

The Mediating Effect of Employee Learning between Job Rotation and Employee Career Development: Empirical Evidence from the Banking Sector of Pakistan

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Abstract

Job Rotation is a widely accepted practice for employees learning in many organisations. The objective of this research is to use the Job Rotation concept as a career development mechanism for Management Trainee Officers (MTO's) and assess the mediating effect of employee learning. As different organisations hiring MTO's, this research proposes them to use Job Rotation to develop the career of newly recruited employees. The data are collected from 320 MTO's of different commercial Banks located in Rawalpindi, Islamabad, and Peshawar. Structural Equation Model (AMOS) is used to test the model. Overall results show a positive and significant association between the constructs. Research reveals that job rotation is a significant factor for employee career development and employee learning partially mediates the relationship between job rotation and career development. Research can be generalised to the banking sector and other organisations which are offering MTO programs. This research can help fresh graduates to build their career through a job rotation process, as they can learn by rotation of their position. The limitation of this research is the data collection time framework, mono method and crosses sectional approach is used, in future mixed research method can be used to explore more about job rotation concept.

Keywords : Job Rotation, Employees Learning, Career Development, Management Trainee Officers (MTO's)

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Introduction

To get a competitive edge over the competitor, organisations are looking for competitive advantages. Employees having multi-skills is also a tool to get a competitive edge, and job rotation is a process which develops employees multi-skilful. Organisations use job rotation in an efficient way than regular training, through this, employees will get practical experiences and it will develop employees, it also gives organisation competitive edge (Blashka, 2007). Job rotation is a process to change the position of an employee from one job to another job (Edwards, 2005). The process through which an employee can develop some new relevant skills. An employee should not expect at the start that he will perform the entire duties and tasks of the new position, but he should expect first to develop the new and necessary skills to carry on the new job (Oregon, 2004). Job rotation is a lateral transfer between different jobs in an organisation, the rotated employees do not get that position forever and sometimes they do not back to previous jobs. Rotation can also have a function of staffing (Campion *et al.*, 1994)

Through a job rotation process, organisations can improve product flexibility, employee satisfaction and reduce the risk of musculoskeletal disorders (MSDs) (Dan Macleod March 2006). Erikson and Ortega (2006) explained job rotation with some theories: employees learning theory says that rotation will make employees more versatile, employer learning theory says by job rotation employer would able to know about employees capability, and according to employee motivation theory rotation makes the job more interesting, and it reduces boredom and fatigue. Job rotation is an administrative control that can reduce musculoskeletal injury and fatigue. (Jonsson, 1988, Anderson 1988, Doelen and Barsky 1990, Hazard *et al.* 1992). Some authors have declared job rotation is time-wasting and costly phenomena by providing direct training and learning process (Campion and McClelland, 1991, 1993; Feldman, 1981; Louis, 1980; Ostroff and Kozlowski, 1992; Quartly, 1973; Zeira, 1974). However, it is proven by some scholars that job rotation has a positive relation to some benefits, knowledge and skills outcomes and negatively related to cost perceptions (Campion *et al.*, 1994).

Job Rotation phenomena possess rare literature in terms of employee's career development. This research is aim to prolong the scope of Job Rotation literature by adding the notion that JR is a career development mechanism for MTO. Mostly organisation hires fresh graduate candidates for the MTO program; at this stage graduates try to get practical knowledge. Job Rotation is a single easy way to know about the various department of organisation and hence they can develop their career also by knowing different skills, knowledge, and information about different jobs.

Job rotation is an on-the-job training process to cultivate the future of management trainees by moving from one position to another position to increase their understanding and credentials in all different areas (Kraimer *et al.*, 2001). Job rotation can also be considered as an alternative tool

for job designing, that allow employees to know about different jobs skills from different departments, it also eliminates employees fatigue caused due to boring job assignments, these new challenges motivate employees again which also increase employees morale to improve output (Dunning et al., 2005). Eriksson and Ortega (2002) suggested that by taking job rotation as an employee learning tool, by well-designed manner, it develops the employee. According to Champion *et al.* (1994) job rotation has two effects: first an employee who avail rotation opportunity he/she gets to experience more quickly than others who do not avail rotation. Hence job rotation is a useful tool for career development. The second effects are that an employee who avails rotation opportunity acquires experience in more areas as compared to those who do not get this opportunity. Therefore if employees get rotation opportunities more then it is easy to train him to make him a generalist. For example, according to Ouchi (1981), due to more rotation of employees, Japanese companies can explain, that is why their employees are more generalists than a specialist, by comparing them with U.S employees.

The objective of this study is to develop a meaningful concept of job rotation, through which organisations will able to develop the career of Management trainee officers (MTO's). Different organisations in Pakistan are offering MTO's programs such like State Bank of Pakistan, private commercial banks, and different organisation like Pakistan State Oil (PSO), Shell, Pakistan Tobacco company, and Serena hotel, theses are a well-known organisation which offering MTO's programs. This study analyses that job rotation is an employee's learning process through which the career of MTO's will be developed by proper rotation among different tasks. Employees' career could be developed through different activities and exercises; one of them is job rotation through which employees can obtain work experience (Campion *et al.*, 1994).

Research Question

1. Is there any relationship between job rotation and employee learning?
2. Does employee learning construct affect the career development of employees?
3. Does employee learning constructs mediate the relationship between job rotation and career development constructs?

Research Objective

1. To identify the relationship between job rotation and employee learning.
2. To study employee learning construct effect on career development of employees.
3. To identify the meditation effect of employee learning between job rotation and career development constructs.

Literature Review

In past job rotation was taken with different perspectives, from studying past literature, this study argues that job rotation is helpful for Management training officers (MTO's) to develop their career. Macleod (2006) says, through job rotation organisations can improve product flexibility, employee satisfaction and reduce the risk of musculoskeletal disorders (MSDs). Job rotation is a process that decreases employee's monotony, fatigue, and boredom created by mass production and job specialisation (Yoder et al. 1958). Job rotation can be used to develop a proper schedule for work (Carnahan et al., 1994). It develops the workers' skills where they can be used in the absence of other workers. This study argues that job rotation provides a learning opportunity through which MTO's will able to develop their career. Workers are one of the most valuable assets that any company possesses (Tharmmaphornphilas and Norman, 2007). Therefore, research on job rotation has been focused that it is the process of management of employees and to develop their career (Campion et al., 1994; Hall, 1984; Wexley and Latham, 1981).

Seibert SE et al. (2001) declared job rotation as cross-training, through which employees of any department can learn a variety of job skills it is also a practical approach to improve and expand the job assignments. It is also an on-the-job training system to cultivate the future of management trainees by transferring from one department to another department to increase their understanding and credentials in different areas (Seibert SE et al. 2001). Job rotation can also be considered as an alternate for job designing (Dunning et al. 2005).

When the organisation is implementing job rotation, then they must keep in mind about employees' work experience quality rather than quantity. The organisation should keep care about employee's interest, capacity and arrangement of timing when the organisation plan for the next rotation (Campion et al., 1994). Therefore, again and again, job rotation may not be productive; factors such as employee learning attitude, background, and task similarity should be taken into consideration for the job rotation process.

Job rotation and Employees learning

The relationship between job rotation and employee learning can be perceived as; if there is job rotation opportunity then MTO,s have a chance to avail of this learning opportunity. Several models (Campion et al., 1994; Eriksson and Ortega, 2002) link Job Rotation to employee learning. Erikson and Ortega (2006) explained job rotation with some theories, according to employees' learning theory rotation will make employees more versatile, employer learning theory says by job rotation employer would able to know about employees' capability. By taking job rotation as an employee's learning tool in an efficient way, it develops employee (MTO) abilities. According to Campion et al. (1994) job rotation offers two different effects, first an employee who gets rotation opportunity he gets to experience more quickly than others who do not avail rotation. Hence it is a

useful tool for career development. Secondly, if an employee who gets rotation opportunity acquires experience in more areas as compared to those who do not get this opportunity. Employees must rotate when they learn more about their old job, but if new technology is introduced in the organisation than employees should focus more on their current job (Ortega, 2001). According to employee learning theory, employees that rotate more gain more experience than others. (Eriksson and Ortega, 2002). Jaime Ortega has clearly explained that there is a positive relationship between job rotation and employee learning. According to Jaime Ortega, Job rotation provide an opportunity to the employer to learn about employees abilities, It is a learning phenomenon and much profitable than specialisation, learning theory claim that employee should be rotated if he has learned enough about his current job (Jaime Ortega 2001).

Learning and MTO's Career Development

The learning behaviour of workers is associated with career development (Dijk, 2004). The concept of career development was first advanced by Axelrad et al. (1951) who proposed that occupational choice is a developmental process that occurs over several years. The objective of career development is that development should be for all employees, not only for potentials employees (McLean, 2002). Career development is the total constellation of psychological, economic, physical, educational, sociological, and enhance factors that combine to shape the career of an individual over the life span (Sears, 1982). Management should require to rotate their employee in a predetermined fashion to train and multi-skilled them (Anselmi and Sundarrajan 2000). Job rotation enhances employees' business Knowledge more than technical skills. (Stites-Doe). Job rotation is a process of on-the-job training for improving the skills and understanding of the management trainee. (Chang, 2009). Researchers revealed that the learning process has a significant and positive association with human development (Khan, M., Bilal, H., Mateen, A., and Haq, Z. 2017 and Khan, M., Sentosa, I., and Salman, F. 2018).

This diagram is presented by Evaluation of Learning and Development at UNESCO (McGuire, MacCoy and Perrin, 2010) to develop employee.

Table 1 Learning Mechanism

<p>Participation in self-study programs:</p> <ul style="list-style-type: none"> - Professional reading knowledge base study - Videos base knowledge - E-learning: CD-Rom, online learning 	<p>One to one learning:</p> <ul style="list-style-type: none"> - Cross-training by another colleague - Coaching to train employees - Mentoring to aware employees - Knowledge-sharing to help out each other - To update each other
<p>Group sharing:</p> <ul style="list-style-type: none"> - Workshops to improve knowledge - Seminars to increase understanding - Video-conferencing to share knowledge - Team projects to enhance the capacity - Networking 	<p>Action learning:</p> <ul style="list-style-type: none"> - On-the-job training to learn more - Task-based training - Assignments - Team Projects

To learn new ways of cooperating and planning in an organisation, this will not make effective in present responsibilities, but will also help them in creating new practices for the future (Boud and Garrick, 1999). Many researchers argue that learning is now essential for the organisation to survive against a competitor (Senge, 1990; Argyris, 1993; Schein, 1993; Boydell et al. 199). They argue that learning has more importance because organisations have to respond quickly to external environment changes (Marsick and Watkins, 1999; Chivers et al., 2000). The organisation must anticipate the environment and highlight the changes to survive in the market. Some scholars say that due to change in the external environment, new technology and product arising in the market for those organisations have to acquire new skills and knowledge. Learning is also essential for organisational survival and it also gives competitive advantages to the organisation. (Alan John Coetzer, 2006). Career development has remained a shared responsibility of employers and employees (Boudreaux,2001 and Brown,1997). Some scholars have determined the impact of learning behaviour and opportunities to learn during their work; they also find out that career development depends on both things, the working environment which provide learning opportunities to employees and individual characteristics in the form of learning attitude (Van der Sluis and Poell, 2003).

Hypothesis

H1: There is a significant positive relationship between job rotation and Employee (MTO) learning.

H2: There is a significant positive relationship between employee learning and MTO career development.

H3: Employee learning mediate the relationship between job rotation and career development.

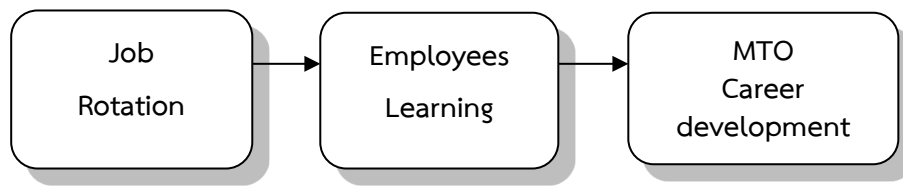


Figure 1 Conceptual Framework

Research Methodology

Research Design

This research was designed by using a quantitative research methodology.

Population and Sample

The sample used in this research was 320 Management Trainee Officers of different commercial Banks located in Rawalpindi, Islamabad, and Peshawar. The probability sampling method is used and a simple random sampling technique is used.

Research Instrument

360 Questionnaires were distributed in which 320 are collected. The questionnaire consists of four sections. In the first section, the demographics of the subjects are measured. The second section consists of question-related to job rotation, the questions are adopted from previous studies of Brunetto and Farr-Wharton (2000) , Knight et al. (2008). The third section questions are related to Employee learning, the questions are adapted from the studies of Richard Olorunsola (2000), Alan John Coetzer (2006), and Ju Long (2009). The questions in the fourth section consist of career development and are adopted from Alan John Coetzer (2006), and CIPD annual survey on learning and development (Chartered Institute of Personnel and Development, 2006). All survey items, except for the demographic variables, had a five-point response format ranging from 1, 'strongly agree', to 5, 'strongly disagree'.

Data Collection

Data for this research are collected from Management Trainee Officers of different commercial banks located in major cities of Pakistan like; Islamabad, Rawalpindi, Peshawar.

Data Analysis

To evaluate the reflective measurements model, this study examined outer loadings, composite reliability method for internal consistency, average variance extracted (AVE) for convergent validity. Initially, the measurement model was confirmed for convergent validity, by using factor loadings and for internal consistency, composite reliability is used. This study used SmartPLS

3.2.8 to test the model and justify the hypotheses. A bootstrapping technique was directed, through 3000 iterations, to detect the statistical significance of the path coefficients (Chin et al., 2008).

Findings

Table 2 Reliability and Convergent Validity

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Employee Learning	0.739	0.748	0.601
Job Rotation	0.733	0.750	0.607
Management Trainee Officer Career Development	0.776	0.704	0.547

Measurement model assessment was firstly done by assessing construct reliability and validity. The results indicate that Cronbach's alpha coefficients of all items ranging from 0.739 to 0.776 were higher than the proposed value of 0.7 (Kannana and Tan, 2005). Additionally, for testing construct reliability all the composite reliability (CR) values of all the items ranging from 0.750 to 0.750 were higher than the proposed value of 0.7 (Werts, Linn, and Jöreskog, 1974; Kline, 2010), which satisfactorily specifies that construct reliability is fulfilled as shown in Table 2. Therefore, the achieved Cronbach's Alpha and CR for all constructs were considered to be sufficiently error-free. Factor loading method was also used to assess indicator reliability, researcher's hair et al., (2010) suggests factor loading should above 0.50, in this research factors loading for all the indicator were above 0.50 as mentioned in figure 2. Table 2 results display that all AVE values were higher than the proposed value of 0.50 (Hair et al., 2010) ranging from 0.547 to 0.607. Hence there was no problem with AVE of all constructs as its value stands above 0.50.

Table 3 Discriminant Validity Fornell Lacker Method

Constructs	Employee Learning	Job Rotation	Management Trainee Officer Career Development
Employee Learning	0.774		
Job Rotation	0.228	0.774	
Management Trainee Officer_Career Development	0.22	0.35	0.739

To assess the discriminant validity of the measurement model Fornell-Larcker method was used in this study Table 3 shows the square root of the AVEs on the diagonals, as represented by the bolded values, and the values are higher than the correlations between constructs. This indicates that the constructs are strongly related to their respective indicators compared to other constructs of the model (Fornell and Larcker, 1981; Chin, 1998). Hence results show a good discriminant validity. Furthermore, the correlation between exogenous constructs is less than 0.85 (Awang, 2014). Therefore, discriminant validity is successfully obtained.

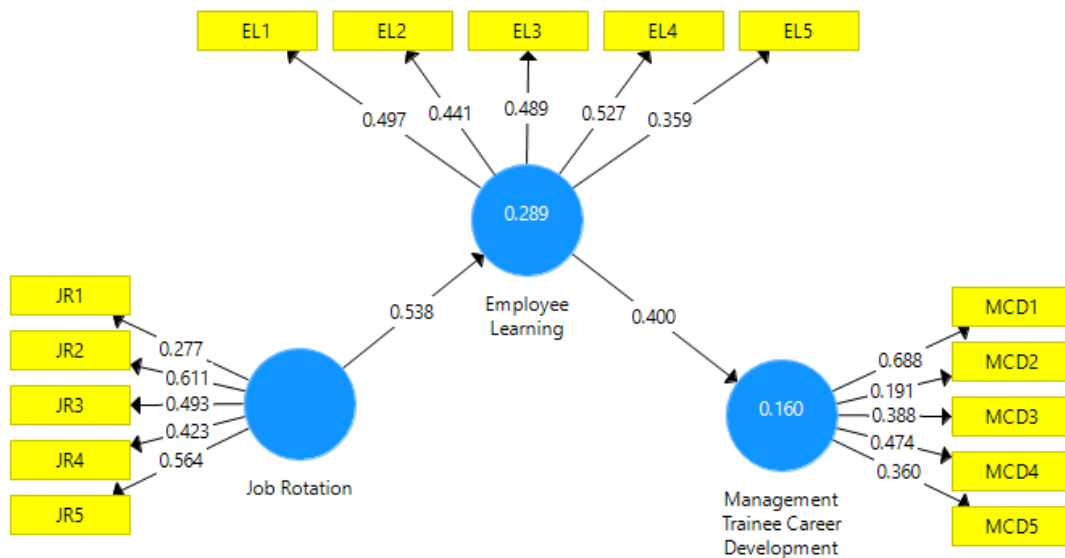


Figure 2 Measurement Model

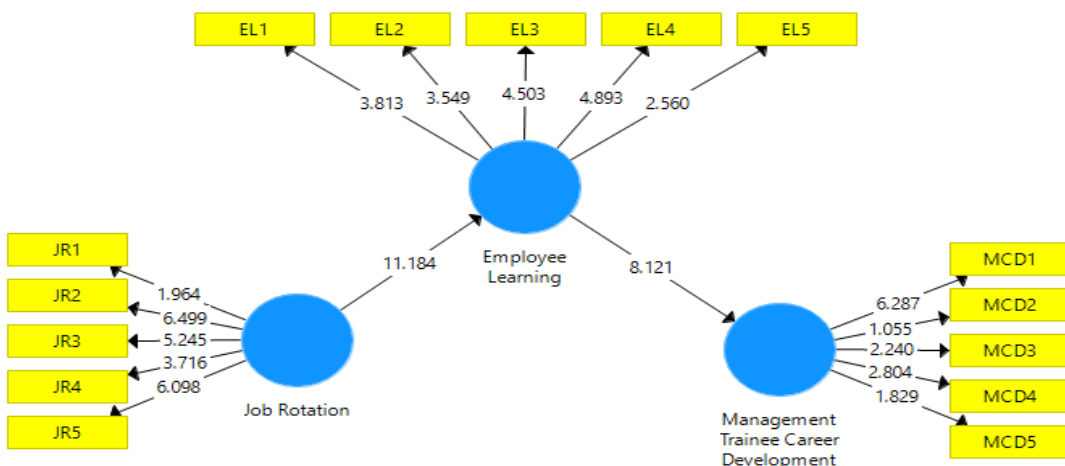


Figure 3 Bootstrapping to assess the significance level and mediation

The structural model assessment, as shown in Figure 3 and Table 4 reveals the results of hypothesis tests. In this study, all hypothesis are accepted as $p < 0.005$ was obtained. H1: Job

Rotation has a significant and positive impact on Employees Learning; this hypothesis is supported ($\beta = 0.206$, $t = 11.184$, $p < 0.001$). H2: Employee learning has a significant and positive impact on career development, results mentioned in table 4 justified this hypothesis ($\beta = 0.4$, $t = 8.121$, $p < 0.001$).

Table 4 Hypothesis testing

Association	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Employee Learning -> Management Trainee Career Development	0.400	0.418	0.049	8.121	0.000
Job Rotation -> Employee Learning	0.538	0.544	0.048	11.184	0.000

Table 5 Mediation Effect

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Rotation -> Employee Learning -> Management Trainee Career Development	0.215	0.228	0.036	6.06	0.000

Hair et al., (2017) suggested in case of testing mediating effect, researchers should use the bootstrapping method of Preacher and Hayes (2004) and Preacher and Hayes (2008). In this study after using the bootstrapping method, the results mentioned in table 5 reveal that there is significant and positive mediation but its partial mediation as job rotation has a significant impact on career development ($\beta = 0.215$, $t = 6.06$, $p < 0.001$).

Table 6 R-Square

Constructs	R Square	R Square Adjusted
Employee Learning	0.289	0.287
Management Trainee Career Development	0.16	0.158

Table 6 shows the results of R-Square, overall 16% variance is observed in endogenous variable career development.

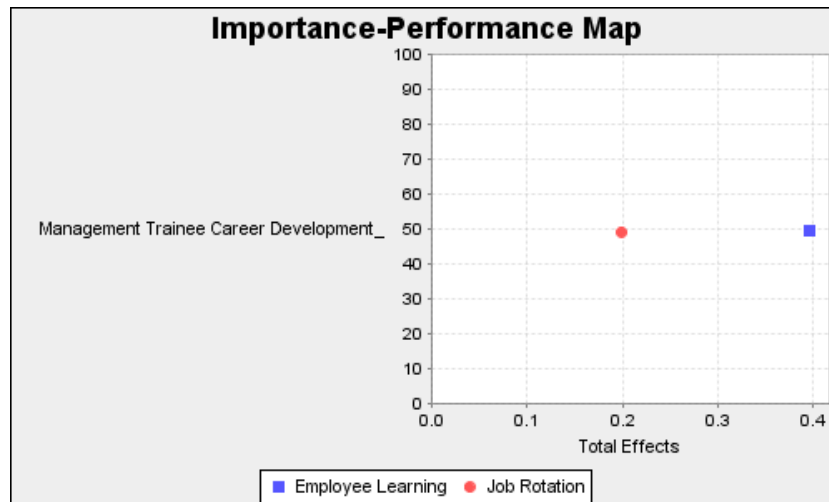


Figure 5 IPM Model

Table 7 Importance Performance

Constructs	Management Trainee Career Development
Employee Learning	0.397
Job Rotation	0.199

As revealed in Figure 5 this study “plotted the total effects scores and index values” in a priority map, and it can be perceived that Employee learning is a very important factor in determining career development due to its relatively higher importance values compared to other constructs in the proposed model. Job rotation is the second important factor in determining career development.

Discussion

Due to the rapid change in technology and the globalisation concept has changed the career development dramatically. (Marieke S. van Dijk, 2004). The organisation needs to create a learning opportunity for career development to encourage learning behaviour at all levels (McLean, 2002). Different researchers have proved that job rotation provides a learning opportunity and Jaime Ortega, 2006 mentioned that job rotation is a learning mechanism. The employee's learning theory argues that if employees learn a job thoroughly, then they should change the job to learn something new. Coryell (2011) describes that job rotation provides a career development pathway for Information Technology (IT) staff.

To enrich the literature of job rotation, this empirical research identified, if job rotation provides learning opportunity, then Management Trainee Officers will learn new knowledge and skills this will help in developing their career. The result of this research is witnessed for the achievement of research objectives and justification questions. The first objective of this research

was to find the impact of job rotation on the MTO learning process, (table, 5) result shows there is a significant positive relationship between Job Rotation and MTO learning process ($\beta = 0.206$, $t = 11.184$, $p < 0.001$). The research second objective is also proved from (Table, 5) that there is a significant positive relationship between the MTO learning process and MTO career development ($\beta = 0.4$, $t = 8.121$, $p < 0.001$). Results mentioned in table 6 justified that employee learning partially mediates the relationship between job rotation and career development.

Conclusion

Every organisation wants multi-skilled employees to get a competitive edge over the competitors. Employees who know multi-skills, not only they can secure their job but they can reduce the cost of the organisation. Employees can acquire skills and knowledge through training or job rotation. Past literature suggests that training is costly than job rotation. Job rotation and employee learning have been used to develop the career of Management Trainee Officers. This paper describes how job rotation helps MTO's to learn about different departments and acquire different skills from that rotation and how these skills and knowledge enhance their career. Some researches suggest that rotation is related to learning and skill acquisition. Cognitive consistency theories (Festinger, 1957; Heider, 1946) propose that if the employee is rotated with a high rate, the employee will view the rotation positively. Some of the previous researches suggest that employees are rotated with they learn the knowledge and skills. Survey of different organisation's employees suggests that employees that are rotated frequently are more satisfied with their job than those who are not rotated.

Suggestion

Organisational structure and culture are changing very quickly due to globalisation and Information Technology. Human resources are considered now as capital and to develop human resources is very important for organisation survival. It is considered now to bring multi-skilled employees to reduce costs and set a competitive environment. Through this research, we are bringing a new concept about job rotation that will develop the career of MTO's. The reliability of data of this research giving a message to organisations which are offering MTO's programs, to rotate their MTO's in order to develop their career. The banking sector of Pakistan is grown up very fast and offering MTO's programs if they rotate them then it will develop their career. Job rotations provide learning opportunities and new positions, from each experience they will learn. If the banking sector and other service rendering organisation rotate their MTO's, then they will learn different tasks and knowledge. If any employee is absent, then other employees who are rotated and trained,

he/she will handle the job and the organisation working process will not stop. This research can be practically applied by all those service rendering organisations which are offering MTO's programs.

Research Limitation

The limitation of this research is only a cross-sectional data collection method is used. In future longitudinal data collection methods can be used to see validate further the job rotation impact on MTO career development. Another limitation of this study is mono-method, in future researchers can use mixed-method to analyse the credibility of the model.

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