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## Career Orientation for the New Generation of Turkish Human Resource

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**Abstract:** In today's world, to survive, people need to work for a job which they are happy and satisfied. Before choosing their own job, they need to set a career path. When looking at the history about how it has been working for people, we see some factors affecting their orientation to their careers. The world is changing; so is the generation. This paper contains a research study about the career orientation for this new generation in Turkey. This empirical study is conducted with an AHP method with Turkish university students' career orientation, having as main objective to identify the factors which are affecting the new generation about the setting their career orientation and order them in a hierarchical way. The results showed that this new generation is somehow different from the previous ones, especially when it comes to career orientation; some factors affect their way to choose a career path.

**Keywords:** Career orientation; Factors; New generation; Turkish human resource.

### 1. Introduction

There has been always a simple rule in the life that is; people need to work to live. Day by day, this simple looking rule, but more complex than it seems- issue is getting harder. It is harder today, because of some reasons such as growing population but an economical work area that is not growing as much as that population rate. Today, most people are being "had to" work for a job they do not want to. In this changing global world, at least the new generation should have a plan for their professional lives that is; the ordinary care is that people should have a career orientation for themselves. But the issue in fact is undergraduate – still studying – students are mostly unaware of what to do after graduation. The only main problem for them is to pass the final exams. Most of them do not know what the life comes through for them. Especially the ones who did not experience any work area have no opinion about what to work for. More, they are unconscious about what kind of factors play key roles and affect them in their career orientation.

In the both international and Turkish literature there are examples of researches those studied career anchors and orientation and while some of which are empirical; the others are contextual studies. In the literature; Prof. Schein made a survey constituted of 96 open-ended interviews which were coded to measure career orientations of scientists and engineers of NASA. In another research, in 1994, to measure the choice way as a dimension to career orientation of students' professional values such as occupational safety, prestige, life style and so on (Suditu, 2012). When it comes to Turkish literature; in one study; the factors developed by Schein were examined and ordered in AHP method for research assistants (Yüksel, 2006). In another research; staff's choices of career planning as a result of personality and corporation culture types for a post office have been examined (Onay and Zel, 2011).

In this research it is aimed to identify the factors which are affecting the new generation about the setting their career orientation and make a hierarchical order of the factors by using a technique called AHP (Saaty, 1980) whose abbreviation of Analytical Hierarchy Process.

### 2. Generation

According to Levickalitié (2010); generation means a group of people who were born at approximately at same the time; and in his research he also identified both generation x whose common characteristics are staying at home where the members of family delay a full career longer than any generation existing before them and generation y whose communication, working and socializing habits has been changed by social networking and internet.

The meaning of work and life differs from generation to generation; such as while older generations view career success with external or objective criteria such as advancement or vertical upward mobility in status, income or authority; younger ones look for more subjective meaning of success at work and in life (Kim and McLean, 2008).

Even now, second by second, we are getting older so we can say we are changing; both physically and mentally. Actually the world is changing; nothing stays as same as it was. Thus, the characteristics of the world population are even changing because of genetic or environmental factors such technological developments or political issues or even global warming. The new generation, the young ones, the ones we see around us today may seem different to us when we compare them with ourselves. This new generation was born in speed so they love and desire the speed. They want everything to happen fast from communication to eating. Because they are addicted to technology; they prefer to stay at home playing video-games instead of going out to play with other same-ages. This has an impact on their social developments.

Because of the features those differentiate this generation from the previous ones or the older people; we can say mostly this generation is born at the end of the world-wide cold war and at the beginning of the global financial crisis time starting in the U.S. because of the mortgage issues.

Some features according to Kemp (2014); while this new generation is realistic and aware of opportunities enabled by new technologies; they are multi-tasked and social networked people by the developing

According to Pozzulo et al. (2013); this new generation are spending their time as hanging out at the mall, fast food restaurants and theatres; but also they are the group with the highest reported rate of violence to ones who are against them.

For Mitchell (2008); this new generation is much more aware of their individual needs, would like to work fewer hours and result of this they would desire more flexibility in their work and would have more scope to undergo career reinvention.”

This generation also, to create their successful future, would take personal responsibility for their retirement costs and needs an all-important education, job opportunities and involvement in the political process (Martin, 2014).

### 3. Career and Professions in Turkey

#### 3.1. Career

Career is constituted by all experiences related with work which reflect a chosen professional life through the one's life (Kim and McLean, 2008). The experiences may be either objective or subjective. Objective careers include salary, promotions, or status and these can be objectively observed and evaluated; meanwhile, subjective career perspectives, which focus on personal meaning of career, often, involve criteria of satisfaction, interests and feelings about work life that individuals hold (Kim and McLean, 2008).

Career orientation refers to as career anchor, is “the integration of individual requirements, attitudes, values and abilities in professional development.” The career anchor concept was first proposed by Schein et al. (1965), who emphasized the necessity of constructing a model that describes an individual's self-concept of their career and one that reflects their business career experiences and values (Lee and Yen, 2013).

The orientation process should start in schools in order to make individuals aware of their future career path (Palade and Constantin, 2012).

Donald Super thinks that the career development process has five stages that come in chronological order. These are Palade and Constantin (2012); growth stage, exploratory stage, stabilization stage, maintaining stage and decline stage.

Also, according to Schröder (2014) from Muenster University notes it can be given a process for orientation like this:

- *“Mental blocks in the decision making process*  
Of course, mental blocks do not necessarily have to get in person's way when he or she is trying to make decisions.
- *Formulate an individual career concept*  
This is about which emotional and structural aspects are important for people's choices of career.
- *Evaluate biographical experiences*  
After formulating the individual career concept, person gains biographical experiences not only through work placements but also through voluntary work and secondary-other activities
- *Analyze your qualifications profile*  
The next step is to learn many of the competencies relevant to the person's career not at school or during vocational training but in other contexts which are often of an informal nature.
- *Clarify contents and structures*  
The work that person does is not only characterized by its content, it is also subject to structural factors.
- *Formulate your target profile*  
After then the person will often find it easier to formulate the right profile for him or her after he or she has thought in detail about the aspects mentioned above.
- *Analyze the jobs market and networks*  
Once the person has his or her target profile, he or she start his or her search for careers information
- *Professional application*  
When they make their application they have to harmonize their own profiles with the job being advertised.”

According to Schein et al. (1965); career values are constituted by the self needs those meet his or her career, motives and the talents she or he is aware of and the basic that explains the one's own career development direction.

In other study career values is defined as “the composition of career orientations such as needs, attitudes and values and self-conception” (Yüksel, 2006).

### 3.2. Professions

There are many job areas in both private and public sector for the Turkish human resource which we may call the new generation of Turkey and the variance of the population to these areas as it can be seen in the table 1 below. According to Turkish Statistical Institute (2014), workforce situation in Turkey can be investigated through last three years in table 1.

**Table-1.** Workforce Situation for the last 3 years in Turkey (Turkish Statistical Institute, 2014)

Yıllar - Years	İŞGÜCÜ DURUMU (Mevsim etkilerinden arındırılmış) LABOUR FORCE (Seasonally adjusted)													
	EKONOMİK FAALİYETLER (Mevsim etkilerinden arındırılmış) ECONOMIC ACTIVITIES (Seasonally adjusted)								İşgücüne katılma orani Labour force participa- tion rate	İstihdam orani Employ- ment rate	İşsizlik orani Unemp- loyment rate	Tarım dışı işsizlik orani agricul- tural unemp- loyment rate	Genç nüfusta işsizlik orani Youth people unemp- loyment rate	
	İşgücü Labour force	İstihdam Employed	Tarım Agriculture	Toplam Total	Tarım dışı Non- Agriculture			İşsiz Unemp- loyed						
					Sanayi Industry	İnşaat Construction	Hizmet Services							
<b>2012 Ocak</b> - January <sup>(1)</sup>	25 809	23 651	5 333	18 318	4 864	1 709	11 745	2 158	47,3	43,4	8,4	10,2	15,1	
<b>Şubat</b> - February <sup>(1)</sup>	25 590	23 394	5 276	18 118	4 808	1 565	11 746	2 196	46,9	42,8	8,6	10,4	15,4	
<b>Mart</b> - March <sup>(1)</sup>	25 691	23 505	5 222	18 283	4 850	1 580	11 853	2 186	47,0	43,0	8,5	10,4	15,7	
<b>Nisan</b> - April <sup>(1)</sup>	25 881	23 722	5 249	18 473	4 930	1 653	11 890	2 159	47,3	43,3	8,3	10,2	16,2	
<b>Mayıs</b> - May <sup>(1)</sup>	26 015	23 879	5 293	18 586	4 908	1 727	11 951	2 136	47,4	43,5	8,2	10,1	15,8	
<b>Haziran</b> - June <sup>(1)</sup>	25 988	23 899	5 249	18 650	4 900	1 748	12 001	2 090	47,3	43,5	8,0	9,9	15,1	
<b>Temmuz</b> - July <sup>(1)</sup>	26 092	23 968	5 260	18 708	4 926	1 741	12 041	2 124	47,4	43,6	8,1	10,0	15,3	
<b>Ağustos</b> - August <sup>(1)</sup>	26 169	24 007	5 257	18 750	4 892	1 761	12 097	2 162	47,5	43,6	8,3	10,1	15,4	
<b>Eylül</b> - September <sup>(1)</sup>	26 439	24 185	5 319	18 867	4 911	1 777	12 179	2 254	47,9	43,8	8,5	10,5	16,2	
<b>Ekim</b> - October <sup>(1)</sup>	26 600	24 330	5 357	18 972	4 917	1 781	12 274	2 270	48,2	44,0	8,5	10,5	16,0	
<b>Kasım</b> - November <sup>(1)</sup>	26 783	24 459	5 365	19 094	5 003	1 802	12 289	2 325	48,4	44,2	8,7	10,6	16,5	
<b>Aralık</b> - December <sup>(1)</sup>	26 852	24 482	5 346	19 136	5 051	1 776	12 309	2 370	48,5	44,2	8,8	10,8	16,9	
<b>2013 Ocak</b> - January <sup>(1)</sup>	26 910	24 565	5 331	19 234	5 073	1 812	12 350	2 345	48,5	44,3	8,7	10,7	17,0	
<b>Şubat</b> - February <sup>(1)</sup>	26 832	24 510	5 297	19 212	5 023	1 800	12 389	2 322	48,3	44,1	8,7	10,6	17,1	
<b>Mart</b> - March <sup>(1)</sup>	26 926	24 555	5 281	19 274	5 083	1 785	12 406	2 371	48,4	44,1	8,8	10,7	17,0	
<b>Nisan</b> - April <sup>(1)</sup>	27 089	24 678	5 269	19 408	5 176	1 807	12 425	2 412	48,6	44,3	8,9	10,8	16,7	
<b>Mayıs</b> - May <sup>(1)</sup>	27 091	24 659	5 207	19 452	5 200	1 754	12 498	2 431	48,5	44,2	9,0	10,8	16,5	
<b>Haziran</b> - June <sup>(1)</sup>	27 068	24 651	5 179	19 472	5 163	1 788	12 521	2 416	48,4	44,1	8,9	10,8	16,7	
<b>Temmuz</b> - July <sup>(1)</sup>	27 088	24 606	5 194	19 411	5 146	1 737	12 529	2 482	48,3	43,9	9,2	11,1	17,1	
<b>Ağustos</b> - August <sup>(1)</sup>	27 185	24 663	5 218	19 445	5 117	1 752	12 577	2 521	48,4	43,9	9,3	11,2	17,2	
<b>Eylül</b> - September <sup>(1)</sup>	27 248	24 681	5 208	19 473	5 096	1 776	12 601	2 567	48,5	43,9	9,4	11,3	17,8	
<b>Ekim</b> - October <sup>(1)</sup>	27 223	24 701	5 119	19 582	5 090	1 848	12 644	2 522	48,4	43,9	9,3	11,1	17,9	
<b>Kasım</b> - November <sup>(1)</sup>	27 187	24 667	5 077	19 590	5 064	1 804	12 722	2 520	48,2	43,7	9,3	11,1	17,5	
<b>Aralık</b> - December <sup>(1)</sup>	27 383	24 889	5 060	19 829	5 131	1 894	12 803	2 494	48,5	44,1	9,1	10,9	16,4	
<b>2014 Ocak</b> - January <sup>(1)</sup>	28 001	25 419	5 402	20 017	5 232	1 947	12 838	2 582	49,5	44,9	9,2	11,1	16,4	
<b>Şubat</b> - February <sup>(1)</sup>	28 407	25 818	5 530	20 289	5 359	2 013	12 916	2 589	50,1	45,6	9,1	11,1	15,7	
<b>Mart</b> - March <sup>(1)</sup>	28 576	25 960	5 599	20 361	5 365	1 980	13 016	2 615	50,4	45,8	9,2	11,1	16,3	
<b>Nisan</b> - April <sup>(1)</sup>	28 596	25 962	5 563	20 399	5 373	1 906	13 121	2 633	50,3	45,7	9,2	11,2	16,3	
<b>Mayıs</b> - May <sup>(1)</sup>	28 696	25 953	5 563	20 390	5 364	1 862	13 163	2 743	50,5	45,6	9,6	11,6	17,4	
<b>Haziran</b> - June <sup>(1)</sup>	28 712	25 852	5 488	20 365	5 332	1 811	13 222	2 860	50,4	45,4	10,0	12,0	18,1	
<b>Temmuz</b> - July <sup>(1)</sup>	28 776	25 782	5 413	20 369	5 243	1 817	13 310	2 994	50,5	45,2	10,4	12,5	19,1	
<b>Ağustos</b> - August	28 817	25 835	5 370	20 464	5 257	1 851	13 356	2 983	50,5	45,2	10,4	12,4	19,2	

As we can see above, in 2014 until September, approximately 208.000 people have the employment potential and approximately 192.000 have been employed. 25% of the people have been employed the public sector and the others are in the private sector.

To be able to work in the public sector in Turkey, there are some conditions that people need to provide such as being younger than 35, non-having a crime record, graduation from at least high school, for a better position; university, having and achieving a number of exams of which the most important is KPSS (an exam needed to pass to apply for a job in public sector) then some interviews in the foundations, some “required references” and at last getting the job.

Because to work in a public sector is much more guaranteed which means; the possibility to be quitted or resigned is much less than the private sector; and insured by government, stabile work hours, free weekends make this sector more attractive for people.

But lower salaries, lower increases in the salaries, job environments, routineness and hierarchical structure gives a negative effect to this sector.

Some departments in universities especially give graduates to this sector such as international relations, public finance departments. But in Turkey, it is another problem that not every graduated person works for a job related with his or her department in university.

In this sector there are lots of job areas starting from servant to expert, ordinary officer to general manager in any area of work such as banking, tax audition, and agriculture or energy corporations.

Though private sector seems to most students more attractive than private sector, it can be hard to find a good job. What makes attractive private sector-companies are mostly the salary levels (for top management), provided social opportunities- the promotions, name of the firms and the plazas. Riskiness of being fired any time, having a possibility of being turned the tables on self, spurious relationships, hard and long processes to be hired, though and long working hours and conditions, almost no free time for personal life have negative effects for this sector on

people's eyes. Again, like public sector, job area is even larger in private sector. Lots of firms are working in banking, marketing, consulting and service sectors in Turkey.

#### **4. Factors Affecting Turkish University Students' Career Orientation**

Theories of career development indicate that there are two primary factors affecting career orientation; internal and external career factors. While [McMurtrey et al. \(2002\)](#) defined external factors as the opportunities made available by a corporation and in this research also the factors that the individual cannot control by him or herself, they defined internal factors as they are coming from the individual self and career and additionally to this research the features of the individual.

##### **Parental models**

What derived from research that shows parents to be highly influential in their children's vocational development; indeed, numerous studies have shown similarities between parents' occupations and their children's career choices ([Leisa et al., 2007](#)).

##### **Exploratory work experience**

[Super \(1990\)](#) argues that to make the professional preferences clear, the life time of a person is generally the adulthood because of passing through the developmental task of exploration. This is related with the notion of career exploration as those activities which provide knowledge of career preferences and the job environment ([Leisa et al., 2007](#)).

The research suggests that most people's career self-concepts (motives and values) are grounded in eight categories or anchors. These are ([Schein, 1990](#)):

##### **Technical competence**

The motivation to develop one's technical or functional knowledge and expert skill ([Schein, 1990](#)).

##### **Managerial competence**

The desire to attain a position that requires the application of interpersonal, political, analytical and financial skills associated with management ([Schein, 1990](#)).

##### **Autonomy/Independence**

Includes a person's need for freedom from organizational constraints in order to pursue professional competence ([Schein, 1990](#)).

##### **Security/Stability**

The need for job security in an organization and stability in a geographical area ([Schein, 1990](#)).

##### **Entrepreneurial Creativity**

The need to create or build something that is entirely one's own project ([Schein, 1990](#)).

##### **Service**

The need to align work activities with personal skills and values related to helping society and to improve the world in some fashion ([Schein, 1990](#)).

##### **Pure challenge**

The need to test one's abilities by single-mindedly focusing on winning out over or competing with extremely tough opponents and solving a variety of challenging problems ([Schein, 1990](#)).

##### **Lifestyle**

The need to integrate work, family, and self-concerns into a coherent lifestyle ([Coetzee et al., 2010](#); [Toit and Coetzee, 2012](#)). This is about individuals with a high score desire to develop a lifestyle that integrates family concerns, career concerns and concerns for self-development ([Igbaria et al., 1991](#)).

##### **Age**

Age is an important consideration within career studies ([Toit and Coetzee, 2012](#)). [Coetzee et al. \(2008\)](#) suggest that individuals from different age groups differ according to career orientations.

##### **Marital status**

Difference in marital status also seems to lead to differences in career orientations ([Toit and Coetzee, 2012](#)).

##### **Employment Status**

There is evidence that employment status plays a role in career orientation ([Toit and Coetzee, 2012](#)).

### **Personal influences(background, attitudes, values, intrinsic needs)**

Simpson (2005) suggests that there is an interaction of personal influences which are background, attitudes, values and intrinsic needs on people's career choice.

### **Family influences(family roles, relationship)**

Simpson (2005) suggests that "there is a relationship between career orientation and family influences such as family roles and relationship with children and marital status".

### **Societal influences(gender role and norms)**

Simpson (2005) suggests that there is a connection between career choice and societal influences which are gender role and norms.

### **Gender**

When we say about gender differences to career orientation, we mention about the characteristics of the genders and the match between some specific jobs and genders such as barbershop for men, cosmetics for women. Danzinger and Valency (2006) found differences between gender groups, while Coetzee *et al.* (2008) found no significant differences between gender groups. Also, the research has found that there are dominant types of career orientation by gender. For instance, McGovern and Hart (1992) found that prestige and salary were more important to men, and flexibility of work schedule was more important to women.

### **Type of job**

Berger (1986) compared work values of white-collar workers and blue-collar workers and found that white-collar workers tended to stress advancement, prestige, security and safety more than blue-collar workers. Igbaria *et al.* (1991) suggested that there is a relationship between career orientation and job setting.

### **Educational level**

DeLong subsequently validated the Schein's model and identified three additional anchors. These are identity, service and variety (McMurtrey *et al.*, 2002). Educational Level is also chosen a factor in the NASA research for career orientation (Schein, 1990).

### **Identity**

This is about having a wish and desire to be a member of an organization to have a status and prestige (Yüksel, 2006).

### **Sense of Service/ Dedication**

It is a possibility that when people give themselves all for the human beings and help people about their problem-solving (Yüksel, 2006).

### **Variety**

It is when people desire to work in different kind missions and jobs (Yüksel, 2006).

### **Person's Culture**

Cultural values have an effect on career development and orientation (Seçer and Çınar, 2011).

### **Country culture**

Distinct country cultures in the US, the UK and in West Germany have direct effects on individual career orientation (Gerpott *et al.*, 1988).

### **Company culture**

It is proposed that companies themselves develop sets of shared beliefs concerning preferable career opportunities. From company level of cultural analysis it is supposed that firms differentially encourage various career orientation via distinct socialization and selection mechanisms (Gerpott *et al.*, 1988).

We then add some another possible factors that affect the people about their career orientation as three external factors which are popularity of the job, peer pressure such as friends and relatives' suggestions and pressures, luck and sudden-appearing opportunities and one internal factor which is the knowledge about the job that the individual has.

### **Income**

The salary level that can be earned in the job can be an important factor determining a career path for a person.

### **Social Opportunities – Promotions Provided by Job - Owner**

Today, especially international firms in private sector are providing lots of social opportunities to employees.

**Popularity of Job**

Today, popularity can be everything when we need to choose one option among many ones. It may be a phone, a car or for this research, even a job. The students who do not know anything about what the jobs are related with, may be affected by the popularity of that job even it does not match with his or her personality or talents.

**Peer Pressure**

Especially in Turkey, peer pressure can affect people on making decisions about anything. Close-relationships with relatives and friends, lots of words coming from those people may be effective for people who are suffering confusion about which job to choose to work for.

**Luck & Opportunities Appear**

Life can be so interesting. What it brings to you is not clear and certain. Thus sometimes job opportunities may come to your feet when you do not expect in your lucky time.

**Knowledge about the Job**

One of the most important factors is this one. Knowing what the jobs are about that we are interested in, what skills they require, what positions are available, in what conditions to work for can play the key roles about the people’s mind when choosing a job and career orientation.

The internal factors and external factors which have an impact on career orientation can be seen in Table 2.

**Table-2.** Factors Playing a Role in Career Orientation

Internal Factors	External Factors
Technical Competence	Parental Models
Managerial Competence	Exploratory Work Experience
Autonomy/Independence	Family Influences
Security/Stability	Societal Influences
Entrepreneurial Creativity	Type of Job
Pure Challenge	Country Culture
Lifestyle	Company Culture
Age	Popularity of Job
Marital Status	Peer Pressure
Employment Status	Luck & Opportunities Appear
Personal Influences	Income
Gender	Social Opportunities Provided by the Work
Educational Level	<b>Number of Internal Factors: 18</b> <b>Number of External Factors: 12</b> <b>Number of Total Factors : 30</b>
Identity	
Sense of Service/ Dedication	
Variety	
Person’s Culture	
Knowledge About the Jobs	

**5. Method**

In this research, to order the factors that affect the new generation of Turkish human resource who are actually the students who represent the students in Kırıkkale University; 3<sup>rd</sup> and 4<sup>th</sup> grades in our study, AHP method (Analytic Hierarch Process) has been used. This method was found by Thomas L. Saaty in 1980 and used for multi-criteria decision making. What makes different AHP method from the others is AHP is a mathematical method that can evaluate both qualitative and quantitative variables at the same time (Yüksel, 2006). There are some axioms in this method (Saaty, 1991);

**Axioms 1 (Opposite Existence):**

If the comparison magnitude of a criterion with another criterion in matrix A is  $a_{ij} = x$ ; then  $a_{ji} = \frac{1}{x}$

**Axioms 2 (Homogeneity):**

In AHP, only the objects which have similar features can be compared. In the method, magnitude of  $a_{ij}$  is bounded by the scale values developed by Saaty. This boundary constitutes 1 to 9.

**Axioms 3 (Independence):**

It is assumed that there is no relationship among the criteria in this method.

**Axioms 4 (Expectancy):**

All the criteria and alternatives in the decision problem take place in hierarchy.

The importance scale values and their definitions developed by Saaty (1991) can be seen in table 3.

**Table-3.** Importance Scale Values and Definitions (Saaty, 1991)

$a_{ij}$	Definition	Explanation
1	Equal Importance	Two option has the same importance
3	Somewhat more important	Experience and Judgment makes one criterion a little more important than the other one
5	Much more important	Experience and Judgment makes one criterion more important than the other one
7	Very much Important	One criterion is important than the other
9	Absolutely More Important	There is a high reliability that shows the one criterion is prior to the other one
2,4,6,8	Intermediate Values	When needed a negotiation

In the method, if  $i^{th}$  criterion and  $j^{th}$  criterion comparison is showed by  $a_{ij}$ , then  $j^{th}$  criterion and  $i^{th}$  criterion comparison is showed by  $a_{ji}$ .  $a_{ji}$  is calculated by  $\frac{1}{a_{ij}}$  (Saaty, 1991).

In this method, there are an objective, main and sub criteria and alternatives.

There are some steps in this method. They are:

**Step 1**

Identification of the objective, criteria and alternatives and building the hierarchy

**Step 2**

Two-pair comparison of the criteria

**Step 3**

Two-pair comparison of the alternatives for each criterion

**Step 4**

By dividing each column to sum of the column, preparing the normalized two-pair comparison matrix

**Step 5**

By averaging the each row, creating the priority vector

**Step 6**

Identifying the weights of the criteria and alternative scores according to these criteria

**Step 7**

Testing the Consistency

$$CI = \frac{[\sum \frac{a_{ij}}{n}] - n}{(n-1)}$$

Reliability Index scores for each n (from 2 to 8) can be seen in table 4.

**Table-4.** Reliability Index

RI	0	0,58	0,9	1,12	1,24	1,32	1,41
For n=	2	3	4	5	6	7	8

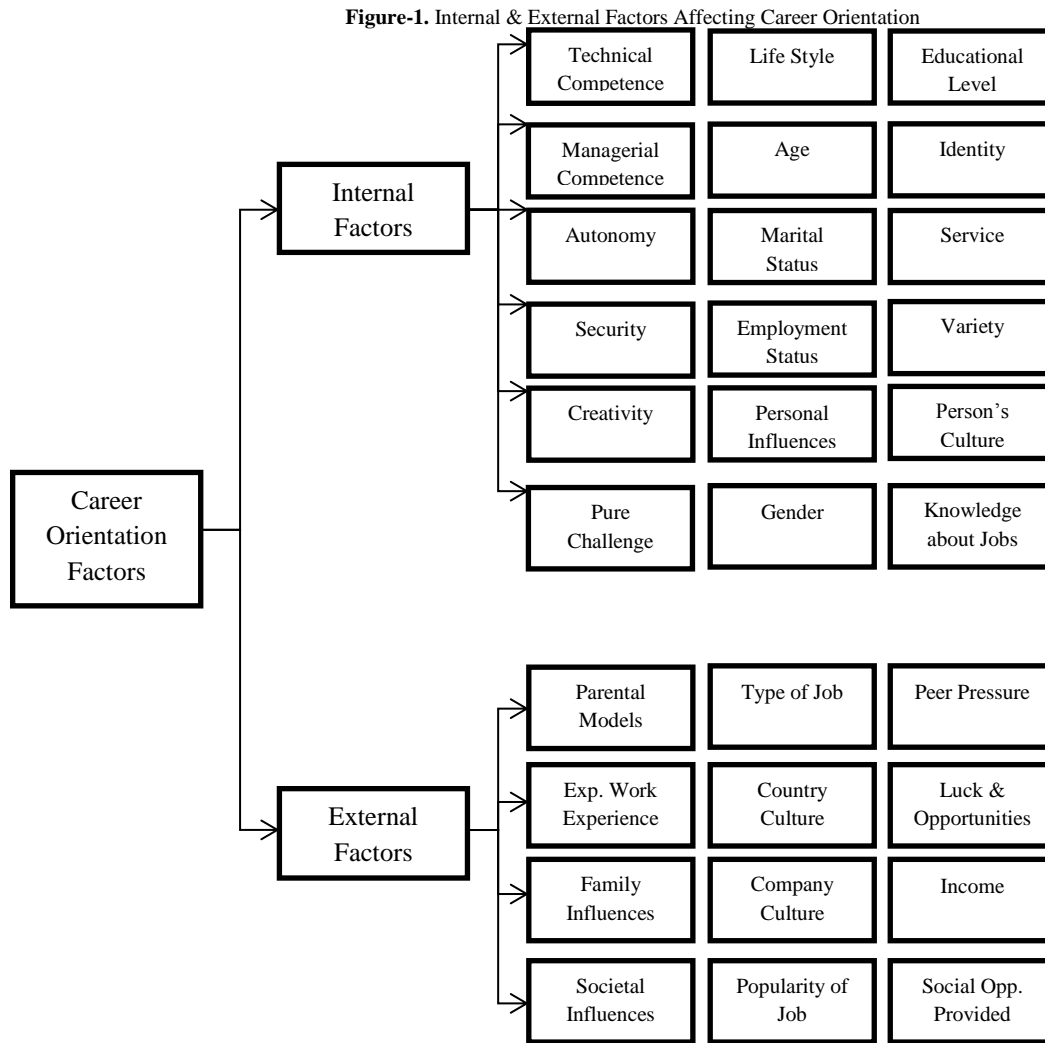
$$CR = \frac{CI}{RI} \text{ (This should be less or equal than 0,1)}$$

While the number of the objects compared rise till 11, the RI score approaches to 1,52. Thus after 11 for “n”, the RI score is 1,52.

**Step 8**

Building up the AHP scores

Here, in the figure 1 are the model that shows both internal and external factors of career orientation



In this research the students were given a scale of two pair comparison of the factors. For example to compare the Culture and Knowledge about the Job the scale is like this: Culture.1\_\_3\_\_5\_\_7\_\_9.Knowledge about the Job After it is understood that they know what each factor means, they are asked to choose 1 if they think “culture” is more important than “knowledge about the job; 5 if they think they are equal; 9 if they think “knowledge about the job” is more important than “culture”. 3 and 7 are the mid values if they think the importance is not that “more”. Then the measurements are normalized because of the similarity of the scores of this scale and AHP method. While 1 means “more important”; in AHP it means “equal”. Thus; the base point is 5 and it is equal to 1 in AHP method. For example if the student’s answer is 5 then it is normalized to 1; if the answer is 1 then it is normalized to 9; if the answer is 9 then the answer is 1/9=0,11. For mid-values the scale is normalized to like this: 2=>7; 3=>5; 4=>3; 6=>1/3; 7=>1/5; 8=>1/7. This process has been made for all pair of the factors. After getting the scales from the students, geometrical averages of the results are taken and put in the AHP table and continued to AHP process.

## 6. Results

In a world where we are living such a place that globalized and changing day by day, nations are in a competition. Like what nations do, when we think individually, people also are in a competition in such a capitalist world. Everyone wants a good family, big money, great friends, a good health and so on; a good life. To live a good life, it is not like in the dreams or cartoons as it is not easy, we need to work. But despite the conditions, we have still chance of choosing a job that we are best at or we think we will be happy with. Thus, career orientation is so important for us. This may be too late for some of you; maybe because you did not know how to choose this path or because of another reasons; the next generation have still chance to choose their own path. This research is studied to identify the new generation, find the factors that affect their career path and order those factors according to the method AHP. This research is done in Kirikkale University with the 3<sup>rd</sup> and 4<sup>th</sup> grade students in Business department. In calculation process, Microsoft Excel 2013 is used. There are 30factors found and ordered in a hierarchical way and found thatinternal factors are 87%weighted more important and when it comes to the sub-factors with no dependency on either or internal or external factors by 15% income takes the first place; but by the idea of this method, AHP, it should be considered with the main factors; so that with 8%; person’s own culture and knowledge about the job are the most important factors that affect the new generation on choosing a career



orientation. The ones who follow these factors is by 6%; security and gender. The least important factors seem to be the whole “external” factors by 1% and 2% when considered the “global” weights. The main factors’ which are internal and external factors consistency indexes are in table 5.

Table-5. AHP Results – Main Factors

Main Factors	PV	Consistency Index
Internal Factors	0,8767	2
External Factors	0,1233	2
	<b>CI</b>	0
	<b>RI</b>	0,0001

CR=0 ≤ 0,1

Table-6. AHP Results – Internal Factors

Internal Factors	PV	Consistency Index
Technical Competence	0,06	20,16
Managerial Competence	0,06	19,7
Autonomy	0,05	21,57
Security	0,07	21,51
Entrepreneurial Creativity	0,06	21,55
Pure Challenge	0,04	19,95
Life Style	0,03	19,8
Age	0,03	19,99
Marital Status	0,04	19,68
Employment Status	0,04	19,94
Personal Influences	0,04	20,42
Gender	0,07	20,15
Educational Level	0,06	20,15
Identity	0,05	19,69
Sense of Service	0,06	19,93
Variety	0,06	19,76
Person’s Culture	0,09	19,86
Knowledge About the Jobs	0,1	20,15
	<b>CI</b>	0,13
	<b>RI</b>	1,52

CR = 0,086 ≤ 0,1

Table-7. AHP Results- External Factors

External Factors	PV	Consistency Index
Parental Models	0,06	13,4
Exploratory Work Experience	0,06	13,4
Family Influences	0,068	13,4
Societal Influences	0,054	13,6
Type of Job	0,085	14,2
County Culture	0,095	13,4
Company Culture	0,076	13,6
Popularity of Job	0,069	13,6
Peer Pressure	0,07	13,6
Luck & Opportunities	0,086	13,8
Income	0,15	13,6
Social-Opportunities Provided by the Work	0,12	13,3
	<b>CI</b>	0,14
	<b>RI</b>	1,52

CR=0,093 ≤ 0,1

The final results of AHP table for both internal and external factors determining the career orientation are in table 8.

Table-8. AHP Final Results

Main Factors	Weights of Main Factors	Sub-Factors	Weights of Sub-Factors	Global Weights
INTERNAL FACTORS	0,8767	Technical Competence	0,06	0,0512
		Managerial Competence	0,06	0,0483
		Autonomy	0,05	0,0446
		Security	0,07	0,0581
		Creativity	0,06	0,0513
		Pure Challenge	0,04	0,0385
		Life Style	0,03	0,0273
		Age	0,03	0,0276
		Marital Status	0,04	0,0344
		Employment Status	0,04	0,0343
		Personal Influences	0,04	0,0344
		Gender	0,07	0,0607
		Educational Level	0,06	0,0536
		Identity	0,05	0,0466
		Sense of Service	0,06	0,0523
		Variety	0,06	0,0504
		Person's Culture	0,09	0,0787
Knowledge of Job	0,1	0,0844		
EXTERNAL FACTORS	0,1233	Parental Models	0,06	0,0075
		Work Experience	0,06	0,0073
		Family Influences	0,07	0,0084
		Societal Influences	0,05	0,0067
		Type of Job	0,09	0,0105
		Country Culture	0,09	0,0117
		Company Culture	0,08	0,0094
		Popularity of Job	0,07	0,0085
		Peer Pressure	0,07	0,0087
		Luck&Opportunity	0,09	0,0106
		Income	0,15	0,0189
		Social Opportunities prov.	0,12	0,0152
<b>TOTAL</b>			<b>1.000</b>	

These results show that based on some common characteristics the new generation of Turkish human resource, as mentioned before, a life living mostly at home and introverted but self-confident and a bit selfish young people are affected by mostly internal factors; also these information seeker young people are mostly affected by the “knowledge about the job”.

## 7. Conclusion

When people grow up and finally become an adolescent, they start leaving their childhood dreams and what they see on movies, and start thinking and sometimes worrying about what the real life will bring. It is getting much clear that working is a must. People are not same but for sure there are some common factors that affect them while choosing a career path for them. What should be done is to identify those factors, find the best job as possible that suits with those factors' effects in a good way. Although this research is comprehensive by gathering all the possible factors determining career orientations; because of the limitations of sample size, it could be developed by larger sample sizes. Further researches may be done with another multi-criteria techniques such as PROMETHEE or ELECTRE TRI and done with another university students and finally compare the results to clarify the final results.

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