

**THE RELATIONSHIP BETWEEN
SUCCESSION PLANNING AND CAREER DEVELOPMENT**

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ABSTRACT

This quantitative research aims to determine the relationship between succession planning and career development and to create awareness on both matter among 1,453 PTD officers (Grade M48, M52 and M54) at five ministries/departments in Putrajaya (Prime Minister's Department, Public Service Department, Ministry of Home Affairs, Ministry of Finance and Ministry of Health). Instrument of Assessment Questionnaire for Effective Succession Planning and Management (SP&M) by Rothwell (1997) used to measure the importance of succession planning program and ASTD Survey Questionnaire by Gutteridge, Leibowitz & Shore (1990) to measure the effectiveness of career development program. Of the five hypotheses tested, two were substantiated and three were not. The finding shows that promotion is the most influential factor in explaining the effectiveness of career development programs. In other hands, respondents claimed that there is no effectiveness of career development program for them. The importance of succession planning is not the same among the ministries/departments and there is no difference between men and women in their perception towards succession planning. The result also shows that the career development program is effective if there is support from the top management, a system to manage the human resource, more recruitment, more training program and more promotion exercise for all excellent officers. Implications of the findings, suggestions for future studies and recommendations for positive actions to be taken by government were also suggested.

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CHAPTER 1

INTRODUCTION

1.1 An Overview

One area of human resource planning (HRP) that needs to be examined in the light of changes in the workplace is the way careers are managed and developed. Mayo (1991) has defined career management as *“The design and implementation of organizational process which enable the careers of individuals to be planned and managed in a way that optimizes both the needs of the organizations and the preferences and capabilities of individuals.”*

In the past, the term ‘career’ is one that has usually been applied to managerial and professional workers. Many organizations responded to the career aspirations such employees through HRP policies and processes such as succession planning, secondment, ‘fast-track’ development for identified ‘high flyers’ and a vast array of personal and management development activities (Bratton & Gold, 1999).

While organizations were structured into a number of hierarchical levels and grades, such employees could look forward to a path of promotion that signified the development of their careers. Of course, along the way, many employees might encounter blocks to their careers such as lack of opportunities and support, and for women, cultural and structural prejudices to career progress referred to as the ‘glass ceiling’ (Davidson and Cooper, 1992).

During the 1980’s, with the growing influence of ideas relating to a people-oriented human resource management (HRM), reflecting the *unitarist perspective* on the employment relationship of a common interest between the organization

and employees, many organizations began to extend career development activities to a wider range of employees.

We might question whether the idea of a career can be extended to a larger number of employees. After all, not everyone can be 'promoted' through the organization hierarchy even if they had the potential to be so. This is a view that is often presented to justify the *status quo* and to limit the resources devoted to employee development.

However, it is a view based on a traditional concept of career. As many organizations have discovered, continuous personal development is possible among large groups of employees if limiting factors that prevent the exposure of employees to new opportunities and experiences for development can be removed. Limiting factors may term 'career' is extended to apply not only to movement through pre-defined stages such as those found in professions or organization hierarchies, but also to personal growth and development through the employees' interaction with their work environment. This view matches Hirsh's (1990, p.18) 'developing potential' emergent model of succession planning where 'in a personal-based approach, posts can be considered as ephemeral and may be designed around people'.

Hirsh and Jackson (1997, p.9) refer to a 'pendulum of ownership of career development' between the organization and individual responsibility. Their research in case studies of UK organizations, found that this had swung towards emphasizing individuals in driving career and development processes with the provision of career workshops, learning centres and personal development plans (PDPs) (Tamkin *et.al.*, 1995). At the same time, as many organizations began to engage in restructuring activities that led to the removal of layers of grades,

referred to as 'delaying', the spread of career development initiatives could be seen as way of empowering and motivating staff who remained in place as part of a core workforce.

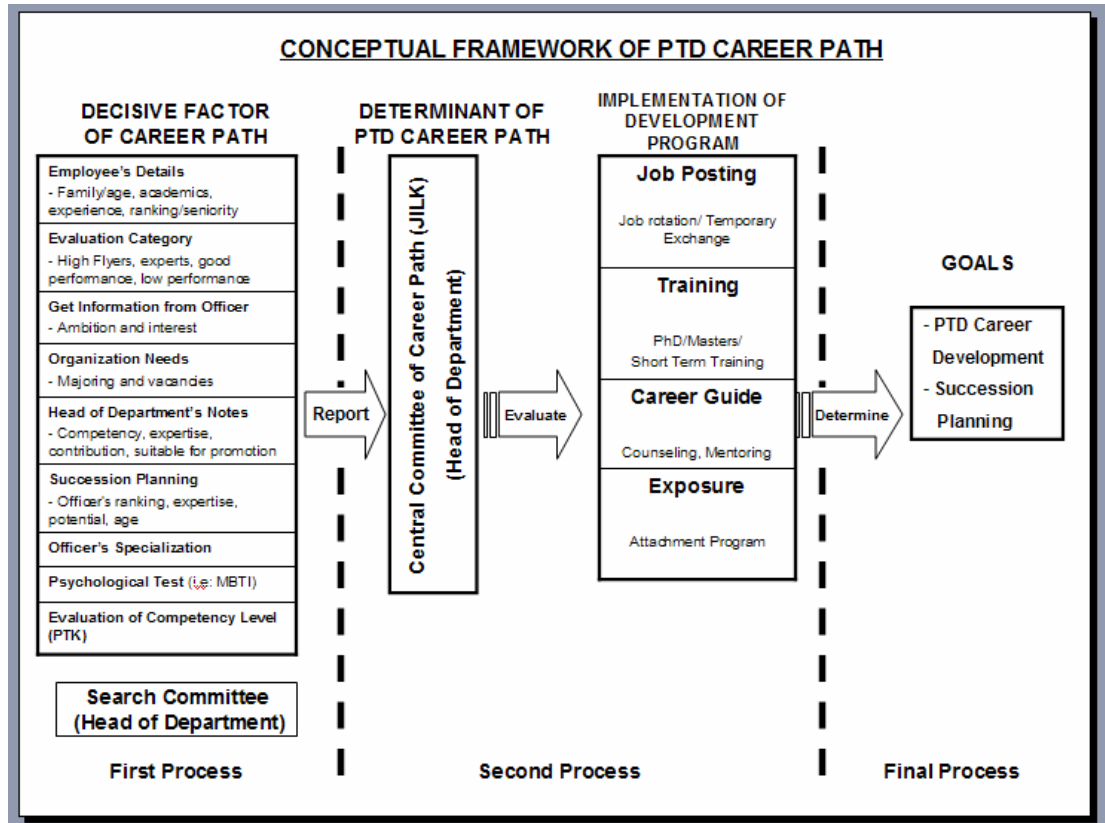
In Malaysia, the functions and responsibilities of Administrative and Diplomatic Service (P.T.D) has to be improved to fulfill the public trust and to ensure the continuity and the relevancy of the service to face the future challenge. To do so, several issues of strategic human resource management in PTD scheme have been recognized by Public Service Department (PSD) such as globalization, knowledge-based economy, science and technology, good governance, public service delivery system and the continuity of leadership.

Special Meeting between National Chief Secretary and Ministry Chief Secretaries together with State Government Secretaries in year 2007, agreed to suggestion to develop PTD Career Path Model which consists of clear objectives and transparency implementation. Head of Service, Head of Department and PTD officers will involve together to ensure the successful of the Career Path implementation as to achieve the goals.

According to PSD, career path is a road/passageway and opportunity to develop individual career which can motivate employees to achieve their career goals. The concept of PTD Career Path will be determined based on employees' expertise and their level of potential. The implementation is involving the combination of planning and career development by Head of Service, Head of Department and the employee himself. The implementation will help as a mechanism to evaluate a potential employee for promotion, training, exposure and guidance needed to achieve employees' career goal.

The Conceptual Framework of PTD Career Path is as Figure 1.1 as follows:

Figure 1.1: Conceptual Framework of PTD Career Path



Source: Service Division, Public Service Department

Based on the above concept, a Model of PTD Career Path has been developed by PSD. All officers will be recognized and listed according to four (4) road category based on their level of potential and expertise as follows:

- a. high flyers;
- b. experts/specialist;
- c. good potential; and
- d. low potential.

The Model of PTD Career Path for appropriate category developed by Public Service Department are as **Figure 1.2 to Figure 1.5** as follows:

Figure 1.2: Model of PTD Career Path Based on Category (High Flyers)

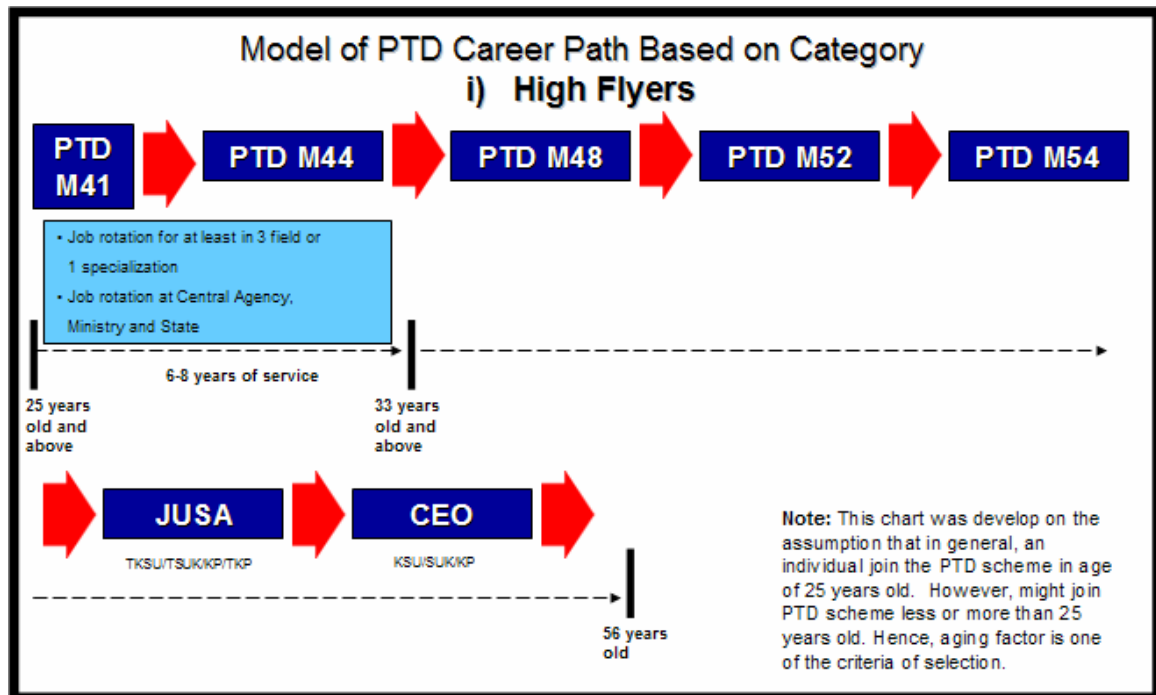


Figure 1.3: Model of PTD Career Path Based on Category (Expert/Specialist)

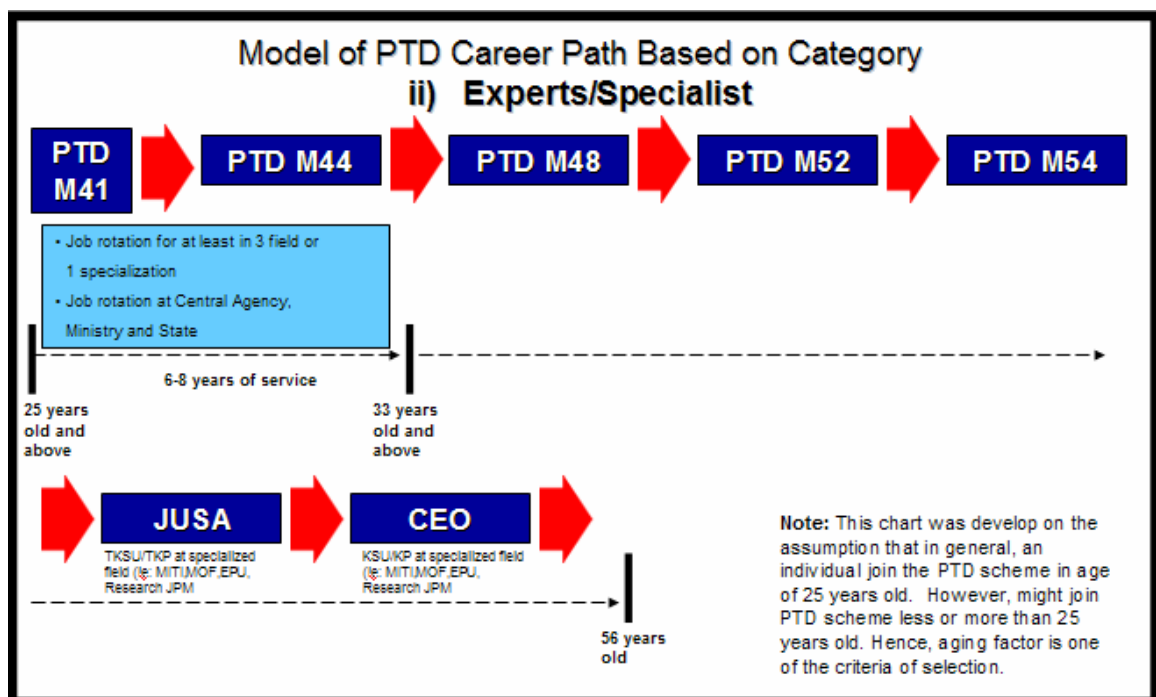


Figure 1.4: Model of PTD Career Path Based on Category (Good Potential)

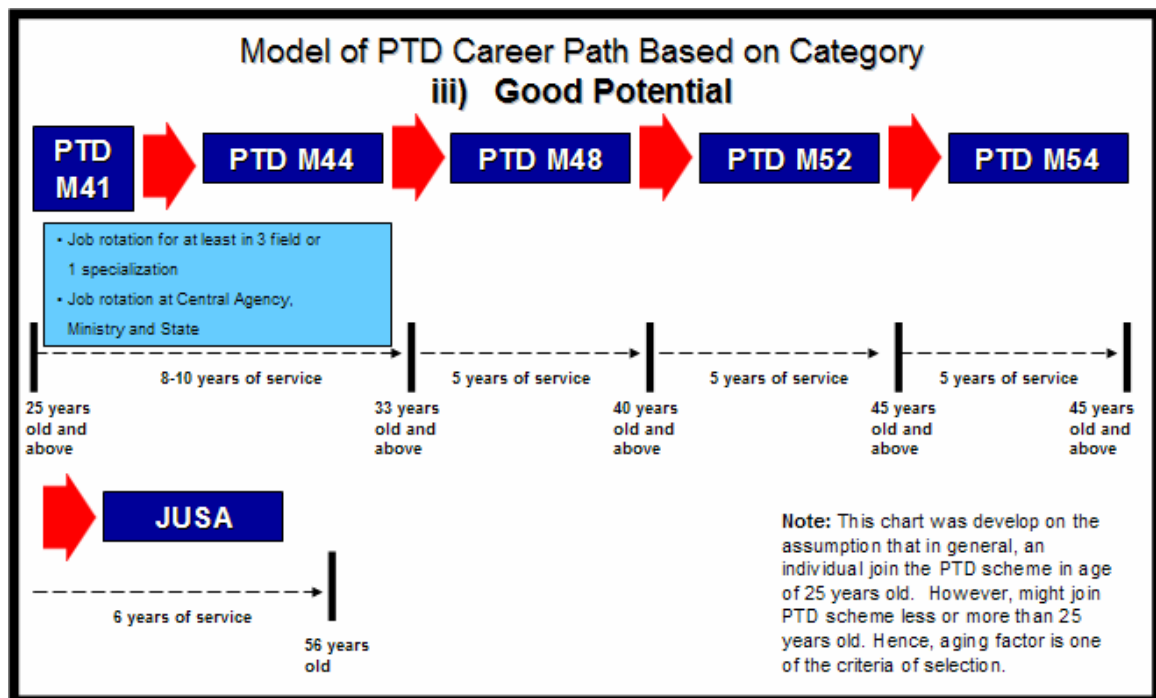
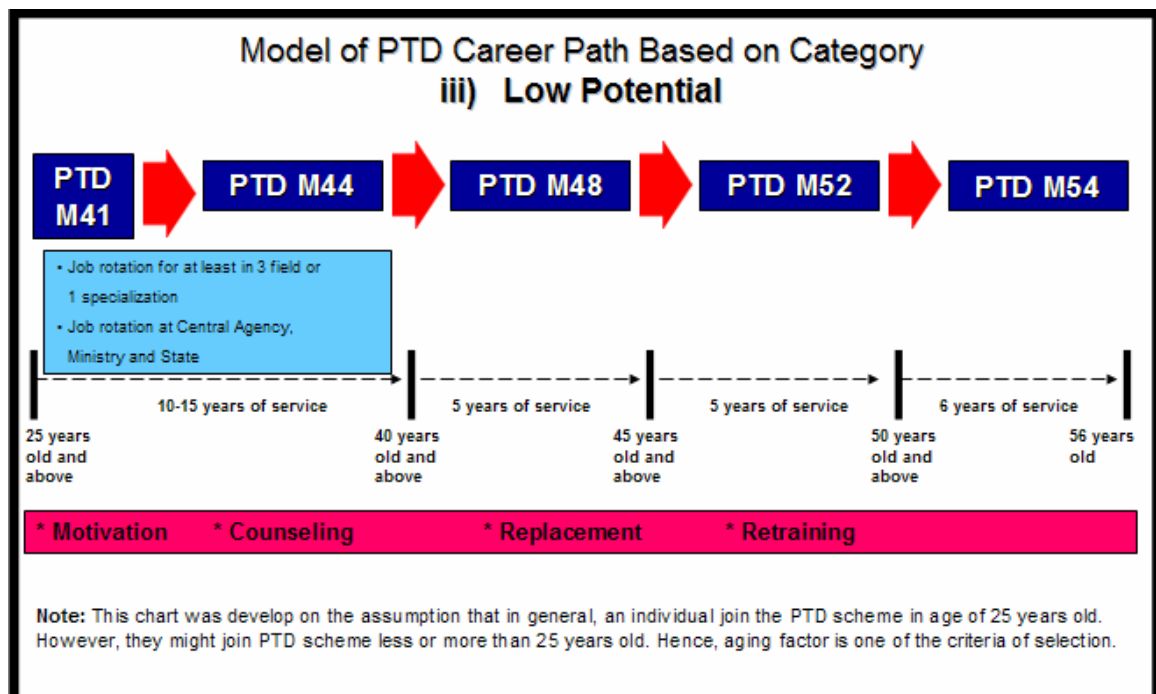


Figure 1.5: Model of PTD Career Path Based on Category (Low Potential)



This model also take into account of PTD eight (8) specialization/fields to develop their expertise in service as follows:

- 1) International Relation and Foreign Affairs;
- 2) Financial Management;
- 3) Economic Management;
- 4) National Security and Defense;
- 5) Province Development, Town Planning, Land, District and Local Authority Administration;
- 6) Social and Infrastructure Planning and Management;
- 7) Human Resource and Organizational Management; and
- 8) Science and Technology Management.

1.2 Problem Statement

i) Succession planning

Succession planning was jargon among public servants until the emergence of circular *Pekeliling Perkhidmatan Bilangan 3 Tahun 2006* dated 3rd May 2006 on *Panduan Mewujudkan Search Committee dan Proses Pelaksanaan Pelan Penggantian (Succession Planning)*. On researcher's verbal survey, from five PTD officers, only two of them ever heard about the circular while the rest didn't realize about it and it creates problem especially among Grade M48 to M54 because some of them are the policy and decision makers. They should aware about the circular and what does government need to highlight on the succession plan for senior officers for the senior posts. As according to Rothwell 2001, succession

planning and management should support strategic planning and strategic thinking and should provide an essential starting point for management and employee development programs.

ii) Top Management Support (TMS)

Since the senior officers didn't realize about the emergence of circular on succession planning, it creates problem to seek for top management support to implement the succession plan to identify successors for senior posts. As mentioned by National Academy of Public Administration (NAPA) (1992), top-leadership involvement and commitment is a common characteristic of successful succession plans.

iii) Human Resource Planning (HRP)

When there is no support from the top management, it creates problem to plan for human resource needed for an organization and it is faced by some of the ministries. According to Beatty *et.al* (1987), human resource planning is a process of anticipating and making provision for the movement of people into, within and out of the organization.

iv) Human Resource Information System (HRIS)

Malaysia will be fully use of employees' personnel management system namely EG-HRMIS (Human Resource Management Information System) developed by Public Service Department but nowadays, every ministry/department has their own personnel system. The problem is, the system use nowadays is not friendly when the human resource managers

still have to refer to staff's service book, looking for more information to prepare papers for promotion, job rotation, succession plan and career development. By using EG-HRMIS, perhaps it will solve all those problems since the system's application is so friendly and developed by user, to user and by managers to managers. As mentioned by Buckner & Slavenski (1994); Rothwel (1994), PC automation helps simplify data collection and integrate the succession planning system with other personnel systems.

v) Recruitment and Staffing

Nowadays, it is not easy to recruit for PTD officers since so many brilliant Malaysian graduates born everyday locally and internationally. So do as to manage the high potential officers and selecting them for limited senior key post. According to Bohlander *et.al* (2001), recruitment and staffing is a process of locating and encouraging potential applicants to apply for existing or anticipated job openings.

vi) Training

Government's policy on training is to fulfill the 7 days training course for each employee. This is how government shows their intention to develop their employees' career. The problem occurs when there is imbalance in giving training when some of them get more training, some of them get less training, some of them don't get any chance and some of them refuse to go for any training course due to subjective reasons. The figure shows by training report of every ministry/department. National Academy of Public Administration (NAPA)(1992) stated that rather than select high

potential first and develop them, organizations will be more successful if they develop first, and then select.

vii) Performance Appraisal

Assessing employees' performance is subjective and depending on superior's observation on the subordinate's quality of work. The problem occurs when the appraisal given obviously bias based on favoritism and cronyism. According to Yong (2003), employees' performance is evaluated for making developmental and career decisions. Successful performers are often good candidates for promotion.

viii) Promotion

According to Service Division, Public Service Department (PSD), the main objective to develop the circular of *Pekeliling Perkhidmatan Bilangan 3 Tahun 2006* dated 3rd May 2006 on *Panduan Mewujudkan Search Committee dan Proses Pelaksanaan Pelan Penggantian (Succession Planning)* at first place is as a guideline in the promotion process because before the circular created in year 2006, there was no guideline and all human resource managers in Ministry/Department seems to have their own way on preparing papers to recommend their best employees to be promoted. Problems occurred when some of the KSU (Ministry Chief Secretary) disagree with the person promoted by the concern of PSD and they claimed that they didn't know about the recommendation, whereas the recommendation was actually came from the KSU who signed the recommendation paper.

Problem also occurred when PSD gives promotion and replacement, the exact officer refused to be posted to the other Ministry/Department as ordered, due to the issue of “comfort zone”. They wanted the higher position but to be shifted to another workplace, they refuse to do so. Some of their arguments are due to the distance, schooling for their children and family to be left for.

Since PSD announce the circular on succession planning in year 2006, for the period from 2006 to 2009, there are averagely 100 application for replacement per annum received from PTD (Grade M48-M54), appealed not to be transferred from their comfort zone. Averagely, 10 appeals per annum received from the promoted officers not to be transferred to another workplace. The job rotation became difficult to rotate the PTD experts, skills and knowledge from one Ministry/Department to another.

ix) Career Development

Some employees think that their career development is at the end when they got low marks for their performance appraisal. It creates problem such as low motivation, job stress, intention to leave the organization as well as to quit the job. According to PSD, common barriers to successful career development programs include lack of organization leadership, lack of resources (time, budget, etc) and a short-term version.

1.3 Research Questions

- i. Is there any difference between men and women's perception on succession planning?
- ii. Is there any importance of succession planning program among ministries/departments?
- iii. Is there any effectiveness of career development program among PTD Grade M48 to M54?
- iv. Is there any relationship between succession planning and career development?
- v. Is there any influence on career development by succession planning?

1.4 Research Objectives

Generally, the purpose of this research is to highlight the relationship between succession planning and career development and to create awareness among PTD officers (Grade M48-M54) on the succession planning for their career development.

The specific objectives for this research are as follows:

- i. To determine the difference between men and women's perception on succession planning.
- ii. To determine the importance of succession planning program among ministries/departments.
- iii. To determine the effectiveness of career development program among PTD Grade M48 to M54.

- iv. To determine the relationship between succession planning and career development.
- v. To determine the influence on career development by succession planning.

1.5 Research Scope

This research aims to determine the relationship between succession planning and career development and to create awareness on that matter among 1,453 PTD officers (Grade M48, M52 and M54) at five ministries/departments in Putrajaya (Prime Minister's Department, Public Service Department, Ministry of Home Affairs, Ministry of Finance and Ministry of Health) and conducted among the sample size of 290 respondents.

1.6 The Importance of Research

1. To create awareness among PTD officers (Grade M48-M54) on succession planning and career development. This is important since they are senior middle managers and they should aware about succession planning for their career development. According to researcher's verbal survey with some of them, surprisingly from 5 person, there are three of them not aware on what is succession planning all about and even didn't realize on the emergence of the new circular on succession planning in Malaysia.
2. The findings will help PSD to create an action/development plan to overcome any problems faced by all human resource managers in

developing succession plan and career management for their staff, according to their scheme in service.

3. This study also helps other researchers to gain an insight into how this research could be conducted and further improvement upon it using a similar or different population. Hopefully, this study will help to close the gaps as there is still little information of quantitative research on succession planning in the world wide. In Malaysia context for example, there are only two researchers studied on succession planning on their different angle such as Noryati Abdul Ghaffar (2006) from Universiti Malaya (UM) who studied on "*A study on succession planning and organizational commitment of administrative officers (Grade N41) in public universities*" and Chan, Hun Pin (2004) from Universiti Sains Malaysia (USM) who being studied on "*A study of succession planning implementation in Malaysia*".

1.7 Research Design

This research conducted at five ministries/departments in Putrajaya (Prime Minister's Department, Public Service Department, Ministry of Home Affairs, Ministry of Finance and Ministry of Health) by using the quantitative method (questionnaire) as an instrument because it suits the research objective to determine the relationship between succession planning and career development. Instrument of Assessment Questionnaire for Effective Succession Planning and Management (SP&M) by Rothwell (1997) used to measure the importance of succession planning program and ASTD Survey Questionnaire by

Gutteridge, Leibowitz and Shore (1990) to measure the effectiveness of career development program.

The total of 550 questionnaires distributed and 235 (81%) respondents from 290 sampling size contributed in this research by using the proportionate stratified random sampling. Analysis unit was done on the individual response by using the Statistical Package for Social Science (SPSS) version 15.0 as well as discussion of research findings in Chapter 4 and Chapter 5.

1.8 Research Limitation

The most challenging part to conduct this research is the time constraint because researcher has to wisely manage her precious time between the course works and research project. Hence, researcher had narrowed down her population to Administrative and Diplomatic Officer (PTD) Grade M48, M52 and M54 as well as concentrated on only five ministries/departments in Putrajaya.

1.9 Summary of Chapter 1

This research aims to determine the relationship between succession planning and career development and to create awareness on succession planning among PTD officers Grade M48 to M54. Employees whose careers are being developed are more likely to report higher levels of engagement...They are more likely to be committed to the organization, are more likely to take pride in their work, and are more likely to work hard at what they do (Canada Public Service Agency, 2007).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher tried to observe related concepts, theories and previous research on this topic. Two main concepts which used to design the theoretical framework, hypotheses and variables operation of this research are:

- a. Conceptual definition on Succession Planning and Career Development;
- b. Previous research on Succession Planning and Career Development.

2.2 Conceptual Definition on Succession Planning and Career Development

2.2.1 Succession Planning

Succession planning is a process that helps to ensure the stability and tenure of personnel. It is perhaps best understood as any effort designed to ensure the continued effective performance of an organization, division, department or work group by making provision for the development, replacement and strategic application of key people over time. Succession planning and management should support strategic planning and strategic thinking and should provide an essential starting point for management and employee development programs (Rothwell, 2001).

McCauley & Wakefield (2006) defined succession planning as a process that leads management to define and address talent management strategies as they prepare the organization, and people, for the future. He suggested succession planning is about managing talent in order to meet current and future organizational requirements. It is people process that organizations implement to ensure their people are properly value, nurtured, and developed.

A shortage of skilled labor can affect an organization's ability to operate effectively and efficiently. Succession processes may be used to attract and retain employees, providing organizations with competitive advantage in a time of labor shortages. Succession planning focuses on people, the human resources, which are arguably the most important resource for an organization. Succession strategy involves an integrated, systematic process to identify, develop, and retain talent to support current and projected business objectives (Canada Public Service Agency, 2007, p.4).

Succession planning helps companies assure continuity by preparing leaders for key executive positions; engaging the senior management team in a disciplined process of reviewing the corporation's leadership talent; putting the diversity issue on the corporate agenda; guiding the development activities of key executives; re-examining corporate and business unit structure, processes, and systems; aligning with other HR activities that support the leadership renewal process (e.g. selection systems, rewards); contributing to shareholder value (Leibman, Bruer, Maki, 1996, p.18).

Succession planning should not be viewed as a single event. It should be viewed as a process that begins with recruiting and hiring of individuals and then developing them along their career path. Succession planning should be well planned, deliberate process. You want to make sure your leaders are not only technically savvy but also have the foresight to coach and develop others. Someone may be strong technically and know the business, but not have the people or management skills (Marshall, 2005).

Succession planning and talent management provide organizations with a systematic approach to identifying and selecting leaders. The ability to identify and develop strong leaders will ensure the success of organizations and maintain their competitiveness in the marketplace (Krauss, 2007).

Rothwell et al. (2005) suggested that succession planning yields the following benefits;

1. Enables the organization to assess its talent needs by establishing competency models or job descriptions;
2. Allows leaders to identify, and tap in record time, key people who are available to fill critical work functions;
3. Provides avenues for present and future succession planning and discussions about how to develop talent;
4. Defines career pathways through an organization;
5. Provides for a higher return on investment from employees; and
6. Leads to the appropriate promotion and pre-selection for people

to meet organizational goals;

In essence, succession planning is about forecasting, managing, and developing talent. Howe (as cited in "Succession Planning Facts", 2005) summarized these concepts as the development of a pool of talent with the skills, attributes, and experiences to fill specific, often high-level positions. Organizations start with a thorough assessment and planning process to forecast business and leadership needs of the future.

Based on their research with The Center for Creative Leadership, McCauley and Wakefield (2006) contended that, in order to be successful, organizations must properly assess their current talent, and as part of a succession process, place the right people in the right roles in order to ensure proper development. Succession planning is a robust process that identifies the current and future talent required to meet the organization's strategic goals and aligns employee development processes to ensure those needs are met.

As current literature supported, succession planning can facilitate recruitment, staff retention, and provide a process for talent management (Gaffney, 2005; McCauley & Wakefield, 2006; Rothwell et al., 2005). Succession planning is a critical people process that organizations need in order to build the human capital required to be successful (Beever, 2008).

Oxford Advanced Learner's Dictionary (2005) defines succession planning as a process of training and preparing employees in a company or an

organization so that there will always be sb to replace a senior manager whom leaves.

Dessler (2000) defined succession planning as the process of ensuring a suitable supply of successors for current and future senior key jobs arising from business strategy, so that a career of individuals can be planned and managed to optimize the organization's needs and individual aspirations. Bohlander et al (2001) defined succession planning as a process of identifying, developing, and tracking key individuals for executive position. Whereas Noe et al (1996) defined succession planning as the identification and tracking of high-potential employees capable of filling higher-level managerial positions.

2.2.2 Top Management Support

Visible support and commitment of the CEO and top management are cited as cardinal elements of succession planning and some experts have suggested that without support and involvement from the top of the organization, even "the best succession plans are doomed for failure (Clark & Lynes, 1991) in Noryati Abdul Ghaffar (2006). National Academy of Public Administration (NAPA) (1992) conducted a comprehensive study of succession planning practices in both the private and public sector, concluded that top-leadership involvement and commitment is a common characteristic of successful succession plans.

2.2.3 Human Resource Planning (HRP)

Human Resource Planning is a process of anticipating and making provision for the movement of people into, within and out of the organization. Succession planning should be an integral component of the overall HRP process (Beatty et al, 1987). Burack and Mathys (1980) defined HRP as a process of obtaining the right number and kinds of people at the right time in order to fulfill organizational needs.

2.2.4 Human Resource Information System (HRIS)

Human Resource Information System (HRIS) is a computerized system that provides current and accurate data for purpose of control and decision making. PC automation helps simplify data collection and integrate the succession planning system with other personnel systems (Buckner & Slavenski, 1994; Rothwell 1994).

2.2.5 Recruitment and Staffing

Recruitment and Staffing is the process of locating and encouraging potential applicants to apply for existing or anticipated job openings (Bohlander et al, 2001).

2.2.6 Training

Oxford Advanced Learner's Dictionary (2005) defines training as a process of learning the skills that you need to do a job. Training is used to prepare

employees for advancement in their jobs where their capacities can be utilized to the fullest extent possible. National Academy of Public Administration (NAPA) (1992) stated that rather than select high-potential first and then develop them, organizations will be more successful if they develop first, and then select.

2.2.7 Performance Appraisal

A performance appraisal is an evaluation and grading exercise undertaken by the organization on all its employees either periodically or annually, on the outcomes of performances based on the job content, job requirement, and personal behavior in the position (Yong, 2003). Employees' performance is evaluated for making developmental and career decisions. Successful performers are often good candidates for promotion.

2.2.8 Promotion

Rothwell (2001) defines promotion as a move to a more important job or rank in a company or an organization. Promotion serves to reward employees for past performance and is intended to encourage them to continue their efforts. It is also a reason for other employees to anticipate that similar efforts by them will lead to promotion, thus improving morale within the organization.

2.2.9 Career Development

Similar to succession planning, career development strategies are an integral component of talent management; the recruitment, development, and retention of human resources. Career development processes may affect employee engagement, retention, and succession strategies (Beever, 2008). Employees will stay longer and perform better if the organization strives to give them career development opportunities (Tarasco & Damato, 2006).

Career development focuses on the enhancement of human resources. Current literature has suggested that skilled employees are fast becoming the scarce source, and career development processes can improve employee recruitment and retention efforts (Rothwell, 2005).

A review of the literature also suggested that career development processes can improve employee moral and job satisfaction, leading to improved performance. Further, improved engagement may facilitate succession efforts; employees are motivated to develop their skills in order to be promoted within the organization. Common barriers to successful career development programs include: lack of organization leadership, lack of resources (time, budget, etc) and a short-term version (Cambron, 2001).

Career development also affects employee engagement. Expectations have changed; employees no longer view training and development as a benefit, but rather an expectation (Boomer, 2008). Barbara Bowes (2008), a vice president with Legacy Partners, an executive recruitment

organization, contended that career development is a vital organization strategy that facilitates internal promotion and succession planning by improving employee productivity and retention.

Larry Cambron (2001), the president of Asia operations of Drake Beam and Morin, stated that a concerted focus on employee career development by organizations leads to reduce turn-over, improved motivation, increased satisfaction, and more effective succession planning. Effective career development strategies help organizations manage one of the most integral assets: their people. To facilitate career management, Drake Beam & Morin (as cited in Cambron, 2001) outlined the following practices:

1. Placing clear expectations and employees so that they know what is expected of them throughout their careers with the organization;
2. Giving employees the opportunity to transfer to other office locations, both domestically and internationally;
3. Providing a clear and thorough plan to employees;
4. Encouraging performance through rewards and recognition;
5. Giving employees the time they need to consider short and long term career plans; and
6. Encouraging employees to continually assess their skills and career direction.

According to Cambron (2001), the following are typical barriers to career development and advancement within the organization:

1. Lack of time, budget, and resources for employees to plan their careers and undertake training and development;
2. Rigid job specifications, lack of leadership support for career management, and a short-term focus;
3. Lack of career opportunities and pathways within the organization for employees.

Career development allows managers to widen their skills, manages their career, retains valued employee, increase understanding of organization and enhances reputation as people developer (Eastman, 1995).

2.3 Previous Research on Succession Planning and Career Development

Beever (2008) explored why and how succession planning can be integrated with other processes, specifically, employee career development. When combined, the concept of succession planning and career development can create an environment that facilitates on-going learning and continuous development. Within this environment, an integrated succession and career development process can be successful. Effective succession planning is pivotal to the success and longevity of organizations. The concept of integrating succession planning and career development was the essence of his research. He did not believe that either process can work effectively or efficiently if they are not integrated.

Without career planning, succession planning is a wish list; without succession planning, career planning can be a roadmap to an uncertain destination (Rothwell, 2005).

As competition for human resources increase, succession planning can be used to attract and retain staff. According to a Canada Public Service Agency business case, "Succession planning helps to retain skilled employees by ensuring they are provided with challenging developmental assignments that support their career" (Canada Public Service Agency, 2007, p.3). Gaffney (2005), an author and Fellow in the Workforce Stability Institute, contended that the competitive job market is forcing organizations to be more creative and cognizant of their succession strategies. As current literature has suggested, there is a strong link between effective succession strategies and improved employee retention (Field, 2008; Gaffney, 2005; Ross, 2008; Rothwell et.al, 2005).

The integration and alignment of succession planning and career development programs seems natural and intuitive. Both employers and employees are striving to develop talent and key competencies. Through a collaborative approach, shared *talent goals* can be identified and action plans implemented to achieve them (Beever, 2008).

As with succession planning, career development is more vulnerable to obstacle if viewed as stand-alone process. However, if career development is linked to succession planning and, in turn, the strategic objectives of the organization, the result is a more robust process that can withstand short-term organizational strains (Succession Planning Facts, 2005) in (Beever, 2008).

Without visible support from the CEO, career development efforts and succession planning strategies will fail. The support must be active and cascaded through the organization. All levels of management need to take responsibility for training and not just delegate the responsibility to Human Resources (Rothwell et al.,2005). To effective, talent management, including recruitment and training, can no longer be the responsibility of human resources but rather the responsibility of senior management (National Institute of Standards and Technology, 2001) in (Beever, 2008).

Career management strategies are most effective when integrated with other priorities, such as strategic planning and succession planning (Beever, 2008). A properly selected, well-trained, and heavily committed workforce makes it easy to build a succession planning programs that taps into internal talent (Rothwell et al.,2005).

2.4 Theoretical Framework

Based on the literature review on succession planning and career development, a theoretical framework designed as Figure 2.1. This theoretical framework shows the relationship between the independent variables (succession planning) and the dependent variable (career development).

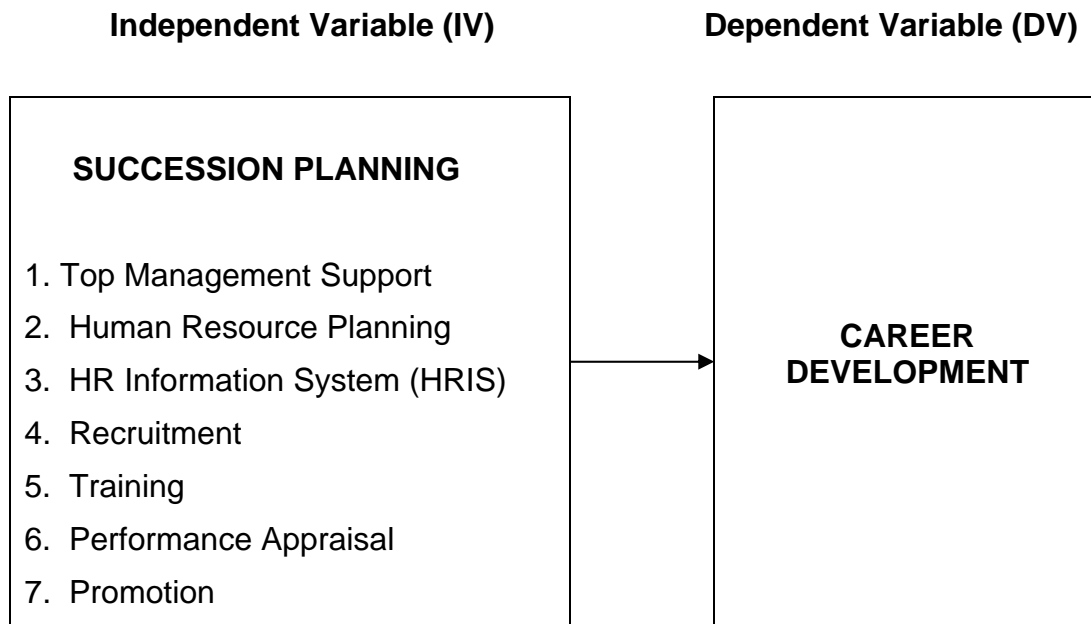


Figure 2.1: Theoretical Framework

2.5 Research Hypotheses

Based on the research questions and research objectives aligned before, hypotheses and tests done for this research are as follows:

Hypotheses	Test
H1 ₀ : There is no difference between men and women's perception on succession planning.	t-test
H1 _A : There is difference between men and women's perception on succession planning.	
H2 ₀ : The importance of succession planning program is not the same among ministries/departments.	ANOVA
H2 _A : The importance of succession planning program is the same among ministries/departments.	

Hypotheses	Test
<p>H3₀: There is no effectiveness of career development program among PTD Grade M48 to M54.</p> <p>H3_A: There is effectiveness of career development program among PTD Grade M48 to M54.</p>	ANOVA
<p>H4₀: There is no relationship between succession planning and career development.</p> <p>H4_A: There are at least five dimensions of succession planning significant to career development</p>	<i>Pearson Correlation</i>
<p>H5₀: There is no influence on career development program by succession planning.</p> <p>H5_A: There is influence on career development program by succession planning.</p>	<i>Multiple Regression</i>

2.6 Summary of Chapter 2

Succession planning, career development and talent management are *people processes* that enable organizations to attract, develop, and retain people. People are the precious and integral resource that will be the deciding factor of an organization's success or failure in the knowledge-based economy of the 21st century. Proactive organizations will strive to create and align succession plans and career development processes with the strategic plans of the organization. Organizations that do not implement appropriate people processes risk decreasing performance and failure (Beever, 2008).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses on how this research conducted such as the population and research sample, sampling procedure, data collection technique, pilot study, main study and the development of research instrument.

3.2 Population and Sampling

According to Krejcie Morgan (1970) in Sekaran (2003), if all subgroups have equal number of elements, researcher should choose *proportionate stratified random sampling* but if all subgroups do not have equal number of elements, researcher should choose *disproportionate stratified random sampling*. For proportionate stratified random sampling, researcher might decide to include in the sample 20% of members from each stratum, while for *disproportionate stratified random sampling*, the number of subjects from each stratum can be altered, while keeping the sample size unchanged.

The population of this research is 1,453 and as data given by PSD in **Table 3.1**, researcher decided to choose the *proportionate stratified random sampling* and as calculated, it resulted to the number of 290 sample for this research, as illustrated in the **Table 3.2**.

Table 3.1: Number of PTD Officers (Grade 48-M54) in Putrajaya.

Grade	M48	M52	M54	TOTAL
Ministry				
1) Prime Minister's Department (JPM)	373	127	138	638
2) Public Service Department (PSD)	101	71	56	228
3) Ministry of Home Affairs (MOHA)	129	50	42	221
4) Ministry of Finance (MOF)	88	51	48	187
5) Ministry of Health (MOH)	106	46	27	179
TOTAL	797	345	311	1453

Source : Service Division, Public Service Department of Malaysia (PSD).
Data as at June 5th, 2009.

Table 3.2: Proportionate and Disproportionate Stratified Random Sampling

Job Level (Grade)	Number of elements	Number of Subjects in the Sample	
		Proportionate Sampling (20% of the elements)	Disproportionate Sampling
M48	797	160	200
M52	345	68	45
M54	311	62	45
Total	1453	290	290

3.3 Data Collection Technique

There are three techniques used in collecting data such as interviews, books, theses and journals reference, and distribution of questionnaires.

3.3.1 Interviews were done between researcher and Human Resource Managers of those five ministries/departments to get a clear

scenario on the practice of succession planning and career development programs for PTD M48 to M54 at their ministry/department.

3.3.2 Books, theses and journals reference was done by researcher to get secondary data to defense the theory brought by researcher.

3.3.3 550 questionnaires distributed to the respondents (PTD M48 to M54) of those five ministries/departments by using soft copies (email) and hard copies (distribution) through their HR managers. 100 copies of questionnaires distributed to each ministry/department to gain the 290 samples with duration of one month to complete the questionnaires.

3.4 Questionnaire

Instrument used in this research is a questionnaire to gather the data from the research sample. Set of questionnaire used in this research divided into three (3) sections as follows:

- i. Section A – Respondent's Background/Demography
- ii. Section B – Succession Planning
- iii. Section C – Career Development

The questionnaire conducted in English because all respondents are the senior middle managers and English language should be no problem for them to understand the questions given. However, for an easy understanding and to save their precious time, each item translated into Bahasa Melayu by ITNM (Institut Terjemahan Negara Malaysia). Instrument and item used in the questionnaire are as **Table 3.3:**

Table 3.3: Instrument and Items of Questionnaire

Sec.	Factor	Reference	Question item	Alpha (by original researcher)
A	Respondent's Background/ Demography	Ministry/ Department, Gender, Age, Grade of Position, Length of Service, Qualification	6	
B	Succession Planning Top Management Support (TMS) HR Planning (HRP) HR Information System (HRIS) Recruitment Training Performance Appraisal Promotion	Questionnaire for Effective Succession Planning and Management (SP&M) by Rothwell (1997)	28 7 4 3 4 4 3 3	0.94 0.86 0.73 0.65 0.79 0.73 0.70 0.81
C	Career Development	American Standard Training and Development (ASTD) Survey Questionnaire by Gutteridge, Leibowitz and Shore (1990)	11	0.85

3.4.1 Demography

Questions in this section were developed to gain respondent's personal information. It consists of ministry/department, gender, age, grade of position, length of service and qualification.

3.4.2 Research Instrument

There are two variables to be measured in this research, which is succession planning for the independent variable and career development for the dependent variable. There are two sets of instrument recognized to measure those variables as follows:

- a. Instrument to measure the independent variable (IV), succession planning and the seven dimensions were taken from Questionnaire for Effective Succession Planning and Management (SP&M) by Rothwell (1997). There are 28 items using the Likert scale 1 to 5 (Not at all important to Very Important) to measure the seven dimensions and 3 open-ended questions on succession planning, as listed in Table 3.3.

The reliability for this instrument is alpha 0.94 for succession planning, 0.86 for Top Management Support (TMS), 0.73 for Human Resource Planning (HRP), 0.65 for Human Resource Information System (HRIS), 0.79 for recruitment, 0.73 for training, 0.70 for performance appraisal and 0.81 for promotion.

- b. Instrument to measure the dependent variable (DV), career development was taken from American Standard Training and Development (ASTD) Survey Questionnaire by Gutteridge, Leibowitz and Shore (1990) which consists of 25 questions but only 1 of them with 11 sub-questions using

Likert scale 1 to 5 (Very Ineffective to Very Effective) measure the effectiveness of career development program.

The reliability for this instrument is alpha 0.85.

3.5 Pilot Study

A pilot study was done among 30 respondents among PTD Grade M48 to M54 from five ministries/departments (Prime Minister's Department, Public Service Department, Ministry of Home Affairs, Ministry of Finance and Ministry of Health), related to the main study. This study implemented to determine the reliability and validity of the research instrument through respondents' understanding on the questionnaires given. To maintain the validity of the research, researcher separated the data on pilot study and the main study. It shows that all respondents understand the questionnaires very well.

3.6 Validity

According to Neuman (2003), reliability and validity is a centralization of issues in all measurement. The validity answering a question on how far is the social reliability can be measured through research according to arrangement on constructed questions which has been used by original researcher. The better the match/adjustment, the better validity of a measurement it could be.

Instrument used in this research was not simply constructed by herself but it was constructed by experts in that field whom Rothwell (1997) for the instrument of Questionnaire for Effective Succession Planning and

Management (SP&M) and Gutteridge, Leibowitz & Shore (1990) for the instrument of American Standard Training and Development (ASTD) Survey Questionnaire. Those instruments have been used by previous researchers.

3.7 Normality test

According to Hair *et.al* (2007), the normality test is a pre-requisite for the inferential statistics method. It is implement to ensure that the data collected are closely or normal distributive. There are several ways to test the normality such as histogram, stem-and-leaf and boxplot. Cooks and Steed (2007) mentioned that histogram and Normal Q-Q Plot are also use to determine that the data are in normal distribution. Histogram and Normal Q-Q Plot for the variables tested are as at **Appendix C1**.

Histogram used to determine which variable has a normal curve (bell shape) on histogram to help to differentiate between the main distribution and the normal curve. All histograms shown that all variables tested have normal distribution. Besides, the Normal Q-Q Plot as at **Appendix C1** shown that there are normal distribution on each sample unit which situated on a straight line (Coakes *et.al*, 2007).

3.8 Linearity Test

The linearity test is also important as a pre-requisite for the inferential statistics method. The assumption on linearity has to be measured on each group of independent variable separately. Linearity can be assumed by looking at the cluster shaped along the regression line. It is to ensure

that the assumption on homoscedasticity is not offence (Coakes *et.al*, 2007).

Based on the scatter-plot at **Appendix C2**, shown that there are a linear relationship among seven dimensions of independent variable and dependent variable. Based on that assumption, the inferential statistics method implemented.

3.9 Reliability Test

According to Sekaran (2003), the reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. In other words, the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the “goodness” of the measure.

According to Salkind (2006), the reliability of data exist if there is repeated testing to measure the same thing which came up with a same result. Reliability is to test the stability of measurement used. The measurement of Cronbach Alpha shows how items used are interrelated among each other. The nearer the Cronbach Alpha to the value of .1, the highest the reliability it is. **Table 3.4** shows the interpretation of Cronbach Alpha value based on Hair *et.al* (2003).

Table 3.4: Interpretation of Cronbach Alpha Value

Alpha Value	Interpretation
< 0.6	Weak
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
> 0.9	Excellent

The result for reliability test of pilot and main study are shown at **Table 3.5**. In the pilot study, it shown that independent variable (IV), succession planning and dependent variable (DV), career development are good and very good except for two dimensions of succession planning (human resource planning and human resource information system) which are weak and moderate phase. While in the main study, all variables are good, very good and excellent except for human resource planning and human resource information system which is in the moderate phase (0.693 and 0.658). Consequently, researcher has deleted item no.25 for dimension of human resource planning to get the reliability value of 0.721 instead of 0.693. However, dimension of human resource information system remain moderate because there's not much increasing alpha even though if one item deleted.

Table 3.5: Cronbach Alpha Value for Pilot and Main Study

Variables	Pilot Study	Main Study
Succession Planning (IV)	0.944	0.946
Top Management Support (TMS)	0.845	0.860
HR Planning (HRP)	0.599	0.721
HR Information System (HRIS)	0.606	0.658
Recruitment	0.824	0.798
Training	0.730	0.744
Performance Appraisal	0.837	0.707
Promotion	0.874	0.803
Career Development (DV)	0.862	0.854

3.10 Data Analysis

All data collected were analyzed by using *the Statistical Package for Social Science (SPSS) Version 15.0* to measure the descriptive and inferential data as to test the *ANOVA, t-test, Pearson Correlation* and *Multiple Regression*.

3.10.1 Descriptive Statistics

Descriptive statistics such as maximum, minimum, means, standard deviations and variance were obtained for the interval-scaled independent and dependent variables. The results of descriptive statistics are shown in **Table 4.1** and **Table 4.2**.

3.10.2 Inferential Statistics

Inferential statistics encompasses a variety of procedures to ensure that the inferences are sound and rational, even though they may not always be correct. In short, inferential statistics enables us to make confident decisions in the face of uncertainty. Inferential statistics used in this research is *t-test, ANOVA, Pearson correlation* and multiple regression and all results are shown in **Table 4.3** to **Table 4.7**.

3.11 Summary of Chapter 3

Consequently, this chapter explained the research methodology used by researcher. Some research done according to the research design and all data were collected by researcher herself to get the maximum feedback.

CHAPTER 4

DATA ANALYSIS

This chapter reports the result of data analysis based on research objectives aligned in Chapter 1. Two analysis techniques used to analyze the data to test the research hypotheses and by doing so, researcher used the descriptive statistics (frequency distributions) and inferential statistics (*t*-test, ANOVA, Pearson correlation and multiple regression analysis). SPSS Version 15.0 for Windows – a menu driven software program used as a medium to analyze. From 500 questionnaires distributed to the five ministries/departments, only 235 or 81% were returned and valid.

4.1 *Descriptive Statistics: Frequency Distributions*

Frequency distributions were obtained for all the personal data or classification variables. The frequencies for the number of individuals in the five ministries/departments are shown in **Table 4.1**. It may be seen therefrom that the greatest number of individuals in the sample came from Public Service Department (known as JPA)(26.4%) followed by the Prime Minister's Department (JPM)(21.7%), Ministry of Finance (MOF)(17.9%), Ministry of Health (MOH)(17.4%) and 16.6% from Ministry of Home Affairs (MOHA).

From the frequencies obtained for other variables, it was found that 53.2% of the respondents are men and 46.8% women; about 28.9% are from the age ranging 31-35, followed 23.4% from age ranging 36-40, 15.7% from

age ranging 46-50, 13.6% from age ranging 51-56, 12.8% from age ranging 25-30 and only 5.5% are from age ranging 41-45 years old.

About 55.7% are those PTD officers in Grade M48, 25.1% in Grade M52 and 19.1% in Grade M54. From their length of service, 42.6% respondents have been served from 5-10 years in the public service, 20.9% served from 11-15 years, 11.5% served from 26-30 years, 10.2% served from 16-20 years, 9.8% served from 21-25 years and 5.1% served 31-35 years in the public service. For their qualification, 48.1% had a bachelor's degree, 46.4% a master's degree and 5.5% had doctoral degrees.

All demographical factors are summarized in the Table 4.1 as follows:

Table 4.1: Respondent's Demography

PROFILE		FREQUENCY	PERCENT (%)
Ministry	JPM	51	21.7
	JPA	62	26.4
	MOHA	39	16.6
	MOF	42	17.9
	MOH	41	17.4
	Total	235	100.0
Gender	Male	125	53.2
	Female	110	46.8
	Total	235	100.0
Age	25-30	30	12.8
	31-35	68	28.9
	36-40	55	23.4
	41-45	13	5.5
	46-50	37	15.7
	51-56	32	13.6
	Total	235	100.0
Grade of Position	M48	131	55.7
	M52	59	25.1
	M54	45	19.1
	Total	235	100.0
Length of Service	5-10	100	42.6
	11-15	49	20.9
	16-20	24	10.2
	21-25	23	9.8

PROFILE		FREQUENCY	PERCENT (%)
	26-30	27	11.5
	31-35	12	5.1
	Total	235	100.0
Qualification	Bachelor	113	48.1
	Masters	109	46.4
	PhD	13	5.5
	Total	235	100.0

4.2 *Descriptive Statistics: Measures of Succession Planning and Career Development*

Descriptive statistics such as maximum, minimum, means, standard deviations, and variance were obtained for the interval-scaled independent and dependent variables. The results are shown in **Table 4.2**

It has been mentioned that all variables were tapped on a 5-point scale. From the results, it may be seen that the **mean** on performance appraisal is about average (3.79 on a 5-point scale), as was the mean on top management support (TMS) (3.94) and recruitment (3.99). Human resource information system (HRIS) is high (4.10 on a 5-point scale) as was the mean on training (4.09), promotion (4.08) and human resource planning (4.06).

The mean of 2.85 on a 5-point scale for career development indicates that most of the respondents feels that the career developments programs developed by their ministries/departments are ineffective. The minimum of 1 indicates that there are some who feels that the career developments programs are very ineffective, and the maximum of 4.73 indicates that some career development programs are effective.

Table 4.2: Descriptive Statistics of Succession Planning and Career Development

Variables	N	Minimum	Maximum	Mean	Std. Deviation	Variance
TMS	235	1.57	5.00	3.9350	.57813	.334
HRP	235	2.00	5.00	4.0567	.60592	.367
HRIS	235	2.67	5.00	4.0965	.55910	.313
Recruitment	235	2.25	5.00	3.9926	.62249	.387
Training	235	2.50	5.00	4.0872	.56599	.320
Performance_ Appraisal	235	1.67	5.00	3.7929	.76214	.581
Promotion	235	2.33	5.00	4.0809	.60040	.360
CD	235	1.00	4.73	2.8472	.82961	.688

The **variance** for top management support, human resource planning, human resource information system, recruitment, training, and promotion is not high. The variance for career development and succession planning (performance appraisal) is only slightly more, indicating that most respondents are very close to the mean on all the variables.

In sum, the succession planning is rather low, not much on top management support, human resource planning, human resource information system, recruitment, training, promotion, and there is averagely performance appraisal, towards the effectiveness of career development programs.

4.3 Inferential Statistics

t-Test, ANOVA, Pearson Correlation and Multiple regression were done to test the five hypotheses developed as in Chapter 2.

4.4 Hypotheses Testing

Five hypotheses were generated for this study as stated earlier. These call for the use of *t*-test (for hypothesis 1), an ANOVA (for hypotheses 2 and 3), a Pearson correlation (for hypothesis 4) and a multiple regression analysis (for hypothesis 5). The results of these tests and their interpretation are discussed as follows.

Hypothesis 1: Use of *t*-test. Hypothesis 1 is stated in the null and alternate as follows:

H₁₀: There is no difference between men and women's perception on succession planning.

H_{1A}: There is difference between men and women's perception on succession planning.

A *t*-test indicates if the perceptions on succession planning differences are significantly different for women than for men. The results of the *t*-test is shown in **Table 4.3**.

As may be seen, the difference in the means of 4.02 and 3.97 with standard deviations of .52 and .48 for the men and women on succession planning is not significant. Thus, **hypothesis 1 is not substantiated**. In short, it is **Fail to Reject H₁₀** and means that there is no difference between men and women's perception on succession planning.

Table 4.3: t-Test output

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
SP	Male	125	4.0187	.52630	.04707
	Female	110	3.9744	.48469	.04621

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SP	Equal variances assumed	.340	.560	.667	233	.505	.04426	.06632	-.08640	.17491
	Equal variances not assumed			.671	232.507	.503	.04426	.06597	-.08571	.17423

Hypothesis 2: Use of ANOVA. The second hypothesis is stated in the null and alternate as follows:

H₂₀: The importance of succession planning program is not the same among the ministries/departments.

H_{2A}: The importance of succession planning program is the same among the ministries/departments.

Since there are more than two groups (five groups of ministries/departments) and succession planning is measured on an interval scale, ANOVA is appropriate to test this hypothesis. The results of ANOVA, testing this hypothesis are shown in **Table 4.4**.

Table 4.4: ANOVA

ANOVA

SP

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.595	4	.149	.576	.681
Within Groups	59.474	230	.259		
Total	60.069	234			

The *df* in the third column refers to the degrees of freedom, and each source of variation has associated degrees of freedom. For the between-groups variance, $df = (K - 1)$, where K is the total number of groups or levels. Because there were five groups of ministries/departments, we have $(5 - 1) = 4$ *df*. The *df* for the within groups sum of squares equals $(N - K)$, where N is the total number of respondents and K is the total number of groups of ministries/departments. Since there were no missing responses, the associated *df* is $(235 - 5) = 230$.

The mean square for each source of variation (column 4 of the results) is derived by dividing the sum of squares by its associated *df*. Finally, the F value itself equals the explained mean square divided by the residual mean square. In this case, $F = .576 (.149/.259)$. The result do not indicate any significant differences in the importance of succession planning program among the ministries/departments ($F=.576; p=.68$). Thus, **hypothesis 2 is not substantiated**. In short, it is **Fail to Reject H_{20}** and means that the importance of succession planning program is not the same among ministries/departments.

Hypothesis 3: Use of ANOVA. The third hypothesis is stated in the null and alternate as follows:

H₃₀: There is no effectiveness of career development program among PTD Grade M48 to M54.

H_{3A}: There is an effectiveness of career development program among PTD Grade M48 to M54.

The results of this ANOVA test shown in **Table 4.5** do not indicate any significant differences in the effectiveness of career development program among the three groups (F= 1.368; p =.26). Thus, **hypothesis 3 was not substantiated**. In short, it is **Fail to Reject H₃₀** and means that PTD Grade M48 to M54 claimed that there is no effectiveness of career development program for them.

Table 4.5: ANOVA

Career Development	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.877	2	.938	1.368	.257
Within Groups	159.173	232	.686		
Total	161.050	234			

Hypothesis 4: Use of Pearson Correlation. Hypothesis 4 is stated in the null and alternate as follows:

H₄₀: There is no relationship between succession planning and career development

H_{4A}: There are at least five dimensions of succession planning significant to career development

The Pearson correlation matrix obtained for the five interval-scaled variables is shown in **Table 4.6**. From the result, we see that career development significantly, positively correlated to top management support, human resource information system, recruitment, training, and promotion. That is, the career development program is effective if there is support from the top management, a system for human resource, more recruitment, more training program and more promotion exercise for all excellent officers. The correlations are all in the expected direction.

Thus, **hypothesis 4 was substantiated**. In short, it has to **Reject H₄₀** and means that there are at least five dimensions of succession planning significant to career development

Table 4.6: Pearson Correlations Matrix

		TMS	HRP	HRIS	Recruitment	Training	Performance Appraisal	Promotion	CD
Pearson Correlation	Top Management Support (TMS)	1	.589(**)	.702(**)	.791(**)	.705(**)	.587(**)	.671(**)	.235(**)
	Human Resource Planning (HRP)	.589(**)	1	.542(**)	.528(**)	.578(**)	.432(**)	.509(**)	.096
	Human Resource Information System (HRIS)	.702(**)	.542(**)	1	.766(**)	.776(**)	.457(**)	.658(**)	.166(*)
	Recruitment	.791(**)	.528(**)	.766(**)	1	.794(**)	.594(**)	.719(**)	.205(**)
	Training	.705(**)	.578(**)	.776(**)	.794(**)	1	.527(**)	.636(**)	.184(**)
	Performance Appraisal	.587(**)	.432(**)	.457(**)	.594(**)	.527(**)	1	.582(**)	.095
	Promotion	.671(**)	.509(**)	.658(**)	.719(**)	.636(**)	.582(**)	1	.276(**)
	Career Development	.235(**)	.096	.166(*)	.205(**)	.184(**)	.095	.276(**)	1
	Significance (2-tailed)	Top Management Support (TMS)		.000	.000	.000	.000	.000	.000
	Human Resource Planning (HRP)	.000		.000	.000	.000	.000	.000	.144
	Human Resource Information System (HRIS)	.000	.000		.000	.000	.000	.000	.011
	Recruitment	.000	.000	.000		.000	.000	.000	.002
	Training	.000	.000	.000	.000		.000	.000	.005
	Performance Appraisal	.000	.000	.000	.000	.000		.000	.146
	Promotion	.000	.000	.000	.000	.000	.000		.000
	Career Development	.000	.144	.011	.002	.005	.146	.000	
N	Top Management Support (TMS)	235	235	235	235	235	235	235	235
	Human Resource Planning (HRP)	235	235	235	235	235	235	235	235
	Human Resource Information System (HRIS)	235	235	235	235	235	235	235	235
	Recruitment	235	235	235	235	235	235	235	235
	Training	235	235	235	235	235	235	235	235
	Performance Appraisal	235	235	235	235	235	235	235	235
	Promotion	235	235	235	235	235	235	235	235
	Career Development	235	235	235	235	235	235	235	235

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

* Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 5: Use of Multiple Regression Analysis. Hypothesis 5 is stated in the null and alternate as follows:

H5_o: There is no influence on career development program by succession planning.

H5_A: There is influence on career development program by succession planning.

To test this hypothesis, multiple regression analysis was done. The results of regressing the seven dimensions of independent variables against career development program can be seen in **Table 4.7**.

Table 4.7: Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.320(a)	.102	.075	.79801

a Predictors: (Constant), Promotion, HRP, Performance_Appraisal, HRIS, TMS, Training, Recruitment

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.493	7	2.356	3.700	.001(a)
	Residual	144.557	227	.637		
	Total	161.050	234			

a Predictors: (Constant), Promotion, HRP, Performance_Appraisal, HRIS, TMS, Training, Recruitment

b Dependent Variable: CD

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.380	.441		3.129	.002
	TMS	.304	.163	.212	1.864	.064
	HRP	-.130	.113	-.095	-1.156	.249
	HRIS	-.154	.168	-.103	-.916	.361
	Recruitment	-.033	.178	-.025	-.185	.854
	Training	.101	.173	.069	.583	.561
	Performance_	-.153	.091	-.140	-1.676	.095
	Appraisal					
	Promotion	.423	.136	.306	3.107	.002

a. Dependent Variable: CD

The first output in the table lists the seven dimensions of independent variables that are entered into regression model and **R** (.320) is the correlation of the seven dimensions of independent variables with the dependent variable, after all the inter-correlations among the seven dimensions of independent variables are taken into account.

In the *Model Summary* output, the **R Square** (.102) which is the explained variance, is actually the square of the multiple $R(.320)^2$. The *ANOVA* table shows that the *F* value of 3.700 is significant at .001 level. In the *df* (degree of freedom) in the same table, the first number represents the number of dimensions of independent variables (7), the second number (227) is the total number of complete responses for all the variables in the equation (*N*), minus the number of independent variables (*K*) minus 1. ($N - K - 1$) [(235 - 7 - 1) = 227]. The *F* statistic produced ($F=3.700$) is significant at .001 level.

What the result mean is that 10.2% of the variance (*R*-square) in career development has been significantly explained by the seven dimensions of independent variables.

The next table titled *Coefficients* helps researcher to see which among the seven dimensions of independent variables influences most the variance in career development programs. If we look at the column **Beta** under *Standardized Coefficients*, we see that the highest number in Beta is .306 for promotion, which is significant at the .002 level. It may also be seen that this is the only dimension of independent variable that is significant. The positive beta weight indicates that the career development program is effective if promotion rewarded to the employees.

Thus, **hypothesis 5 is substantiated**. In short, it has to **Reject H₅₀** and means that there is influence on career development program by succession planning.

4.5 Summary of Chapter 4

Of the five hypotheses tested, two were substantiated and three were not. From the multiple regression analysis, it is clear that promotion is the most influential factor in explaining the effectiveness of career development programs. Whatever is done to increase the promotion exercise for the employees will therefore help on the effectiveness of the career development program.

It is also clear from the result that PTD Grade M48 to M54 claimed that there is no effectiveness of career development program for them and the

importance of succession planning is not the same among the ministries/departments.

It is informative to find that there is no difference between men and women in their perception towards succession planning. The Pearson correlation matrix (Table 4.6) indicates that career development significantly and positively correlated to top management support, human resource information system, recruitment, training, and promotion. That is, the career development program is effective if there is support from the top management, a system for human resource, more recruitment, more training program and more promotion exercise for all excellent officers.

Increasing the promotion exercise will no doubt to help to increase employees' perception on the effectiveness of career development program, but the fact that only 10.2% of the variance in career development program was significantly explained by the seven dimensions of independent variables considered in this study still leaves 89.8% unexplained. In other words, there are other additional variables that are important in explaining the effectiveness of career development program that have not been considered in this study. However, further research might be necessary to explain more of the variance in career development program by any future researcher.

Consequently, all hypotheses and result can be summarized as **Table 4.8** as follows:

Table 4.8: Findings Summary

Hypotheses	Significant	Reject/ Fail to reject H ₀
H1 ₀ : There is no difference between men and women's perception on succession planning. H1 _A : There is difference between men and women's perception on succession planning.	Not substantiated	Fail to reject H ₀
H2 ₀ : The importance of succession planning program is not the same among ministries/departments. H2 _A : The importance of succession planning program is the same among ministries/departments.	Not substantiated	Fail to reject H ₀
H3 ₀ : There is no effectiveness of career development program among PTD Grade M48 to M54. H3 _A : There is effectiveness of career development program among PTD Grade M48 to M54.	Not substantiated	Fail to reject H ₀
H4 ₀ : There is no relationship between succession planning and career development. H4 _A : There are at least five dimensions of succession planning significant to career development.	Substantiated	Reject H ₀
H5 ₀ : There is no influence on career development program by succession planning. H5 _A : There is influence on career development program by succession planning.	Substantiated	Reject H ₀

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The results of this study confirm that the variables considered in the theoretical framework are important. Researcher concludes everything which has been discussed in Chapter 1 to Chapter 4, in the **Table 5.1** as follows:

Table 5.1: Research Summary

No.	Research Questions	Research Objectives	Null Hypotheses	Reject/Fail to reject null hypotheses
1.	Is there any difference between men and women's perception on succession planning?	To determine the difference between men and women's perception on succession planning.	H1_o : There is no difference between men and women's perception on succession planning.	Fail to reject H1 _o
2.	Is there any importance of succession planning program among ministries/ departments?	To determine the importance of succession planning program among ministries/ Departments.	H2_o : The importance of succession planning program is not the same among ministries/ Departments.	Fail to reject H2 _o
3.	Is there any effectiveness of career development program among PTD Grade M48 to M54?	To determine the effectiveness of career development program among PTD Grade M48 to M54.	H3_o : There is no effectiveness of career development program among PTD Grade M48 to M54.	Fail to reject H3 _o
4.	Is there any relationship between succession planning and career development?	To determine the relationship between succession planning and career development.	H4_o : There is no relationship between succession planning and career development.	Reject H4 _o
5.	Is there any influence on career development by succession planning?	To determine the influence on career development by succession planning.	H5_o : There is no influence on career development by succession planning.	Reject H5 _o

5.1 DISCUSSIONS

5.1.1 The difference between men and women's perception on succession planning.

The result shows that there is no difference between men and women's perception on succession planning. This indicates that all men and women managers (PTD Grade M48 to M54) at Prime Minister's Department, Public Service Department, Ministry of Home Affairs, Ministry of Finance and Ministry of Health have the same perception on succession planning. Based on the means of 3.998 on succession planning, it is clear they do agree that the succession planning is slightly important to be implemented.

5.1.2 The importance on succession planning programs among ministries/departments.

The result shows that the importance of succession planning programs is not the same among ministries/departments. Based on the open-ended answer, respondents agree that the importance of succession planning program is depending on the core business of the ministry/department. .

5.1.3 The effectiveness of career development program among PTD Grade M48 to M54.

The result shows that there is no effectiveness of career development program among PTD M48 to M54. The worst is, the result shows that 8.5% of respondent feels that their organization never did the job posting, 35.7% feels that their organization never did the skills inventory or skills audit, 20.9% feels that their organization never did the replacement or succession planning, 8.1% feels that their organization never did the internal placement systems, 14.9% feels that their organization never did the job enrichment or job redesign, 16.2% feels that their organization never did the job rotation, 6.8% feels that their organization never did the in-house training and development as well as external seminars or workshops, 20.% feels that their organization never did the superior training in career discussions, 28.1% feels that their organization never did the mentoring systems and 33.2% feels that their organization never did the career planning workshops.

All these should be taken into serious consideration by all Head of Ministry and Head of Departments. In short, all ministry/department should improve or develop their organizations's career development program for job posting, skills inventory or skills audit, replacement or succession planning, internal placement systems, job enrichment or job redesign, job rotation, in-house training and development as well as external seminars or workshops, superior training in career discussions, mentoring systems and career planning workshops.

5.1.4 The relationship between succession planning and career development.

The result shows that from seven dimensions of succession planning, there are five of them significantly, positively correlated to career development such as top management support, human resource information system, recruitment, training and promotion.

The respondents do believe that their career development program will be effective if there is support from top management, system for human resource, well-managed in recruiting employees, training for their career development and promotion for the high flyers.

5.1.5 The influence on career development by succession planning.

The result shows that only 10.2% of career development influenced by succession planning and as expected, promotion is the most influencing factor in career development. As researcher's interviews with some respondents resulted that they do agree with this findings and really belief that in today's economic, promotion is the key factor to belief that their career is developing and wisely managed by their organization.

5.2 RECOMMENDATIONS

This research found that only top management support, human resource information system, recruitment, training, and promotion have a positive significant relationship with career development. As a whole, there is only 10.2% of career development influenced by succession planning while 89.8% by other factors. It is recommended that future researcher will try to identify the other factors influence the effectiveness of career development program.

Based on the research findings and input from respondents, five recommendations were identified to improve the implementation on succession planning and the effectiveness of career development program, as follows:

5.2.1 Identify potential individuals for key positions in the future.

It is recommended to identify potential individuals for key positions in the future based on their serious commitment and good/excellent in working style, good quality of work, best superior's recommendation on core business, good in performance observation at least five years, good public relation skills, well experienced, good attitude, excellent skills, wide knowledge, analytical thinking, good personality, high competencies, good in peer assessment, good track records, good communication skills and efficient in their work.

5.2.2 Keep track of high potential employees

It is recommended to keep track of high potential employees based on their high commitment, critical thinking, performance appraisal, a system to continuously assess their performance, an effectiveness and efficiency in completing the job, 360 degrees evaluation, their ability to share, contribution to the organization, ability to plan and lead, high discipline, consistent achievement, positive output, outcomes and productivity, dedicated, good cooperation, focus, punctual, job performance and good attitude.

5.2.3 Clarify the requirements for key positions.

It is recommended to clarify the requirements for key positions based on the post vacancies, seniority, competency, skill set, experience, maturity, management review, major job scope for key positions, expertise and experience, excellent job performance, direct involve to organization's vision, objective, key function, charismatic, capable to lead a group, focus on core business, strategic planning, performance and character to fill in the post, no favoritism, assessment, right ASK (attitude, knowledge, skills) and ready to lead the organization, good emotional skill, negotiation skill, appearance and personality.

5.2.4 Plan the organization for future career development practices.

It is recommended to plan the organization for their employees' future career development by provision of courses, train officers in various areas of responsibilities, establish a strong foundation with adequate resources, improve skills through training, continuous and add more training, frequent job rotation (every 5 years), attachment program, retain good employees by giving them promotion to avoid intention to leave, internal and external postings (including cross fertilization program to state government and foreign affairs), use HRMIS(Human Resource Management Information System) in identifying individual to plan their career development, PTK (Competency Level Assessment), effective training road map program, new promotion method/approach, sponsorship for furthering studies (Degree, Masters, PhD), job cluster for PTD (according to PTD 8 disciplines), more budget for training, job matrix, revise course content to match the current curriculum, improve multi-tasking and identify potential to give leadership training at overseas, enhance the officers' knowledge and skills, job rotation and exposure to the different field of work.

5.2.5 Identify the major impact (positive/negative) on organization's career development effort

It is good to maintain the positive impact but proactive action should be done to overcome the negative impact on organization's career development effort.

The positive major impact can be seen through the career enhancement, motivation for employees to improve their career, decision making by top management, employee more understand on the future objective and career goals, improve the ASK (attitude, knowledge, skills) of employees, excellent output from employees, well-manage of career development to manage a born of an excellent leader, ensure best talent within the organization, integrity, officer are motivated to work harder, career development can be the part of succession planning, strengthen the organization in the future, a good leader will steer the organization for a better future, k-workers, officer is able to contribute more and effectively, built creative and innovative officer and stabilization of an organization.

However, the negative impact should be wisely overcome and it can be seen through favoritism, dissatisfaction among employees, lack of manpower/qualified officer, unplanned on human resource development (sometimes training is based on employee's application), lack of effort because too many movement for PTD, unable to do job rotation as movement of officers are too quick while superiors are not willing to let subordinates try out new fields, bias, too focus on career development and promotion without focusing on career, less participation from middle managers.

5.3 CONCLUSION

Government within the organization should recognize that having well-trained, well-educated, and dedicated employees are important to ensure the public service operates effectively and efficiently. Through improved succession and career development process, public sector can make certain the appropriate talent pools are in place to support the needs of the organization. Improved talent management and succession planning process will increase recruitment, retention, and engagement of employees, thus ensuring the right people are in the right place at the right time. Conversely, if the top managers within the organization do not address the shortcomings of the succession and career development processes, the stability of the organization is at risk. Failure to create partnership between management and employees that focuses on talent development will diminish government as well as organization to attract, retain, and motivate professional and expert staff.

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Appendix A

Cover Letter



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Tarikh (Date): 10 September 2009
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Y.Bhg. Dato' Zaaba bin Hj. Che Rus
Setiausaha Bahagian
Bahagian Dasar Saraan, Wang Awam dan Khidmat Pengurusan
Aras 3, Blok Selatan
Kompleks Kementerian Kewangan
Presint 2,
62592 Wilayah Persekutuan PUTRAJAYA.

Y.Bhg Dato',

PENGESAHAN PESERTA KURSUS SARJANA SAINS PENGURUSAN INTAN/UUM SESI 2008/2009

Dengan hormatnya saya diarah merujuk kepada perkara tersebut di atas.

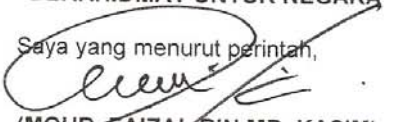
2. Sukacita dimaklumkan bahawa berikut merupakan peserta yang sedang melanjutkan pelajaran dalam **Sarjana Sains Pengurusan INTAN/UUM Sesi 2008/2009** yang dikendalikan oleh INTAN/UUM dan dijangka akan menamatkan pengajian pada 13 November 2009. Bagi tujuan tersebut, peserta berikut ingin memohon kerjasama dan jasa baik pihak Y.Bhg. Dato' untuk memberikan maklumat yang diperlukan bagi melengkapkan kajian yang perlu dilaksanakan bagi memenuhi keperluan pembelajaran diperingkat sarjana.

BIL.	NAMA	NO. K/P
1	JULIA BT. JALADDIN	780113-14-5856

3. Justeru itu, pihak Y.Bhg. Dato' boleh menghubungi saya di nombor seperti tercatat di atas jika terdapat sebarang pertanyaan. Kerjasama dan perhatian yang diberikan oleh pihak Y.Bhg. Dato' berhubung perkara ini amat kami hargai dan didahului dengan ucapan terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(**MOHD. FAIZAL BIN MD. KASIM**)
Penyelaras Program
Pengajian Lanjutan Dan Kuantitatif
b.p Pengarah
Institut Tadbiran Awam Negara (INTAN)
Jabatan Perkhidmatan Awam Malaysia.



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Encik Razak bin Deraman
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Bahagian Pengurusan Sumber Manusia
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Tuan/Puan,

PENGESAHAN PESERTA KURSUS SARJANA SAINS PENGURUSAN INTAN/UUM SESI 2008/2009

Dengan hormatnya saya diarah merujuk kepada perkara tersebut di atas.

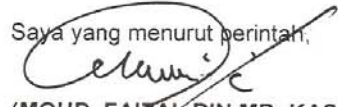
2. Sukacita dimaklumkan bahawa berikut merupakan peserta yang sedang melanjutkan pelajaran dalam **Sarjana Sains Pengurusan INTAN/UUM Sesi 2008/2009** yang dikendalikan oleh INTAN/UUM dan dijangka akan menamatkan pengajian pada 13 November 2009. Bagi tujuan tersebut, peserta berikut ingin memohon kerjasama dan jasa baik pihak tuan untuk memberikan maklumat yang diperlukan bagi melengkapkan kajian yang perlu dilaksanakan bagi memenuhi keperluan pembelajaran diperingkat sarjana.

BIL.	NAMA	NO. K/P
1	JULIA BT. JALADDIN	780113-14-5856

3. Justeru itu, pihak tuan boleh menghubungi saya di nombor seperti tercatat di atas jika terdapat sebarang pertanyaan. Kerjasama dan perhatian yang diberikan oleh pihak tuan berhubung perkara ini amat kami hargai dan didahului dengan ucapan terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(MOHD. FAIZAL BIN MD. KASIM)
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Tuan/Puan,

PENGESAHAN PESERTA KURSUS SARJANA SAINS PENGURUSAN INTAN/UUM SESI 2008/2009

Dengan hormatnya saya diarah merujuk kepada perkara tersebut di atas.

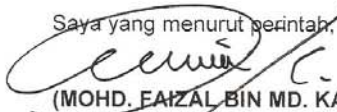
2. Sukacita dimaklumkan bahawa berikut merupakan peserta yang sedang melanjutkan pelajaran dalam **Sarjana Sains Pengurusan INTAN/UUM Sesi 2008/2009** yang dikendalikan oleh INTAN/UUM dan dijangka akan menamatkan pengajian pada 13 November 2009. Bagi tujuan tersebut, peserta berikut ingin memohon kerjasama dan jasa baik pihak tuan untuk memberikan maklumat yang diperlukan bagi melengkapkan kajian yang perlu dilaksanakan bagi memenuhi keperluan pembelajaran diperingkat sarjana.

BIL.	NAMA	NO. K/P
1	JULIA BT. JALADDIN	780113-14-5856

3. Justeru itu, pihak tuan boleh menghubungi saya di nombor seperti tercatat di atas jika terdapat sebarang pertanyaan. Kerjasama dan perhatian yang diberikan oleh pihak tuan berhubung perkara ini amat kami hargai dan didahului dengan ucapan terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(MOHD. FAIZAL BIN MD. KASIM)

Penyelaras Program
Pengajian Lanjutan Dan Kuantitatif
b.p Pengarah
Institut Tadbiran Awam Negara (INTAN)
Jabatan Perkhidmatan Awam Malaysia.



INSTITUT TADBIRAN AWAM NEGARA (INTAN)

JABATAN PERKHIDMATAN AWAM MALAYSIA
BUKIT KIARA, JALAN BUKIT KIARA, 50480 KUALA LUMPUR
Tel: 03-20847777 (20 talian), <http://www.intanbk.intan.my>



Ruj. Tuan (*Your Ref*):
Ruj. Kami (*Our Ref*): **INTAN : PPKP (LATIHAN):100-74/52 ()**
Tarikh (*Date*): **10** September 2009
Tel: 03-2084 7390
Fax: 03-2084 7471
E-Mail: faizalmk@intanbk.intan.my

Puan Noor Majidah bt. Wallad
Setiausaha Bahagian
Bahagian Khidmat Pengurusan
Kementerian Kesihatan Malaysia
Tingkat 7 & 8, Blok E7, Kompleks E
62590 Wilayah Persekutuan PUTRAJAYA.

Tuan/Puan,

PENGESAHAN PESERTA KURSUS SARJANA SAINS PENGURUSAN INTAN/UUM SESI 2008/2009

Dengan hormatnya saya diarah merujuk kepada perkara tersebut di atas.

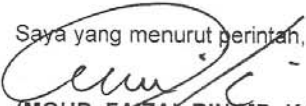
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"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(MOHD. FAIZAL BIN MD. KASIM)
Penyelaras Program
Pengajian Lanjutan Dan Kuantitatif
b.p Pengarah
Institut Tadbiran Awam Negara (INTAN)
Jabatan Perkhidmatan Awam Malaysia.

Appendix B

Questionnaire



**UNIVERSITI UTARA MALAYSIA
COLLEGE OF BUSINESS
MASTER OF SCIENCE (MANAGEMENT)**

Dear Y.Bhg Dato'/Datin/Dr./Tuan/Puan,

SURVEY ON THE RELATIONSHIP BETWEEN SUCCESSION PLANNING AND CAREER DEVELOPMENT

I'm Julia Jaladdin (PTD M48), a postgraduate student of College of Business, Universiti Utara Malaysia (UUM), where I am currently conducting a survey on The Relationship between Succession Planning and Career Development among PTD Officers (Grade M48 – M54).

This quantitative research aims to identify the relationship between succession planning and career development and to create awareness among senior middle managers on succession planning for their career development. Wendy Hirsh (2000) defined succession planning as a process by which one or more successors are identified for key posts (or groups of similar key posts), and career moves and/or development activities are planned for these successors. Successors may be fairly ready to do the job (short-term successors) or seen as having longer-term potential (long-term successors). In Malaysia, the term of "succession planning" was jargon among the public servants until the emergence of circular *Pekeliling Perkhidmatan Bilangan 3 Tahun 2006* dated 3rd May 2006 on *Panduan Mewujudkan Search Committee dan Proses Pelaksanaan Pelan Penggantian (Succession Planning)*.

Eight alternative hypotheses aligned in this research and all data collected will be analyzed by using the Statistical Package for Social Science (SPSS) version 15. For an easy understanding, each question is followed by **Bahasa Melayu** translation.

I, therefore, invite your participation and cooperation in this study. Your participation is voluntary and your response will remain confidential. Please answer **all** the questions as best as you can and return the completed questionnaire to me as soon as possible.

Thank you for your cooperation and rapid response.

Yours sincerely,

Julia bt. Jaladdin

016-2519882 (julia.jaladdin@gmail.com)

SECTION A: RESPONDENT'S BACKGROUND / DEMOGRAPHY

Question 1 to 6, please tick (/) **ONLY ONE** :

1. Ministry / Department : Prime Minister's Department (JPM)
 Public Service Department (JPA)
 Ministry of Home Affairs (MOHA)
 Ministry of Finance (MOF)
 Ministry of Health (MOH)

2. Gender Male
 Female

3. Age : 25-30 41-45
 31-35 46-50
 36-40 51-56

4. Grade of Position M48
 M52
 M54

5. Length of service : 5-10 years
 11-15 years
 16-20 years
 21-25 years
 26-30 years
 31-35 years

6. Qualification : Bachelor
 Master
 PhD

11.	Established a schedule of program events based on the action plan? <i>Menyediakan jadual aktiviti program berdasarkan pelan tindakan?</i>	1	2	3	4	5
12.	Fixed responsibility for organizational oversight of the program statement to guide the program? <i>Menentukan tanggungjawab organisasi bagi memantau pernyataan program sebagai panduan program tersebut?</i>	1	2	3	4	5
13.	Fixed responsibility of each participant in the program? <i>Menentukan tanggungjawab setiap peserta program tersebut?</i>	1	2	3	4	5
14.	Established incentives/rewards for identified successors in the succession planning program. <i>Mewujudkan insentif/ganjaran untuk pengganti yang telah dikenalpasti bagi program perancangan penggantian.</i>	1	2	3	4	5
15.	Established incentives/rewards for managers with identified successors. <i>Mewujudkan insentif/ganjaran untuk pengurus yang telah mengenalpasti pengganti.</i>	1	2	3	4	5
16.	Developed a means to budget for a succession planning program? <i>Menyediakan cara merancang peruntukan bagi program perancangan penggantian?</i>	1	2	3	4	5
17.	Devised means to keep records for individuals who are designated as successors? <i>Memikirkan cara menyimpan rekod individu yang telah dikenalpasti sebagai pengganti?</i>	1	2	3	4	5
18.	Created workshops to train management employees about the succession planning program? <i>Menganjurkan bengkel untuk melatih pekerja pengurusan tentang program perancangan penggantian?</i>	1	2	3	4	5
19.	Created workshops to train individuals about career planning? <i>Menganjurkan bengkel untuk melatih individu tentang perancangan kerjaya?</i>	1	2	3	4	5
20.	Established a means to clarify <i>present position responsibilities</i> ? <i>Menyediakan cara menjelaskan tanggungjawab jawatan yang disandang sekarang?</i>	1	2	3	4	5
21.	Established a means to clarify <i>future position responsibilities</i> ? <i>Menyediakan cara menjelaskan tanggungjawab jawatan yang disandang pada masa akan datang?</i>	1	2	3	4	5
22.	Established a means to appraise individual performance? <i>Menyediakan cara menilai prestasi individu?</i>	1	2	3	4	5
23.	Established a means to compare individual skills to the requirements of a future position? <i>Menyediakan cara membandingkan kemahiran individu dengan keperluan jawatan pada masa akan datang?</i>	1	2	3	4	5
24.	Established a way to review organizational talent at least annually? <i>Menyediakan cara meneliti semula keupayaan organisasi sekurang-kurangnya sekali setahun?</i>	1	2	3	4	5
25.	Established a way to forecast future talent needs? <i>Menyediakan cara meramal keperluan pekerja mahir pada masa akan datang?</i>	1	2	3	4	5

26.	Established a way to plan for meeting succession planning needs through individual development plans? <i>Menyediakan cara memenuhi keperluan perancangan penggantian melalui perancangan pembangunan individu?</i>	1	2	3	4	5
27.	Established a means to track development activities to prepare successors for eventual advancement? <i>Menyediakan cara memantau aktiviti pembangunan bagi mempersiapkan pengganti untuk kenaikan pangkat?</i>	1	2	3	4	5
28.	Established a means to evaluate the results of the succession planning program? <i>Menyediakan cara menilai hasil daripada program perancangan penggantian?</i>	1	2	3	4	5

29. How do you feel that we can identify individuals who have the potential to meet the qualifications for key positions in the future?
Pada pendapat anda, bagaimanakah kita dapat mengenalpasti individu yang mempunyai potensi untuk memenuhi kelayakan bagi menyandang jawatan utama pada masa hadapan?

30. How should we keep track of high potential employees?
Bagaimanakah kita dapat mengetahui seseorang pekerja itu mempunyai potensi yang tinggi?

31. How should we clarify the requirements for key positions?
Bagaimanakah kita dapat menjelaskan keperluan untuk mengisi jawatan utama?

SECTION C: CAREER DEVELOPMENT

(Instrument: American Society for Training and Development (ASTD) Survey Questionnaire, 1990)

Similar to succession planning, career development strategies are an integral component of talent management; the recruitment, development, and retention of human resources. Career development processes may affect employee engagement, retention, and succession strategies (Beever, 2008). Employees will stay longer and perform better if the organization strives to give them career development opportunities (Tarasco & Damato, 2006).

For the career development practices listed below, please indicate their status in your organization. If a practice currently exists, please rate its effectiveness. Please tick (/) the most appropriate response for each item:

Bagi aktiviti pembangunan kerjaya yang disenaraikan di bawah, sila tentukan statusnya di dalam organisasi anda. Jika aktiviti tersebut telah ada, sila berikan tahap keberkesannya. Sila tandakan (/) pada jawapan yang paling sesuai untuk setiap soalan.

		Never did this	Discontinued this	Planning this	Doing this	<div style="border: 1px solid black; padding: 5px; text-align: center;"> If you are currently doing this, please rate its effectiveness: </div>				
						Very Ineffective				Very Effective
1.	Job posting <i>Penempatan kerja</i>	ND	DIS	P	Doing	1	2	3	4	5
2.	Skills inventory or skills audit <i>Inventori kemahiran atau audit kemahiran</i>	ND	DIS	P	Doing	1	2	3	4	5
3.	Replacement or succession planning <i>Pertukaran atau perancangan penggantian</i>	ND	DIS	P	Doing	1	2	3	4	5
4.	Internal placement system <i>Sistem penempatan dalaman</i>	ND	DIS	P	Doing	1	2	3	4	5
5.	Job enrichment or job redesign <i>Pengayaan kerja atau penyusunan semula kerja</i>	ND	DIS	P	Doing	1	2	3	4	5
6.	Job rotation <i>Pusingan kerja</i>	ND	DIS	P	Doing	1	2	3	4	5
7.	In-house training and development programs <i>Latihan dalam perkhidmatan dan program pembangunan</i>	ND	DIS	P	Doing	1	2	3	4	5
8.	External seminars or workshops <i>Seminar atau bengkel anjuran agensi luar</i>	ND	DIS	P	Doing	1	2	3	4	5
9.	Supervisor training in career discussions <i>Latihan penyelia dalam perbincangan kerjaya</i>	ND	DIS	P	Doing	1	2	3	4	5
10.	Mentoring systems <i>Sistem Mentor</i>	ND	DIS	P	Doing	1	2	3	4	5
11.	Career planning workshops <i>Bengkel Perancangan Kerjaya</i>	ND	DIS	P	Doing	1	2	3	4	5

13. What are your organization's plans for future career development practices?
Apakah rancangan organisasi anda untuk aktiviti pembangunan kerjaya pada masa akan datang?

14. What in your opinion has been the major impact (positive or negative) of your organization's career development effort?
Pada pendapat anda, apakah kesan utama (positif atau negatif) daripada usaha pembangunan kerjaya yang dijalankan oleh organisasi anda?

15. What is your personal opinion on the relationship between succession planning and career development?
Apakah pendapat peribadi anda mengenai hubungan antara perancangan penggantian dengan pembangunan kerjaya?

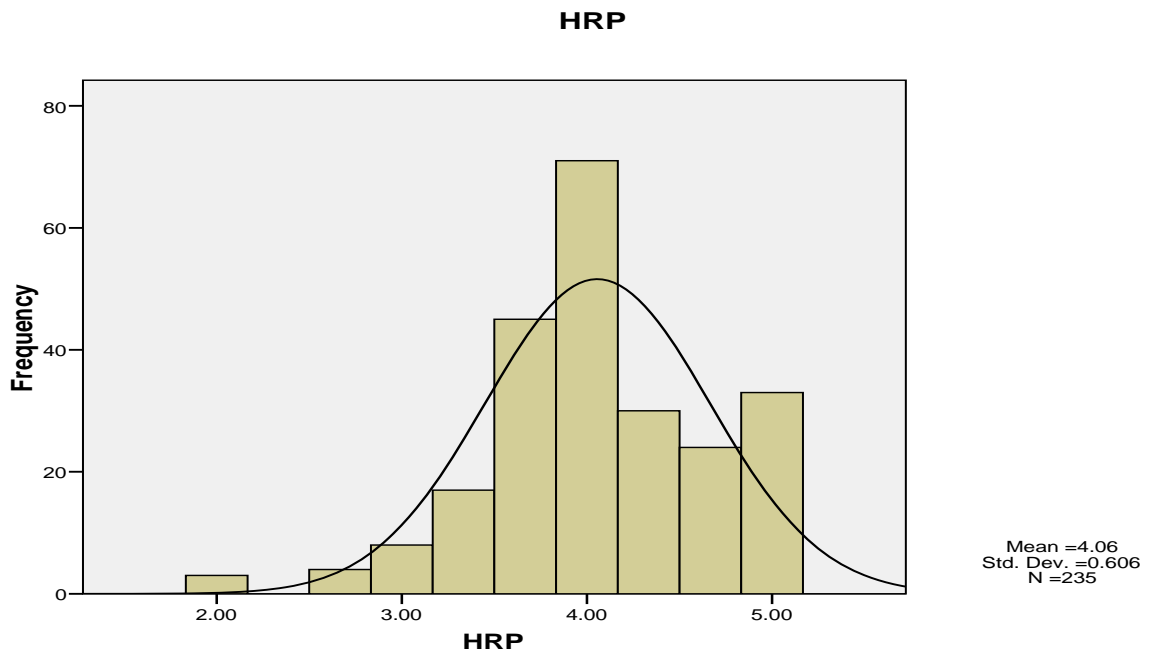
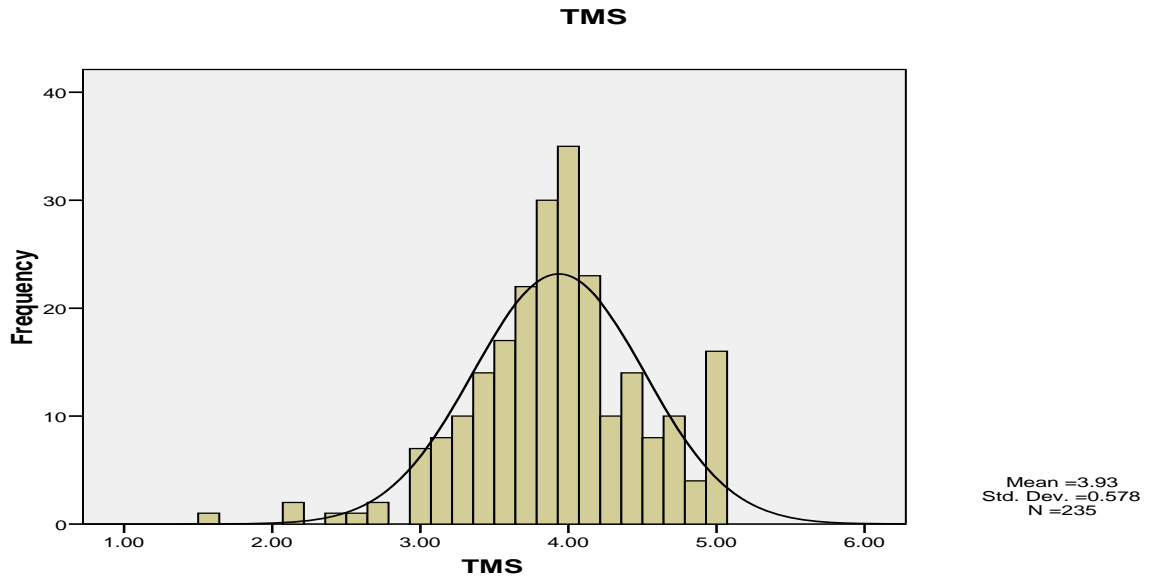
END OF QUESTION. THANK YOU FOR YOUR COOPERATION.

Soalan tamat. Terima kasih di atas kerjasama anda.

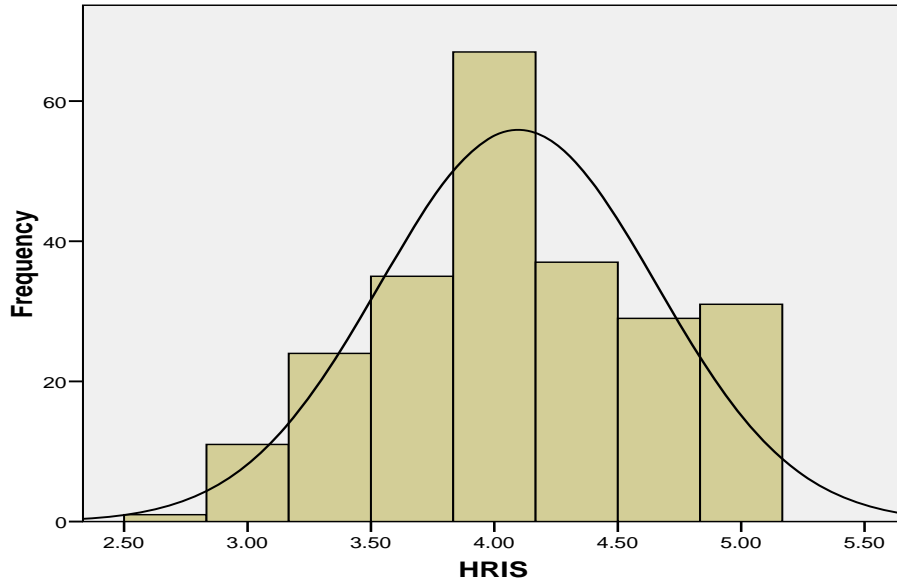
Appendix C

SPSS Result

Result of Normality Test : Histogram

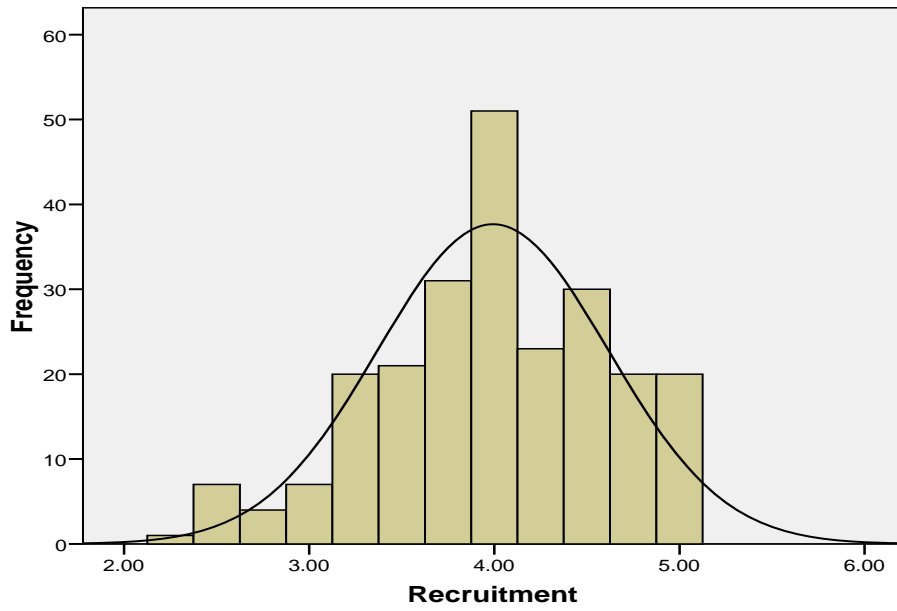


HRIS



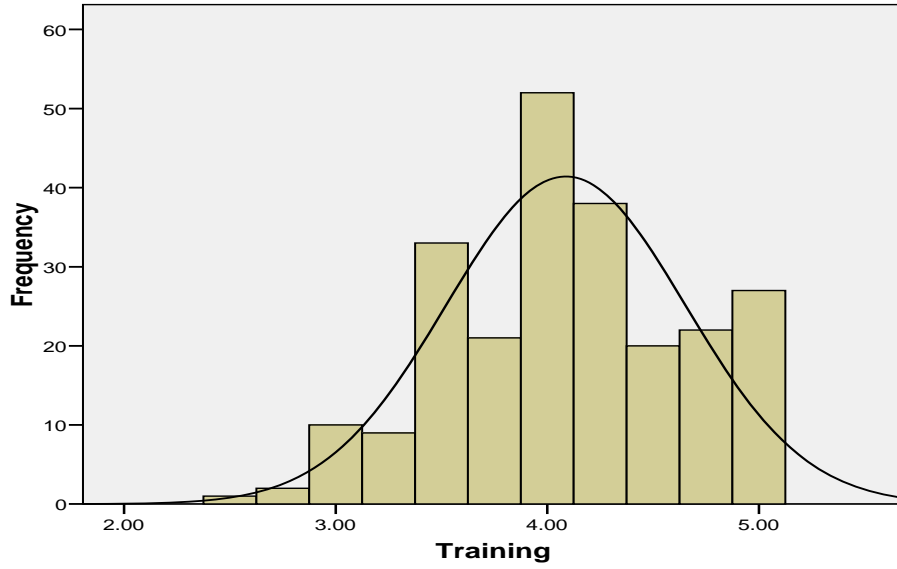
Mean =4.10
Std. Dev. =0.559
N =235

Recruitment



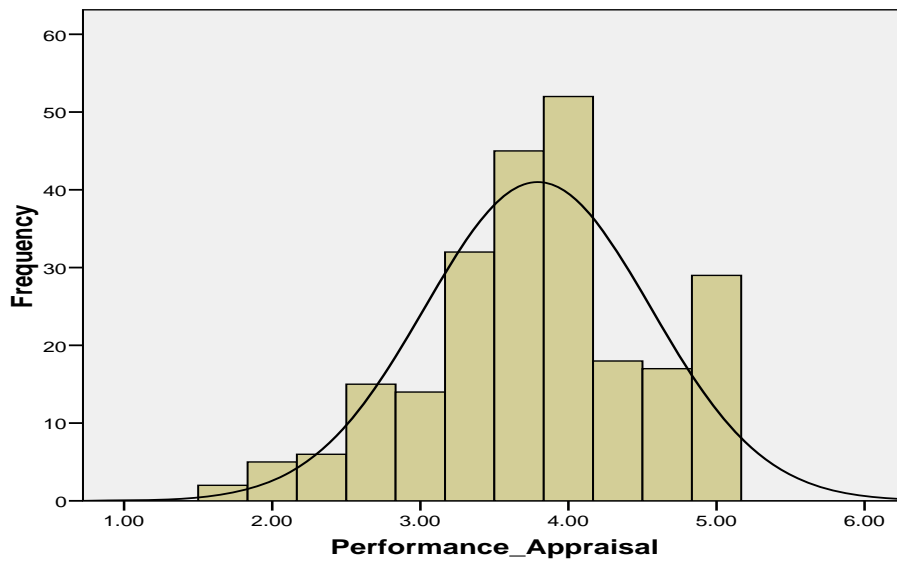
Mean =3.99
Std. Dev. =0.622
N =235

Training



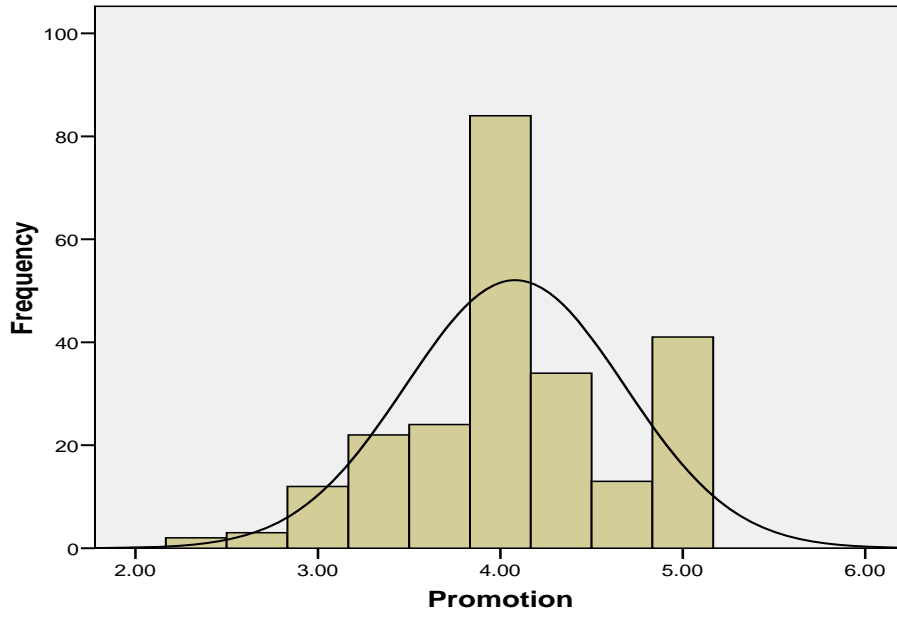
Mean =4.09
Std. Dev. =0.566
N =235

Performance Appraisal



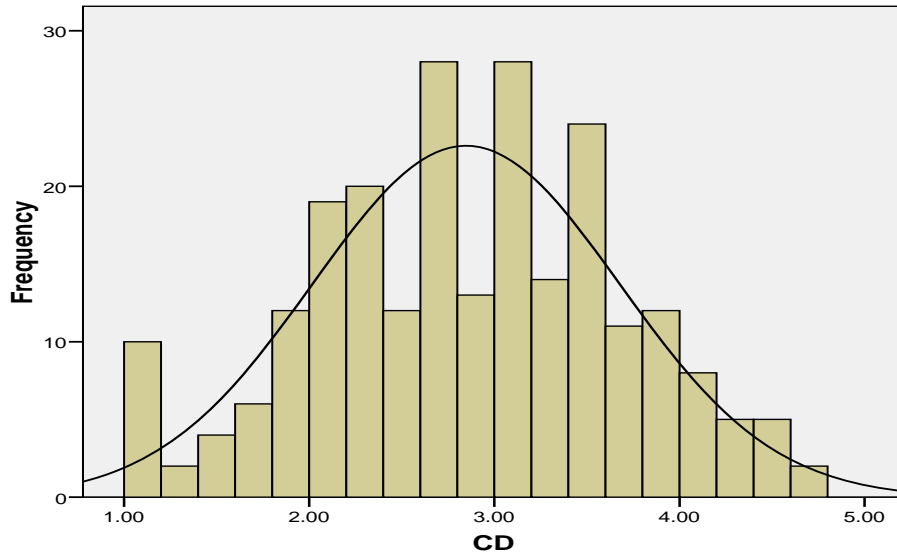
Mean =3.79
Std. Dev. =0.762
N =235

Promotion

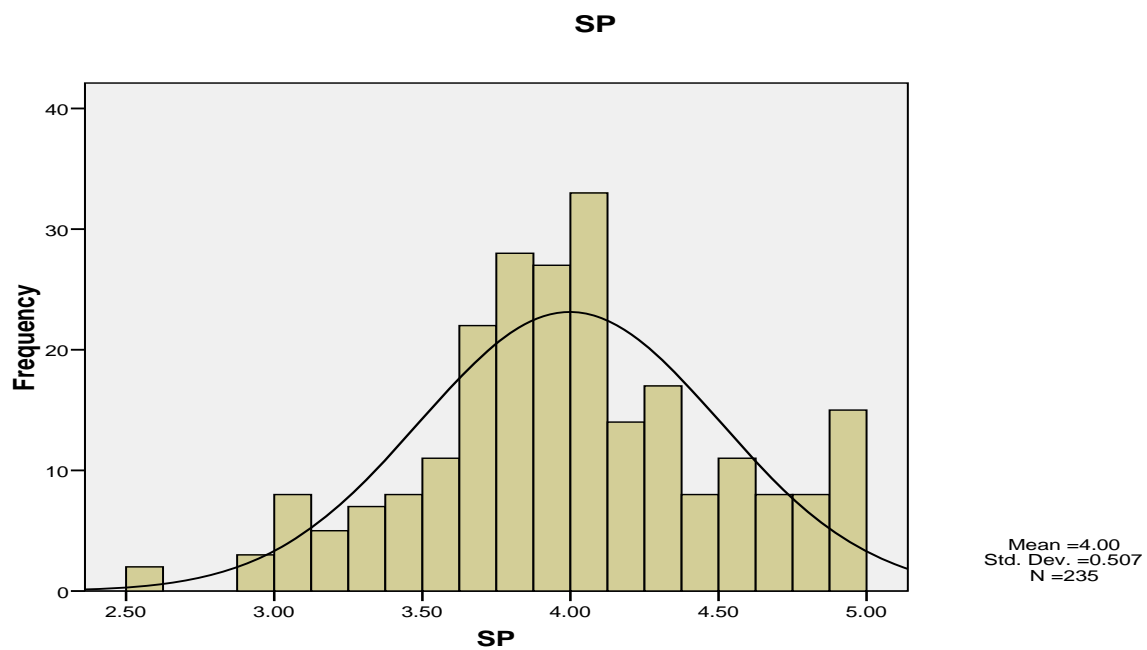


Mean =4.08
Std. Dev. =0.60
N =235

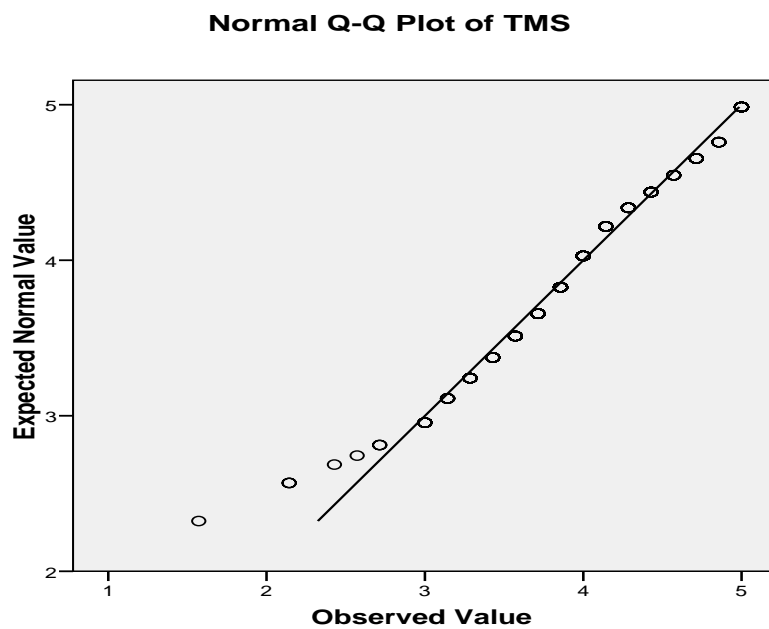
CD



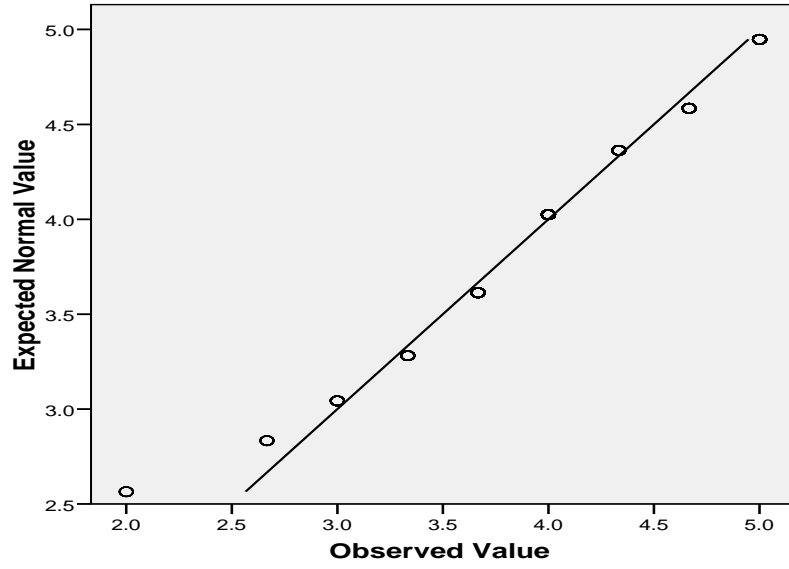
Mean =2.85
Std. Dev. =0.83
N =235



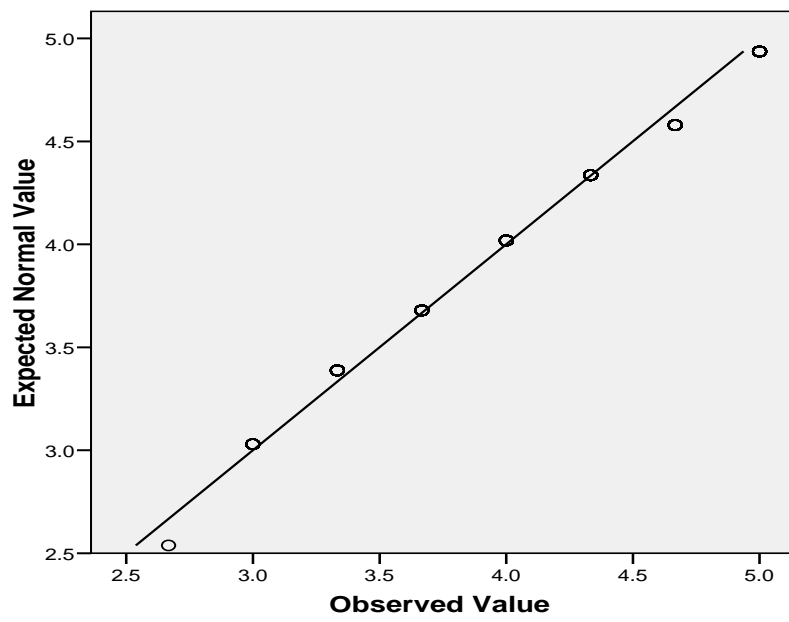
Result of Normality Test : Q-Q Plot



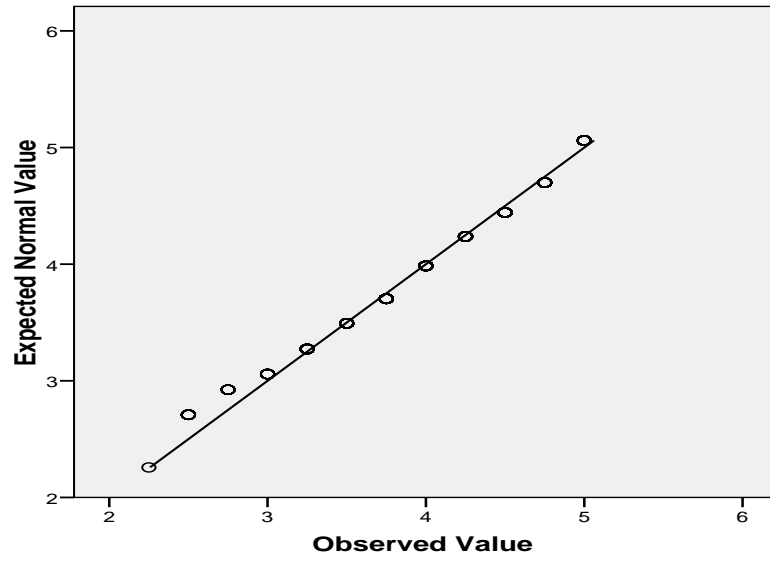
Normal Q-Q Plot of HRP



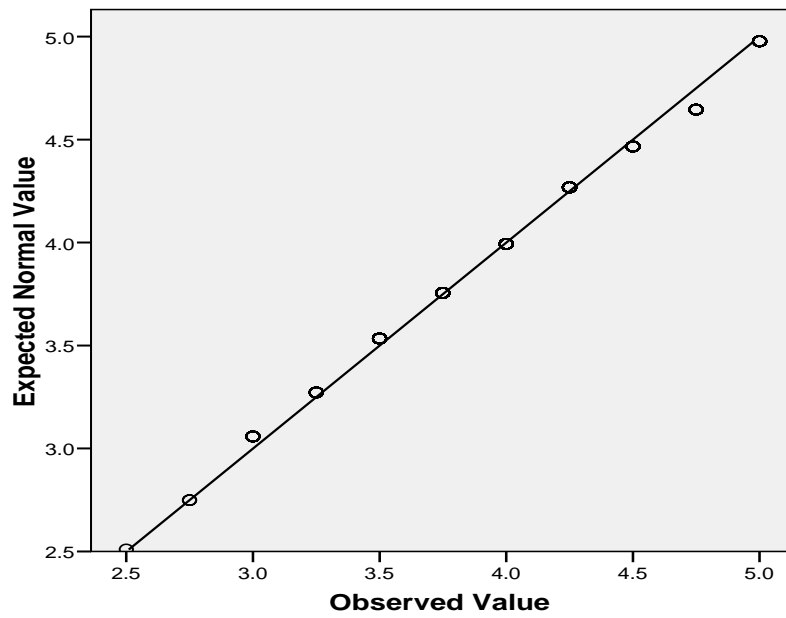
Normal Q-Q Plot of HRIS



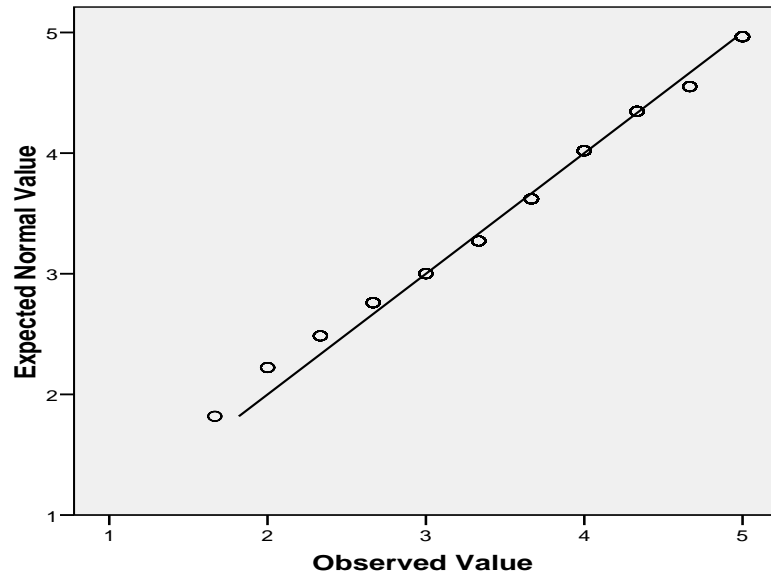
Normal Q-Q Plot of Recruitment



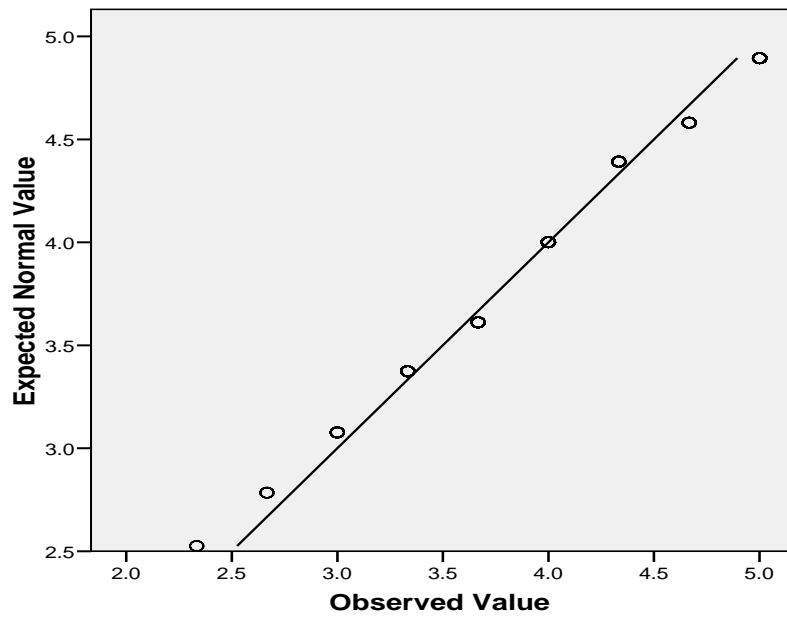
Normal Q-Q Plot of Training



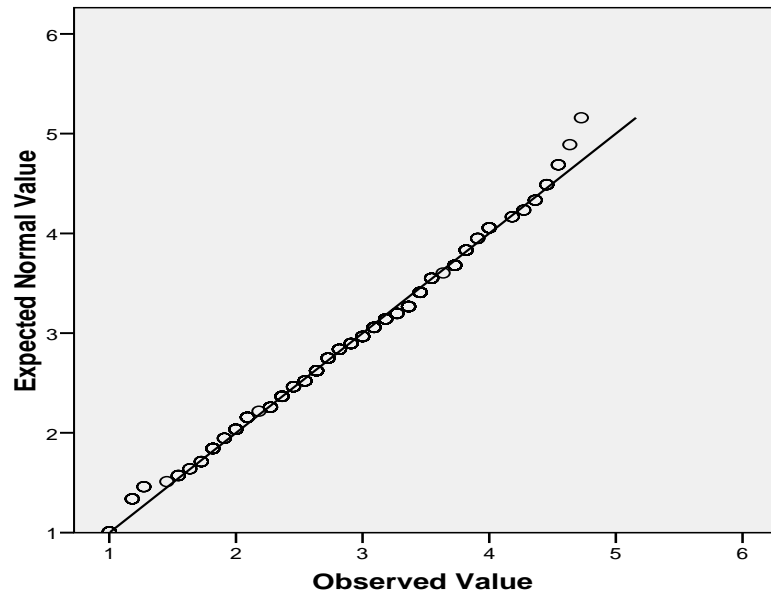
Normal Q-Q Plot of Performance_Appraisal



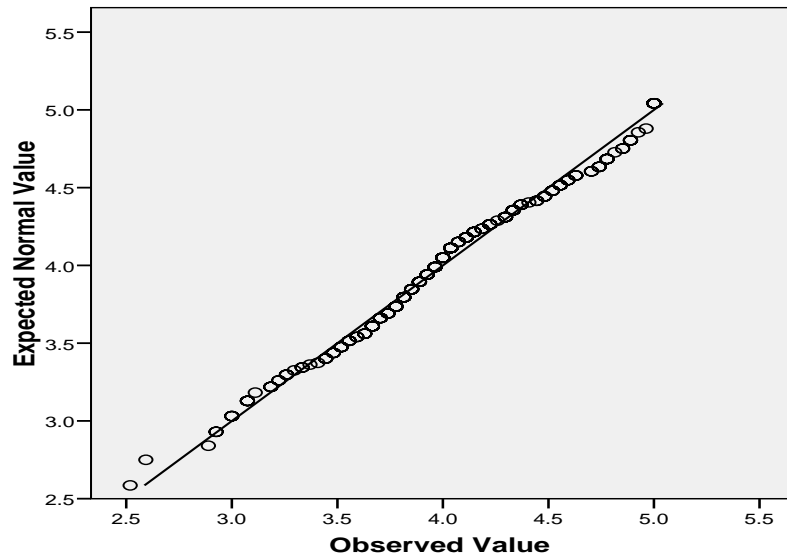
Normal Q-Q Plot of Promotion



Normal Q-Q Plot of CD



Normal Q-Q Plot of SP



Result of Linearity Test

