`

AN INVESTIGATION INTO THE EFFECTS OF CAREER DEVELOPMENT ON EMPLOYEE RETENTION AT ANGLOGOLD ASHANTI LIMITED, OBUASI MINE

By

Jennifer Ampoty, Postgraduate Certificate in Business Administration

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) Degree and that, to the best of my knowledge, it contains no material previously published to another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Jennifer Ampoty   …………………………….   ……………………….

  (PG8359212)   Signature   Date

 Certified by:

Hannah Vivian Osei (Ms)   …………………………….   ……………………

  (Supervisor)   Signature   Date

Certified by:

Mr. J.K. Turkson   …………………………….   ……………………..

(Head of Department)   Signature   Date

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ABSTRACT

The purpose of the study was to seek the views and perceptions of selected employees on the effects of career development on employee retention at AngloGold Ashanti Company, Obuasi Mine. The main objective of the work was to measure the effects of career development on employee retention at AGA. The specific objectives were to assess the career development practices at AGA, to assess the performance of career development programs on employee retention of the company, to investigate the perception of employees on the existing career development practices and to assess the effects of career development on employee retention of the company. The sample size used for the work was one hundred and seventy (170) and the sampling method was purposive sampling and convenience sampling. The data was analysed using Statistical Package for the Social Sciences (SPSS). Considering the main objective of the study which was the effects of career development on employee retention, the major finding was that about 55.8% of the population sampled fell into the category of the young people on the mine. The young people constituted the majority as well as the backbone of the mine who would need enough career development programs to equip them as well as used as a strategy to retain them for a long period of time. The recommendation given was that since the young professionals who formed the majority of the population sampled on the mine were ambitious and desired to climb their career ladders to the utmost height through any organisation that equipped them. The management of the company were to introduce competitive training programs in order to retain them to gain value.

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I wish to express my sincere gratitude and appreciation to Miss Hannah Vivian Osei of the Department of Managerial Science, the supervisor of this work, for her immense contribution and suggestions towards the completion of this work. Despite her heavy schedule, she guided me with constructive criticisms and suggestions to make this piece a reality.

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DEDICATION

I dedicate this work to my family and loved ones especially my colleagues who through their

enormous support in diverse ways have made this work a success.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The present-day worldwide economy which had been improved had stressed on the need for firms to be competitive (Burke and Ng, 2006), at minimum by retaining the expertise of their workforce. Firms had the ability to predict increasing technology and therefore contended with other firms globally. This necessity ensured a firm's effort to develop through learning and growth of the workforce. Employing as well as maintaining the expertise of the workforce performed a vital part in this course as workforce competence served as the main ingredient for firms to be viable (Hiltrop, 1999). Consequently, chance should be given to the workforce to grow (Arnold 2005; Bernsen et al., 2009; Herman 2005) in order to sustain their capability as competent workers, avoiding laying-offs and are maintained by their firms (Burke and Ng 2006; Frank et al., 2004).

Career development as a human resource package aided the workers to be resistant, had confidence in themselves as the company adjusted to varying economic conditions. Career development enabled the workers to be marketable and also widened the variety of possible opportunities available to the worker which prolonged their stay with the organization. Workers who had control of their professions were able to collaborate and perform well to the requirements on their job. Enlightening workers in the form of growth in their professions helped build grounds for modification in managerial thoughts. (Six Figures International Pty Ltd, 2008).

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Programmes that helped workers' growth in their professions enabled them adjust in unforeseen circumstances that occurred on their jobs. Workers got improved and were able to come up with their own self – inclined efforts in their capabilities and behavioural progress, as well as met the organization's requirements. It echoed the existing connection between the organization and the workers. Developing the workers' careers was about seeing them as an asset with their worth been heightened, and not as a burden. Being on top in modern – day's business world rested on the usage of knowledge as a resource. An organization's workforce depicted its personality, influenced the firm's ability to do well and exhibited the competence of the organization. Career development of the workforce mostly uncovered skills that were not known and enabled them to grow to the advantage of the business. (Six Figures, 2008).

For bosses, there was no better feeling like having a solid, effective, contented workforce that was jointly dedicated to the business growth. Recruiting highly - competent workers was a vital mission to be accomplished, but what was essential to any organization's development was a scheme that would maintain those workers. Frankly, engaging a worker on a job was not the end of the journey for the organization. Valuable ideas and formal procedures should be implemented and continually developed in order for the workforce to have tangible reasons to stay with the organization for the continuity of progress. The workforce was not merely made up of individuals but they were employees with unique competences and characteristics who demanded appreciation as much as an income. Sincerely employees were the most treasured components of a firm. Devoid of them, there would be no business to generate returns. Using a planned approach helped to minimize employment by maintaining your highly competent employees. (Drake et al,

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2001). Substituting employees was apparently costly and should not had been done at the detriment of the firm's status. People were not comfortable with dealing with a firm that could not retain its workforce. It depicted uncertainty, weak administration and deficient of planning. Regardless if an employee was terminated or terminated his appointment by choice, mostly the worker exited the organization in its bad books. Such sentiments left with them including the knowledge gained on the job and the bad opinions perceived were mostly recurred to impending companies and their private connections. Losing skilled employees could damage the firm's image in future. (Drake et al, 2001).

1.2 Statement of the Problem

The career route was a process by which subordinates and bosses designed a career progression that took into consideration present competence and abilities and identified what kind of additional self-development and training experiences individuals would need to prepare themselves sufficiently for future career goals. Built-in frontiers regarding employee progress toward goal achievement helped the employee and the supervisor to review the suitability of the career path and to make changes when necessary. Yearly review of the career path was a minimum essential for its effective operation. Changes in the career path were encouraged as the organization identifies new needs and goals and individuals acquired new personal insights. At its best, career development was a dynamic process wherein a subordinate and the boss adjusted and shaped the subordinate's clear-cut, detailed plan in ways that would lead to the desired employment in future (Armstrong, 2001). Over the past several years, with the execution of career development programs at the AngloGold Ashanti Company, Obuasi Mine, most of the competent and talented employees had terminated their appointments. Exit

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interviews conducted for such employees revealed that most of them had been poached by rival companies. The organization was faced with the problem of retaining its employees. The research examined the career development programs and their influence on employees' retention.

1.3 Objective of the Study

The objective of the study focused on the motives for such a study to be conducted at the AngloGold Ashanti Company, Obuasi Mine to be precise.

1.3.1 General Objective

The general objective of the study was to measure the effects of career development on the retention of the employees at AGA, Obuasi Mine.

1.3.2 Specific Objectives

a. To assess the effectiveness of the career development practices at AGA, Obuasi Mine.

b. To assess the effectiveness of career development programs on employee retention at AGA, Obuasi Mine.

c. To investigate the perception of employees on the existing career development practices at AGA, Obuasi Mine.

d. To assess the effects of career development on employee retention.

1.4 Research Questions

a. What was the effectiveness of the career development practices at AGA, Obuasi Mine?

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b. What were the effects of the career development programs on employee retention at AGA, Obuasi mine?

c. How did the employees perceive the career development programs on their retention at AGA, Obuasi Mine?

d. What was the influence of career development on employee retention?

1.5 Limitation of the Study

The major limitation of the study was the unwillingness of some of the sampled employees to participate in the survey due to their heavy schedule. Again, disappointment received from some of the respondents in terms of the return of their answered questionnaires.

1.6 Significance of the Study

The study of the effects of career development on employee retention on the employees of AngloGold Ashanti Company, Obuasi Mine helped us to know the influence of the career programs of the employees on their jobs. Again, it enabled us to be aware of the impact of the career programs on employee retention. Moreover, the study revealed the reasons for labour turnover even with the execution of career development programs.

1.7 Scope of the Study

The study covered the effects of career development on employee retention at AngloGold Ashanti Company, Obuasi Mine considering the career development practices and their performance on employee retention as well as the perception of the employees of the company on career development's influence on employee retention.

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1.8 Overview of Methodology

The methodology looked at the instruments and techniques used to conduct the study in order to achieve good results.

1.8.1   Research Design

A case study method was used for the research because it helped attain a rich understanding of the real life situation of the organization. Again, this method helped obtain data which provided answers to the how and why questions that were asked.

The research was carried out at AngloGold Ashanti, specifically the Obuasi Mine and all the divisions namely mining, human resources, finance, safety and health, medical and community of the mine were for the research coverage. The research population was basically the managers, superintendents, and the rest of the employees. Such a population was used with the exception of the executive managers and the general managers. This was because they were not directly involved with the various career development programs organized for the employees and were in the know of the influence of the career development programs on employee retention. Furthermore, the general way in which the research was conducted was by the use of questionnaires, specifically the use of closed – ended questions to collect data to enable the researcher attain the expected results.

1.9 Organisation of the Study

The first chapter which was chapter one of the study contained the introduction which included background of the study, statement of the problem, objectives of the study,

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research questions, limitations, significance of the study, scope of the study, methodology and organization of the work.

Chapter two which was the literature review covered the concept of career development and retention, discussion on the historical background of career development, objectives and impact on employee retention and the way forward.

Chapter three which was methodology included the source of data, sample size and sampling techniques, research instruments, method of data collection, data analysis, ethical considerations and organisational profile.

Chapter four also deals with data presentation, analysis and discussion and chapter five contained summary, conclusion and recommendation

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed the related literature available on the problem that had been studied according to selected themes that were related to the study. It ended with a conclusion that highlighted the research gap. Focus was on career development in general, stages of career development, career development for the organization, individual employee and as a shared responsibility. Also, it focused on employee retention, perception of employees on retention through career development as well as the influence of career development on employee retention.

Career could be described as the series of job - linked exposure that lengthened the progression of an individual's life as noted by Greenhaus, Callanan and Godshlik (2000). Description of one's career rotated round three elementary subjects that included progression in the position of the profession, source of steadiness within particular profession field and changed order of person's work capability. Having in mind the key themes of career be it the organization of job linked positions and the area of job abilities of an individual attained by him in the course of his career, key aspects of career were the unbiased events and the personal approaches linked to those events. Unbiased events were the job linked positions, obligations and assignments while the personal approaches were essentially how a person interpreted those events in terms of his job values. Building upon this view, monitoring work referred to the influence on all unbiased events for them to be linked to those exact job linked values in an acceptable way to the

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manager. For instance if a worker upheld quality in his job then a greater portion of his job linked work would be seen in improving his abilities and skills. With that, any unbiased event that enabled him unravelled the value was a development in his career (Greenhaus, Callanan and Godshlik, 2000).

2.2 Career Development: A General Perspective

According to Armstrong (2001) career development was of excessive significance to the employee and the organization in the sense that there was communication between the business for which he/she worked and the growth of the organization through the employee's career. A worker improved his/her career through an unceasing attainment of managerial or proficient skills and know-how which resulted in rewards and promotion. Graham and Bennett (1995) approved of that and opposed that career advancement entailed greater status and tasks which exhibited in one organization or through movement between organizations or a combination of both. Workers moved from one institution to another not automatically in the same job, but perhaps from one arena to another or from one level to another.

Rising businesses irrespective of scope needed workers who had the required knowledge and abilities to make an effective impact as drivers towards achieving a competitive advantage. With that dream of a capable, assertive, devoted and esteemed staff delivering extraordinary worth, person-centred services was rightly ambitious. Armstrong (2001) concurred and pointed out that today's changing environment required unceasing proficient and managerial improvement. Shareholders ensured, if not already existing, a sort of structures and procedures to support the progress of the staff they needed now and for the future. Pareek and Rao (1992) agreed and contended that advancement of workers

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was regarded as an asset, not a cost; and that unfavourable outcome, inexperience and little commitment to obligation were very pricy obstacles in business. It had been noted that the key to high levels of outcome depended on having workers who were prepared to work, were well managed, well directed, well-motivated and were always re-skilled. Career development covered a worker's employed life. It began with, for example staff orientation, on- the - job training, knowledge, short courses, specialized courses, post graduate degrees or diplomas.

Career development usually involved a detailed path of movement through the levels of a business. It was based on worth without regard for race, gender, age or ethnicity. Eligible cases became suitable for advancement. When workers were aware that they had equal chance of making it to the top, it motivated them to do their best. Graham and Bennet (1995) concurred and noted that the prospect of career development might in itself encourage the staff to put up their best (Baguma and Rwabwera, n.d) also approved that workers aimed to make a headway in the businesses for which they worked. As Capelli and Hamori (2005) noted that insufficient improvement, for any reason, impaired a manager from reaching the top. In the business world, there were basically two groups that directed the career development course: top management and human resource personnel. Managers, for example, might be obliged to ensure the requirements of an organization concurred with the worker's career goals to attain a complete balanced work environment. Often skills, experience, and knowledge that employees needed would be identified in order to provide their best possible work. Human resource (HR) personnel were often responsible for providing career development information programs for employees (Faria, 2013).

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Usually, career development entailed different career paths built on individual workers and organizational needs. Improving upon your career could be seen in two different ways by the company and the employee respectively (Godshlik et al.; 2000). Cheryl noted that the company's perceived outcome was to have the utmost match in terms of the workers and their jobs and the perceived outcome concentrated on expectations which included the realization of values, job position, flexibility of job and rewards in terms of money were necessary under the situation (1989).

With the management of the personnel, in terms of the company's perspective, improving on your career was the planning of the career of the employees and it was usually focused on knowing the career pathways and building career rankings. Thomson and Mabey noted that it became quite difficult to have career plans for employees if career and succession planning was not catered for (1994; p.126). Based on earlier deliberations made, making employees redundant and outsourcing most jobs was becoming a thing of the past. Based on the prevailing conditions the employee would have challenges in improving his career using his efforts only. Simonsen remarked that it would be out of place for the employees in an organization to deduce strategies from the organization's aims and objectives and then attained their personal goals in order for actions to be taken to implement those goals (1997).

Considering the workers' viewpoint, improving on your career denoted the attainment of satisfaction in life. Satisfaction in terms of steadiness to both the job and home and as well as monetary value. That sort of satisfaction could be attained when there was development in the employees' skills and expertise. Most companies were ready to create programs that helped to upgrade employees as such was understood to be the most

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efficient way to curb workers challenges as majority of the top managers preferred to use that medium as their workforce had shown enormous interest in improving their career (Gutteridge, 1986).

Evaluating those two aspects of developing career we could painlessly judge that there was a gap between the final objectives and the strategies to implement. Most organizations through their programs were indirectly developing the careers of their workforce as the workers though their quest to fulfil the goals of their organizations was also forging on to improving their own careers. Even though the companies and their workforce were into the process of gaining a good outcome but the greater responsibility lied on the workforce in terms of their career development. The workforce of an organization had the sole duty to develop their career. A survey done using Directorates of Human Resources Development recently showed that career development was regarded as the least of their functions. (Rouda Robert H, & Kusy, Mitchell E. Jr, 96)

Career development was prevalent in most organizations through training, learning and development. From the organization's perspective, such improvement in the career of the workforce was seen to match the organization's objectives, putting aside the interest of the workforce which actually realized such objectives. (Siddiqi, 2003) noted that in recent times for the workforce to seek for increment in money and security, they rather preferred improvement in their careers. Based on the human resources management process, the orientation of new workforce were able to imbibe the organization's vision, mission and values. Therefore, employees tended to exit sometimes on their own accord or by the resolution of the organization when they were unable to get through the integration process. With that, the employees who remained were seen to fit into the organization in

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terms of aligning themselves to the organization's values and theirs thereby having a common interest. Most organizations' aimed to develop the skills in their workforce to attain the best in them for high productivity and also increased their employability on the job market. Increasing the professional worth of the workforce then became the reason for the employees to have an improvement in their career which was known to be the aim of the workforce. The workforce on the other hand worked hard to attain tremendous outcome thereby seeking promotion in the firm. (Bhatia and Professor Singh, 2000) noted that the inability of organizations to provide promotion avenues for the employees' resulted in low productivity which made them reluctant in executing their duties. Even though career development was prevalent in most organizations; there had not been enough support from management through implemented policies to make the workforce secured. As commented by (Decenzo and Robbins, 2002) a worthy choice of career was the career that gave room for progression and maintained the enthusiasm, urge and ability, steadiness in the work and home life and satisfaction. (Rouda and Kusy Jr., 1995) made it clear that considering the changing ways of how things were done in companies in recent times, the workforce was solely responsible for their career development. The workforce had to bear that burden of putting value on themselves for a couple of reasons: There was an increasing rate of alterations in organizations in the skills and expertise required to get job done. Rankings in career were increasingly becoming distinct as structures in organizations are made flat. It was important to keep abreast with the fast growth of knowledge and the dynamic work environment. (Rouda Robert H, & Kusy, Mitchell E. Jr, 1995-96)

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2.3 Stages of Career Development

A model of employee cycle based on four periods was suggested by Levinson and a

thorough search on improving career model with its five stages was also suggested by

Greenhaus et al. (2000, p. 117)

2.3.1   Stage 1: Occupational Choice or Preparation for Work

The individual at this stage anticipated on the kind of education to pursue that would best

fit a particular career of his desire in future. The individual tended to discover the

opportunities of a career to meet his needs in the future. Since the individual at this stage

had not gained any experience, the choice of career was basically based on the

information derived from such career. There was a possibility that the individual would

have a change of mind in his career later in future. Due to that, Jaffee noted that

organizations were seen to be entities which assumed responsibilities to groom students

to be adaptive through the education received which then equipped them to be viable in

recent dynamic business world (1998)

2.3.2   Stage 2: Entering the Organization

Practical work life started for an individual at this stage. The individual tended to have a

realization of his ideal value set as the job values and principles occurred. At this stage,

he was conscious of his environment as well as his skills, abilities and competencies to an

extent. The individual then evaluated his chosen career and decided to abandon or

continue with his choice. The decision made concerning his career at this stage was done

out of precise information attained. Strategies to implement the individual's career

development began as he had entered into the practical work life and also had a deeper

knowledge of his chosen career. Intense evaluation was done at this stage as more

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information was gathered on the career chosen to be pursued. The dynamic work environment did not encourage book knowledge to be utilized in devising a good career development plan. Senior members of organizations who were abreast with the market trends and were of the known of diverse career levels could have been of help to him.

2.3.3 Stage 3: Early Career: Establishment as a Young Professional

The individual was of the full knowledge of his work environment at this stage. With the principles, values and requirements of his career imbibed, he tended to focus on his capabilities in order to be a valuable professional. The challenge of gaining competence in his career lied on the individual but the support needed by the organization could not be ignored. The individual at this stage was full of drive and enthusiasm as he increased his knowledge and also had a better understanding of the organization's strategies and his career too.

2.3.4 Stage 4: The Mid-Career

Levinson compared this stage with the needs and characteristics of middle adulthood (Godshlik et al. 2000). The individual was aware of his career path. He assumed more duties and played a vital role in decision making in his organization. Aside the fact that the individual experienced steadiness at work, he tended to feel depressed due to a feeling of guilt for ignoring his personal life to attain good success in his career. Again, due to that feeling, he evaluated his career objectives and achievements. Those conditions were known by Daniel Levinson to be mid – career crises which were then accompanied by a compromise of the work life (Godshlik et al, 2000). An appraisal done on the personal and work life showed a minimum of the felt impression of the mid – career crises. At this stage, the individual was in control of things and his views at work were considered.

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Levinson suggested that the organization would help the individual by keeping him in the know of the transitional mid – career period and also supported him to revive his enthusiasm as well as strengthened their relationship. (Godshlik et al.; 2000)

2.3.5 Stage 5: Late Career

Levinson had suggested two main tasks for the individual as he planned to retire at this stage. To begin with, his worth would still have been of value to the organization and must have maintained his self – credibility. Again, the employee would have planned well in order not to have felt frustrated and wasted by the effects of retirement (Levinson, Godshlik et al.; 2000). Planning career after exiting an organization through retirement was the sole duty of the individual. Entirely, this may be untrue as the organization might have required a mature and experienced mind that had been tested and trusted overtime to help improve the organization unless limited by health or personal challenges. Should a joint post retirement strategy had existed between the employee and the organization, they both enjoyed the profits gained and that could take the individual quite a long way. (Scott Gillie and Meegan Gillie, 2003) had deliberated upon the need for managing career throughout the individual's lifetime that the process of career planning was perceived to be completed during the youthful adulthood. Considering the dynamic nature of employment and the high degree for quality by the employees in their work, a career path was to be embarked on in an individual's life. Regarding career planning, (Gillie & Gillie, 2003: p.2) had stressed on the need of guiding professionals to partake in the career planning process on their own. Even though the sequence were different and not all would go through the steps, when obtained, they contributed to the individual's objectives in life and their well – being.

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2.4 Importance of Career Development for the Organization

According to (Simonsen, 1997) organizations' aim for developing their workforce was short term, but planning of the personnel was carried out to attain the required expertise in the organization. To retain employees, career development was vital as it served as a motivation to the employees and a way to retain experienced and competent employees. A common goal between the employee and the organization yielded good results. Organizations might have brooded over the work life of the employee but the conditions and interest of the employee's personal life determined the outcome of his input at work. In other words, outstanding employees could perform poorly if their life at work did not meet the needs of their lives personally. It could be said that a good relationship was required between the personal life and work life of the employee as part of career development. To attain the best of an employee, management was to assist in achieving a balance in the employee's life. As a way of ensuring equal employment opportunity and to promote diversity, career development had been known to be the utmost priority of human resources management concern within an organization. For an organization to experience such diversity, females were to be given such privileges as well as incompetent employees in order to take up greater tasks. By doing that, such employees would be committed to the organization and working hard to improve productivity through the organization's vision. Such employees could form competent team to change the organization for the better. Trust and goodwill was achieved for the organization through career development. As such strategies put value on the employees, it also added to the organization's value.

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2.5 Importance of Career Development for Individual

Developing one's career was perceived to be the sole responsibility of the employee as the outcome of such improvement would have served the goal of the employee successfully. Success in an individual's career was embedded in the overall process of career development and therefore the knowledge of career success should be known. The opinion of the individual in terms of career accomplishment was the internal and external signals which included creation of career rankings, stable monetary rewards, fulfilment and reaching the peak of his expertise. The strategy of career development influenced the achievement of the goals of employees which related to all aspects of career success. With the process of career development, the path the individual toed determined the success ratio in job linked and personal achievement. (Simonsen, 1997) claimed that if the value of the employee clashed with the value of the organization, then an existing relationship could not be beneficial for both parties. Collective loyalty and direction for developing career by both parties to attain career goals were related. A well planned strategy inferred a high rate of achievement of career goals. It usually began with the individual taking the first initiative about their careers. Since the decisions that were work related made by the individual were seemingly independent of any external factor, career development was regarded as the individual's obligation. Though most of those careers related decisions were dependent on individuals' will but the external factors greatly influenced those decisions. As the duty of the shift in the external factors could be formally assigned to specific agent/agents, therefore, for effective planning the career development process was being utterly borne individually.

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2.6 Career Development: A Shared Responsibility

Decisions concerning a person's career were been influenced by some external factors that the person had no control over. It had been suggested by Simonsen (1997) on career development as a process that was been done continually as well as supported by the person's manager and the organization as a whole since it would be secured by the systems of human resources. In addition to the above, improving upon one's career should not be done once or separated from the aid of the organization. As other challenges in an organization were shared for a common solution, so career plan could as well be shared for a well formulated career path. (Cheryl, 1989) emphasized that counselling an individual on his career existed in organizations and self-assessment was known to be a common tool. An agreed format tended to be the way of going about career counselling which had been shaped into employee assistance programs, since it was quite challenging dealing with career issues of late. The most self − assessment workbooks that were made popular those days were the career workbooks. It had been realized that since career development was a wide and long process, many shareholders tended to benefit from it. Those benefits could be attained from enriched services of organizations that depended on the unique capabilities of individuals. The government could also be said to gain from the improvement of employees' career through taxes since promotions came with increased salaries. Due to career development, the HR industry was currently equipped with talented and competent employees who were able to compete at the international level thereby increasing the gross domestic product of the country. Through the career development of individuals, the series and organization of work had greatly improved. As much as the beneficiaries of career development were

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many, so would the responsibilities that came with it be taken up by all. It had been noted by (Cheryl, 1989) that as career development was a shared responsibility, the organization could ensure that the capabilities of the employees were matched with the sort of jobs given to have the utmost gain of the resources.

2.7 Employee Retention

The employees of an organization were seen to be the driving force to attain the needed profit for the organization to forge ahead in business. The failure of an organization to effectively implement its strategies was basically due to the exit of the workforce and that eventually led to a decrease in productivity. The cost of employee turnover was outrageous and employee retention was very significant in the long term growth of the organization.

Mello (2007), emphasized that the retention of high quality and capable employees was vital for effective succession planning, customer satisfaction and accomplishment of organization's objectives. Again, investors were secured of their investments since the organization was able to add value to their investments. Employees of an organization were mostly retained for the utilization of their competences for the specified period needed. It was usually seen as a long term relationship between the employees and the employer. Balance of power had switched from the employers to the employees in recent business world. Employees could therefore make or unmake an organization so it was significant for employers to perceive ways of retaining their high valued workforce in order to secure the stability of the organization.

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Sutherland (2004) noted that stakeholders of various organizations gain much from the skills and capabilities of employees through high returns. Companies which led their market had ways of retaining their workforce. The employees of organizations were known to be the essentials needed to accomplish the goals of the organization through their initiative, innovation and solutions to challenging issues. Employees created the worth of an organization in its line of business.

Attracting and retaining abled employees was the vital purpose sought after by organizations in developing countries. Seeking for high competent employees would be scarce in the years ahead of us. Lawler III (2005) stressed that employers of late were competing for the competencies of employees rather than their commitment. Their attention was on attracting, hiring and retaining high quality skills and competences of employees. Due to that, employers were encouraged to utilize the most desired practices of both parties to attain the needed results. Gentry et al., (2007) argued that most employees retained their employment contracts with their employers to show their gratitude for the support received from their managers.

It has been known through Vos & Meganck (2009) that the development of a career plan for the employee helped in their retention and thereby resulted in their commitment. Hiltrop (1999) proposed that working around the clock to retain the highly qualified and skilled employees through a laid down career plan helped prevented shortage of those employees in the near future. Employers were also advised to adjust their needs to be in accordance with what prevailed in the business market. Hannay & Northan (2000) stressed that the availability of opportunities for employees to advance in their career also helped to retain them since such avenues were linked with increment in salaries, greater

responsibilities and other benefits desired by them. Money was not the only factor needed but it tended to be a vital consequence in recruitment.

2.8 Organizational and Individual Perspectives of Employee Retention

Globally, there had been a change in the economic world. Socially, since there had been continuous change, organizations were placed under pressure to maintain their lead positions in their line of business (Burke and Ng, 2006), through the retention of their employees. Companies were to be abreast with the new advanced technology in their business to compete well. Considering the above, it was of importance for organizations to advance the careers of their employees. Organizations staying in business implied they ought to attract, hire and retain competent employees (Hiltrop, 1999). Opportunities given to employees to develop their career enabled them to acquire the needed skills to stay competitive and remained their employability (Arnold, 2005; Bernsen et al., 2009; Herman, 2005). Economically, aside the pressure elaborated above, a demographic change could weigh the organizations as well.

Averagely, the age of employees tended to be of increase in majority of the western countries. More so, a lot of the competent employees were exiting organizations through retirement (Burke and Ng, 2006; Frank et al., 2004). It was quite costly and challenging to replace those competent employees. That implied that organizations were disadvantaged because of the loss of such competences which was required in our economic environment to attain competitive edge (Hiltrop, 1999). Companies that perceived to keep a sizeable number of the ageing population tended to maintain the "best employees" and that resulted in the search for the top – most managers to run the organizations (Conner, 2000; Harvey and Richey, 2001). The top – most managers were

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seen to be the most valuable assets in the organization. Those top – most managers were suggested to form a majority of the present working generation which would be of a short fall in the coming years. Companies that tended to be strategic were able to foresee that challenge and therefore took adequate measures to solve it. Through effective recruitment and selection process, such a challenge was overcome to secure the competitiveness of the organization. Highly qualified employees were given the privilege to assume executive functions when found to fit into such positions. Companies were to focus on those valued employees in order to be equipped for such functions (Dries and Pepermans, 2008; Pepermans et al., 2003). Putting in every effort to maintain the organizations' competitive edge led to a decrease in the new entrants in the advanced economies. On the other hand, most employees did not wish to develop their careers with only one organization (Burke and Ng 2006). With that, their commitment level became lower than the workforce in the past (Burke and Ng, 2006; Hiltrop, 1999). Statistics provided by SDWorx showed that the employee turnover rate of a huge Belgian human resources and payroll company was 17.46%. The turnover for employees younger than 25 years was 39%. The above statistics showed that employees of that age did not desire to develop their career with one organization for a long period of time as compared to past generation. This was because the recent employees wished for a wide arena in pursuing their career. Due to that, organizations had to put in much effort to retain their employees .The cost of recruiting and training new employees was less desired by organizations. In addition, competent employees who exited the organization through one reason or the other left with the attained skills and knowledge thereby making such an organization vulnerable to its competitors (Frank et al. 2004; Walker, 2001).

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The study stressed on the importance of employee retention for the effective functioning of the organization. Employees' learning and development had a greater impact on their retention (e.g., Echols 2007; Gershwin, 1996; Rodriguez, 2008). Rodriguez (2008, p. 53) emphasized that employees stayed competitive to their colleagues and also had the opportunity to learn and advance in their career for future avenues. Top – most employees tended to sought for other job opportunities when they realized there was no room for advancement in their present jobs. Moreover, Collin (2009) suggested that developing one's career was related to the person's work identity and Dewey (1916) also stressed that an employee's identity was gained through a person's career. Dewey (1916) referred to a profession as work that was central to an individual's identity.

2.9 Influence of Career Development on Employee Retention

Organizations could focus on creating a good work environment alongside their jobs to retain their employees (Sutherland, 2004). Employees tended to stay when the work environment was favourable given the available opportunities for their career advancement (Winterton, 2011). Such favourable environments could be created when the whims and caprices of the current and future employees were met. Effective communication and acknowledgement of employees through recognition enabled high employee retention.

Developing one's career involved the creation of avenues for higher learning and the opportunity to have training and development of their skills and knowledge to maintain their employability in the labour market (Meyer & Smith, 2003). Woodruff (1999) proposed that an organization that yearned for good relations with its employees would have invested in career development to attain such a purpose. Moreover, organizations

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would have recorded a high employee retention rate if a sizeable amount was set aside for training and development of their employees. The commitment level of employees who were privileged to advance their career was enormous and therefore resulted in increased production in maintaining the competitive edge of their companies.

As argued by Ongori & Agolla (2009), organizations' failure to develop their personnel leads to a career plateau which drove the employees to seek for better job opportunities for their own good. Most employees were stuck in terms of their jobs since there were no avenues to learn and follow through their career path. The basic reason for a high rate of employee turnover in the present business world was career plateau in most organizations. This issue of career plateau was to be managed well by human resources professionals. Lee (2003), noted that, employees who tended to resign from organizations increased the rate of employee turnover by seeking to advance their career outside their organizations.

There was no one particular way for organizations to have retained their employees and that made it quite challenging for most of the organizations. It had been recognized by most of the companies that learning and trying new things helped to retain employees (Logan, 2000). Employee retention had also been perceived to have a strong link with learning and training programmes as noted by Jennifer Porter – Brotman, the topmost of Forum Corporation, a company that aided 500 organizations to create their learning systems (Rosenwald, 2000). The preposition had also been seconded by the Gallup Organization that the avenue to grow through learning served as one of the basic reasons for employee retention (Logan, 2000).The effort made by organizations to see employees as their most important assets would go a long way to decrease employee turnover

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(Garger, 1999). It had also been suggested by Flora Bacco, who was the director of organizational policy and programmes at UNUM America that the culture of the organization was of much significance to the employees than money (Logan, 2000). Consequently, a conducive environment could have been created by organizations for advanced learning and training and not just to work for money (Callahan, 2000). Companies had the option of letting go their competent employees to sought for better job opportunities or develop their career and retain them (Petrecca, 2000).

Employee retention was reduced drastically when there was the support of career development in organizations. Through statistics, it was realized that the employee turnover rate was 40% to 50% less in organizations that aided career development as compared to those that did not embark on such a process (Logan, 2000). The introduction of Unitel University in 1998 enabled the employees of Unitel, an organization that helped other companies with client relations out of McLean, Virginia to learn and grow their career had recorded a former 12% turnover rate to 6% (Fenn, 2000). Furthermore, there had been a significant difference in I – Cube's recruitment and retention efforts due to the introduction of their I – Altitude program (Fenn, 2000). Sadly, most organizations had not recognized the direct link between learning programs and the retention of their employees (Rosenwald, 2000). Majority of the managers in the business world had recognized the positive impact of a learning environment on employee retention (Dillich, 2000).

Due to the research made by (Newman et al., 2011) of multinationals in the service sector of the Chinese economy, it revealed that training had an enormous impact on employee commitment which eventually resulted in a low turnover rate. Information was gathered

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from 437 Chinese workers working in 5 different multinationals of China. Those individual workers emphasized that training enhanced their commitment with the company since that made them got the idea that they were an important asset for the company.

In their study (Bashir et al., 2009) the workers formed the most vital aspect of the company as they produced or delivered their services. With that, the workers stayed in the company for long for the company to derive benefits from them too. To retain employees, companies should have been of knowledge of how to do that which was of significance to them. Based on prior studies several factors were well-thought out to be of importance in retaining employees. Avenues for career advancement, conducive work environment, and a balance in the work life were some of the factors that directly influenced employee retention. Employees tended to be enthusiastic with their jobs if they gained satisfaction on their jobs. Avenues created through developing one's career mostly influenced retention of employees. Basically, a planned career development was purposed to create a balance between the needs of the employee and the organization. Professionals in HR were to focus on ways to strategize career development in order to increase the employees' commitment level which was of great value to them and as well serve as a source of belonging to their organizations. With that, employees were driven to put in their best for the common good of the organization and themselves. Employees who were satisfied on their jobs through career development spent more years with their organizations thereby reducing the turnover rate of such organizations. Promoting employees also enabled them to perform better to forge the organization ahead. Highly

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qualified and competent employees exited organizations due to lack of training and development and the creation of opportunities to climb the career ranking.

Anis et al (2010) emphasized that in this technological age, organizations were to equip their employees through career development and training to compete with their counterparts in similar businesses. Building one's career was usually done by organizations through training to enhance the employees' performance on the job. Training must be of need as the organization should have first conducted the analysis and evaluated that whether the training was needed or not. For that performance assessments were required to give idea to the organization whether the training was required and the areas which needed training. One of the HRM practices used to reduce employee turnover was training and it was mostly done through on – the – job training, vocational training and other specified or general training. Villegas (2006) clarified that training had a direct relationship with employee retention. Training enabled companies to increase employee retention and decreased turn over. When workers were on training, they felt that the company was interested in them and wanted to develop their career. They felt the company valued them and that resulted in employee retention but there were other ways of retaining employees other than training. Counselling, coaching and the support of the organization's management contributed to employee retention. Suppose if an employee learnt a lot in training session but when it came to applying it on the job, the manager depicted little interest to help them that would discourage the employees and thereby prevented them from benefiting from the training program which eventually led to dissatisfaction of employees.

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According to (Rana (Bashir, Tirmizi, Noor, & Shoaib, 2009) et al., 2009) Indus journal of management and social science, after doing the survey from the telecom industry of Pakistan, the outcome showed that pay, working environment and the benefits (rewards) were the three factors which affected the employee turnover and were linked to each other. The study also found support for the independent variable with employee turnover. The negative correlation had been found for the pay, benefits and work environment. With that companies needed to focus on how to reduce strains in the workplace and salary plans. (Samganakkan, 2010) In his article he acknowledged the impact of human resource management practices such as training, appraisal etc. on the employee, their intention to stay and their enthusiasm to work. Through his research, training was known to be a significant factor on employee retention. He made known that the compensation of the employees should be such which would restrain them from leaving the company as the effectiveness of a company was basically based on its employee retention. For an organization to be a good employer and to be ahead of its competitors it must reduce its turnover rate and for that reason he recognized compensation as one of the necessities to retain workforce.

Holtom et. al. 2005 stated that several companies globally bore the cost of high turnover rate. The cost of high turnover rate was an expense which demanded new hiring, training, and others. Additionally, the cost of losing competent workers was challenging which tended to prove costly in the long run. The researchers (Holtom et al.) had studied the main reasons behind high turnover rate of companies. The main causes were defined as shocks. The causes included mergers, transfers, and changes in marital status of

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employees, better job offers, and argument with bosses, scandals, downsizing and diversification.

2.10   Importance of Employee Retention

It has been analysed by Fitz-enz (1997) that averagely, approximately $1million was lost as about ten (10) topmost employees in terms of the highly competent exited organizations. From the elaboration made above on the cost of employee turnover, it ranged from an employee's per annum remuneration and his benefits to twenty – four months remuneration and benefits. It could be concluded that losing an employee whose skills and competence were valued was quite detrimental to the organization in terms of its drastic effect. In future, it would be of necessity for companies to realize the commitment of their employees to them as well as the company's responsibility to create an environment that would retain the employees (Harris, 2000). Companies should put in effort to make the work environment conducive for the transfer of skills and knowledge throughout the structure, or otherwise continue to record high turnover rate (Harris, 2000). Globally, that deep knowledge helped to meet customer satisfaction and gain an upper hand over competitors.

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<div align="center">**CHAPTER THREE**</div>

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.1 Introduction

The chapter described the procedures used to collect data for the study. The chapter focused specifically on the research design, source of data, sample size and sampling techniques, research instrument, method of data collection, data analysis, organizational profile, and ethical considerations.

3.2 Research Design

Burns and Grove (2003:195) defined a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Parahoo (1997:142) described a research design as "a plan that described how, when and where data were to be collected and analysed". Polit et al (2001:167) defined a research design as "the researcher's overall for answering the research question or testing the research hypothesis". The study focused on the effects of career development on employee retention. The research design used was a descriptive research design since it was a quantitative research.

3.2.1   Descriptive research design

In a descriptive study, subjects were generally measured once; the intention was to only establish associations between variables; and, the study may had included a sample population of hundreds or thousands of subjects to ensure that a valid estimate of a generalized relationship between variables had been obtained.

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3.2.2 Quantitative Research

Quantitative methods emphasized on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focused on gathering numerical data and generalized it across groups of people.

In quantitative research, the goal was to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research dealt in numbers, logic and the objective, which focused on logic, numbers, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning. The data was usually gathered using more structured research instruments. The results were based on larger sample sizes that were representative of the population. The research study could usually be replicated or repeated, given its high reliability. Researcher had clearly defined research questions to which objective answers were sought. All aspects of the study were carefully designed before data was collected. Researcher used tools, such as questionnaires or equipment to collect numerical data.

3.3 Research Approach

Creswell (2007) asserted the importance of illustrating the research approach as an effective strategy to increase the validity of social research. The major part of this chapter was the presentation of the research approach. The research adopted a quantitative research approach.

According to Crotty (2007) theoretical perspective, methodology, discussion of these stages in the thesis were followed by clarifying the sampling techniques adopted in this research. Accessibility was crucial in this research and its importance and its influences

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were identified. Finally, data analysis was discussed and validity and reliability issues, generalizability and the chapter summary. The research population, sample, sampling size, samplings procedure and the setting which was AngloGold Ashanti Limited, Obuasi mine were discussed.

3.3.1   Research Population

Parahoo (1997:218) defined population as "the total number of units from which data can be collected", such as individuals, artifacts, events or organizations. Burns and Grove (2003:213) described population as all the elements that met the criteria for inclusion in a study.

Burns and Grove (2003: 234) defined eligibility criteria as "a list of characteristics that are required for the membership in the target population".

Department	Number of Employees
Mining Engineering	75
Human Resources	20
Safety & Health	25
Finance	20
Medical	25
Community	5
Total	170

3.3.2   Sample

Polit et al (2001:234) defined a sample as "a proportion of a population". The sample was chosen from employees of AngloGold Ashanti Limited (Obuasi mine). A carefully selected sample could provide data representative of the population from which it was drawn.

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3.3.3 Sample Size

In this study the total number of employees from the various departments of the mine that were listed as the sample size was hundred and seventy (170). The researcher worked in conjunction with the various heads of departments and superintendents in choosing respondents. The sample size was selected using purposive sampling technique at the initial stage and later used convenience sampling technique. The use of this technique gave every member of the target population an equal chance of being selected to be part of the sample but most importantly for those who were willing and available.

Burns and Grove (2003:31) referred to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. Polit et al (2001:234) confirmed that in sampling a portion that represented the whole population was selected. Sampling was closely related to generalizability of the findings. In this study the sampling was non - probable and purposive. In non-probability sampling researchers use their judgment to select the subjects to be included in the study based on their knowledge of the phenomenon. Purposive sampling was used in this study. Parahoo (1997:232) described purposive sampling as "a method of sampling where the researcher deliberately chose who to be included in the study based on their ability to provide necessary data". The rationale for choosing this approach was that the researcher was seeking knowledge about the effects of career development on employee retention which the respondents would provide by virtue of their experience.

3.3.4 Sampling Procedure

Sampling of the participants was done using the following ways. The researcher sought the assistance of the line managers and superintendents to identify potential participants.

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Possible respondents were selected after the researcher pre-selected respondents. The research project was explained to the prospective respondents who were on the short- list and they were asked personally if they wanted to take part in the research. The researcher selected the prospective respondents for questionnaires to be shared to them. In the event of a problem with identifying respondents who met the criteria for selection for the study, each eligible respondent was asked to refer colleagues with similar experience.

3.4 Sources of Data

Primary data was data gathered for the first time by the researcher. The merit of primary data was that it was direct information, uncontaminated by being transmitted through another source. The demerit of primary data was that sometimes the person who was on the field saw only part of the action and so cannot get the concrete results as expected.

3.4.1 Secondary Data

Secondary data was data someone who had heard about it, had read about it, or had learnt about it at arm's length gathered. Business firms always had a great deal of internal secondary data with them. Sales statistics constituted the most important component of secondary data in marketing and the researcher used it extensively. All the output of the MIS of the firm generally constituted internal secondary data. The data was readily available; the market researcher got it without much effort, time and money. The Internet was a great source of external secondary data. Many published statistics and figures were available on the internet either free or for a fee. Advantages to the secondary data collection method were that it saved time that would otherwise be spent collecting data, provided a larger database (usually) than what would be possible to collect on one's own.

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However there were disadvantages to the fact that the researcher could not personally checked the data so its reliability may be have been questioned and unreliable results might have been given.

3.4.2 Primary Data

During the research process, the researcher depended mostly on primary sources and, to a lesser extent, on secondary sources. To access primary sources, the researcher prepared and distributed questionnaires among respondents with a view to obtain first-hand information from them. The secondary data sources comprised relevant literature including books, journals and articles which the researcher reviewed.

3.5 Data Collection

According to Parahoo (1997:52, 325), a research instrument was "a tool used to collect data. An instrument was a tool designed to measure knowledge attitude and skills." The researcher used questionnaires as the main instrument in the data collection process. The questionnaire consisted of items which were related to the objectives and research questions generated for the study. The questionnaire consisted of five (5) parts. Part A comprised of the demographic questions. The second part focused on the assessment of career development practices. The third part focused on the perception of employees on career development. The fourth part also focused on career engagement and finally the perception of employees on retention through career development

3.5.1   Questionnaire

A questionnaire can be referred to as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

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Although they were often designed for statistical analysis of the responses, that was not always the case. Questionnaires reduced bias. There was uniform question presentation and no middle-man bias. The researcher's own opinions would not have influenced the respondent to answer questions in a certain manner. There were no verbal or visual clues to influence the respondent. People may read differently into each question and therefore replied based on their own interpretation of the question - i.e. what is 'good' to someone may be 'poor' to someone else, therefore there was a level of subjectivity that was not acknowledged.

3.5.2 The Instrument

Data was collected by means of using questionnaires. The rationale for choosing that method was to first of all obtain different perspectives on the phenomenon under investigation. Again, to attain specific answers to some of the questions, observed non-verbal communication finally prevented researcher bias and approached the phenomenon without preconceived ideas.

3.5.3 Structure of the Questionnaire

The questionnaire comprised of five sections, namely biographical data, opinions of employees on career development on actual job, opinions of employees on career development on desired job, career barrier, and retention through career development, opinions of employees on career engagement and the assessment of career development practices.

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3.5.4 Pilot Study (pre-exercise)

According to Holloway and Wheeler (2002:80), pilot studies usually are used in qualitative studies but novice researchers could conduct interviews as a pre-exercise, to get used to the type of data collection. A pre-exercise was done to orientate the researcher to the research project and provided the researcher with insight into the phenomenon. A pilot study ensured that errors could be rectified at little cost. The pilot study was conducted with ten (10) participants who met the selection criteria. All ten were mining engineers. That was done at their workplaces and was repeated at a later date. Ample time was given to them to enable them give concrete answers. It gave the researcher the opportunity to know the shortcomings of the researcher that needed to be improved upon in terms of the questions and analysis of data, which was an opportunity to increase data analysis skills and built extra precautions to prevent errors in the main questionnaires.

3.6 Data Collection Techniques

Questionnaires were for the collection of data in this research. The role of the researcher was to elicit information through the questionnaires.

3.6.1 The Role Of The Researcher

The researcher identified key people in the various departments such as the line managers and superintendents as gatekeepers. The participants were informed about the purpose of the study. Questions were asked inductively, proceeding from general to specific using both the checklist mode and the likerd scale mode. The checklist mode involved close – ended items consisted of alternative responses among which respondents were asked to choose one in each case. Those were used for subjective items which had specific possibilities and therefore needed no mind – boggling analyses from respondents.

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3.7 Data Analysis

Data analysis meant to organize, provide structure and elicit meaning. Analysis of quantitative data is an active and interactive process (Polit et al 2001:383). Data analysis commenced after the data collection. The empirical study was conducted in order to investigate the effects of career development on employees' retention. In this chapter, the results of the study had been analysed and interpreted. In May of 2014, 170 survey questionnaires were distributed to employees of various departments of the AngloGold Ashanti (A.G.A) Limited, Obuasi. Of the one hundred and seventy survey questionnaire administered, 124 were returned. This represented 72.9% rate of response of the one hundred and twenty four survey questionnaires returned, one was not included in the results. This was because the respondent chose all the responses for questions relating to factors that influenced career development. The researcher concluded that the respondent simply could not have read the questionnaire directions carefully because questions relating to that aspect of the questionnaire required respondents to choose only one option to show the relevance of the influential factors. Three other response questionnaires could not be used in the analysis as most aspects of the questionnaire were not completed and were therefore omitted.

3.8 Ethical Considerations

The research took into consideration a number of ethical issues. No respondents were forced to take part in this study, such that those who openly showed their disinterest were allowed to pull out. The researcher used the common expression, "a respondent" to ensure strict confidentiality during the analysis of data.

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3.9 Organisational Profile

In late 1897, the principals of the newly formed Ashanti Goldfields Corporation led a team which dragged and carried 40 tons of equipment nearly 200 km from the coast to begin exploitation of their new property at Obuasi, in Ghana (formerly known as the Gold Coast). On New Year's Eve of that year they made their first mark on the land. It was the birth of an enterprise which, over 100 years on, is a flagship African Company and Ghana's foremost earner of foreign exchange. Over the years, 25 million ounces of gold have derived from its efforts - $10 billion dollars' worth if it were all valued at today's price. Gold has long been panned and mined from the quartz reefs of Ashanti by local gold seekers, the galamsey. But it was not until toward the end of the 19th century that the idea of an orderly commercial approach to gold mining in the Gold Coast began to gather momentum. The mine at Obuasi has been in continual production for over 100 years, and the ore body continues to be highly prospective, with prove probable reserves estimated to be at more than 20 million ounces. AGC's plans and investments had the aim of maintaining group production around one million ounces per year. Ashanti operated one of the largest and richest gold mines in the world and with the production rate it remained one of the top ten gold producers for a long time to come. But AGC continued to have new horizons: no longer a gold producer with a single mine in Ghana, but was operating, exploring and developing projects on many of the most promising gold mineralization belts of sub-Saharan Africa. The new entity, AngloGold Ashanti Limited, was formed in April 2004. AngloGold Ashanti currently has two wholly owned and managed operations in Ghana – Obuasi and Iduapriem – which produced 512,000oz combined, equivalent to 11.8% of group production in 2011.The operations are located in

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the Ashanti and Western Regions of Ghana, and were acquired following a merger between the former AngloGold Limited of South Africa and Ashanti Goldfields Company Limited of Ghana. The Iduapriem mine, wholly owned by AngloGold Ashanti since September 2007, comprises the Iduapriem and Teberebie properties in a 110km2 concession. Iduapriem is located in the Western Region of Ghana, some 70km north of the coastal city of Takoradi and 10km southwest of the Tarkwa mine. Iduapriem is an open-pit mine and its processing facilities include a carbon-in-pulp (CIP) plant. Obuasi is located in the Ashanti Region of Ghana, approximately 60km south of Kumasi. Mining operations are primarily underground, to a depth of 1.5km. Some surface mining in the form of open pit and tailings reclamation occurs. Obuasi currently treats sulphide ores from underground at the south plant, following the decommissioning of the tailings treatment plant in October 2010. The south plant also treats sulphide tailings and has a capacity of 360,000 tons per month.

As at 31 December 2011, AngloGold Ashanti had a total inclusive mineral resource of 38.44Moz in Ghana, of which the mineral reserve was 11.92Moz. This is equivalent to 16.6% and 15.8% respectively of group resources and reserves. Capital expenditure in Ghana totalled $205 million for the year – $73m at Iduapriem and $132m at Obuasi. Total capital expenditure by AngloGold Ashanti in Ghana over the past five years is $739m. Forecast capital expenditure for both mines in Ghana in 2012 is between $306m and $320m.

AngloGold Ashanti employed 61,242 people, including contractors (2010: 62,046) and produced 4.33Moz of gold (2010: 4.52Moz), generating $6.6bn in gold income,

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excluding joint ventures (2010: $5.3bn). Capital expenditure in 2011 amounted to $1.5bn (2010: $1.0bn). AngloGold Ashanti had a total attributable ore reserve of 75.6Moz (2010: 71.2Moz) and a total attributable mineral resource of 230.9Moz (2010: 220.0Moz).

AngloGold Ashanti has its primary listing on the Johannesburg Stock Exchange (JSE) and is also listed on the New York, London, Australia and Ghana stock exchanges. As at 31 December 2011, there were 382 million ordinary shares in issue and the company had a market capitalization of $16.2bn (2010: $18.8bn). Shareholders are scattered around the world, with the largest proportion (48%) being in the United States.

3.9.1   Main Activities

The activities of AngloGold Ashanti included the process of exploration, drilling, development, mining, processing and a wide range of support services - engineering, human resources, finance, safety and health, environment, medical, community and commercial: procurement, warehouse. With all those, the critical ones were those involved directly in production.

3.9.2   Staffing Situation

As at February 2014, expatriates were known to be forty – two (42), senior staff (1,069), junior staff (3,105), teachers of the AngloGold Ashanti School (58), National service personnel (83), other third party contractors (2,344) given a total of 4,357 numbers of workers on the mine.

3.9.3   Mission

"We create value for our shareholders, our employees and business and social partners through safely and responsibly exploring, mining and marketing our products. Our

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primary focus is gold and we will pursue value creating opportunities in other minerals where we can leverage our existing assets, skills and experience to enhance the delivery of value".

3.9.4 Vision

"To be the leading mining company."

3.9.5 Values

Safety is our first value

"We place people first and correspondingly put the highest priority on safe practices and systems of work. We are responsible for seeking out new and innovative ways to prevent injury and illness in our business and to ensure that our workplaces are free of occupational injury and illness. We live each day for each other and use our collective commitment, talents, resources and systems to deliver on our most important commitment… to care".

We Treat Each Other With Dignity and Respect

"We believe that individuals who are treated with respect and who are entrusted to take responsibility respond by giving their best. We are honest with ourselves and others, and we deal ethically with all of our business and social partners. We seek to preserve people's sense of self – worth in all our interactions, respecting them for who they are and valuing the unique contribution that they can make to our business success".

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We Value Diversity

"We aim to be a global leader with the right people for the right jobs. We promote inclusion and team work, deriving benefit from the rich diversity of the cultures, ideas, experiences and skills that each employee brings to the business".

We Are Accountable For Our Actions and Undertake To Deliver On Our Commitment

"We are focused on delivering results and we do what we say we will do. We accept responsibility and hold ourselves accountable for our work, our behaviour, our ethics and our actions. We aim to deliver high performance outcomes and undertake to deliver on our commitments to our colleagues, business and social partners, and our investors".

We Want the Communities and Societies in Which We Operate To Be Better Off For AngloGold Ashanti Having Been There

"We uphold and promote fundamental human rights where we do business. We contribute to building productive, respectful and mutually beneficial partnerships in the communities in which we operate. We aim to leave a legacy of enduring value".

We Respect he Environment

"We are committed to continually improving our processes in order to prevent pollution, minimize waste, increase our carbon efficiency and make efficient use of natural resources. We will develop innovative solutions to mitigate environmental and climate risks".

3.9.6   Structure of AngloGold Ashanti Limited, Obuasi Mine

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

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4.0 Introduction

This chapter presents the data gathering of the study and the interpretation of the results from the survey questionnaires. In the data tables and graphs following, a summary of the responses to the questionnaires received from the respondents presented in the same sequence as the questions in the survey questionnaire.

4.1 Gender of respondents

Table 4.1   Gender of Respondents

Gender	Frequency	Percentage
Male	79	65.8%
Female	41	34.2%
Total	120	100%

Source: Field survey (2014)

In the category of gender, 79 employees were males representing 65.8% response and 41 employees were females representing 34.2% response. Those percentages were attained respectively because most of the mining engineers who formed majority of the employees were males due to the tedious work demands. Only a smaller percentage of females were involved in such a profession. Those were represented in Table 4.1.

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4.2 Age of respondents

Table 4.2 Age of Respondents

Age	Frequency	Percentage
20 – 30	67	55.8%
31 – 40	32	26.7%
41 - 50	13	10.8%
50 – 60	8	6.7%
Total	120	100%

Source: Field survey (2014)

Table 4.2 indicats that the organization in which the survey was conducted had a relatively young group of employees with 82.5% of the respondents falling into the category of 20 – 40 years which required much effort and strategies to retain them. 55.8% fell within the age range of 20 – 30 years because the company delighted in recruiting fresh young graduates from school who could be groomed easily with the culture of the organization and be imbibed with their values to make an impact as expected unlike employees with already gained experience from other organizations.

4.3 Marital Status

Table 4.3 Marital status of the respondents

Marital status	Frequency	Percentage
Single	64	53.3%
Married	54	45%
Divorced	2	1.7%
Total	120	100%

Source: Field survey (2014)

Among the respondents who took part in the survey, 64 of them which represent 53.3% of the total responses were single while 54 representing 45.0% were married and only 2 that represent 1.7% of the total response were divorced as indicated in table 4.3. A higher

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percentage of 53.3% were not married because they constituted the young graduates from school who formed a majority of the population. Moreover, those employees who have worked for quite a number of years tend to marry and get settled and those constitute the 45.0%

4.4 Dependents

Table 4.4. Did the respondents had children?

Children	Frequency	Percentage
Yes	51	42.5%
No	69	57.5%
Total	120	100%

Source: Field survey (2014)

With the question on whether the respondents had children or not, 51 of the respondents representing 42.5 % of the responses said they had children while 69 of them representing 57.5% responded that they did not have children as shown in table 4.4. Since the organization provided virtually free education, medical care, scholarships and housing facilities for its employees, some of the employees had married with children to benefit from those with the exception of others who were single or had their families away from them.

4.5 Educational Level

Majority of the respondents had first degree. 17.5% of the respondents were master's degree holders, 59.2% were first degree holders, 12.5% were HND holders, 9.2% were SHS holders and 1.7% were those who have other qualifications. In the organization, the basic entrant qualification to be a senior staff was to acquire a first degree which gave the record of 59.2% of the total number sampled. Also, the organization did not really use the

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degree attained for promotion but through experience and hard work so most first degree holders were content with what they had and those who acquired the master's degree pursued them in order to search for juicy opportunities in rival companies or other firms with better compensation. Most HND holders also tended to upgrade themselves and with the SHS and others, they did same.

Table 4.5 Educational level - response rates

Educational level	Frequency	Percentage
Master's Degree	21	17.5%
First Degree	71	59.2%
HND	15	12.5%
SSCE/WASSCE	11	9.2%
Others	2	1.7%
Total	120	100%

Source: Field survey (2014)

4.6 Number of working years with AGA

Of the responses received, 79 employees were in the 0 - 5 years category with 65.8% response, 20 employees were in the 6 – 10 years category with 16.7% response, 3 employees were in the 11 - 15 years category with 2.5% response, 5 employees were in 16 – 20 years category with 4.2% response, 2 employees were in the 21 - 25 years category with 1.7% response and 11 employees were in the 25+ years category with 9.2% response. Those are presented in Table 4.6. Majority of the employees sampled were within the 0 -5 years of working experience because they were the young graduates who formed majority of the work force. The rest form a smaller percentage due to the redundancy in the mining industry.

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Table 4.6 Number of working years with AGA – response rates

Working years	Frequency	Percentage
0 to 5	79	65.8%
6 to 10	20	16.7%
11 to 15	3	2.5%
16 to 20	5	4.2%
21 to 25	2	1.7%
25+	11	9.2%
Total	120	100%

Source: field survey (2014)

The statistics above showed that the organization had a blend of experience and young professionals who required constant refresher training and development to update their skills and performance on the jobs.

4.7 Type of Employment

Among the employees of AGA who were sampled for the survey, permanent/full time employees recorded the largest number (93) which represents 77.5% of the responses while 22 of them were part-time employees which represent 18.3% of the responses and few (5) were on contract bases which represent only 4.2% of the total responses as indicated in Table 4.7.

A higher percentage was recorded for the permanent / full time employment because until the unstable production of the mining industry occurred leading to massive redundancy of employees, majority of the workers especially the senior and junior staffs were made permanent in order for them to be secured to attain a greater value from the employees. Most of the part – time employees were the national service personnel and the contract type of employment were mostly for the outsourced companies on the mine which aided the industry to focus on its core business.

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Table 4.7 Type of employment – response rates

Type of Employment	Frequency	Percentage
Permanent/Full time	93	77.5%
Part – time	22	18.3%
Contract	5	4.2%
Total	120	100%

Source: field survey (2014)

4.8 Job Title

Table 4.8 depicted that, out of the one hundred and twenty - one employees of AGA who

were sampled for the survey, majority of them (50) were mining and engineering staff

which represent 41.7% and the least among them (3) were community staff which

represent 2.5% of the total staff. In the organization, the majority of the employees

sampled were mining engineers and they formed majority of the employee population

and since they were into the core business of the industry which is gold mining, they

were the highly recruited. With the others their percentages were on the low side because

they were the supporting staff of the mining business.

Table 4.8 Job Title

Job Title	Frequency	Percentage
Mining and Engineering	50	41.7%
Human Resource	17	14.2%
Safety and Health	16	13.3%
Finance	18	15.0%
Medical	16	13.3%
Community	3	2.5%
Total	120	100%

Source: Field survey (2014)

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4.9 Factors Influencing Career Development of Respondents Considering the Actual

   Job

That question addressed career development practices at AGA Obuasi mine. In order to

determine the most influential factors, response from the highly relevant and somewhat

relevant categories were collated for all sets of data. The responses indicated that

majority of the respondents overwhelmingly endorsed all the factors as contributing to

their actual job. However, the four most influential factors relating to that focus area

included; "On the job training (96.7%), "Having courses and seminars" (95.8%) and

"Initiatives employed (95%).The findings relating to the influential factors were

presented in Table 4.9. Greenhaus, Callanan and Goshlik (2000) noted that series of job

linked exposure tended to lengthen the progression of the careers of employees of

organizations. Having considered the influential factors that contributed to the actual jobs

of the respondents, it could be said that the result of the survey in terms of those factors'

influence on respondents' jobs was positively related or directly linked. On the job

training, having courses and seminars and initiatives employed all received higher

percentages from respondents to signify their values on their actual jobs.

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Table 4.9 Factors influencing career development of respondent considering the actual
job

Statement	Highly relevant	Somewhat relevant	Little or no relevance
9. On – the – job training	100 (83.4%)	16 (13.3%)	4 (3.3%)
10. Having courses & seminars	74 (61.6%)	41 (34.2%)	5 (4.2%)
11. Study leave	53 (44.2%)	46 (38.3%)	21 (17.5%)
12. Acting in higher positions	60 (50%)	46 (38.3%)	14 (11.7%)
13.Having my ideas valued	75 (62.5%)	40 (33.3%)	5 (4.2%)
14.Initiatives employed	63 (52.5%)	51 (42.5%)	6 (5.0%)
14.Working on special projects	58 (48.3%)	48 (40.0%)	14 (11.7%)
15.Work shadowing (Understudying a superior)	75 (62.5%)	31 (25.8%)	14 (11.7%)

Source: field survey (2014)

4.10 Factors Influencing Career Development of Respondents Considering the Desired Job

The question primarily addressed the career development practices at AGA Obuasi mine
considering respondents desired job. Again, respondents overwhelmingly believed that
all the factors contributed immensely to career development. The most influential factors
in that focus area were identified. Those included the following "On the job training"
(97.5%) with an overwhelming 86.7% as highly relevant, "Having courses and seminars"
(96.7%), "Initiatives employed" (95%) , "Having my ideas valued (93.4%)" and
"Working on special projects" (93.4%). Considering the percentages attained above,
Armstrong (2001) asserted that in today's competitive market, rising businesses

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irrespective of scope needed employees who had the required knowledge and abilities to

make an effective impact as drivers towards achieving competitive advantage.

Table 4.10

Statement	Highly relevant	Somewhat relevant	Little or no relevance
16.On – the – job training	104 (86.7%)	13 (10.8%)	3 (2.5%)
17.Having courses & seminars	81 (67.5%)	35 (29.2%)	4 (3.3%)
18.Study leave	56 (46.7%)	51 (42.5%)	13 (10.8%)
19.Acting in higher positions	71 (59.2%)	39 (32.5%)	10 (8.3%)
20.Having my ideas valued	77 (64.2%)	35 (29.2%)	8 (6.6%)
21.Initiatives employed	59 (49.2%)	55 (45.8%)	6 (5.0%)
22.Working on special projects	71 (59.2%)	41 (34.2%)	8 (6.6%)
23.Work shadowing (Understudying a superior)	74 (61.7%)	33 (27.5%)	13 (10.8%)

Source: field survey (2014)

. From the results attained from the survey, it could be observed that, even in the desired

jobs of the respondents, they looked out for having on the job training, having courses

and seminars, initiatives employed, having their ideas valued and working on special

projects as the primary needs in order to be valuable on their jobs. Those factors with the

highest percentages affirm what Armstrong (2001) had already emphasized.

4.11   Perception of Employees on Career Development

Study findings on the perception of employees on career development are presented

below

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Table 4.11 Perception of Employees on Career Development

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24.Existence of clear career paths	16 (13.3%)	28 (23.3%)	25 (20.8%)	34 (28.3%)	17 (14.2%)
25.Career goals known by immediate superior	11 (9.2%)	33 (27.5%)	31 (25.8%)	34 (28.3%)	11 (9.2%)
26.Available positions for promotions	15 (12.5%)	30 (25%)	30 (25%)	30 (25%)	15 (12.5%)
27. Alignment of organizational. and employee needs	10 (8.3%)	26 (21.7%)	34 (28.3%)	30 (25%)	20 (16.7%)
28.Proper planning of employee development	9 (7.5%)	31 (25.8%)	33 (27.5%)	22 (18.4%)	25 (20.8%)
29.Internal recruitment	5 (4.2%)	21 (17.5%)	28 (23.3%)	50 (41.7%)	16 (13.3%)
30.Career development programs valued	9 (7.5%)	29 (24.2%)	30 (25%)	36 (30%)	16 (13.3%)

Source: Field survey (2014)

This aspect of the questionnaire addressed employees' perception on career development. There was very little difference between responses by respondents on the agreement or disagreement on the existence of the above career development practices in their organization. The results indicated about half of the respondents responding "disagree", strongly disagree or neutral to almost all statements. 55% expressed satisfaction with "Internal recruitments". However the four most satisfactory items included "Internal recruitments", "Career development valued" (43.3%),"Existence of clear career paths" (42.5%) and "Alignment of organizational and employee needs". Research had found that employees were more likely to stay if offered the opportunity to develop. The amount of career support received by employees was positively correlated to their stated intention to remain with their current employer (CIPD, 2005). According to Simonsen (1997), the opinion of the individual in terms of career accomplishment was the internal and external

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signals which included creation of career development, fulfilment and reaching the peak of his expertise. The strategy of the career development influenced the achievement of the goals of employees which related to all aspects of career success. With the process of career development, the path the individual toed determined the success ratio in job linked and personal achievement. Career development plans for individuals had been found to be effective in fostering future leaders within the company who had the relevant skills and experiences that would be required to define and implement company strategies (Stringer & Cheloha, 2003). Effective career development practices such as employee growth and development could facilitate healthy organizations (O‟Donnell, 2007). Practices that contributed to employee development had been linked to employee commitment to the organization, increased productivity and decreased absenteeism and turnover (Grawitch, et al., 2006). Even though through the results attained, respondents did not perceive most of the factors to be in place to aid them progress in their careers, the emphasis of Simonsen (1997) indicated that those factors determined the job and personal success of the employees.

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4.12   Work volition

Study findings on the work volition are presented below

Table 4.12 Work volition

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
31.I've been able to choose the jobs I have wanted	12 (10.0%)	34 (28.3%)	21 (17.5%)	38 (31.7%)	15 (12.5%)
32. I can do the kind of work I want, despite external barriers.	11 (9.2%)	26 (21.7%)	24 (20.0%)	44 (36.6%)	15 (12.5%)
33. The current state of the economy prevents me from working in the job I want (r).	20 (16.7%)	37 (30.8%)	28 (23.3%)	21 (17.5%)	14 (11.7%)
34. The jobs I would like to pursue don't exist in my area (r).	29 (24.2%)	52 (43.3%)	20 (16.7%)	11 (9.2%)	8 (6.6%)
35. Due to my financial situation, I need to take any job I can find (r).	20 (16.7%)	46 (38.3%)	23 (19.2%)	24 (20.0%)	7 (5.8%)
36. When looking for work, I'll take whatever I can get (r).	28 (23.3%)	50 (41.7%)	20 (16.7%)	15 (12.5%)	7 (5.8%)
37. In order to provide for my family, I often have to take jobs I do not enjoy (r).	22 (18.3%)	48 (40.0%)	17 (14.2%)	23 (19.2%)	10 (8.3%)
38. I don't like my job, but it would be impossible for me to find a new one (r).	34 (28.3%)	53 (44.2%)	21 (17.5%)	6 (5.0%)	6 (5.0%)
39. I feel able to change jobs if I want to.	13 (10.8%)	25 (20.8%)	33 (27.5%)	43 (35.8%)	6 (5.0%)
40. The only thing that matters in choosing a job is to make ends meet (r).	23 (19.2%)	51 (42.5%)	32 (26.6%)	9 (7.5%)	5 (4.2%)
41. I feel that outside forces have really limited my work and career options (r).	14 (11.7%)	44 (36.7%)	33 (27.5%)	22 (18.3%)	7 (5.8%)
42. I feel total control over my job choices.	7 (5.8%)	21 (17.5%)	35 (29.2%)	49 (40.8%)	8 (6.7%)
43. Negative factors outside my personal control had a large impact on my current career choice (r).	15 (12.5%)	44 (36.7%)	34 (28.3%)	25 (20.8%)	2 (1.70%)
44. I can do the kind of work I want, despite external barriers.	7 (5.8%)	22 (18.3%)	29 (24.2%)	41 (34.2%)	21 (17.5%)

Source: field survey (2014)

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With reference to the Table 4.12 above, results were generally negative. The responses of the employees indicated that majority of respondents expressed disagreements with the statements "I don't like my job but it would be impossible for me to find a new one" (72.5%), "The jobs I would like to pursue don't exist in my area" (67.5%), "when looking for job, I'll take whatever I can get" (65%) and so on. The two top statement that respondents expressed agreement with include; "I can do the kind of work I want despite external barriers" (51.7%) and "I've been able to choose the job I have wanted" (50%).

4.13   Retention

Table 4.13 depictS some statements that showed respondents desirability to work with the company. Of the responses received, 73.3% were satisfied with the work they do, 57.5% indicated that, if they wanted to do another job or function, they would look first at the possibilities within the company, 50.9% derived satisfaction from the company and 50.8% expressed their love for working the company. It was worth mentioning that majority of the respondents (38.3%) expressed their desire in working for the company for the next five years, however 43.3% indicated that they were planning on working for another company within a period of three years.

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Table 4.13 Retention

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
45. I'm planning on working for another company within a period of three years.	12 (10.0%)	17 (14.2%)	39 (32.5%)	36 (30.0%)	16 (13.3%)
46. Within this company my work gives me satisfaction.	7 (5.8%)	18 (15.0%)	34 (28.3%)	50 (41.7%)	11 (9.2%)
47. If I wanted to do another job or function, I would look first at the possibilities within this company.	5 (4.2%)	13 (10.8%)	33 (27.5%)	56 (46.7%)	13 (10.8%)
48. I see a future for myself within this company.	8 (6.7%)	16 (13.3%)	53 (44.2%)	28 (23.3%)	15 (12.5%)
49.It doesn't matter if I'm working for this company or another, as long as I have work	13 (10.8%)	32 (26.7%)	41 (34.2%)	26 (21.6%)	8 (6.7%)
50. If it were up to me, I will definitely be working for this company for the next five years.	8 (6.7%)	21 (17.5%)	45 (37.5%)	34 (28.3%)	12 (10.0%)
51. If I could start over again, I would choose to work for another company.	14 (11.7%)	30 (25.0%)	45 (37.5%)	18 (15.0%)	13 (10.8%)
52. If I received an attractive job offer from another company, I would take the job.	7 (5.8%)	11 (9.2%)	25 (20.8%)	49 (40.8%)	28 (23.4%)
53. The work I'm doing is very important to me.	4 (3.3%)	11 (9.2%)	17 (14.2%)	57 (47.5%)	31 (25.8%)
54. I love working for this company.	4 (3.3%)	8 (6.7%)	47 (39.2%)	38 (31.6%)	23 (19.2%)
55. I have checked out a job in another company previously	14 (11.7%)	19 (15.8%)	30 (25.0%)	41 (34.2%)	16 (13.3%)

Source: Field survey (2014)

Again, 64.2% of the respondents indicated that "If they received an attractive job offer from another company they would take the job". It had been known through Vos & Meganck (2009) that the development of a career plan for the employee helped in their retention and thereby resulted in their commitment. Hiltrop (1999) proposed that working around the clock to retain the highly qualified and skilled employees through a laid down

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career plan helped prevented shortage of those employees in the near future. Employers were also advised to adjust their needs to be in accordance with what prevailed in the business market. It could be observed from the results above that, quite a number of the employees sampled were satisfied with their jobs and for those employees to continue working with organization, the management would have to come up with competitive strategies as suggested by Vos & Meganck (2009) as well as Hiltrop (1999) to be ahead of its competitors.

4.14   Career Engagement

In order to determine how regular respondents carried out the outlined activities relating to that aspect of the question responses from the "quite often" and "very often" categories were collated for all the set of data. Responses were generally positive. The four topmost items that were often achieved included the following; 78.3% stated that they often cared for the development of their careers, 75.8% said they had developed plans and goals for their future careers. 73.7% also stated that they had sincerely thought about personal values, interest abilities and weaknesses and finally 65% of the respondents had assumed duties or positions that would help them progress professionally. Considering from the results above, Simonsen (1997) confirms that developing one's career was perceived to be the sole responsibility of the employee as the outcome of such improvement would have served the goal of the employee successfully. Success in an individual's career was embedded in the overall process of career development and therefore the knowledge of career success should be known. Therefore, the responses of the respondents could be stated to be positively related to what had been stressed on by Simonsen (1997).

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Table 4.14. To what extent have you in the past twelve (12) months.

Statement	Almost never	Occasionally	Quite often	Very often
56. Actively designed your professional future?	15 (12.5%)	42 (35%)	39 (32.5%)	24 (20.0%)
57. Undertook things to achieve your career goals?	8 (6.7%)	46 (38.3%)	33 (27.5%)	33 (27.5%)
58. Cared for the development of your career?	3 (2.5%)	23 (19.2%)	48 (40.0%)	46 (38.3%)
59. Developed plans and goals for your future career?	5 (4.2%)	24 (20.0%)	43 (35.8%)	48 (40.0%)
60. Sincerely thought about personal values, interests, abilities and weaknesses?	8 (6.7%)	26 (21.6%)	41 (34.2%)	45 (37.5%)
61. Collected information about employers, professional development opportunities or the job market in your desired area?	21 (17.5%)	34 (28.3%)	42 (35.0%)	23 (19.2%)
62. Established or maintained contacts with people who can help you professionally?	11 (9.2%)	35 (39.2%)	44 (36.7%)	30 (25.0%)
63. Voluntarily participated in further education, training or other events to support your career?	5 (4.2%)	44 (36.7%)	36 (30.0%)	35 (29.2%)
64. Assumed duties or positions that will help you progress professionally?	6 (5.0%)	36 (30.0%)	45 (37.5%)	33 (27.5%)

Source: field survey. (2014)

4.15   Work Self – Efficacy Scale

Table 4.15 depicted positive responses in general on how well respondents had been able to meet some targets considering the work they did. They determined how well they did those responses relatively to "quite well" and "very well" been collated for all the set of data. The topmost target respondents were able to achieve those which were included in the following; 86.7% agreed that they were able to work in a team, 85.9% had good

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relations with superior, 84.1% respected schedules and deadlines and finally 82.5% stated
that they could work with people of diverse background. A strong sense of personal
efficacy to manage one's life circumstances and to have a hand in effecting societal
changes, contribute substantially to perceived collective efficacy (Fernández-Ballesteros
et al., 2002). Efficacy beliefs influenced people's thoughts and behaviours, and impact
other determinants such as the goals and aspirations individuals chose to pursue, their
resilience to adversity, commitment to goals, effort, outcomes and perseverance. That
trend could be seen in organizational settings as well. People spent a lot of time in the
workplace, expending much energy, emotions and hopes. Work typically represented the
principal source of income, but not only: it strengthened personal identity and influenced
individual well-being and life satisfaction (Argyle, 1999). Self-efficacy was intimately
involved with work, since people derived from it a great portion of their self-efficacy.
The respondents' positive responses affirm those statements made.

Table 4.15 Preamble: Thinking of your work, how well do you.

Statement	Not well at all	Very little	Fairly well	Quite well	Very well
65. Achieve goals assigned to you	3 (2.5%)	6 (5.0%)	14 (11.7%)	32 (26.6%)	65 (54.2%)
66. Respect schedules and deadlines	2 (1.7%)	3 (5.0%)	11 (9.2%)	40 (33.3%)	61 (50.8%)
67. Learn new working methods	1 (0.80%)	6 (5.0%)	19 (15.8%)	42 (35.0%)	52 (43.3%)
68. Concentrate all energy on work	1 (0.80%)	6 (5.0%)	19 (15.8%)	48 (40.0%)	46 (38.4%)
69. Collaborate with other colleagues	1 (0.80%)	5 (4.2%)	16 (13.3%)	41 (34.2%)	57 (47.5%)
70. Work with people of diverse backgrounds	2 (1.70%)	4 (3.30%)	15 (12.5%)	40 (33.3%)	59 (49.2%)
71. Have good relations with direct superiors	2 (1.70%)	6 (5.0%)	9 (7.50%)	35 (29.2%)	68 (56.7%)
72. Work in a team	1 (0.80%)	3 (2.50%)	12 (10.0%)	35 (29.2%)	69 (57.5%)

Source: Field survey (2014)

4.16 Carrier Barrier

Study findings on the career barrier are presented below

Table 4.16 Career barrier

Statement	Would completely hinder	Would somewhat hinder	Would neither hinder or progress	Would hinder a bit	Would not hinder at all
73. Needing to take time off work when children are sick or on school breaks.	15 (12.5%)	28 (23.3%)	22 (18.3%)	32 (26.7%)	23 (19.2%)
74. Needing to relocate because of my spouse's/partner's job.	25 (20.8%)	24 (20.0%)	13 (10.8%)	34 (28.4%)	24 (20.0%)
75. Feeling a conflict between my job and my family (spouse and/or children).	26 (21.6%)	35 (29.2%)	15 (12.5%)	17 (14.2%)	27 (22.5%)
76. Having a boss or supervisor who is biased against people of my ethnic group.	30 (25.0%)	32 (26.6%)	20 (16.7%)	18 (15.0%)	20 (16.7%)
77. Lacking the required personality traits for my job (e.g., assertiveness).	24 (20.0%)	38 (31.7%)	21 (17.5%)	25 (20.8%)	12 (10.0%)
78. Disappointed in my career progress (e.g., not receiving promotions as often as I would like).	31 (25.8%)	29 (24.2%)	21 (17.5%)	26 (21.7%)	13 (10.8%)
79. Lacking the required skills for my job (e.g., communication, leadership, decision-making).	33 (27.5%)	33 (27.5%)	21 (17.5%)	19 (15.8%)	14 (11.7%)
80. Not having a role model or mentor at work.	16 (13.3%)	21 (17.5%)	36 (30.0%)	19 (15.8%)	28 (23.3%)
81. Not receiving support from my spouse/partner.	20 (16.7%)	31 (25.8%)	26 (21.7%)	24 (20.0%)	19 (15.8%)
82. Having an inflexible work schedule that interferes with my family responsibilities.	27 (22.5%)	29 (24.2%)	14 (11.7%)	37 (30.8%)	13 (10.8%)
83. Unsure of how to advance in my career.	22 (18.3%)	35 (29.2%)	22 (18.3%)	29 (24.2%)	12 (10.0%)

84. Lacking the necessary educational background for the job I want.	35 (29.2%)	30 (25.0%)	12 (10.0%)	32 (26.6%)	11 (9.2%)
85. Fear that people will consider me "unfeminine" or "masculine" because my job/career is non-traditional for my sex.	15 (12.5%)	20 (16.7%)	34 (28.3%)	12 (10.0%)	39 (32.5%)
86. Stress at work affecting my life at home.	27 (22.5%)	37 (30.8%)	16 (13.3%)	28 (23.4%)	12 (10.0%)

Source: Field survey (2014)

ThIS aspect of the survey corresponded to factors that hindered or was a barrier to career development of the respondents. Few people make their career choices under optimal conditions. Various factors such as economic difficulties, lack of family support, and educational limitations could circumscribe one's career goals and constitute barriers to career choices and development (Lent, Brown, & Hackett, 2002). Swanson and Woitke (1997) defined career barriers as "events or conditions, within the person or in his or her environment, that made career progress difficult" (p. 434). Social Cognitive Career Theory proposed that personal and, in particular, environmental barriers could mediate the relationship between interests and career goals and behaviours and led individuals to compromise their goals (Lent & Brown, 1996; Lent, Brown, & Hackett, 1994; Lent et al., 2002). Lent and his colleagues asserted that "people were less likely to translate their career interests into goals, and their goals into actions, when they perceived their efforts to be impeded by adverse environmental factors (e.g., insurmountable barriers or inadequate support systems)" (Lent, Brown, & Hackett, 2000, p. 38). To determine those factors, responses relating to "would completely hinder", "would somewhat hinder" and "would hinder a bit" were collated for all set of data. The four most influential factors that hindered career development included the following; "Lacking the necessary

educational background for the job one does" with 80.8%, "Having an inflexible work schedule that interferes family responsibilities" with 77.5%, "stress at work affecting life at home" with 76.7%, and "Lacking the required personality traits for the job" with 72.5%.

Table 4.17 What is the viability of the career development programs on employee retention at AGA Obuasi Mine?

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.098	.570		.172	.864
Influence of access to job training on the actual job	.517	.331	.157	1.563	.121
Influence of having access to courses and seminars on the actual job	-.372	.293	-.136	-1.272	.206
Influence of having study leave on the actual job	.472	.213	.223	2.215	.029
Influence of acting in higher positions on the actual job	-.531	.252	-.232	-2.105	.038
Influence of having your ideas valued on the actual job	.139	.281	.051	.497	.620
Influence of initiative employed on the actual job	.624	.303	.236	2.063	.041
Influence of working on special projects on the actual job	.209	.268	.091	.780	.437

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Influence of work shadowing on the actual job	.152	.229	.068	.666	.507

a. Dependent Variable: Working years with AGA

The variables that were significant in contributing to the viability of the career development programs on the employee retention at AGA Mine were analysed via the regression method.

Ten years ago, employees were hesitant to talk openly about their career goals and aspirations, while today they tend to be more open about their needs and how they would fulfil them (Moses, 1999). Since lifelong commitment to a company could no longer be assumed, employees view themselves as a holder of many skills rather than filling specific job title (Moses, 2000). This shift in thinking allowed them to create goals beyond promotion and gave them the flexibility to grow in different areas of their current companies or into other organizations (O'Herron and Simonsen, 1995). Those had been confirmed among the variables that were significant in the model such as influence of having study leave on the actual job with p-value (0.029) less than 0.05 level of significance. Also, influence of acting in higher positions on the actual job contributed significantly to the viability of the career development program3s on the employees' retention with p-value (0.038) less than 0.05 level of significance at AGA Obuasi Mine. Moreover, influence of initiative employed on the actual job was also part of the variables that contributed significantly to the viability of the career development programmes on employees' retention with p-value (0.041) less than 0.05 level of significance at AGA Obuasi Mine.

Table 4.18

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.113	8	5.764	2.582	.013
	Residual	247.754	111	2.232		
	Total	293.867	119			

a. Dependent Variable: Working years with AGA

Since the p-value (0.013) was less than 0.05 level of significant, I concluded that having

access to those factors had an impact on the employee career development on the actual

job.

Table 4.19 What is the viability of the career development programs on employee

retention at AGA Obuasi mine?

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.169	.580		2.015	.046
Influence of access to job training on the desired job	.070	.366	.019	.192	.848
Influence of having access to courses and seminars on the desired job	-.442	.327	-.154	-1.350	.180
Influence of having study leave on the desired job	.043	.264	.018	.164	.870
Influence of acting in higher positions on the desired job	-.104	.295	-.043	-.353	.725
Influence of having your ideas valued on the desired job	.393	.281	.154	1.398	.165

Influence of initiative employed on the desired job	-.448	.314	-.169	-1.426	.157
Influence of working on special projects on the desired job	.644	.311	.255	2.073	.041
Influence of work shadowing on the desired job	.328	.245	.143	1.338	.184

Dependent Variable: Working years with AGA

Among the variables that contributed to the viability of the career development programs on the employees' retention at AGA Obuasi mine, only influence of working on special projects on the desired job was significant with p-value (0.041) less than 0.05 level of significance.

Table 4.20

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.165	8	3.146	1.299	.251
	Residual	268.702	111	2.421		
	Total	293.867	119			

a. Dependent Variable: Working years with AGA

Since the p-value (0.251) was greater than 0.05 level of significant, I concluded that having access to those factors did not have any impact on the employee career development on the desired job.

Table 4.21 What is the effectiveness of career development programs on employee retention at AGA Obuasi Mine?

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.263	1.054		1.199	.233
I'm planning on working for another company within a period of three years	-.121	.136	-.089	-.891	.375
Within this company my work gives me satisfaction	-.054	.172	-.035	-.312	.755
If I wanted to do another job or function, I would look first at the possibilities within this company.	.463	.203	.286	2.280	.025
I see a future for myself within this company.	-.224	.177	-.149	-1.268	.207
It doesn't matter if I'm working for this company or another, as long as I have work.	.111	.136	.077	.814	.418

If it were up to me, I will definitely be working for this company for the next five years.	.016	.175	.011	.092	.927
If I could start over again, I would choose to work for another company.	.258	.135	.187	1.906	.059
If I received an attractive job offer from another company, I would take the job.	.029	.151	.021	.193	.847
The work I'm doing is very important to me.	.009	.191	.006	.048	.962
I love working for this company.	.079	.210	.049	.375	.708
I have checked out a job in another company previously	-.391	.129	-.301	-3.034	.003

a. Dependent Variable: Working years with AGA

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The variables that were significant in contributing to the effectiveness of career development programs on employee retention at AGA Obuasi Mine were analysed via the regression method. Among the variables that were significant in the module were if I wanted to do another job or function, I would look first at the possibilities within this company with p-value (0.025) less than 0.05 level of significance. Again, I had checked out a job in another company previously also contributed significantly to the effectiveness of career development programmes on employee retention at AGA Obuasi Mine with p-value (0.003) less than 0.05 level of significance.

Table 4.22

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.553	11	5.414	2.495	.008
	Residual	234.314	108	2.170		
	Total	293.867	119			

a. Dependent Variable: Working years with AGA

Since the p-value (0.008) was less than 0.05 level of significant, I conclude that career development program on employee retention had an effect on the model.

`

Table 4.23 How do the employees perceive the career development programs on their retention at AGA?

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.041	.563		1.847	.067
Existence of clear career paths	-.380	.201	-.308	-1.891	.061
Career goals known by immediate superior	.265	.183	.192	1.448	.150
Available positions for promotions	.192	.176	.151	1.091	.277
Alignment of organizational and employee needs	-.247	.194	-.189	-1.275	.205
Proper planning of employee development	.146	.194	.115	.751	.454
Internal recruitment	.186	.166	.125	1.120	.265
Career development programs valued	.096	.175	.071	.550	.583

a. Dependent Variable: Working years with AGA

Among the variables that were analysed on how the employees perceived career development programs on their retention at AGA Obuasi mines, none of them (p-values) were statistically significant at 0.05 level of significance. This meant that the employees of AGA Obuasi mine do not perceive career development programs on their retention.

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Table 4.24

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.173	7	2.739	1.117	.358
	Residual	274.693	112	2.453		
	Total	293.867	119			

a. Dependent Variable: Working years with AGA

Since the p-value (0.358) was greater than 0.05 level of significant, I concluded that the

perception of employees on career development did not have any effect on the model.

4.17   Summary of Chapter

The purpose of the chapter was to analyse and interpret the data obtained from the

research questionnaire. The researcher had analysed and interpreted the research findings,

which were used to draw final conclusions and recommendations in the chapter that

followed.

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<center>**CHAPTER FIVE**</center>

<center>**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**</center>

5.1 Introduction

The thesis sought to examine one simple problem: the effects of career development on the retention of the employees with focus on AGA, Obuasi mine. Within that problem were three major areas of inquiry. Firstly, the report analysed the responses received to determine the validity of career development programs on the employee retention at AGA, Obuasi mine. Secondly, the report assessed the performance/effectiveness of career development programs on employee retention at AGA, Obuasi mine. Finally, the report investigated the perception of employees on the existing career development practices at AGA, Obuasi mine. In this final chapter presented the summary of the findings of the survey and drew valid conclusions from the results obtained. Finally, the researcher presented recommendations for improvement that could be undertaken in the company (AGA, Obuasi mine). Accordingly the results of the survey were summarized below.

5.2 Summary

5.2.1   Summary of the effectiveness of career development practices on the mine

In the study it was discovered that the current career development practices at AGA Obuasi mine had strong influence on respondents' decision to leave the organization. The responses indicated that majority of the respondents overwhelmingly endorsed all the factors as contributing to their actual job. However results from the regression analysis revealed that 'having study leave', 'acting in higher positions' and 'influence of initiative

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employed' were statistically significant. In the study findings the results indicated about half of the respondents expressed satisfaction with "Internal recruitments". However the four most satisfactory items include "Internal recruitments", "Career development valued". "Existence of clear career paths" and "Alignment of organizational and employee needs". Results from the regression analysis indicated that perception was not statistically significant.

5.2.2 Summary of the effects of career development programmes on employee retention at AGA, Obuasi Mine.

Respondents overwhelmingly believed that all the factors contributed immensely to employee retention. The most influential factors in that focus area were identified. Those included the following "On the job training" (97.5%) with an overwhelming 86.7% as highly relevant, "Having courses and seminars" (96.7%), "Initiatives employed" (95%) , "Having my ideas valued (93.4%)" and "Working on special projects" (93.4%).

5.2.3 Summary of the perception of employees on the existing career development practices at AGA, Obuasi Mine.

The results from the analysis indicated about half of the respondents responded "disagree", strongly disagree or neutral to almost all statements. 55% expressed satisfaction with "Internal recruitments". However the four most satisfactory items included "Internal recruitments", "Career development valued" (43.3%),"Existence of clear career paths" (42.5%) and "Alignment of organizational and employee needs".

`

5.2.4 Summary of the effects of career development on employee retention

The research revealed that AGA, Obuasi Mine had a relatively young group of employees with 55.8% of the respondents falling into the category of $20 - 30$ years which required much effort and strategies to retain them.

5.3 Conclusion

On the whole, the study sought to investigate the effects of career development on the retention of the employees using AGA, Obuasi Mine as a case study and findings and recommendations provided

5.4 Recommendation

I recommend that AGA, Obuasi Mine needed to take action to correct its career development practices and also made sure the processes involved were duly followed. The findings of the research indicated that most of the AGA's career development practices were not effective as only 'having study leave' and 'acting in higher positions' were found to be statistically significant. That made continuous training and development of its human resources crucial and vital, taking into consideration the competitive nature of the mining industry today.

Again I recommend that since through the findings employees endorsed highly on some of the career development programs that would aid their retention such as on – the – job training, having courses and seminars, working on special projects, the management of the company should ensure effective implementation of those programs in order to retain the employees for a higher value.

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Furthermore, considering the dissatisfaction of the employees in terms of their perception on the existing career development practices on the mine, I recommend that the management sought the needs of the employees to implement that appropriate practices for the benefit of the employees and the company.

Moreover, due to the young professionals on the mine forming the majority of the population, I recommend that those employees in that category be retained through competitive packages such as various upcoming career programs as well as the opportunity to be versatile thereby making them valuable and most importantly avoid the retrenchment of those in that category since they were the future of the mine.

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APPENDICES

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGERIAL SCIENCE

I am a researcher from the KNUST School of Business undertaking a research on "The effectiveness of Career Development on Employee Retention". I would be grateful if you could provide answers to the following questions. All information provided by respondents will be treated confidentially.

Part A: Background Information

1. Male [ ]   Female [ ]

2. Age (in years): 20 – 30 [ ]   31 – 40 [ ]   41 – 50 [ ]   51 – 60 [ ]

3. Marital status: Single [ ]   Married [ ]   Divorced [ ]

4. Do you have children?   Yes [ ]   No [ ]

4. Level of education: Master's Degree [   ]   First Degree [   ]   HND [   ]
SSCE/WASSCE [ ]

5. How many years have you been working with AGA?

   0 -5 = [ ]   6 -10 = [ ]   11 - 15 = [ ]   16 -20 = [ ]   21 -25 = [ ]   25+ = [ ]

`

6. What type of employment contract do you have?

   Permanent/Full time [   ]   Part – time [   ]   Contract   [   ]   Temporal [   ]

7. Job title / position ……………………………………………………….

Use the scale below to answer the following questions on Career Development Practices at AGA, Obuasi Mine

1 = highly relevant   2 = somewhat relevant   3 = little or no relevance

Considering your **actual job (what you are doing currently)**, how is having access to the following factors an influence in your career development.

	1	2	3
On – the – job training			
Having courses & seminars			
Study leave			
Acting in higher positions			
Having my ideas valued			
Initiatives employed			
Working on special projects			
Work shadowing (Understudying a superior)			

`

Considering your **desired job**, how is having access to the following factors an influence in your career development.   **1 = highly relevant   2 = somewhat relevant   3 = little or no relevance**

	1	2	3
On – the – job training			
Having courses & seminars			
Study leave			
Acting in higher positions			
Having my ideas valued			
Initiatives employed			
Working on special projects			
Work shadowing (Understudying a superior)			

From the statements below indicate your level of agreement or disagreement with:

1 = Strongly Disagree	2 = Disagree	3 = neutral	4 = Agree	5 = Strongly Agree

To what extent do you agree with the existence of the following career development practices in your organization?

Perception of Employees on Career Development	1	2	3	4	5
Existence of clear career paths					
Career goals known by immediate superior					
Available positions for promotions					
Alignment of organizational. and employee needs					
Proper planning of employee development					
Internal recruitment					
Career development programs valued					

Work Volition	1	2	3	4	5
I've been able to choose the jobs I have wanted.					
I can do the kind of work I want, despite external barriers.					
The current state of the economy prevents me from working in the job I want (r).					
The jobs I would like to pursue don't exist in my area (r).					
Due to my financial situation, I need to take any job I can find (r).					
When looking for work, I'll take whatever I can get (r).					
In order to provide for my family, I often have to take jobs I do not enjoy (r).					
I don't like my job, but it would be impossible for me to find a new one (r).					
I feel able to change jobs if I want to.					
The only thing that matters in choosing a job is to make ends meet (r).					
I feel that outside forces have really limited my work and career options (r).					
I feel total control over my job choices.					
Negative factors outside my personal control had a large impact on my current career choice (r).					
I've been able to choose the jobs I have wanted.					
I can do the kind of work I want, despite external barriers.					

Retention

I'm planning on working for another company within a period of three years.					
Within this company my work gives me satisfaction.					
If I wanted to do another job or function, I would look first at the possibilities within this company.					
I see a future for myself within this company.					
It doesn't matter if I'm working for this company or another, as long as I have work.					
If it were up to me, I will definitely be working for this company for the next five years.					
If I could start over again, I would choose to work for another company.					
If I received an attractive job offer from another company, I would take the job.					
The work I'm doing is very important to me.					
I love working for this company.					
I have checked out a job in another company previously					

`

Please use the scale below to answer this next section on **Career Engagement**

1 = almost never	2 = occasionally	3 = quite often	4 = Very often

To what extent have you in the past twelve (12) months?

	1	2	3	4
Actively designed your professional future?				
Undertook things to achieve your career goals?				
Cared for the development of your career?				
Developed plans and goals for your future career?				
Sincerely thought about personal values, interests, abilities and weaknesses?				
Collected information about employers, professional development opportunities or the job market in your desired area?				
Established or maintained contacts with people who can help you professionally?				
Voluntarily participated in further education, training or other events to support your career?				
Assumed duties or positions that will help you progress professionally?				

Work Self – Efficacy Scale. *Please use the scale below to answer the following questions.*

1 = Not well at all	2 = very little	3 = fairly well	4 = quite well	5 = very well

Preamble: *Thinking of your work, how well do you...*	1	2	3	4	5
Achieve goals assigned to you					
Respect schedules and deadlines					
Learn new working methods					
Concentrate all energy on work					
Collaborate with other colleagues					
Work with people of diverse backgrounds					
Have good relations with direct superiors					
Work in a team					

`

Please mark your answer using the following 5-point Likert scale on how the following would hinder your career / be a barrier to your career development.

1 = would completely hinder   **2 = would somewhat hinder**   **3**   **=**

would neither hinder or progress   **4 = would hinder a bit**   **5**   **=**

would not hinder at all

Career barrier	1	2	3	4	5
Needing to take time off work when children are sick or on school breaks.					
Needing to relocate because of my spouse's/partner's job.					
Feeling a conflict between my job and my family (spouse and/or children).					
Having a boss or supervisor who is biased against people of my ethnic group.					
Lacking the required personality traits for my job (e.g., assertiveness).					
Disappointed in my career progress (e.g., not receiving promotions as often as I would like).					
Lacking the required skills for my job (e.g., communication, leadership, decision-making).					
Not having a role model or mentor at work.					
Not receiving support from my spouse/partner.					
Having an inflexible work schedule that interferes with my family responsibilities.					
Unsure of how to advance in my career.					
Lacking the necessary educational background for the job I want.					
Fear that people will consider me "unfeminine" or "unmasculine" because my job/career is non-traditional for my sex.					
Stress at work affecting my life at home.					

Thank you for participating