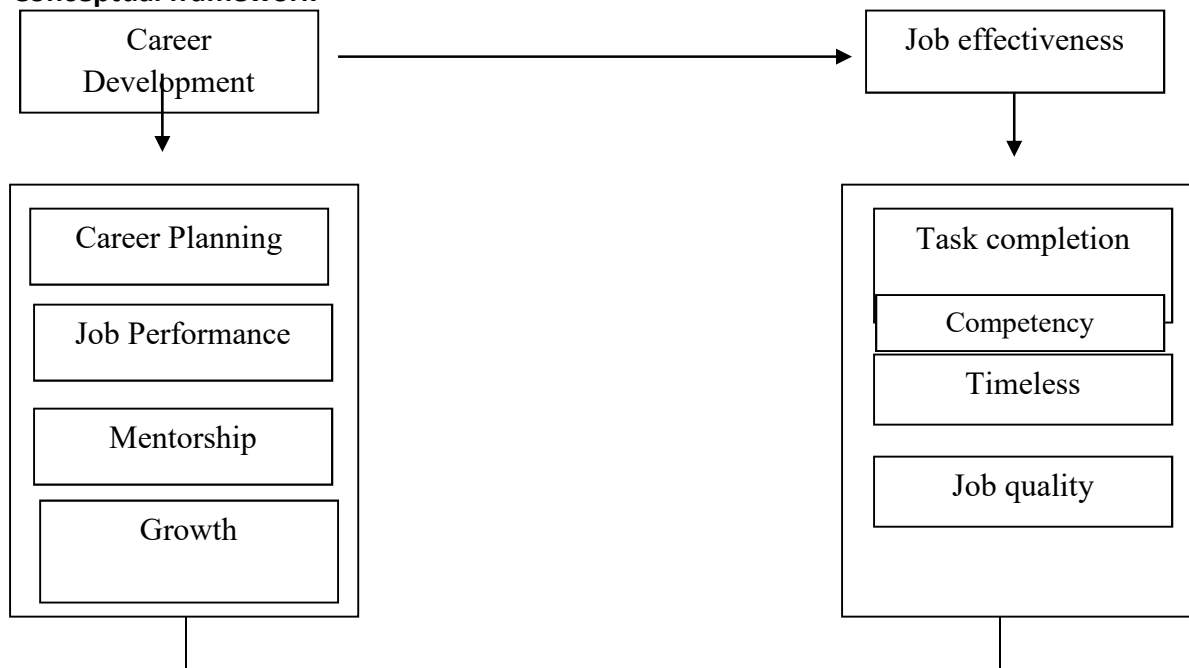
A corporation may provide professional growth possibilities via Training and Development. Training and Development ensure that corporate objectives can adapt to a changing environment. Human Resources is responsible for providing clear job descriptions, job rotation,

transfers, and promotions when recruiting and hiring staff. Hiring managers must ensure subordinates understand their work duties and maintain effective communication. Managers are also accountable for fostering long-term learning, growth, and talent acquisition in their employees. How much management delegated training and development affects staff retention and turnover. Job effectiveness is how well something achieves a goal. An efficient worker doesn't simply try to do things fast; they also come up with imaginative solutions to difficulties and enhance their performance. This research evaluates the effects of career development on organizational job effectiveness.

Statement of problem

Organizations encounter job effectiveness difficulties as employees attempt to advance their careers and improve their performance (job effectiveness). This research evaluates career development obstacles and solutions in a business.

Conceptual framework



Researcher Conceptualized 2021,

Aim of the study

This research intends to study the relationship between career development and job effectiveness.

Scope of the study

The scope of this study's material includes articles and books on organizational career development and job effectiveness. To cover all bases, we combed through a wide range of

research on the topics of career development and job effectiveness. To have a better understanding of career development, a survey of conceptual literature was also conducted.

Significance of the study

To better understand how to further one's career and make the most of one's current position, academics in this field will consult this report. Companies and employees alike would greatly benefit from the findings of this research, which focuses on improving career development and job performance in the workplace.

Literature Review

Conceptual Review

Concept of career development

Career development is a must if one wants to successfully carry out a career strategy. It's a collection of initiatives aimed at matching a person's skills, interests, and aspirations with the organization's present and future requirements. It's the method through which the strategies outlined in the plans are put into effect. All of the methods of training, both on and off the work, are included in the process of professional development. Training in the classroom or at universities is an option, as are special assignments or task force assignments, and employment rotation. It is more difficult to leverage lateral transfers and promotions for development goals. To fulfill their own goals, managers may be hesitant to fill unfilled positions with applicants who have been earmarked for career advancement, rather than those who have shown their ability to do the job. The integration of internal staffing efforts with career development is critical. The growth of one's career offers access to a wide range of skills and capabilities. People who want to advance in their careers must be dedicated to it and take ownership of it (Herr & Cramer, 1996).

Job Quality

Job quality is a pressing problem because it can affect the well-being of individuals, businesses, and the whole country. For the first time, there is a revived interest in employment quality. Job quality is making a comeback among social scientists and policymakers because of its potential influence on the well-being of individuals, businesses, and the country. In troubled economies, greater job quality has the potential to reduce unemployment and increase employment participation; in well-performing economies, better work quality has the potential to boost innovation and productivity. Because of this difficulty in conceptualizing work quality, governmental interventions to influence job quality (usually to generate excellent employment or ameliorate poor ones) are limited. This "conceptualization deficiency" must be addressed. In the 1990s, the idea of 'decent work' was accepted by policymakers, which in some ways overlapped with employment quality. The lack of scientific consensus on its conceptual definition has hampered policy and the implementation of "decent work" in practice. Debate and discussion among social scientists on how to conceptualize (and hence measure and evaluate) job quality is essential if we are to avoid the same destiny. This Special Issue, although not intended to find policy implications, does include several articles that pertain to policy.

Considering the importance of job quality in the social sciences both historically and today, greater conceptualization is a must. To generate policy thinking, one must first do extensive study.

Competency

Competency is defined as the ability to execute a certain task successfully, as shown by the acquisition of specific skills. People's abilities to succeed in a job are referred to as "competences," on the other hand.

Career Planning and Task Completion

Choosing a career, according to Campbell (1990), is the goal of career planning. A well-planned career, according to him, will improve task support in an organization since it was the individual's choice to pursue a profession, therefore it will spur them on to greater productivity and performance.

Relationship between career development and job effectiveness

According to White, Cox, and Cooper, (2002), this is the case Developing a successful career is an ongoing process that includes several phases. Each of these phases affects and has a substantial influence on work effectiveness since the individual's goals for their career development dictate their performance in terms of job effectiveness. As a result, there is a strong correlation between career development and job effectiveness. People who are in the middle of their careers and those who are just beginning their careers will have various levels of work effectiveness. Career advancement has a considerable impact on work performance, as shown by this finding (Kasworm & Marienau, 2000).

Empirical Review

When it comes to career advancement, one's behavior and the environment in which they work are regarded to have a major role. People of both sexes may expect to improve in their jobs if they are in an atmosphere that fosters growth, have the necessary skills and talents to do so, and are motivated (White, Cox & Cooper, 1992).

Havighurst (1972) and Schein (1978) believe that an individual's career progresses through a series of phases. Individuals are motivated to study because there are various developmental goals at each level that call for specialized knowledge and abilities (Huang, 1989). Individuals then go to the next level in their development as a result of the information and abilities they've gained. An individual is motivated to learn new things when he or she realizes that they or lacks the information, abilities, and attitudes essential to adapt to a changing environment or advance in his or her work (Tzai, 1996). To achieve educational objectives, motivation is essential (Kasworm & Marienau, 1997).

Campbell (1990) also argued that the three key drivers of work effectiveness, declarative knowledge, procedural knowledge and ability, and motivation, had an impact on individual variances in performance.

For further information, see Cooper (1992). An employee's work environment may either help or hurt their career. Corporate culture, according to Schein (2009), has the power to influence and form business policies and the general views of its employees, as well. According to some, there are instances of structural discrimination in recruiting and selection procedures related to career advancement within an organization. Men are said to gain from the inherent bias in career development that affects work performance since these procedures in organizations are rooted in masculine norms. Women's skills and perceived qualities are overshadowed by masculine attributes (Collinson, Knights & Collinson) (1990). For example, it is notable that women tend to be overlooked for high managerial roles. As a result of these types of discrimination, women's professional advancement may be impeded more severely than that of males. A woman's ability to advance in her career may be greatly influenced by the work environment in which she finds herself. Bias in career development is a result of the work environment, which includes perceptions about the appropriateness of an employee's career advancement to a higher position or their capacity to function successfully in their current roles. Women's advancement in the workplace may suffer if certain views are widely held in organizations (White, Cox & Cooper, 1992). When it comes to women's jobs, the dual-development paradigm takes into account both their professional and non-professional responsibilities (White, Cox & Cooper, 1992). For example, men and women are seen to be more flexible in how they deal with their husbands' employment. Women have been demonstrated to be more tolerant and flexible than males (Beena, 2011). What I'm trying to say is that women may sometimes put their careers on hold to support the job advancement of their significant others (White, Cox & Cooper, 1992). A study conducted in Australia found that, although women are now making up a larger percentage of the paid executive ranks, they are still the primary caretakers for their immediate and extended families (Austen & Birch, 2000). The survey indicated that women who work full-time are responsible for five hours of housework each week and are the primary caregivers for their children (Austen & Birch, 2002). Contrast this with males who work and spend an average of 2.9 hours per week on domestic duties (Austen & Birch, 2000). Having to work fewer hours means that female coworkers and superiors will have a negative impression of the level of dedication they have to work.

Job performance and profitability are directly linked to a person's capacity to establish a successful career. This is true regardless of their gender, economic status, or political views. When it comes to (Kasworm et al., 2000). Job effectiveness is different for those who are in the middle of their careers and for those who are just starting. To put it another way, this shows how important it is to stay on top of one's professional progress.

Changes in a person's professional life are described as "career development" when they occur over time (Brown, 2002). That being said, not every change is beneficial or a step forward. As defined in this research, "career development" refers to a person's professional life-changing in a systematic and recurring manner (White, Cox & Cooper, 1992). Increased compensation, more flexibility to pursue personal interests, and higher recognition and respect from colleagues are some of the hallmarks of these shifts in the corporate ladder. (White, Cox & Cooper, 1992). When it comes to career development, it is important to look at the variables that contribute to a successful career, including occupational space, individual potential, and

non-work space (White, Cox & Cooper, 1992). After learning what it takes to succeed in one's job, one may use Social Cognitive Career Theory (SCCT) to explain how a confluence of factors results in professional success. According to Bandura's Social Cognitive Theory, this idea was born. Self-efficacy and goal attainment are examined concerning external factors like the environment in which a person finds; this framework also addresses gender as a nominal variable (Lent & Brown, 1996).

Theoretical foundation

Roe's Theory of Career Choice (1956):

Anne Roe was among the first to utilize 'needs' openly and extensively in a theory of vocational development. Roe wanted to know how scientists' personalities differed. Roe found that childhood circumstances influenced subsequent career choices. Men from households that prioritized children's needs and warm, satisfying family ties tended to choose careers that offered extra warmth and support. Men whose jobs entail little touch with people and are generally alone come from backgrounds with few close ties.

Different parent-child relationships were considered as generating a primary person orientation. Orientations contribute to interest growth and career choice, says the hypothesis. Roe classified all vocations by field and level to codify her hypothesis. The field dimension is based on interests and professional emphasis, while the level dimension is based on responsibility, ability, and competence. According to Roe, genetic variations cause variances in interests and how individuals try to affect their surroundings. An individual's upbringing, an impression of his or her parents' views, and aptitudes should help anticipate the broad occupational class to be pursued.

Super's Theory of Career Development (1957):

In contrast to Ginzberg et al., who predominantly used an ego psychology framework to explain how adolescents choose job choices, Super (1957) used a phenomenological frame of reference to conceptualize career development. "In picking an employment, one is choosing a way of realizing one's self-concept," is his central belief. It's a lifelong process that extends into maturity as a person learns to manage the demands of a profession.

Hall's idea of continuous development from infancy through adolescence is carried on by Super, which proposes that the self-concept becomes clearer and more crystallized rather than conflicted as children get older. The consequence is that Super views adolescent career growth as a process of synthesis rather than compromise. Career development from early to late adolescence is characterized by three progressive trends: more goal orientation, independence, and realism.

A self-concept orientation is formed and three criteria for distinguishing phases are specified by Tiedeman and O'Hare (1963): discreteness, dominance, and irreversibility. Following are the elements of professional development that span these three phases, as outlined by Super:

In the early stages of adolescence, it is a sign of professional maturity to realize the cultural expectation that all people select a vocation of their choosing. As a young adult, a person's professional decision should be informed by credible and relevant knowledge about the working world and career choices should be viable and simple to put into action by the time they reach early adulthood.

Crites' Model of Career Maturity (1974):

In contrast to Ginzberg et al., who predominantly used an ego psychology framework to explain how adolescents choose job choices, Super (1957) used a phenomenological frame of reference to conceptualize career development.

"In picking an employment, one is in fact choosing a way of realizing one's self-concept," is his central belief. It's a lifelong process that extends into maturity as a person learns to manage the demands of a profession.

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Philosophical foundation

A healthy mind may be developed via the study of philosophy. It aids in the development of a critical, analytical, and introspective mind. Philosophy also aids in the development of human creativity, innovation, and inventiveness, all of which aid a person in making choices about what they want in life.

Job satisfaction and social recognition are seen as the most important factors in career growth from a philosophical perspective, whereas an organization's success is seen as the most important factor in determining whether or not a person is pleased with his or her work. (Skirbekk, 2001:35). A meta-analysis of personnel psychology selection approaches indicated that general mental capacity was the greatest overall predictor of work satisfaction and training

success. On the other side [13] A person's ability to absorb and retain knowledge in a profession that requires a lot of training is less likely to be correlated with their overall mental aptitude (or IQ). Another excellent predictor is conscientiousness, which, however, is linked to intellect and hence eliminated from meta-analyses.

There is strong evidence that general cognitive capacity and conscientiousness explain for 20-30 percent of the variable in work performance, with more complicated tasks lying in the higher half. Conscientiousness hinders achievement in creative, inventive, or impulsive occupations including art, social and investigative occupations. Work performance is also influenced by other psychological aspects, such as creativity, leadership, honesty, punctuality, and collaboration.

Intelligence is correlated with work performance in different ways depending on the profession. Extraversion and conscientiousness were shown to predict both ratings and sales in a 1998 meta-analysis of the determinants of salesperson job performance, however general cognitive ability and age were found to be associated with ratings but not sales. A good mentor and interpersonal qualities predict professional success, a notion connected to work performance, and happiness, better than high education or IQ, except for particular jobs.

Gap in literature

As a result, there is a void in the literature and the practical approach to career development and work effectiveness that has not been fully addressed. This is a lack of material or knowledge on the link between career growth and work performance.

Conclusion

In summation, Work and life are intertwined in the growth of a person's career. Early childhood development is a critical time for children to begin formulating their eventual career goals and aspirations. And a person's profession choice has an impact on their ability to do their work well. Therefore, it is recommended that appropriate measures be put in place to determine career growth in order to improve work performance.

Recommendations

The following recommendations were drawn from the study:

1. There should be adequate training (workshop/seminar) in an organization in order to enhance career development which in return enhance job effectiveness which enhance organizational growth and profitability.
2. Employee should adequately study career development in order to avoid a defective career which affect job effectiveness
3. Employee should decide his/ her career not only on financial remuneration but on job satisfaction and effective

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