THE SURVEY OF EFFECT OF CAREER PLANNING ON ORGANIZATIONAL LEARNING

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ABSTRACT
The present study was conducted with aim to scrutinize the impact of career planning on organizational learning. The universe of the research includes all employees of the West oil and gas production company. By Descriptive research method, Correlation– type, 196 employees were randomly selected using Stratified Random Sampling. Two standard questionnaires of career planning based on Schein's model and organizational learning based on Neefe's model were used for collecting data. The data collected According to the research hypotheses using multivariate analysis of variance and multiple regression analysis, were analyzed. Results suggest that career planning has a significant effect on organizational learning. It was also noted that the components of the technical-functional competence, general managerial competence and independence-autonomy can forecast organizational learning significantly and positively.

Keywords: Career Planning, Organizational Learning, Employees

INTRODUCTION
In today's organizations, learning has become the heart of management and essence of activities, and it must be confessed that ignoring learning in an organization equals accepting death for the organization. Organizational learning is of Organizational capability to respond appropriately to the external environment changes in recent years. The researchers suggest that various changes in the environment need realistic reaction to balance the interaction with the environment (Montes *et al.,* 2004). Organizations are constantly changing in twenty-first century. The key note to enable them to compete effectively in our highly competitive markets is how to learn and produce new knowledge. Survival and growth of organizations in today's changing world requires the ability of appropriate and in time response to environment successive changes. Only those organizations that focus and emphasis on organizational learning, are able to anticipate needs and environmental changes in time and continue their survival in a constantly changing environment (Hung *et al.,* 2010). Organizational learning is a dynamic process that enables organizations to adapt to changes quickly. This process involves the production of new knowledge, skills and behaviors. Organizational learning is the basic way to make knowledge work and improve the organization efficiency. Thus a successful organization must be dynamic in learning (Hult *et al.,* 2001; Khanalizadeh *et al.,* 2010; Jerez-Gomez, 2003).
Fang *et al.,* (2008), In clarifying the concept of organizational learning Suggest that organizational learning turns organization into a cognitive entity which is able to observe their actions, discover the effects of actions and modify them, in order to improve organization performance.
Briefly it can be said that organizational learning is a balanced relationship to keep balance with the environment in which the organization activities are dynamically adjusted to obtain knowledge. And subsequently, the vision will be developed and the organization will be potent to influence the staffs behavior (Cegarra-Navarro, 2007; Saka-Helmhout, 2009).
The dimensions of organizational learning based on Neefe, (2001) perspective are: shared vision, organizational learning culture, working and team learning, Knowledge Distribution, systems thinking
Shared vision: provides focus and energy for learning, leads people to act and express their hopes and dreams, and gives meaning to them. Shared vision creates the ultimate goal and encourages risk and innovation.

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Organizational Learning Culture: When the members of any societies, organizations or groups try to adapt themselves to the external environment and work to solve internal problems, they act to learn unconsciously.

Work and team learning: it is a process in which group members capacity is developed and aligned in such a way that its results is the things all will desire it.

Knowledge Distribution: it is the organization capacity for knowledge displacement, which indicates the capability of power sharing and Distribution and it is the requirement of companies' success as well. Knowledge must be distributed throughout an organization or enterprise domains quickly and on time.

System thinking: with holistic thinking, business practices and generally all other human endeavors are system. They are restricted by related activities, those which usually require a long time to influence on each other completely. Because we are a part of this system, we face additional challenges to understand the pattern of change (Neefe, 2001).

One of the factors that could potentially affect organizational learning, is staff career planning. The concept of career planning is not new, but gradually over times and because of the existence of new paradigms and analysis in human resource management system, the use of career planning system has enjoyed particular importance and theorists have studied this issue from different perspectives. Career planning has been known as the link between the organizations and people who work for them. Whenever the link was established based on individual career life; it Acts as a stabilizing force and leads employees in career choices, the decision to change the organization or workplace and individual attitudes about their job prospects through a career path. On this basis, one can say that employee's career life is based on career planning that the employee involves it. Promotion and career advancement in career path requires the basic information and enormous efforts that will guarantee its success (Chiu *et al.,* 2007; Danziger *et al.,* 2008).

Schein defines career Planning for an employee, as his self-supposition which composed of three categories: 1. Self-perception abilities and aptitude 2. Evolved sense of motives and needs 3. Essential and important values that are related to career path, the first two categories are related to real experiences in the work environment, while the third category belongs to the individual's responses to the norms and principles and values that employees are encountered in different social and occupational situations (Beck & Lopa, 2001; Hoon & Choo, 2001; Ramakrishna & Potosky, 2003; Kniveton, 2004).

Accordingly, career planning management is; the prediction, career choice and career development process that establishes proportionality among the employee's interests, abilities, beliefs, psychological conditions, conventional age values and the job and organization needs (Rajabzade & Ellahi, 2008).

Schein (1996), after a longitudinal study on a group of administrators and students at the Massachusetts Institute of Technology and the creation of career planning, divided it into eight types which are: technical-functional competence, general managerial competence, independence-autonomy, security-stability (organizational and geographical), entrepreneurial-creativity, service and dedication, pure challenges, life style

Functional-technical competence: those who have strong functional-technical competence, try to remain in the technical fields they are interested in.

General managerial competence: there are some people who are motivated and interested in being a manager and these people have required talent and ability to achieve managerial positions. Achieving managerial positions with high responsibility is their final goal.

Autonomy-independence: basically some employees are looking for a position that enjoys of maximum freedom of organization restrictions and thereby they are excited.

Security-stability (organizational and geographical): some employees emphasize on long-term stability and job security. They do whatever is necessary to obtain job security which includes adequate income and stable future.

Entrepreneurial and Creativity: the people with this dimension are only motivated by creating something with their will, for these people, playing an important role in project groups and similar activities for valuing themselves, can be an important motivator.

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Service and dedication: staffs with this dimension do the job for the greater goal (not just economic one) and they wish to make the world a better place to work and life.

Pure challenges: People with this dimension need to overcome Insoluble obstacles and succeed in difficult situations.

Life style: People with this dimension, tend to create balance between career and family (Suutari, & Taka, 2007; Ituma, & Simpson, 2007; Ghalavandi *et al.,* 2012; Amirtash *et al.,* 2011).

According to the issues raised in this research, we attempt to review the effect of career planning on employees' organizational learning. The selected universe of the research includes all staffs of the West oil and gas production and the reason for this choice is being familiar with the organization And thus dealing with the least restrictions and obstacles in collecting the reliable and authoritative information. During initial studies we found that staffs are not familiar enough with their career planning. So we need to check whether the organization has thought any measures to improve the employees' career planning? So, this study seeks to answer this question, whether our career planning has a significant effect on organizational learning?

Efforts to effective and efficient use of various resources such as labor, capital, materials, energy and information are the aim of all managers of economic organizations and industrial production units and educational and services institutions. Career planning development requires an understanding of how to increase the knowledge, experience, skills, personal capabilities such as creativity, innovation, risk taking, etc. (Sltanzadeh and Ghalavandy, 2013). Career planning by forming to what the staff is looking for at life, affects staffs career choices and their reactions to career experiences and interferes in the decision to change from one job to another. Measuring an employee's career planning, reveals his career orientation and awareness about this issue helps organizations to respond to employees' needs and redesign the jobs on one hand and on the other hand plan for changes of their career-path. Accordingly the identification of career planning and individual inclinations to choose staff career paths is one of the most important measures to ensure the organizational learning. This study may have the following uses:

• It can be used for codification of Administrative regulation and programs related to employees' career planning

• According to research results, managers may attempt to formulate policies that give opportunities to enhance employees' creativity in business circles.

• Studying employees' career planning more carefully, leads in their learning in their area of specialization, which at last increases the production potential of community and will be followed by welfare and public development.

Literature of the Research

The results	Research topic	Research Title	Authors / year	row
The results indicate a significant relationship between learning and empowerment. Learning has a strong impact on the empowerment.	Organizational Learning and Empowerment	the relationship between empowerment and organizational learning- Case study: Tarbiat modares university	Khanalizadeh *et al.,* /2010	1
The results indicate a significant and positive relationship of career-Anchors with organizational commitment.	Career-Anchors and organizational commitment	To compare Occupational anchors and Organizational Commitment between faculty members of Physical Education of Iran Islamic Azad University	Amirtash *et al.,* /2011	2
The results	**Research topic**	**Research Title**	**Authors / year**	**row**

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Results	Variables	Title	Author/Year	No
The results showed a significant and positive relationship between intellectual capital and organizational learning. And the dimensions of intellectual capital are able to predict organizational learning.	Intellectual Capital and Organizational Learning	The relationship between intellectual capital and organizational learning (case study: faculty members of Urmia university	Ghalavandi *et al.,* /2012	3
The results showed a significant relationship between employees' career anchors and socialization.	Career anchors and organizational socialization	The study of career anchors of faculty members and its relationship to organizational socialization	Soltanzade & ghalavandi /2013	4
The results showed that career anchors and its suitability to the task have a direct effect on job satisfaction which means that these components could predict job satisfaction. The results also showed women received higher scores than men for lifestyle anchor.	career - Anchors, job satisfaction and organizational commitment	To Measure the career anchors and studying the suitability role of career anchors with job results and its relationship with job satisfaction and organization commitment	Ann Steele /2009	5
The result showed that technical competence was important for financial managers and the most important component for HR managers was Service orientation However, the importance of both the financial management and human resource management departments was the same. For other departments of the company such as marketing, project management, production and installation, pure challenge was of the highest importance. For managers having PhD degree, pure challenge and technical competence were the most effective components.	Career planning	A Career Anchor Perspective of Employees in a Large Company.	Singh Bhatt /2011	6
Data analysis showed that career planning affects organizational culture and job satisfaction of IT women work force.	Career planning and organizational culture	Career anchors and organizational culture: a study of women in the IT workforce	Quesenberry /2006	7

Research Objectives
The main objectives of this research are:

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1. To determine the effect of career planning on organizational learning.
2. Identifying the affecting structures of career planning on organizational learning.
3. Measuring the affecting structures of career planning on organizational learning.
4. Ranking the affecting structures of career planning on organizational learning.
5. Designing an optimized model of affecting structures of career planning on organizational learning.

Research Hypothesis

1. Career planning has a significant effect on organizational learning.
2. Each component of career planning can predict organizational learning.

The Conceptual Framework:

To achieve the main objective of the study, and In order to predict the existence of possible relationship between research variables, according to the literature of research, a model has been designed And direct effects of these variables on organizational learning, are examined using assessment of the significant relationships between each variables, and Estimation of the Fitting coefficient of model. The conceptual model for this study is shown in the following figure.
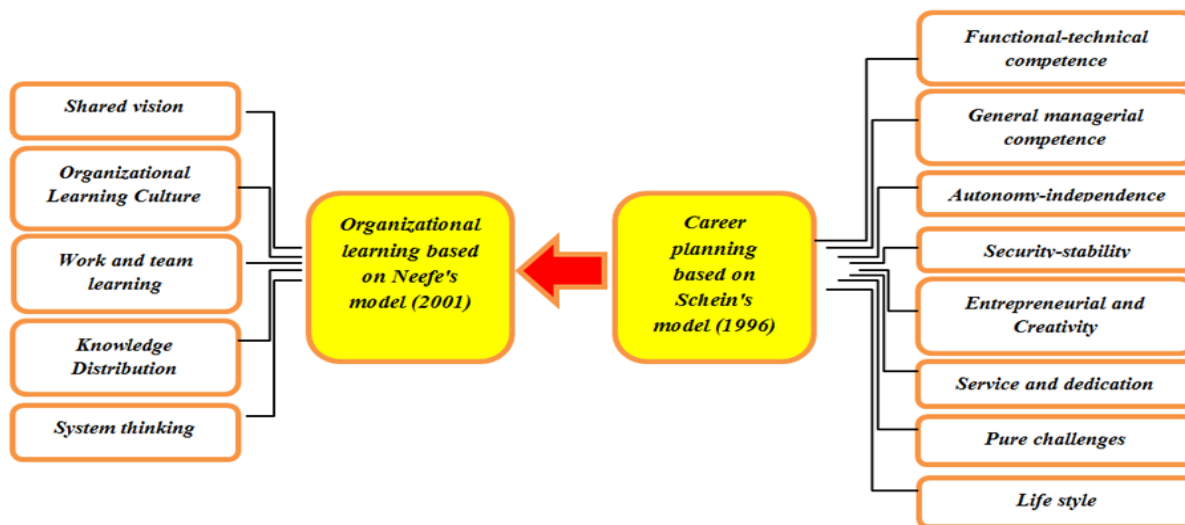

Figure 1: The conceptual model of research

MATERIALS AND METHODS

The present research method is Descriptive, and is of Correlation type. the universe of this research includes all of the employees of West oil and gas Production Company. The number is 1671 employees.

Table1: the Statistical population size according to the degree

Statistic	Society Volume
Under secondary school diploma	265
secondary school diploma	700
Assistant Degree	294
Bachelor of Arts/Science	345
Master of Science/Arts	66
PH.D	1
TOTAL	1671

Sample Size and Estimation Method

A sample population of 196 was selected from the universe of the study through Cochran's sampling formula Using stratified random sampling.

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$$n = \frac{Z_{\alpha/2}^2 \cdot p \cdot q}{d^2} = \frac{1.96^2 \cdot 0.5 \cdot 0.5}{0.0049} = 196$$

n=the sample size

p=proportion of the population who have the trait in the population = 0.5

q=the percentage of people who lack the trait in the population (q = 1-p) = 0.5

d=allowable error rate = 0.07

Z = the standard normal variable unit, which at 95 percent is equal to 1.96

Table 2: the Statistical sample size according to the degree

Statistics	Society Sample Volume
Under secondary school diploma	31
secondary school diploma	82
Assistant Degree	34
Bachelor of Arts/Science	40
Master of Science/Arts	8
PH.D	1
TOTAL	196

Measuring Tools

The required data for this study were collected through two standard questionnaire; Career planning questionnaire is based on Edgar Schein model (1990), Which consists of eight dimensions, technical-functional competence, General Managerial competence, Security- stability, entrepreneurial creativity, independence - autonomy, service and dedication, pure challenges and lifestyle. The questionnaire consists of 25questions and with separated type and using the Likert Five degrees scale, measures the career planning. The reliability of the questionnaire was (α=0.845). This questionnaire has been validated by Danziger, *et al.,* (2008). And in Iran it has been validated by Ghalavand (2010). In the present study, the questionnaire reliability was determined based on Cronbach's alpha coefficient and 0.869 was obtained

The organizational learning questionnaire was developed based on Neefe's model (2001) and includes the components (shared vision, organizational learning culture, work and team learning, knowledge distribution and system thinking).The questionnaire consists of 15questions and with separated type and using the Likert Five degrees scale, measures the organizational learning. The reliability of the questionnaire was (α=0.901).The questionnaire validated in Khanalyzadeh et all survey (2010).

Statistical methods that used, includes multivariate analysis of variance and multiple regression analysis.

Determining the Reliability of Questionnaires

Reliability coefficient of career planning and organizational learning questionnaires is calculated by using SPSS software through the following formula.

$$\alpha = ra = \frac{J}{J-1}\left(1 - \frac{\sum SJ^2}{S^2}\right)$$

ra= Cronbach's alpha coefficient

J= Number of test questions,

sj^2= variance of test questions

s^2= Total variance Of Test

The reliability coefficients for questionnaires of career planning and organizational learning have been shown in the following tables.

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Table 3: the total reliability coefficient of questionnaires

Questionnaire	The reliability coefficient
Career planning	0.845
Organizational learning	0.901

Table 4: The reliability coefficients of the subscales of the career planning questionnaire

Career planning dimensions	The reliability coefficient
Technical - Functional Competence	0.789
General managerial competence	0.814
Autonomy - independence	0.809
Security - stability	0.846
Entrepreneurial creativity	0.824
Service and dedication	0.771
pure challenges	0.814
Lifestyle	0.785

Table 5: The reliability coefficients of the subscales of the questionnaire of organizational learning

Organizational learning dimensions	The reliability coefficient
Shared vision	0.889
Organizational culture	0.846
Work and team learning	0.866
Knowledge distribution	0.836
Systems thinking	0.879

Determining the Validity of the Questionnaires:
1. Career planning standard questionnaire has content Validity However, few adjustments was done because of localization of questions and its compatibility with staffs, so The content and face validity was confirmed by experts and management consultants. The results of Factor analysis of the career planning questionnaire showed, eight dimensions, in which %65 of the questions variance was extracted.
2. KMO=0.863 and Bartlett test (P<0.000) showed that the sample size is adequate
3. The standard Organizational Learning questionnaire has content validity but few adjustments were done to make the questions compatible with the employees. Thus The content and face validity was confirmed by experts and management consultants. The results of Factor analysis of organizational learning questionnaire, showed five components, which %71 of the questions variance was extracted.
4. KMO=0.902 and Bartlett test (P< 0.000) showed that the sample size is adequate.

Statistical Analysis Methods
To analyze the results of this study, the statistical software SPSS 16 was used. To determine the normality of the data distribution, the Kolmogorov-Smirnov test was used and multivariate analysis of variance (MANOVA) was used for determining the correlation between each of the components of career planning with all of the components of the organizational learning and multiple regression analysis was used for determining the correlation between the career planning components and organization learning. This method is used when the researcher wants to predict the dependent variable using one or more independent variables.

RESULTS AND DISCUSSION
As it can be seen in the Table 6, all variables significance level are more than 0.05 which the hypothesis of non-normal data distribution is rejected. Thus the data is normally distributed

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Table 6: Kolmogorov-Smirnov test results

Report Variables	The test statistic	The significance level
Career planning	0.73	0.65
Organizational learning	1.00	0.26

Before addressing the main research hypothesis, the variables descriptive characteristics of the study will be presented.

Table 7: descriptive study of research variables condition in the statistical sample

Variable	Mean	Standard Deviation
career planning	3.39	0.51
Technical-functional	3.22	0.75
general managerial	3.14	0.71
independence-Autonomy	3.18	0.63
Security - stability	3.22	0.75
entrepreneurial, Creativity	3.16	0.67
service and devotion	3.77	1.13
pure challenges	3.72	0.84
lifestyle	3.69	1.20
Organizational Learning	3.13	0.53
Shared vision	3.23	0.68
Organizational learning culture	3.09	0.70
Work and team learning	3.23	0.76
knowledge distribution	2.87	0.71
Systems thinking	3.24	0.77

Results
First hypothesis: career planning has a significant effect on organizational learning.
The Results of multivariate analysis of variance of the relationship between each components of career planning with organizational learning is presented in the table 8.

Table 8: Manova analysis results of the relationship between the career planning with the whole of Organizational learning dimensions

Career planning	Wilks' lambda	F coefficient	Degrees of freedom	signifi cance level	Coefficient of Determinati on	Statis tical powe r
Technical - functional	0.90	4.07	5	0.002	0.09	0.95
General Managerial	0.92	3.27	5	0.007	0.07	0.88
independence - Autonomy	0.79	9.70	5	0.000	0.20	1.00
Security - Stability	0.96	1.38	5	0.23	0.03	0.48
entrepreneurial, Creativity	0.99	0.39	5	0.85	0.01	0.15
service and dedication	0.97	0.89	5	0.48	0.02	0.31
pure challenge	0.99	0.31	5	0.90	0.008	0.12
Lifestyle	0.98	0.63	5	0.67	0.01	0.22

In This table the F coefficient shows that the technical-functional competence significance effects of (p=0.002) and Coefficient of Determination of 0.09 and the General Managerial competence significance effects of (p=0.007) and Coefficient of Determination of 0.07, the independence - Autonomy significance

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effects of (p=0.000) and Coefficient of Determination of 0.20 have effect on The overall dimensions of organizational learning. Thus this hypothesis is confirmed in three cases. And also their statistical power is more than 0.8 which shows the sample size is sufficient to test this hypothesis.

Second hypothesis: each components of career planning can predict organizational learning.

The results of Regression analysis of organizational learning prediction based on career planning is presented in the table below .

Table 9: Results of multiple regression analysis prediction of organizational learning based on the career planning dimensions

Predictor variables	The criterion variable	F	P	R'	R^2	B	t	P
Technical-functional						0.27	4.04	0.000
General Managerial						0.20	2.88	0.004
Autonomy– independence	Organizatio					0.38	6.32	0.000
Security – stability	nal	30.94	0.000	0.74	0.55	0.03	0.56	0.57
Entrepreneurial, Creativity	Learning					-0.04	-0.76	0.44
Service and dedication						0.04	0.36	0.71
Pure challenges						-0.04	-0.68	0.49
Lifestyle						-0.007	-0.04	0.96

The table shows that, The Value of the test statistic to examine the relationship between career planning components and organizational learning equals 30.94 that at the level of (P=0.000) is significant. R^2 Value indicates 0.55 of organizational learning variance is explained by the career planning components. Also the regression coefficients shows Functional-technical (β=0.27), General Managerial competence (β=0.20) and autonomy- independence (β=0.30) can predict the organizational learning positively and significantly.

Discussion

The basic philosophy of the career planning, is to discover employees potentials in the course of the job promotion And focusing on an individual career planning, reveals the employees career orientations, And awareness about this helps the organization to re-design their businesses to respond to the employees needs On the one hand, and plan for their career path changes On the other hand. Note that Models of career planning and life are closely linked; for both subjects are related to the cultural and traditional norms .The results of the first hypothesis analysis shows that Technical - functional competence, general managerial competence, autonomy - independence have effect on the organizational learning dimensions. Thus this hypothesis is confirmed in these three cases. The results of this hypothesis is consistent with studies results of HoonTan & Choo, (2001), Ramakrishna & Potosky, (2003), Mays, (2007), Rebecca, (2007), Ghalavandi *et al.,* (2012), Because they have similar results in their studies. The researcher inference is that; it seems considering the increase in job content and skills, the use of talents and obtained skills and placing employees who have managerial competence in management positions, and Empowering employees for the organizational responsibilities and activities and etc. will cause that organizational learning to be affected and significantly increased with Paying attention to employees career planning regarding organizational learning it can be seen that; creative and Innovative employees in organizations is maintained, and they endeavor with greater motivation and ability to solve organizational internal and external problems, and with more consistency and forming groups and team works exchange knowledge and information among organizational members And because of their obtained comprehensive view of present and future issues they will be more effective in Organizational effectiveness.

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The analysis results of second hypothesis showed that 55 percent of the organizational learning variance, is explained by career planning components and the regression coefficients determine that, the technical - functional competence, General Managerial and independence - autonomy can predict organizational learning positively and significantly. The results of this hypothesis are consistent with studies results of Earl (2005), Rebecca (2007) and Ghalavandi *et al.,* (2012), since they have similar results in their studies. The researcher inference is that; if the job content of employees with the technical-functional competence is considered and Be tried to devolve them the Specialized work that is relevant to their specialty, and In contrast, place the employees who are interested in managerial positions in appropriate positions and give them the authority to act for creativity and innovation, then the organizational learning will be affected and significantly increased.

People who have technical - functional competence seek to be recognized by people who appreciate their speciality and skill well. In fact the specialized and technical work can be the only motivational factor for them.

People who have general managerial competence know themselves qualified and capable in individual and group relations in organizations and enjoy analysis power and stability in relationships. They also have the ability to accept the heavy responsibility without fatigue.

People, who have the autonomy and independence dimension, are interested in individual works and are not able to endure work standards and norms of the group and organization. Thus, According to the examined characteristics, organizational learning increase can be seen among employees.

 If authorities examine staff Career planning scientifically, it will results in an organization's ability to create harmony between the needs of the organization and staff. This is also a useful source of information, for both organization and staff in career planning changes decisions. And it is applicable In order to help staff to change their career path.

• Based on obtained results, the following suggestions are offered.

• As far as possible, do not use staff with technical-functional competence, who have not commitment to accept managerial positions and prefer to remain in their technical jobs, in managerial positions,

• In selection of managers for various managerial positions, choose the staff with managerial competence that have more willingness and commitment to accept the responsibility of performing their duties And also encounter the issues analytically and go in search of opportunity to use their managerial abilities.

• Provide a situation in which the staff feel their independence and avoid any action that limits employees' sense of independence.

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