



The motivational effect of a career path model in a specialist organisation
Case: Capgemini Finland

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The title of thesis The motivational effect of a career path model in a specialist organisation Case: Capgemini Finland	Number of pages and appendices 60 + 8
Supervisor Seija Ranta-aho <p>Intellectual capital is one of the most important assets of any company and its importance is emphasized in knowledge intensive organisations. In these organisations, it is essential that the employees are motivated and committed to develop their professional skills, continuously learn and to improve their performance.</p> <p>This thesis examines the motivational effect of a pre described career path model in an IT service company. The objective is to further develop the career path model and to examine, how well the employees feel the model responds to its purpose to increase motivation to develop professional skills and commitment in the organisation and to guide people in their individual career decisions. The research is concentrated in the following questions: Does a defined career path motivate an expert to further develop his or her professional skills? Does the Profession Guide clarify organisational development targets? Does a pre described career path model increase commitment to the organisation?</p> <p>In the theory part of this thesis careers and career development are discussed along with theories on motivation. A section on knowledge intensive organisation is included in the theory part, to understand the specific nature of the case company. The theory is based on a literature review on career and motivation theories as well as theories on knowledge intensive businesses.</p> <p>The empirical part of the thesis was conducted as a survey using questionnaires. The results were analysed using both, quantitative and qualitative approaches. The survey was conducted during one week, from November 11th to November 21st of 2008, as in Internet based form, and a link to the form was submitted to the respondents via email.</p> <p>The results of the survey indicate that the employees of the case company are well motivated in their work, very motivated to further develop their professional skills and that they feel committed to their organisation. The career path models under study in this thesis were well received and no clear criticism towards them arose. At the moment the models are very new, so practical experience of the long term effects of the models' implementation does not exist. At the moment it seems, that the models correspond very well to their task of communicating organisational development needs, increasing commitment and increasing the employees' motivation to further develop their professional skills.</p>	
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<p>Ohjaaja</p> <p>Seija Ranta-aho</p> <p>Henkilöstö on yksi yrityksen tärkeimmistä varoista, ja sen tärkeys on erityisen korostunut tietotyössä. Eteenkin yrityksissä, joissa myydään palveluna työntekijöiden tietotaitoa, on tärkeää, että työntekijät ovat motivoituneita ja sitoutuneita sekä organisaatioon, mutta myös jatkuvaan oppimiseen, itsensä kehittämiseen sekä suorituskyvyn parantamiseen.</p> <p>Tämä tutkimus kartoittaa valmiin urapolkumallin motivoivaa vaikutusta työntekijöihin tietotekniikan palveluyrityksessä. Tavoitteena on kehittää julkaistua urapolkumallia sekä tutkia, lisääkö urapolkumalli henkilöstön motivaatiota kehittää työtaitoja ja lisääkö se sitoutumista yrityksen toimintaan. Tutkimuskysymykset on muotoiltu seuraavasti: Lisääkö ennaltamääritely urapolkumalli asiantuntijan motivaatiota kehittyä työssään? Selventääkö ”Profession Guide” organisaation kehitystavoitteita? Lisääkö ennaltamääritely urapolkumalli sitoutumista yrityksen toimintaan?</p> <p>Tutkimuksen teoriaosuudessa kartoitetaan urakehitystä ja siihen liittyviä teorioita sekä motivaatioteorioita kirjallisuuden pohjalta. Lisäksi teoriaosuudessa määritellään tietointensiivinen palveluyritys erityispiirteinen.</p> <p>Tutkimuksen empiirinen osa toteutettiin kyselytutkimuksena. Tulosten arvioinnissa käytettiin sekä kvantitatiivisia, että kvalitatiivisia menetelmiä. Kysely toteutettiin viikon 14. – 21. marraskuuta 2008 aikana Internet-pohjaisena lomakkeena, ja linkki lomakkeeseen toimitettiin vastajille sähköpostitse.</p> <p>Kyselyn tulokset osoittivat, että yrityksen työntekijät ovat hyvin motivoituneita työnsä suhteen sekä kehittämään taitojaan. Kyselyn tulosten perusteella näyttää siltä, että valmis urapolkumalli motivoi työntekijöitä kehittämään työtaitojaan ja lisää sitoutumista. Tutkimuksen kohteena ollut urapolkumalli sai tutkimuksessa hyvän vastaanoton, eikä sitä juurikaan kritisoitu tai siinä nähty puutteita. Mallin työstämisestä käytännössä on vielä vähän kokemuksia, joten tulevaisuus näyttää, mitkä sen vaikutukset ovat pidemmällä aikavälillä. Tällä hetkellä se tutkimukseen perustuen täyttää hyvin paikkansa motivoivana, sitouttavana ja yrityksen henkilöstön kehitystavoitteita kommunikoivana välineenä.</p>	
<p>Asiasanat</p> <p>Urapolkumallit, työmotivaatio, henkilöstön kehitys, työura</p>	

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1 Introduction

This thesis concentrates on the motivational effect of a pre described career path model, more specifically, on recently published models in the case company. The purpose is to study how well the pre described career path models answer to their purpose of increasing people's motivation to further develop their professional skills. The case company is an information technology service company and this study is concerned with one of its units that provides a wide set of software engineering related services to various sectors.

A pre described career path is a tool of human resources management to manage individual careers and its fundamental aim is at sustaining the organisation's competitiveness. A career can be seen as interaction between an individual and an organisation, a process of renewal of an organisation (Lähteenmäki 1995, 12). Generally, everyone working in an organisation has personal interest in their career: how to advance in an organisation, how to develop professional competence, how to sustain employability in changing circumstances and how to make the right choices so that individual satisfaction is achieved. A pre described career path model aims at setting a direction for those choices to achieve mutual benefit.

Though careers have been widely studied, Lähteenmäki (1995, 22-23) states that no single career theory that would entail both individual and organisational perspectives exists, as the area of career study is fragmented and mirrors only separate phenomena, failing to relate the entity of career behaviour. Through information on the significance of career stages to individual is very limited, not to mention individual differences and motives in career behaviour. The same applies for career paths, as there is no single study on the effects of a set career path model. Career paths are often suggested as a tool to guide subjective careers in literature, but no clear evidence on their success or failure seems to exist. This thesis will therefore offer interesting insight into the views of people on whom the pre described career paths apply to in the case company.

I have a personal interest in the subject, as I am an employee of the case company and the career path model under study in this thesis concerns me personally as it affects my future career decisions in the company.

1.1 The objective of the thesis

The purpose of this thesis is to offer information on how a pre described career path models support specialists' motivation to further develop their professional skills, knowledge and learning in a professional service company. Furthermore, the purpose is to offer insight into how recently published career path models in the case company should be further developed. The research rests on an assumption, that people in the organisation are, at least to some extent, career oriented and interested in expert positions, otherwise they would not had sought a position in an expert organisation to begin with. Therefore people's personal career aspirations, their personal career motives or career anchors are not under study in this context, though they are closely linked to the subject.

The starting point of the study is a recently published guide named the Profession Guide in the case company. The guide is a detailed information package on different units, called domains, within a Technology Services unit of the case company, and different career path models for each of these domains. The Profession Guide will be presented in more detail in chapter 5 where the case company is presented as well.

1.2 Research questions

The research questions are formed as follows:

Does a defined career path motivate an expert to further develop his or her professional skills?

Does the Profession Guide clarify organisational development targets?

Does a pre described career path model increase commitment to the organisation?

The focal issue of the thesis is whether the prescribed career path model enhances an individual professional's motivation to further develop his or her skills and actively contribute to his or her personal career development. Furthermore the research seeks to find out people's attitudes towards the model and information on the extent to which a career path model corre-

lates with organisational commitment. The underlying aim is at finding out how the pre described career path models should be further developed.

In the context of this thesis, knowledge worker, expert and specialist refers to a person working in a professional service company, whose main contribution to the organisation is his or her know-how. More specifically, an expert in this context refers to an information technology consultant in the case company.

1.3 Method, approach and limitations

The thesis consists of a theoretical and an empirical research. The theory is based on existing literature on the subject and the empirical research will be a survey conducted via a questionnaire.

The theory is concerned with specialist organisations, careers and motivation. The theory on careers takes a look at different existing classifications on careers, subjective and objective interpretations and the ways careers are changing in today's business environment. The thesis also explains career anchors and career motivation, though the research does not aim at identifying specific career anchors of individuals but they will be used in interpreting the findings of the interviews. In the section on motivation, an overall motivation process is presented, followed by theories on intrinsic and extrinsic motivation, the psychological success cycle and the motivation-hygiene theory. These are combined to express how a career path model can help increasing work motivation in an organisation. As the case company is knowledge intensive expert organisation, theory on specialist organisation management is also included and a Boston matrix used to clarify the role of career management in activities aimed at sustaining corporate competitiveness. The aim of the literature research is at setting a theoretical framework for career development from both individual and organisational point of views in a modern business environment.

The approach of the empirical research is survey study combining both quantitative and qualitative approaches in the analysis. Hirsjärvi, Remes and Sajavaara (2000, 122) define a survey study to provide information in a standardized form from a group of people. Furthermore a survey study aims at describing, comparing and explaining phenomena on the ground

of collected material (Hirsjärvi et al 2000, 122). Qualitative research is characterized by information gathering from **real situations** using individuals as the source. The analysis is inductive, as the aim is at revealing the unexpected and describing facts rather than proving a hypothesis or a theory (Hirsjärvi et al. 2000, 155). Quantitative research on the other hand is characterized by the results being analyzed statistically and conclusions drawn based on statistical analysis (Hirsjärvi et al. 2000, 129). The analysis on qualitative research is deductive, where logical reasoning is used as the basis for conclusions; the theory is used to justify the empirical research (Ghuri and Gronhaug 2002, 13-14).

The empirical part will be conducted with a semi-structured questionnaire consisting of a list of answers as well as open questions. The idea is to leave space for ideas that the researcher might not have thought about (Hirsjärvi et al. 2007, 194). The questionnaire is carried out using a Webropol tool, an internet based survey software.

The research is limited to careers and motivation ruling out competence development, knowledge-management and other human resources management activities besides career planning and management.

2 Knowledge intensive organisations

An organisation, whose business is mainly focused on applying and regenerating knowledge can be called knowledge-intensive or expert organisation (Lönnqvist, Kujansivu & Antikainen 2006, 49). Since in a knowledge organisation, such as a professional service company, the people own the fundamental means of production – know-how, competences and personal contacts, a knowledge organisation is highly dependant on its staff. It is essential for such an organisation to have well committed and motivated staff and tools to retain key personnel in the company (Lönnqvist et al. 2006, 52). Consequently knowledge organisations compete in two markets: The market for customers and the market for personnel and therefore a planned strategy is needed for both (Sveiby 1997, 66).

The case company is an information technology service organisation that provides IT consulting services, the core competence of the organisation being people and their competence in providing technology based solutions to customers thus the company can be defined as a knowledge intensive company.

2.1 Success factors

Lönnqvist, Kujansivu and Antikainen (2006, 53-54), their book on performance metrics as management tool of an expert organisation refer to a list originally presented by Laitila (2002) of success factors distinctive to knowledge organisations:

- Quality of output – In a professional work the quality of outputs is often more important than the quantity. An expert professional would normally aim at delivering high quality outputs, not as many outputs as possible.
- Efficiency of time management – Limited time resources should be allocated to the actual work at hand and unnecessary work should be avoided.
- Knowledge and competences – The single most important asset of a professional is his or her personal competence that must constantly be developed.
- Compatibility of employees' and organisation's needs – A well motivated professional will deliver best results for the organisation. Interesting assignments will increase employees' motivation.

- Positive work atmosphere – When people are comfortable in their environment, they are likely to deliver better results. Furthermore, a positive atmosphere encourages co-operation between people.
- Solid co-operation with customers – Interaction is needed in order for the professional to be able to identify client needs that they themselves are not aware of or are unable to express.
- Capitalizing on the knowledge transfer processes – Since most of an expert’s work is innovative, must knowledge transfer processes, such as information creation, refinement and information conversion into knowledge, support and facilitate execution of assignments.
- Knowledge transfer in networks – Informal and personal networks allow available information to multiply in quantity and allow the information to be accessed faster.

In order to reach and maintain these success factors, the right people need to be recruited to the right positions.

2.2 The people mix

According to David Maister (1993, 3-20) the success a professional service firm relies on its ability to reach three goals: service, satisfaction and success. Attaining these goals requires balancing between the demands of the client marketplace, the market for staff and the company’s profitability: A professional service company needs skilled people to be able to serve clients and to attain profit and they need profit and interesting client projects to be able to attract skilled people.

Maister (1993, 3) identifies the staff as the most important factor of these three: In order for a professional service company to compete in the market there has to be a correct ratio between juniors, managers and seniors in the company. Karl Sveiby (1997, 54) takes on a task based view as he categorizes the personnel to professionals, managers, leaders and the support staff. All of these roles have different agendas, and understanding those agendas can point the way to managing an expert organisation’s human resources successfully.

In a specialist organisation, the relative mix of juniors, managers and seniors is determined by the skill requirements of the projects a company undertakes. In a company that involves itself

in complex projects that require highly competent and experienced professionals more senior people are obviously needed whereas companies that concentrate on projects that are not technically as demanding, need a larger proportion of juniors in order to maintain their profitability (Maister 1993, 4-5). A knowledge organisation needs a strategy for personnel markets just as much as they need it for customer markets, since in such organisation the skilled experts are the main income generators. Lähtenmäki (1995, 14-16) has presented the needed mix for personnel through the Boston matrix which was originally designed to manage product portfolios by minimizing risks. The matrix includes question marks, stars, dogs and cash cows and is presented in figure 1.

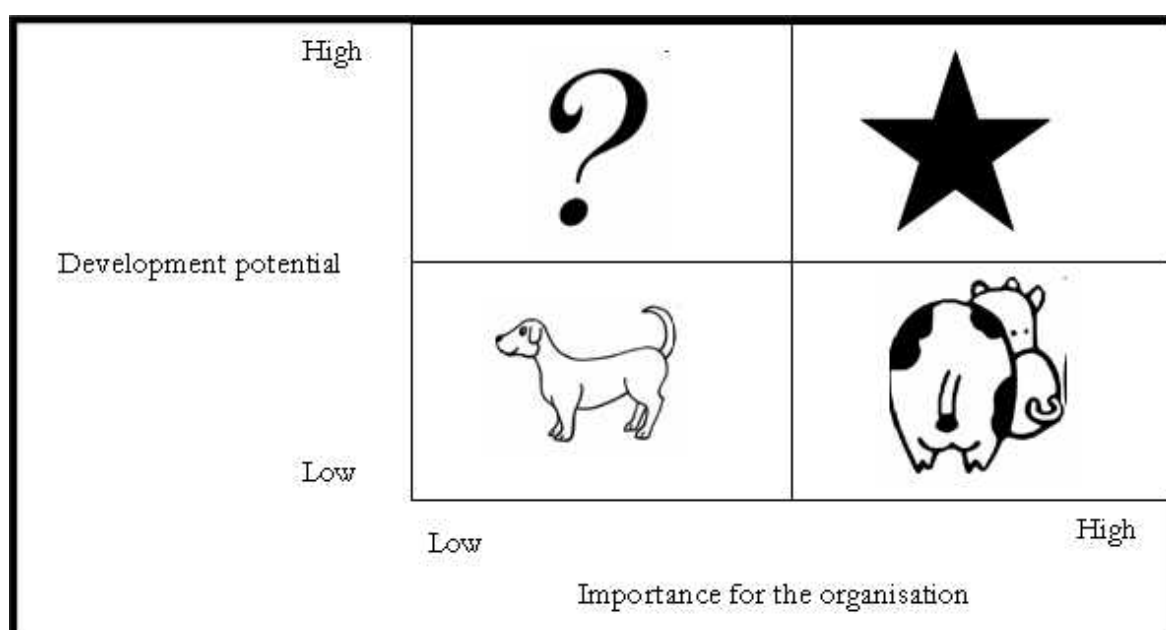


Figure 1. The human resources matrix (Lähtenmäki 1995, 16)

From the organisational perspective, every new recruit is a question mark, in whom resources need to be invested but for a reason or another some of these investments turn out not to return profit, as the recruit does not attach to the organisation. On the other hand, some turn out to be stars, key people in the organisation thanks to their ability to perform and their ability to deliver results and profit. These stars return the organisation's investment with interest, and they contribute to a productive and enthusiastic atmosphere. The cash cows, presented in the lower right corner of the matrix, are senior people in an organisation, normally former stars who have ceased to be as enthusiastic about their own professional development as the younger ones, but who possess the ability to mentor more junior stars, as they have extensive

experience. The cash cows represent continuity in an organisation. In all stages of the matrix there lies a danger of an individual becoming a dog. Dogs are unmotivated individuals, who tend to act in an unconstructive manner. In the matrix, the dogs represent a manifold threat, as they affect the culture in the organisation negatively which decreases productivity, and in the worst case, the dogs have potential to vanish future stars from the organisation. (Lähteenmäki 1995, 14.)

Organisational human resources planning and management aims at enabling balance in organisational capability and intellectual capacity. Individuals moving from stage to stage in the matrix secure organisation's operations and ability to renew (Lähteenmäki 1995, 14-15). Career management targets at directing the movement in the matrix, aiming at reducing the amount of unprofitable dogs, and efficiently identifying potential stars whilst securing an adequate amount of cash cows in the organisation. A pre described career path model is a specific tool for that management.

3 Careers

Careers have been broadly studied since the 1950's, traditionally the focus being in the organisational perspective, and a career has been considered as advancement corporate hierarchy. However lately the interest has shifted to that of the individual perspective and in changing work life, a career is understood as a wider process than mere vertical movement. According to Ojala (2008, 330), who has studied intellectual capital as a competitive advantage, with technological innovations the operational boundaries of businesses are increasingly set by learning abilities and intellectual condition, the distinguishing competitive advantage arises from human capital, people and their capacity. Career management can be seen as an important part of managing intellectual capital and successful organisational career management entails awareness of career development stages and circumstances and mechanisms that influence subjective career development (Lähteenmäki 1995, 18). These mechanisms along with theoretical frameworks of careers and career development will be discussed in the following along with Schein's career anchors and factors that accumulate and influence career motivation.

3.1 Subjective, objective and organisational views

As careers are hard to define, Lähteenmäki (1995, 27-28) finds that only a pattern of consecutive decisions concerning one's career in different situations is common to all interpretations of career and based on that, identifies following aspects, through which careers can be interpreted:

- Career within one profession/position
- Career within one organisation
- Career as vertical advancement
- Career as consecutive individual choices
- Career as self satisfying advancement in a profession
- Career as a socializing process in different organisations
- Career as roles
- Career as a development process of professional identity
- Career as all current and past jobs and positions

Ideally, a career entails all of the above, simultaneously enabling the ability for renewal of the organisation's human potential, though to individuals, a career can have very different meanings.

A basic distinction regarding careers concerns subjective and objective views. Subjective refers to something a person experiences internally, what it means to oneself and the kind of emotions it arouses in a person, whereas objective career is understood as what can be seen from the outside for example titles, status or public assignments in newspapers (Salminen 2005, 51). Lähtenmäki (1995, 29-30) distinguishes objective career as a chain of interconnected jobs or positions, through which an employee advances from job to job whereas subjective career interpretation refers to a learning process that is directed by development of professional identity and personal career anchors. To individuals, two careers similar to each other can appear very different subjectively, depending on the individuals' personal objectives and needs and for an organisation to be able to direct individual careers it is important to understand the difference, as what might be seemingly important from the organisational point of view, might play zero role to an individual.

Organisationally, individual careers are processes through which an organisation renews itself, ensuring future management resources, innovative thinking and competence while from an individual's point of view, a career is about personal development in a profession culminating in increase of importance in an organisation, which simultaneously allows the growth of individual professional self esteem as well as intellectual growth (Lähtenmäki 1995, 30-31). Organisational attempts to guide or manage individual careers are therefore an activities that aim at reassuring future potential within the organisation.

3.2 Career stages

Kattelus, Tammeaid and Jokinen (2002, 22) refer to a professional career as a series of periods according to age and life situation: exploratory period, period of experiment, period of establishing one's career, mid-career period and the period of retiring from work life.

The first stage, the exploratory period lasts normally until the age of 25. During this time, a person's identity is formed, and most people transfer from being students to being employees.

The exploratory period is followed by the period of experiment. Often during this time, people try out different jobs and organisations as they tend to seek for harmony between their personal self, and their work role.

After a person has found his or her place, he or she enters a new period, during which a person establishes herself professionally, and oftentimes advances in a career. Approximately at the age of 40, a person reaches a mid-career period, a stage during which advancing in the organisation is normally slow and most people enter a stage of maintaining the prevailing settings. For some people however the mid-career period is a time of re-assessment, when accustomed behavior is questioned and a person re-evaluates his or her career choices and current alternatives to change course.

The last stage in a persons work life is normally the stage of retiring, where people prepare for retirement and finally retire. (Kattelus et al. 2002, 22)

As people act differently in different stages or periods of their careers, organisational career management should take them into account, when planning for future resource requirements.

3.3 Career classifications

Traditional classifications of careers include for instance Kanter's organisational perspective describing three career types: *Bureaucratic*, regulated by the logic of hierarchical progress, *specialist* defined by professional skills and deepening of knowledge and *entrepreneurial* that culminates in achieved results and autonomy. (Kanter 1990, 387-402.)

Ruohotie (1998, 101-102) presents a model originally created by Kenneth R. Brousseau and his work group, separating four different perspectives on career: In a *linear career* success refers to hierarchical advancing in an organisation whereas *expert career* refers to a commitment to an industry, field or other specialty. The *spiral career* refers to progressive broadening of one's knowledge, skills and talents over time and *transitory career* to transitions from a job to job or a field to another every three to four years.

These traditional interpretations however do not match the reality of today, as nowadays a career represents growth characterized by continuous expenditure of individual know-how and skills as organisations and their competitive environments have changed in the past decades. Ruohotie (1999, 28) lists changes in technology, new innovations and changes in economical, political and social environment to have consequently led to changes in organisations, work assignments and in people thus creating new challenges for education and for development of individuals in working life in general. Learning abilities have become the new competitive advantage in the employee market. Also, organisational hierarchies becoming flatter than before which again has diminished the amount of managerial positions has led to people seeking development possibilities horizontally in organisations (Schein, 1996).

One of the most significant changes in the field of careers and career development in recent decades is the replacement of lifetime employment with lifetime employability as companies can no longer guarantee automatic promotions or lifelong work contracts. One cannot rely on employers to maintain employment and individuals have become responsible for their own career progression and development. The security of long term employment is constantly diminishing, as majority of employment contracts are short-term which has in turn diminished commitment of the employee as well as that of the employer (Ruohotie 1999, 26). Kurtén (2001, 20-27) states that the recession in the 90's substantially changed the Finnish loyalty and commitment towards employers and attitudes towards long term employment. He also addresses work becoming more project-like in nature, globalization and technological development as factors directing people into self managed careers.

Hall (1996) uses the term protean career to describe a new sort of professional development that is built on a continuous learning process. A protean career is driven by the person, not the organization, and will be reinvented by the person from time to time, as the person and the environment change. A person must learn how to develop self-knowledge and adaptability, as the demand in the labour market will shift from those with know-how to those with learn-how. The protean career is very much entrepreneurial by nature. Organisations will continue to offer their employees development possibilities and networks but development will, according to Hall entail more than formal training and advancing in the hierarchy. Individual success is built on knowing how one learns, seeing possibilities in 'boundaryless' organisations and being a master of one's own domain. Schein (1996) finds

that self-reliance and self-management are becoming dominant requirements for career management.

3.4 Implications for organisational career management

These above mentioned paradigm changes in career behaviour have brought upon a need in organisations to direct subjective career development towards organisational goals using career paths (Lähteenmäki 1995, 21). Though managing one's career has become more and more a responsibility of the individual, careers nevertheless are a result of co-operation between an individual and an organisation.

Considering the above, career paths should be designed in a manner that supports individual learning, long-term employability - in other words people's market value - and horizontal as well as vertical career possibilities. Career paths should also encourage career moves outside the organisation, study leaves and leaves of absence as all these form modern career perceptions and at times, are inevitable. Hall (1984, 167) states that nothing creates learning opportunities as affectively as a new job assignment and that cross-functional movement inside an organisation forces people to develop a wider range of skills, a wider network of relationships and more of a company-wide perspective. A career path model can well direct people to this kind of movement but should be planned carefully in relation to future staffing requirements as such lateral cross-functional movement produces generalists rather than specialists (Hall 1984, 166).

Career development can be seen as a process of life long learning and professional growth, that interacts with other areas of a person's life (Ruohotie 1998, 93-94). Especially in knowledge intensive organisations it is in the organisation's interests to acknowledge the interaction of work life and personal life as personal crises or personal stages of plateau tend to have an immediate effect on creativity and motivation. Above all a successful career path model should provide people with a sense of enforcement, a feeling that they can shape their careers as well as enhance their personal skills and abilities. Answering to the above requirements, a career path model will motivate people to autonomously manage their personal careers within the organisational settings thus resulting in mutual benefit.

3.5 Career anchors

To understand subjective careers, the concept of career anchors developed by Schein is useful. A career anchor forms basis for an individual's career motivation reflecting a person's values and talents as well as satisfaction, the extent to which a person is happy with his or her career (Lähteenmäki 1995, 175). Schein (1996) addresses that while careers and lives of people evolve, most people discover that one of these nine categories is the anchor, the thing the person will hold on to, but most careers also permit the fulfilling of several of the needs that lie beneath different anchors. In organisational career management these anchors provide valuable insight into people's perceptions. Furthermore, individuals with different career notions and motives, complement each other by developing and maintaining knowledge supporting each other's skills and know-how in an organisation (Ruohotie 1998, 102).

Originally Schein identified *general managerial competence, technical/functional competence, security/stability, entrepreneurial creativity and autonomy/independence* in his studies in 1975, but added *service or dedication to a cause, pure challenge and life style* in 1985. Olavi Salminen has added *geographical stability* in 1993 (Lähteenmäki 1995, 175-176). The nine anchors are presented in the following.

1. Technical / Functional competence

People in the expert anchor want to use their knowledge and skills for their own and for the benefit of others. They are motivated by the notion that they are experts in their field, and using their individual talent motivates them. (Kurtén 2001, 52-53).

2. General Managerial Competence

People who want to lead others and are interested in leadership in general will need skills in three competence areas: relationship skills, analytical skills and skills in controlling one's emotions (Kurtén 2001, 53). Schein (1996) sums that one must be highly motivated to exist in the increasingly political environment, have analytical and financial skills and high levels of interpersonal competence to function in teams and in negotiations, and, most important of all, one must have the emotional make-up to make highly consequential decisions with only partial information.

3. Autonomy/independence

People who value being self-directed, and cannot motivate themselves to work under too tight rules, norms or procedures are anchored in autonomy and independence. Their performance measures may well be set high, but they require autonomy over their own decisions (Kurtén 2001, 54-55).

4. Security/stability

The fourth anchor entails the stability of the employment relationship, feeling of security that future events are predictable and that one has found his place in work life (Kurtén 2001, 55). People in this anchor are keen on working for one organisation and construct their careers in a manner that allows the future to be as predictable as possible (Lähtenmäki 1995, 178).

5. Geographic stability

The anchor refers to unwillingness to move location geographically, but for short periods and often on the terms of the person's family (Kurtén 2001, 56).

6. Entrepreneurial Creativity

People who are enthused by entrepreneurship often pursue it at an early stage of their career and they are motivated as the developers of a creative idea or vision. They are driven by the idea of creating something of their own and the possibility to find new solutions (Kurtén 2001, 56).

7. Service or Dedication to a Cause

The anchor of service or dedication to cause is about values and being able to do something meaningful in a larger context, in a sense, making the world a better place (Kurtén 2001, 57).

8. Pure Challenge

People, for whom success is the equivalent of crossing seemingly impossible obstacles, solving highly complicated issues, conquering very talented competitors or exceeding personal records are anchored in the pure challenge (Kurtén 2001, 58).

9. Life Style

An individual motivated by the life style anchor, will want to balance his career, his personal life, the needs of his family and close ones (Kurtén 2001, 58).

Despite of the discussion of possibly more career anchors existing, or whether there is one or more anchors guiding a person's motivation, Kurtén (2001, 59) states that they are useful when tracing an individual's main career anchor, hence they can be expressed in many ways. The emphasis of any anchor is therefore relevant to the life situation or age of an individual and may change during time (Kurtén 2001, 60). The anchors are thus dynamic and overlapping.

3.6 Career motivation

Manuel London and Edward M. Mone (1987, 54) use career motivation to clarify individual career behaviour. Career motivation is expressed in decision making concerning career moves, the underlying force being need for change. Career decisions depend greatly on individuals' personalities; their needs, interest, capabilities and targets. Self confident people often have a need to reach the goals they set for themselves, insight into when and how to act, and willingness to take risks. They are most likely to make successful career decisions providing them with satisfaction which in turn builds up their confidence. At the opposite, people lacking such self confidence are not as result or achievement oriented nor risk prone. They are more dependant on other people and more likely to make failing career decision (London & Mone 1987, 53). It is wise of an organisation to consider different personalities in career guidance, as the aim is at finding the stars amongst recruits.

The development of professionalism or expertise is connected to the intensity of career motivation. It is expressed for instance in willingness to participate in learning and knowledge building and career motivation has an effect on how people regard organisational requirements towards growth and progression (Ruohotie 1998, 98-99). To become an expert on a field requires a will to learn as well as motivation to invest in a career, for example, if work is seen as a mere monetary enabler of other dimensions of life, an expert career is not the best choice.

Personal traits affecting career motivation can be classified into three dimensions: career resilience, career insight and career identity (London & Mone 1987, 53). *Career resilience* is an indicator of an individual's ability to cope with changing circumstances, uncertainty and how persis-

tent one is in her professional ambitions. People with high career resilience have confidence in their own potential as well as in their opportunities, and they possess skills to work with different people. They see themselves as individuals who can control things surrounding them. (Ruohotie 1998, 98.) Obviously not everyone in an organisation scores high on career resilience therefore management should be aware that career resilience can be enforced by giving feedback, rewarding success and innovativeness, and by allowing and aiding possibilities for professional development. (London & Mone 1987, 62.)

Career insight indicates how realistic individuals' perceptions of themselves, of their career and their organisation are, in addition to relating those perceptions to their individual career goals. By gathering feedback people aim at recognizing their strengths and weaknesses in relation to their personal career aspirations. Career insight portrays an individual's interest in developing his career further, and it supports and activates career motivation. (Ruohotie 1998, 98.) In an organisation, career management has potential to align career insights with organisational settings. The challenge lies at offering ambitious people direction and possibilities to maintain that ambition, avoiding frustration, which will lead to either dog-like behaviour, or the individual seeking opportunities outside the organisation.

Career identity describes the process of an individual forming a perception of oneself through work; how important the career is for the personal identity. Strong career identity is expressed through commitment to work, profession and career along with loyalty towards the employer. Career identity contains the notion of what kind of success a person desires. Furthermore, it mirrors individual need to progress, acknowledgement or status in an organisation. All in all, career identity points the direction for career motivation. (Ruohotie 1998, 98.)

In an expert organisation the assumption is that most people have high career motivation, that they see work as an important part of their overall life though personal career aspirations might vary greatly. One might desire becoming a leading expert on a specific technology or field, as another might pursue a managerial position. Life situations also affects career motivation, so movement to less demanding tasks should also be a possibility within a career path structure. Success in organisational career management demands identifying the key peoples' willingness to invest in their career and personal development in time so that that willingness can be used to support creative growth before it turns into counterproductive internal competition. Frustr-

tration in this race is inevitable, if the organisation allows unrealistic career expectations (Lähteenmäki 1995, 332).

4 Motivation

To be able to affect the above discussed mechanisms of careers and career motivation, an understanding of motivation is needed. Motivation is the force that initiates all actions of humans and can be defined as the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal. Intensity is concerned with how hard a person tries, and in organisational context the intensity needs to be channeled in a direction that benefits the company. Persistence is a measure of how long a person can maintain an effort; high motivation leads to maintaining motivation long enough to achieve a set goal. (Robbins & Judge 2007, 209.) The level of motivation explains how willing a person is to use his physical and intellectual resources to accomplish a task (Ruohotie & Honka 1999, 13).

4.1 The motivation process

Overall, human motivation is described in many different theoretical frameworks. One common way is to divide between *need theories*, *incentive theories* and *expectancy theories* which all supplement each other: Need theories explain behaviour from a person's internal causes, whereas incentive theories focus on external factors affecting behaviour. Expectancy theories describe individual differences in reacting to internal and external factors affecting behaviour. Motivation is the consequence of perceptions and interpretations affecting a person's needs and incentives (Ruohotie & Honka 1999, 19). These factors are described in table 1, and their implications in organisational context further discussed below:

Table 1. Factors affecting work motivation (Ruohotie and Honka 1999, 19)

Needs	Incentives	Expectancies
<p>Need for growth</p> <ul style="list-style-type: none"> • Self actualization • Personal achievement • Need for recognition <p>Affective needs</p> <ul style="list-style-type: none"> • Appreciation • Affection • Competition <p>Subsistence needs</p> <ul style="list-style-type: none"> • Safety • Shelter • Physiological needs 	<p>Task incentives</p> <ul style="list-style-type: none"> • Growth opportunities • Complexity of work • Content of work <p>Interaction incentives</p> <ul style="list-style-type: none"> • Social rewards • Team work • Management style <p>Incentives of the physical and economical environment</p> <ul style="list-style-type: none"> • Work safety • Pay • Work conditions 	<p>Expectation value</p> <ul style="list-style-type: none"> • Expectancy on the demands set by the work <p>Instrumental values</p> <ul style="list-style-type: none"> • Achievability of a reward • The likelihood of attaining a reward <p>Incentives</p> <ul style="list-style-type: none"> • The value of the reward • The likelihood of attaining incentives that meet the needs

The *needs* are divided into growth, affective and subsistence needs, where growth needs refer to needs related to the individual himself, affective needs to relationships between the individual and people around him, and subsistence needs to human basic needs. In organisational context, it is essential to understand these needs for the following reasons: Needs evolve and change and as incentives are valued by how well they respond to a need, incentives can be used to affect needs. Consequently, work can be motivating in itself, independent of external incentives or rewards, when the rewards appeal to higher internal needs. The first step in affecting people’s behaviour is to understand what kind of needs and motives drive them at that moment. (Ruohotie & Honka 1999, 20-21.) Though this can be difficult to achieve, it is useful to understand that people have different needs at different times.

The *incentives* can be divided into three categories according to task, interaction and physical and economical environment which all correspond to the needs as needs are fulfilled by incentives (Ruohotie & Honka 1999, 22). Again, in an organisation incentives can be used to meet the needs of people as well as to guide their motivation, by offering suitable incentives.

Besides needs and incentives, motivation is affected by *expectancies* which explain how a person perceives the likelihood of a need to be fulfilled or the level of fulfillment. Under the expect-

tancy theory the expectancy value refers to the challenge the work is expected to propose, instrumental value to the likelihood of attaining a reward and incentives to the value of the reward itself. In organisational settings, according to the expectancy theory, an individual will be motivated to accomplish a task, when the incentives appeal to his needs, work is presented a means to that incentive and the task itself is considered to be challenging enough (Ruohotie and Honka 1999, 23).

4.2 Intrinsic and extrinsic and performance motivation

Motivation can be divided into intrinsic and extrinsic. An intrinsically motivated person will work for the challenge the work proposes whereas extrinsic motivation is achieved by external incentives, such as monetary rewards, or for example a threat of dismissal. Intrinsic and extrinsic aspects of motivation are not completely separate nor do they exclude each other. Both aspects are present at the same time, only some motives are more dominant than others (Ruohotie 1998, 38-39).

In addition to intrinsic and extrinsic motivation, an individual's performance is affected by performance motivation. Performance motivation is related to situations where the possibility to success and failure are present as people have an instinctive passion to succeed and to avoid failure (Liukkonen, Jaakkola & Suvanto 2002, 25). Studies have shown that work motivation affects intensity, commitment, command and quality of performance: A motivated worker tries harder, focuses more and accomplishes tasks with higher quality (Liukkonen et al. 2002, 6).

Though closely linked, satisfaction and motivation are separate concepts. Satisfaction is the consequence of a reward whereas motivation is dependant on the expectation regarding the reward. Differences in performance lead to differences in rewards which causes variation in satisfaction. Intrinsic incentives are expected to have a bigger impact on performance and satisfaction than extrinsic, therefore, work assignments should be challenging and interesting in a way that leads to intrinsic rewards, like feelings of success and responsibility. On the other hand, in working life, people generally expect extrinsic rewards as well and align their performance accordingly, therefore rewards should be connected to performance. (Ruohotie 1998, 46-47.)

Organisationally, a pre described career path can be seen as a part of reward management, and advancement in that path as an incentive. The pre described model needs to be designed in a way, that allows performance to be rewarded.

4.3 The psychological success cycle

Hall (1984, 163) recognizes the basic process by which the development of new skills and attitudes occurs as the psychological success cycle. This is illustrated in figure 2. In this growth process the person works toward a goal and achieves it through independent effort, with feedback realizes that he or she has performed at a high level, receives intrinsic rewards such as satisfaction and extrinsic rewards such as pay, recognition or promotion and becomes more involved in and motivated for future goal-oriented activity.

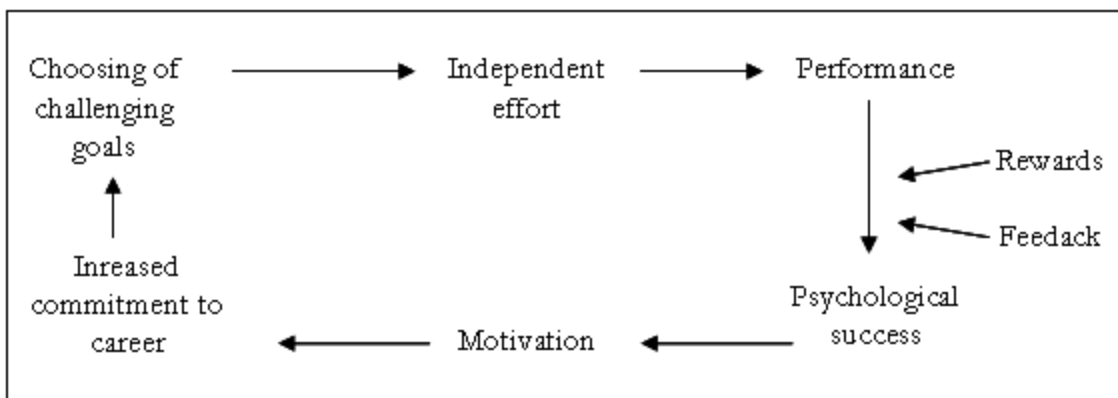


Figure 2. The psychological success cycle (adapted from Hall 1984 and Ruohotie 1998)

People compare themselves and their career development to others in similar positions searching for their own identity. They become motivated to accomplish things that affirm their self-value and avoid things that deteriorate that same self-value. The cycle of psychological success visualizes how success builds self-valuation, enforces commitment and leads to more demanding goals and enhanced success (Ruohotie 1998, 104). It is noteworthy to see that the cycle naturally works oppositely too; failures to achieve set goals will lead to decrease in motivation, therefore, a pre described career path has to be realistic and it has to mirror organisational needs effectively, otherwise it will lose its motivational effect.

4.4 The two factor theory

The Two-factor theory, also called Motivation-Hygiene Theory was developed by Frederick Herzberg, based on research findings stating that the job satisfaction and job dissatisfaction act independent of each other: The opposite of satisfaction is not dissatisfaction, but “no satisfaction”. Consequently, managers seeking to eliminate factors that can create job dissatisfaction may bring about peace, but not necessarily motivation. (Robbins & Judge 2007, 212-214.)

Herzberg characterized conditions such quality of supervision, pay, company policies, physical working conditions, relations with others, and job security as hygiene factors: when they are adequate, people are not dissatisfied, but not necessarily motivated. In order to become motivated, people need intrinsically rewarding conditions that are associated with the work itself or with outcomes derived directly from it such as promotional opportunities, opportunities for personal growth, recognition, responsibility, and achievement (Robbins & Judge 2007, 214). In the light of the motivation-hygiene theory, the Profession Guide itself cannot be seen a motivator for higher performance, but poorly managed might propose a threat to motivation: If a certain career development prospect is marketed but the expectations not fulfilled, it will certainly lead to decreased motivation.

Vartiainen, in Ojala's book on management of intellectual capital has concluded in his studies on work psychology, that extrinsic motivational factors, such as salary, benefits and status remove dissatisfaction only temporarily and intrinsic factors like autonomy in decision regarding the work, possibility to succeed, learning opportunities and opportunity to develop the work and the work community, as well as the opportunity to work in highly skilled teams are needed to convey long term satisfaction and commitment to personal development. The intrinsic motivational factors are especially emphasized in knowledge intensive work that cannot be externally controlled (Ojala 2008, 272). Sveiby (1997, 68) finds that money is not the number one motivator for professionals, instead, experts are more motivated by intangible rewards, such as peer recognition, learning opportunities and opportunities for more independence. Maister (1993, 43) concludes similarly that the lack of challenging work is the single biggest contributor to turnover or retention problems in expert organisations. When people are assigned too many tasks that they feel more junior associates could do, their motivation is reduced.

To have a motivational effect, the company's pre described career path models need to convey intrinsic rewards rather than mere promises of higher monetary rewards or status. Management

has to commit to the guide as they are in a key position in enabling commitment that is based on a strong motivation to deliver top performance. The task of a manager is therefore to provide conditions and circumstances that make working pleasurable for people. People perform at their best when the likelihood to succeed is moderately achievable, but when failing is also possible (Ruohotie & Honka 1999, 9). It is a question of carrot and stick, in order to be motivated, there needs to be challenge, but if conquering the challenge means nothing, why bother?

People have a tendency to develop their skills if the environment provides possibilities, support and challenges for that development. People should be encouraged to attain new knowledge and skills, since increase in intrinsic motivation will lead to a more innovative organisation. An organisation that encourages creativity and innovation is characterized by freedom, competent project management, sufficient resources, support and feedback, reasonable scheduling, ability to provide challenges and also to some extent, ability to provide pressure. Growth oriented atmosphere in an organisation will promote risk taking but also allow mistakes to be made (Ruohotie 1999, 59-61). In order for success to take place, the environment has to allow success.

5 The case company

The research was conducted in Capgemini Finland, whose mother company Capgemini was founded in 1967 and today employs some 86 000 people. The company is active in over 36 countries and they have their headquarters in Paris, France. Internationally they are one of the five biggest companies specializing in information technology, outsourcing and management consulting. The history of the company entails several acquisitions, world-class activities being boosted in the 90's through a series of strategic acquisitions. (Capgemini, 2008.)

Capgemini Finland is grouped into three disciplines: Outsourcing, Technology Services and Management Consulting providing mainly to the following sectors: Retail and distribution, telecom, media and entertainment, public sector, banking, financial and insurance services and energy and manufacturing. (Capgemini, 2008.)

5.1 Career management

This study is deals with the Technology Services (TS) unit of Capgemini Finland. The TS is a section providing value adding IT solutions to various sectors, mainly by aiding deployment of new technology or aiding the control over the IT infrastructure. (Capgemini, 2008.) In 2007 the Technology Services was divided into six domains according to disciplines under technology engineering including Customized Software Development, Testing, Business Information Management, Business Analysis, Architecture and Engagement Management.

In 2008 a structured guide describing processes and tools aimed at supporting individual careers in the company was published. All the domains and roles within the domains are included in this guide, named as The Profession Guide. The Profession Guide offers a structured guide of competences required for all roles inside every domain and a model for career development inside the organisation. All the domains have been assigned several possible pre described career path models in the guide. Roles, skills and competences are clearly defined and possible career transitions described as well. The essence of the guide is to provide individuals with understanding of possibilities within the organisation as well as guidance on how people can affect their own future in the organisation.

The future ambitions of Capgemini Finland are linked with specific aims to increase profitability and growth. These aspirations are supported by activities concerning internalization and

quality of deliveries: staying in schedule, and increasing productivity. In the words of the Capgemini COO Northern Europe and Asia Pasific:

“Challenges of the future marketplace in the industry boil down to the question of how we can structurally add value to our clients business in terms of professional excellence, or optimum productivity.” (Capgemini, 2006.)

5.2 Competence development

The Profession Guide is a tool to achieve the above mentioned professional excellence and optimum productivity. Along with the Profession Guide, there is a set of processes and tools that are aimed at supporting people’s careers in the company combining a competence model which is illustrated in figure 3.

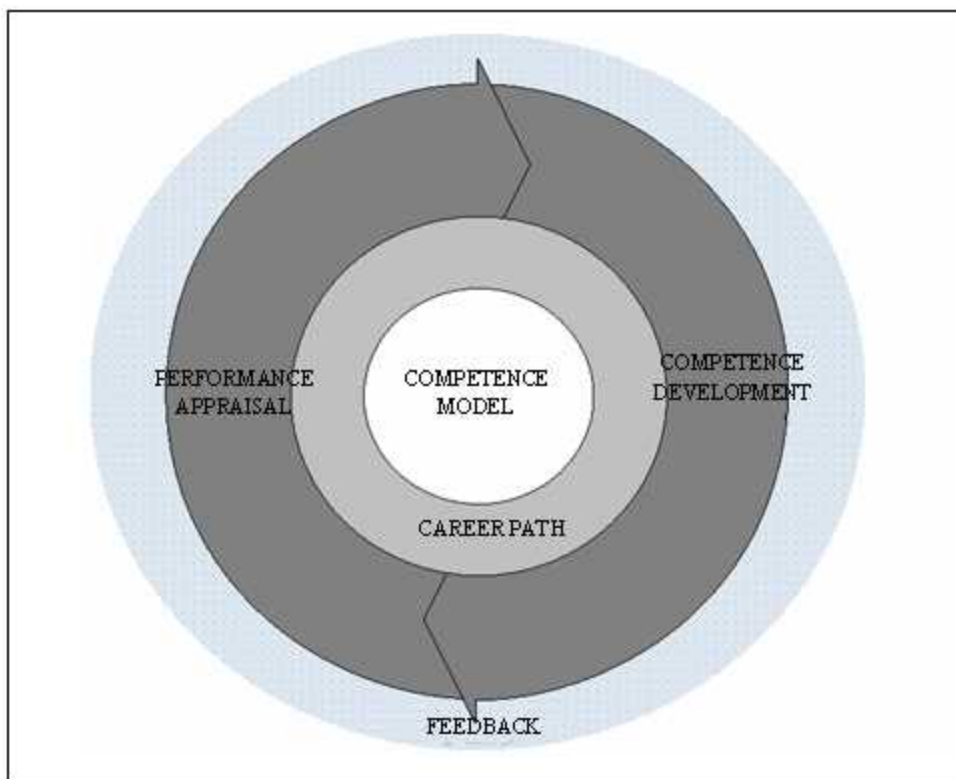


Figure 3. The Capgemini competence model

The competence model describes skills and know-how that is expected from a Capgemini consultant and is used as a tool to support individuals’ professional development and appraisal. The competence model is divided into four levels:

1. Delivery – Command of delivery process according to shared procedures, problem solving and abilities to influence and perform publicly.
2. Content – Know-how on sectors and technologies as well as skills to use different methods and tools, ability to share knowledge and to network, inside the company as well as outside.
3. Client – Ability to co-operate, administrate client expectations and ability to identify and develop new business possibilities.
4. People – Team work, development, and managerial skills.

The career path has two dimensions, role and grade. The role defines the focal responsibilities and the required skills that are needed to carry out the relevant role, whereas the grade refers to know-how on a six-step scale from A to F. Each grade has its own set of skills and capabilities required and a target time, in which the next grade could typically be achieved.

In Capgemini, a person can progress in his or her career either by further developing competencies in a certain role or by expanding one's competence by transferring to another role. On the first three grades, delivery and content competences are emphasized while when moving on to higher grades a person is expected to choose in which field of the competence model they would like to further develop their personal proficiency. The career paths are supported by various HR processes, the most important being competence development and performance reviews along with feedback and remunerations.

Competence development aims at ensuring the professionals in the company represent the latest expert knowledge in the business at hand. Furthermore, the aim is to maintain a work environment which supports learning and development and people's goal-oriented development. The processes entail internal and external training, mentoring and coaching, as well as job rotation and learning at work.

Performance appraisals and feedback sessions are considered critical for developing outstanding quality and efficiency in delivering services to customers. Furthermore, performance appraisals are held in order to create conditions that enable individual career development, and feedback sessions are seen as tools that help setting individual development goals. Grading of competence levels and performance reviews also affect an individual's compensation, remittance and career development.

Remunerations include amongst others yearly bonuses, rewards on certifications, rewards on published writings and appearances in seminars in addition to rewards on successful client feedback and sales support rewards.

6 Conceptual framework

In this chapter, the theory will be summarized and presented in figure 4, as a conceptual framework.



Figure 4. The conceptual framework of the theory

The conceptual framework visualizes how the theory presented in previous chapters is linked to a pre described profession guide increasing motivation. The outer circle represents the setting, the organisation and its attributes. As the circle approaches the middle point starting from the outer settings everything in the way need to be included in order for the Profession Guide to work in a desired manner.

In the motivation section, needs, incentives and expectancies have to be taken into consideration in order to provide satisfaction. The psychological success cycle, the Motivation-Hygiene theory and intrinsic and extrinsic motivation are tools to affect needs and expectations. In the

career section, different aspirations, subjective and objective views and anchors affect a person's career motivation, which consists of career resilience, persistence, and identity.

7 Methodology

The purpose of this thesis is to offer information on how a pre described career path model supports specialists' motivation to further develop their professional skills, knowledge and learning in a professional service company and to offer insight into how a recently published career path model in the case company should be further developed. As already mentioned in chapter 1.2, the research questions are formed as:

Does a defined career path motivate an expert to further develop his or her professional skills?

Does the Profession Guide clarify organisational development targets?

Does a pre described career path model increase commitment to the organisation?

In this chapter, the chosen methodology of the empirical research part of this thesis will be discussed. First, the research method used will be described, followed by presentations of the method of data collection and the survey questionnaire. In the end of this chapter, validity and reliability of the research will be discussed.

7.1 The research method

A research method refers to a systematic, focused and orderly collection of data for the purpose of obtaining information or to solve or answer research problems or questions. The two types of data collection and analysis methods researcher can choose from are qualitative and quantitative. In quantitative research, the emphasis is on facts, testing and verification and controlled measurements and the data often gathered with questionnaires, whereas qualitative research focuses on understanding, interpretation and observations, often received through interviews. (Ghuri and Gronhaug 2002, 85-86.) Qualitative and quantitative research are not opposite nor do they exclude each other, quite the opposite, they can be used to complement each other in a single study (Ghuri et al. 2002, 86). For instance, qualitative verbal results can be given numeric values to conduct statistical analysis. The differences in the emphasis in qualitative versus quantitative methods are summarized in table 2.

Table 2. The differences in the emphasis in qualitative versus quantitative methods (Ghauri et al. 2002, 86)

Qualitative methods	Quantitative methods
<ul style="list-style-type: none"> •Emphasis on understanding •Focus on understanding from respondent's point of view •Interpretation and rational approach •Observations and measurements in natural settings •Subjective view and closeness to data •Explorative orientation •Process oriented •Holistic perspective •Generalization by comparison of properties and context of individual organism 	<ul style="list-style-type: none"> •Emphasis on testing and verification •Focus on facts and reasons •Logical and critical approach •Controlled measurement •Objective view and distant from data •Hypothetical-deductive; focus on hypothesis testing •Result oriented •Particularistic and analytical •Generalization by population membership

The research method used in the empirical part of this study is quantitative by nature. The decision to use a quantitative approach was drawn firstly from the fact, that a questionnaire would be the most feasible technique to gather information, as the target group was very big. Secondly, as the research questions are clearly structured and well understood, making them *descriptive*, the research should be conducted in a structured and precise manner (Ghauri et al. 2002, 49). To reach this, a quantitative approach is best suited. However, in the analysis qualitative approach is also exploited. Along with each question, the respondents were provided with the possibility to add their comments. Those comments are qualitatively analyzed along with the numeric values given to the responses. This method provides depth to the analysis, as motivation and commitment are intangible and easily interpreted differently by different individuals.

There are two ways to analyze what is true or false and to draw conclusions; induction and deduction. Through induction, general conclusions can be drawn from empirical observations thus induction is the process of observing facts to generate theory. Deduction on the other

hand is used to draw conclusions through logical reasoning. Deduction is used to accept or reject a theory or a hypothesis. (Ghauri et al. 2002, 13-14.) The approach in the analysis of the results of the empirical research is mainly deductive as the aim is at using the theory to validate the empirical research and the empirical part is based on the theory. The research questions used in the survey are designed based on the theory and the theory is also used in the analysis of the results.

7.2 Data collection

Survey refers to a method of data collection that utilizes questionnaires or interviews, where data is collected in a standardized form from a sample of a population (Hirsjärvi, Remes and Sajavaara 2002, 180). A survey is an effective tool to get opinions, attitudes and descriptions as well as for tracing cause-and-effect relationships (Ghauri et al. 2002, 93).

The survey conducted in this particular study utilizes a questionnaire and was conducted as an internet based survey during 14. – 21. of October 2008, the response time adding up to one week. The respondents were informed by email, and an additional reminder was sent out in the middle of the week. The cover letters for the survey can be seen in appendix 1 in Finnish and in appendix 2 in English. The questionnaire was sent to 166 people, who all work in Technology Services department of the case company, all to whom the pre described career path models in the Profession Guide apply. 62 people participated in the survey, which translates into a response rate of 37 %. A sample of third of the population is considered well sufficient in the context of this research.

7.3 The questionnaire

The survey questions were formed in a manner that they would respond to the overall research questions. Therefore, the questions included motivation to work and motivation to develop professional skills, on the career path models' ability to communicate organizational development targets and questions on the employees' feelings of commitment. The questionnaire was approved by the case company representative before it was published. The questions were presented in Finnish and the context of the survey explained in the introductory email to the respondents, alongside with a link to the questionnaire.

The survey questionnaire, presented in appendix 3 in Finnish and in appendix 4 in English consisted of all together fifteen specific questions, divided into two parts. In the first part, the first five were questions dealt with demographics of the respondents, including gender, age, unit in the company, title and the time the respondent has worked for the case company. In the second part, nine specific statements about the specific career path models in the Profession Guide and motivation were presented, all multiple choice questions, in form of claims, with response alternatives on the scale of “fully agree”, “agree”, “disagree” and “fully disagree”. A space for comments was provided with each statement, in order to get a deeper understanding of the respondents’ opinions and attitudes.

An additional open ended question inquiring personal views on career development was presented, in order to gain an understanding of what the respondents find personally important in a career and what they value. The question was expected to provide insight into the respondents’ career anchors. Lastly, the respondents were given a possibility to comment the career path models and the Profession Guide, in order to receive insight into how people have perceived the models.

Ghaudi and Gronhaug (2002, 98-100) present guidelines for constructing questionnaires, and the questionnaire used in this survey was checked against their list. The objective was to make sure, that the questionnaire is comprehensive to the extent of the research questions, that the questions are likely to be understood in the same manner by every respondent and simple to answer. The questionnaire was pre-tested on 3 test respondents.

7.4 Reliability and validity

Reliability and validity are attributes of the quality of a research. Reliability refers to the consistency of a research, its ability to provide data that is stable and non-accidental or no-random (Hirsjärvi et al. 2002, 213). Reliability can be understood as repeatability, a research leading to same result when repeated or two assessors coming up with similar scores can be held reliable.

Validity is the extent to which a research measures the concept it purports to measure (Ghaudi and Gronhaug 2002, 70). In other words, validity is concerned with a research’s ability to

measure exactly what it was supposed to measure. Problems with validity can be caused for instance by the respondents misunderstanding the questions (Hirsjärvi et al. 2002, 213-214).

In this study, reliability was ensured by surveying everyone in the case organisation instead of a small sample. The questionnaire was designed together with the sponsor organisation, and everyone was presented with the exact same questionnaire.

Validity was taken into consideration by designing the questionnaire in a simple and straightforward manner, in form of claims, so that the respondent would have to think in terms of yes and no instead of thinking possible relations or circumstances. A space for comment was also added, firstly to get an understanding of the respondents' ideas but also as a means to validate the responses, in case of mismatch of the response and the comment. The questionnaire was written in Finnish to avoid language problems.

8 Empirical Research

In this chapter, the findings of the empirical research will be discussed. The aim of the research was to convey information on whether a pre described career path model motivates experts to further develop their professional skills, whether it communicates organisational development targets, whether it has an impact on people's commitment and to explore how people have perceived the models, that is, their opinions on them. This information is needed for the organisation to be able to further develop the models.

The questionnaire included five background questions, gender, age, unit in the company, title in the company and the time the respondent has worked for the company. These were followed by nine questions on motivation to work, motivation to develop professional skills, commitment and opinions on career counseling and the career path models. The questions on motivation to work, motivation to further develop professional skills and commitment were present in the light of the career path models, to find out whether it plays a role in the formation of the employees' motivation and feelings of commitment.

8.1 Background of the respondents

The questionnaire was emailed to 166 people, of whom 62 responded within the one week's answering period. In the first section of the questionnaire background information was inquired. A review of the respondents' background details familiarizes the sample and supports the reliability of the research. Identifying the groups of respondents also supports a specific analysis of the results.

As illustrated in figure 5, 31 % of the respondents were female and 69 % male. The figures are compatible with the actual assembly of the Technology Services unit, where 27 % of the employees are female and 73 % male. This indicates that the sample is reliable in terms of gender distribution.

	Female	Male
Gender	19	43

Figure 5. Gender distribution of the respondents

Followed by gender, the respondents were inquired their age, the results illustrated in figure 6. Exactly half of the respondents were aged 31 – 40 years, followed by the age group of 41 to 50 years, which consisted 24 % of the sample and the group of people less than 30 years of age with 21 %'s representation. Only 5 % of the respondents were more than 50 years old. Again, the age structure of the respondents is similar to the age structure of whole unit.

	< 30	31 - 40	41 - 50	51 - 60	> 60
Age	13	31	15	3	0

Figure 6. Age distribution of the respondents

Most of the respondents had worked for the case company 1 to 5 years, altogether 44 %, followed by a 29 % representation of people with a work history of 6 to 10 years and 15 % less than one year. The division of the respondents according to the duration of employment in the case company is presented in figure 7 below.

	< 1	1 - 5	6 - 10	11 - 15	> 15
Employment	9	27	18	3	5

Figure 7. Distribution of the respondents according to duration of employment in the company

The Technology Services unit of the case company is divided into domains according to tasks. Figure 8 illustrates the division of the respondents according to the domain they work for. The testing domain is slightly over presented compared to the actual number of people working in different domains, most likely because the researcher's closest colleagues work in that domain. The domains include Customized Software Development, Testing, Business Information Management, Business Analysis, Architecture and Engagement Management.

	CSD	Testing	BIM	BA	Architecture	EM	Other
Domain	20	13	5	4	8	8	4

Figure 8. Distribution of the respondents according to their domain

The answers to each question were analyzed individually with each background factor, to find correlations between features, and overall the results are quite consistent. This analysis according to the background variables is attached in appendix 5. The results seem to be consistent in comparison with the analysis of the whole group, a part from an exception related to commitment. This deviation will be further discussed in chapter 8.4 where the responses of the questions about commitment are analyzed.

8.2 Affect on motivation

The purpose of the statements concerning motivation was to find out how motivated the respondents find themselves to be, to work and to develop their professional skills, and the effect of the career path models on the respondents' motivation. The response options provided were "fully agree", "agree", "disagree" and "fully disagree", and a space for comments was provided after each statement. In the analysis of the result, the response alternatives were given numeric values on a scale from 4 to 1, 4 equalling "fully agree". The numeric values enabled calculations of averages which can easily be compared.

The results on questions on motivation and motivation to further develop professional skills are visualized in figure 9. The statement "I am motivated to develop my professional skills" received the highest average of all the questions in the survey, as 53 of the respondents chose to fully agree with the statement. Altogether 98 % of the respondents felt that they are either very motivated or motivated to develop their skills. The statement "I am motivated in my work" received the lowest average, an average of 2,40, though 96 % of the respondents felt that they either fully agree or agree with the statement.

Overall the responses reveal that the respondents are motivated in their work and motivated to develop their skills quite unanimously, but variance exists in the respondents' views concerning the career path models' positive influence on motivation.

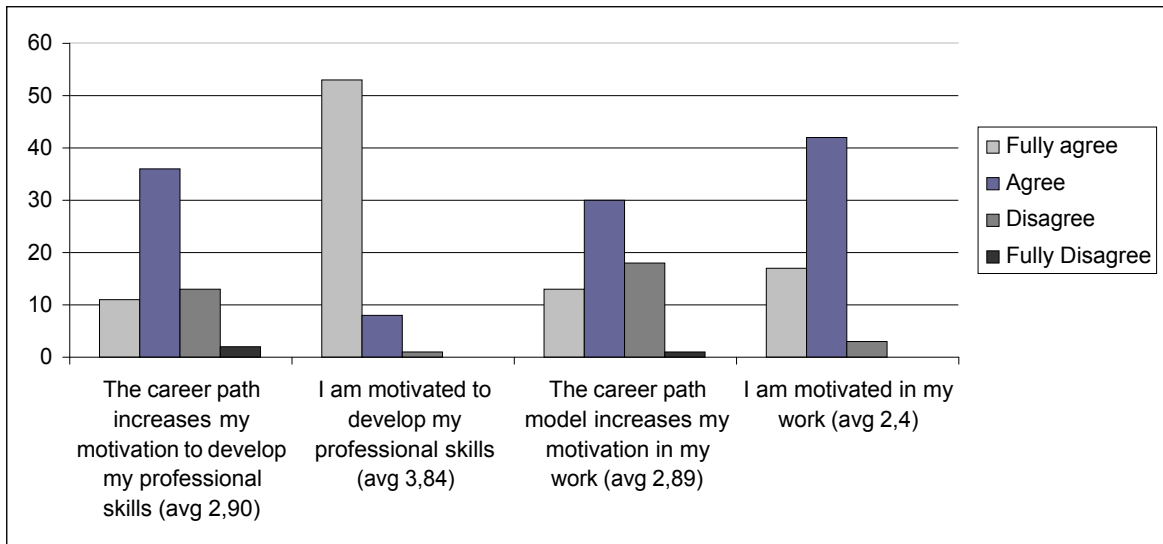


Figure 9. Career path models' influence on motivation

Alongside with every question the respondents were given a possibility to comment the question, on the other hand to get a deeper understanding on the respondents' views, but also to locate possible misunderstandings.

The statement "I am motivated in my work" received an average of 2,40 indicating that the respondents feel they are motivated in their work. 27 % replied that they fully agree and 68 % chose to agree with the question. 5 % disagreed and none chose to fully disagree. The comments reveal the paradox of consulting work: on the other hand varying tasks and change were seen as a source for motivation, as they enable learning and bring about new experiences, while on the other, uncertainty of the future, and variation in work load bothered the respondents, especially when work load was seen as too light. Some of the comments are presented here:

"[This job offers] the possibility to see a lot of new and interesting and to quite freely change tasks from project to project and from a technology to another!"

"Interesting and challenging work, that enables me to constantly learn new skills."

"Variation in work load occasionally decreases my motivation."

”It would be nice to know what is expected of me in new assignments.”

“Uncertainty of my tasks for the rest of the year has decreased my motivation.”

The statement concerning the career models’ influence on work motivation received an average of 2,89 which indicates that the career path model has a positive influence on work motivation according to the respondents, though not unconditionally as 31 % of the respondents disagreed or fully disagreed with the statement. The comments help interpret the results, as they reveal that people in the organisation are inclined to see the work itself as the main contributor to their motivation and a pre described career path was seen to be more valuable to the junior employees, as can be interpreted from the sample comments below.

“Awareness of personal career development possibilities or limitations does not influence my work motivation. My motivation is affected by the actual work at hand as well as prospective future work assignments.”

“Motivation originates from the content of the work. It nice to have a pre described career path model, but it does not affect my work motivation.”

“The thought of a career path model is indifferent to me, given my age and life situation.”

“A career path model supports especially junior consultants’ success, and helps to define oneself and one’s goals.”

None of the respondent chose to fully disagree and only one participant disagreed with the statement on motivation towards developing professional skills, as 85 % of the respondents felt they fully agreed with the statement. The statement received the highest average number, an average of 3,84 of all the questions presented in the survey. Training and assignments were seen as the key methods to ensure the development of professional skills, and again, the lack of interesting customer assignments was seen as a threat:

“I am looking forward to the trainings that will be designed according to the career path models.”

”New challenges are the best way to develop skills.”

”Learning new skills keeps working interesting and it is one of my most important motivators in work.”

”We need interesting projects. Projects, where there is nothing real to do decrease motivation.”

“Absolutely. We need more interesting assignments and more training.”

When querying about the career path models’ influence on motivation to further develop professional skills, the responses varied, although 76 % felt they either agree or fully agree with the statement. The statement received an average of 2,90, which can be interpreted to the career path models indeed having a positive influence on motivation to further develop professional skills. As 21 % of the respondents disagreed the comments reveal that concerns are mostly related to the implementation of the models, and similarly to the previous questions, motivation was seen as dependant on the work itself.

“Yes it would increase my motivation, but as it is not implemented in my unit, it cannot increase my motivation.”

“If a career path model is concretized into practice, it will have an affect on my motivation, at least to some extent, if the goals are set at a certain level.”

“My motivation to further develop is not dependant merely on my career development. A career path model might motivate me, if there was an assignment clearly in sight in the future.”

“Most important for me personally is to accomplish assignment on the required level. Normally the needs depend on the assignment, and these needs should be

fulfilled. A career path model does not affect my motivation to develop my professional skills.”

“A career path model helps, provides direction and presents possibilities.”

“Of course a clear career path model increases my motivation. If I have a clear goal or better yet, if the organisation has set these goals with me, I feel that it is easier for me to try to reach the goal, compared to a situation where I do not even know what is expected of me.”

“Motivation comes from within, it is a need to perform well and to develop.”

8.3 Career counselling, career path models and organisational needs

Alongside with statement on motivation the survey concentrated on the career path models for different domain within the case company, to find out how well the respondent feel it corresponds to their actual tasks as well as their needs. Firsts the respondents were inquired their overall views on career counselling, whether they see career counselling important in the first place or not, secondly opinions on the pre described career path models were inquired and lastly, whether the models communicate organisational development needs or not. The distribution of the responses is illuminated in figure 10.

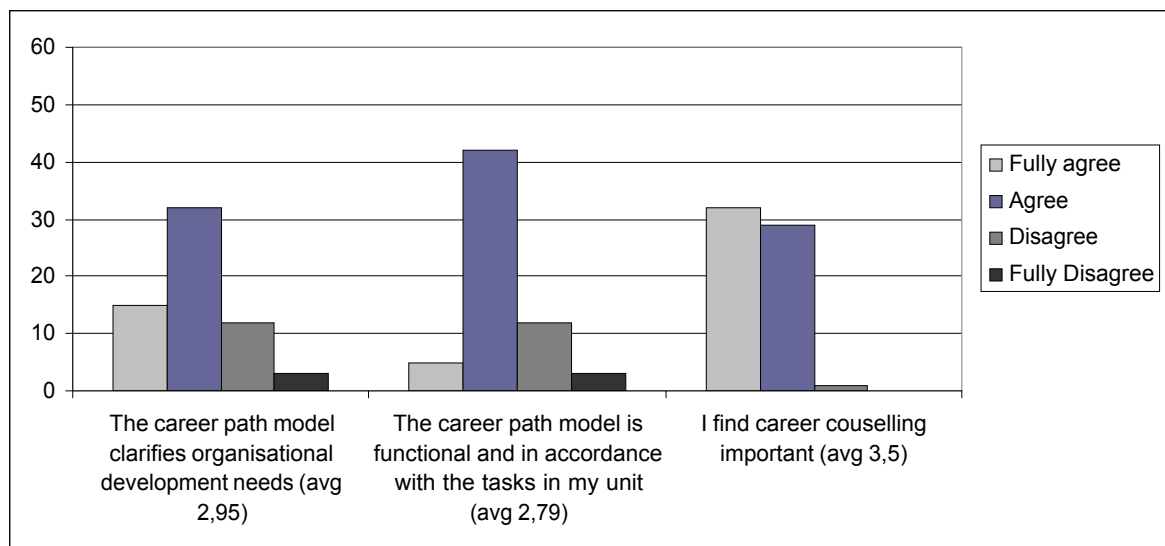


Figure 10. Career counselling, career paths and organisational development targets

As roughly half of the respondents felt that career counselling is very important, and half that it is important, career counselling is obviously seen as an important activity. The statement received an average of 3,5, the comments however reveal concerns that management is not involved quite to the desired extent.

“Yes, but my superior is not interested in it.”

“Yes it is important as not everyone is able to do it independently nor objectively see their possibilities or sometimes limits.”

“It is important to the organisation to produce needed skills but I sometimes feel that a clear picture of these skills lack in the organisation, or then there is a lack of communication.”

“Information is always valuable. However it is a different matter, how advancing in a career path takes place in practice.”

“Absolutely important; often forgotten invisible motivational factor.”

In order to find out how the respondents have perceived the pre described career path models, a statement concerning the matter was added. The average of 2,79 indicates that some concerns apply to the models, and there probably is room for development. Furthermore, though 68 % of the respondent agreed with the statement, only 5 % felt they fully agree and 26 % that they either disagree or fully disagree with the statement. The comments point out that it is hard to say as the models are new and no practical experience exists yet.

“It surely corresponds to some work assignments, but it is not very ambitious – the vision aimed at developing the organisation is not visible in the model, if it even exists.”

“How will it respond to future challenges?”

“We’ll see. It is looking good but as it is just published, practise will reveal the truth.”

The statement “The career path clarifies organisational needs” received an average of 2,95 and 76 % agreed or fully agreed leaving 24 % to disagree or fully disagree with the statement. On the average therefore the models seem to communicate organisational development needs quite well, though room for improvement exists. The comments elaborate:

“Let us not exaggerate. A career path model is a good thing, but based only on that you cannot draw conclusions on where you should be going or what kind of skills to acquire. It is too rigid for that.”

”Which comes first, the goals of the work or the goals of the career?”

“The overall requirements are well known but I guess these can never be too particularized.”

”It does, but it is altogether a different matter whether acquiring the right kind skills is even possible.”

”Maybe well on a general level but not in practice.”

Again, it seems that though organisational development needs might be clearly communicated via the pre described career path models, some doubts exist as to whether it is possible or not to acquire the wanted skills, as customer assignments are various and not always in concordance with personal development aspirations.

8.4 Commitment

The last two statements dealt with commitment and the aim was at discovering whether the employees feel committed to the organisation and whether they feel that a pre described career path model increases their feelings of commitment towards the organisation.

Commitment does not seem to be an issue in the case company, as 35 % of the respondent fully agreed and 58 % agreed with the statement concerning commitment. Only 6 % disagreed and none fully disagreed raising the average of the responses to 3,29 as can be seen in figure 11, on page 50. Variance occurred in the views on the career path models' role in increasing feelings of commitment. 63 % of the respondents were inclined to see the career path models' influence on commitment positively while 32 % had doubts as they disagreed. Altogether 3 respondents fully disagreed with the statement.

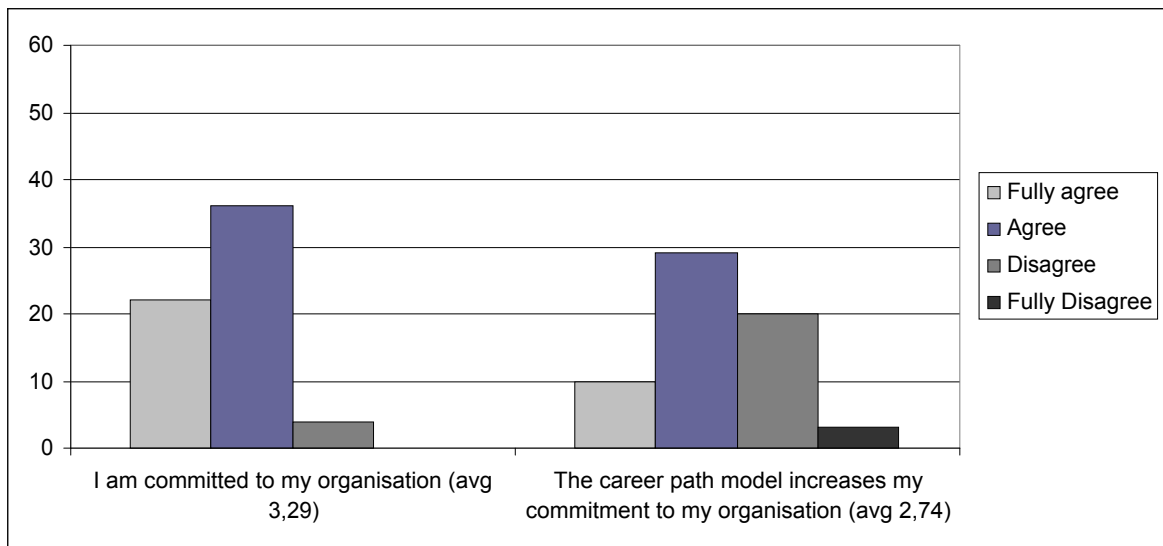


Figure 11. Commitment and the career path models' influence on commitment

However, examination of the statistics in the light of age distribution reveals that commitment is weakest in the group of 31 to 40. The average for responses to the statement “I am committed to my organisation” in that group was only 1,32. Even so, 68 % of the group felt that agreed with the statement. The answer for this variance most likely lies within the theory on career stages, as discussed in chapter 3.2. Many of the respondents in this age group are in experimentation stage in their career, where they are still looking for harmony between their self and their work role. The comments further elaborate the views on commitment:

“I am committed but organisational targets are unclear.”

“Mentally I am committed and I frequently aim to act in a manner that is in the company's interest. This sometimes contradicts my personal principles, but so far this has not bothered me.”

“Things are ok for now. I will not hesitate to move on, if a convenient opportunity comes along.”

Overall 37 % of the respondents felt that a pre described career path model does not increase their commitment to the organisation. The comments concerning the statement “the career path model increases my commitment to my organisation” revealed that the respondents felt their career is the measure of their personal development and it cannot be tied up to one single organisation. However, as 63 % of the respondents felt the career path models do increase their commitment, the effect is quite clear.

“I am committed even without a career model, but surely it increases the commitment of juniors and newcomers.”

“No affect, my commitment is influenced by other things.”

“Commitment comes from within, in a way, automatically.”

“I see the career path model more as a personal development path, not directly linked to where our organisation is going.”

8.5 Career decisions

When given the opportunity to comment what they value in a career and what kind of factors influence their career decision, 39 respondents chose to answer, as the question was offered as a voluntary one. The responses were classified according to recurrent factors and each ranked by its popularity. Figure 12 illustrates the results, and it is noteworthy that one respondent was able to nominate several factors.

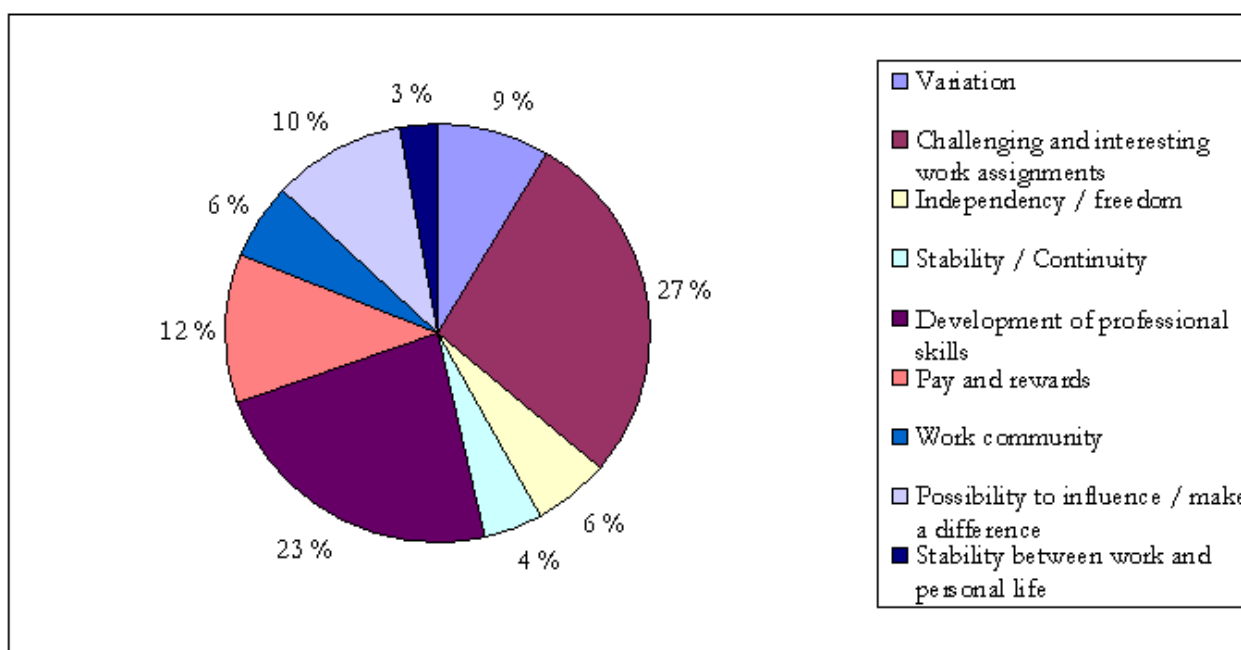


Figure 12. Factors affecting career decisions

The possibility to work with interesting and challenging tasks rose to number one influence of career decisions followed by the possibility to further develop professional skills. The results are in line with what can be expected from a sample of knowledge intensive organisation, as discussed in chapter 2. Thirdly, the respondents valued pay, rewards and incentives, the possibility to influence the surroundings, to make a difference so to say and versatility in tasks. The comments furthermore revealed that the respondents value independency and freedom, stability and continuity and the work community surrounding them, and that balance between work life and personal life, although mentioned in few comments, is not very important to the respondents.

Career anchor wise, it can be interpreted that most of the respondents are anchored in the technical / functional competence, along with the anchor of pure challenge. This is well in line with the expected as these professionals are assumed to possess high career motivation and willingness to develop their skills, as discussed in chapter 3.6.

8.6 Thoughts on the Profession Guide

Lastly, the respondents were asked to express their views on the Profession Guide in the form of comments. The Profession Guide, as discussed in chapter 5.1 combines a structured guide

of competences required for all roles inside every domain and a model for career development inside the organisation. Roles, skills and competences are clearly defined and possible career transitions described. The essence of the Guide is to provide individuals with an understanding of possibilities within the organisation as well as guidance on how people can affect their own future in the organisation.

The respondents were asked to freely comment the Profession Guide to gain an understanding of how it has been received and how it should be further developed in the future.

In the Profession Guide, the detailed career path models are presented for each domain within the Technology Services unit of Capgemini Finland. The domains include Customized Software Development, Testing, Business Information Management, Business Analysis, Architecture and Engagement Management, hence the pre described career paths are constructed according to tasks or professions.

The comments reveal that generally the response is positive, and the guide well received. Most respondents felt that it is an important tool and that it definitely has a place in human resources management as a tool to guide people's careers. Challenges were seen in implementation as the guide is a brand new one and there is still very little experience of its use in practice. Some respondents also felt that the guide is somewhat superficial and hard to absorb, as it contains a lot of information. Overall, more than 80 % of the respondents who commented on the Profession Guide gave it a 'thumbs up', and described it as a very positive direction of development. The question now is, how it will be implemented in each domain, and how well for instance trainings will be designed to support different career paths. Some of the comments are presented below:

“I got acquainted with the guide before my performance appraisal and I find it to be clear and I think it offers a good ground to consider how I want to develop in the organisation.”

“The guide is a good utility and hopefully it will convey knowledge on the different roles and professions in the IT field.”

“An outstanding book, the idea is good and even better if it is maintained and utilized!”

9 Conclusions

The purpose of this thesis was to examine the motivational effect of a pre described career path model in the case company Capgemini Finland. Under investigation was also the extent to which a pre described carer path model communicated organisational development targets and the effect such a career path model has on commitment of the employees in the organisation. The survey explored the employees' motivation to work, motivation to further develop professional skills, level of commitment and the pre described carer path model's effect on those variables. The survey furthermore explored the employees' view on the models and their general views on career development and career guidance.

The results of the survey revealed to be very positive, and insight into how people view the pre described career path models to affect their motivation and commitment was well documented. In the following a brief summary of the conclusions is presented along with suggestions and recommendations for further research.

All in all, the respondents feel they are motivated in their work. The respondents appreciated challenges the work poses and the possibility to do different things and attend to various tasks. As to whether the career path models increase the employee's motivation in their work, the answer is yes. The answer lies in the employee's willingness to further develop their professional skills, a question that received the highest average in the survey. Apart from one respondent, the employees were indeed interested in developing their professional skills, which also proved to be the number one valued thing in a career in the opinion of the respondents'. The implication here is that as long as the career path models convey possibilities to learn and to acquire new skills, it will motivate people to high performance at work.

In the comments of the respondents' it became clear, that the career path models as such do not act as motivators for professional development, or increased motivation. The employees did not seem to yearn for higher status or better pay, yet they were consistently after development opportunities. A link to modern career theories can be seen here, as career development from an individual's point of view can be seen as activities aimed at maintaining and increasing the market value of the person in the labor market.

The survey examined the employees view on career counseling in general, their view on the specific career path models in the Profession Guide and whether these career paths communicate organisational development targets.

The employees strongly felt that career counseling is important. It was mentioned as an invisible motivational factor and mentoring was suggested, and appraised. The career path models in the Profession Guide were mostly seen as functional and in accordance with the tasks in the domains though the comments revealed concerns referring to customer assignments as the work tasks ultimately depend on the assignments. Based on the responses it also seems that the career path models communicate organisational development targets quite well. Some hesitation exists, mainly referring to titles and differences in Domains.

The employees were inquired how committed they find themselves to be to the organisation, and to what extent do they feel the career path models increase their commitment. The employees of Capgemini Finland feel very committed to their organisation but as to the effect of the career path models in increasing people's commitment, the answer are not quite as positive.

Based on the comment the respondents made, commitment seems to be connected to the high career motivation of the respondents. As these people in general are quite career motivated and work is an important part of their lives, they are also prone to perform at a high level, in other words, they want to perform well and their motivation to perform well is intrinsic: It is built on their internal need to accomplish goals in an effective manner.

The comments indicated that though people do feel the career path models increase their commitment, they are inclined to "just be committed" as they see it as a way to deliver high quality outputs in their work.

On a scale from 1 to 4 the averages for survey statement are presented below. 4 indicates the best possible outcome from the organisation's point of view, as it stands for the answer I fully agree with this statement. In the following table 3, the averages for all the statements are presented.

Table 3. The averages of responses for survey statements

Statement	Average response
I am motivated in my work	2,40
The career path model increases my motivation in my work	2,89
I am motivated to develop my professional skills	3,84
The career path increases my motivation to develop my professional skills	2,9
I find career counseling important	3,5
The career path model is functional and in accordance with the tasks in my unit	2,79
The career path model clarifies organisational development needs	2,95
I am committed to my organisation	3,29
The career path model increases my commitment to my organisation	2,74

The results are all in all very positive, and the career path models obviously are very welcome and expected by the employees. The employees are motivated and committed in their work, they are motivated to further develop their professional skills and they find career counselling important, indicating that they are interested in investing in their careers and in planning their long term career development. The effect of the career path models was seen as positive to each of these variables.

What comes to developing the career path models, the employees expressed some concerns in relation to practical implementation of the models. In the concern lies a question of reliability. If a tool is presented but not implemented and used, its motivational effect has potential to turn against the original goals, in other words, if the models are not lived in the organisation, they will become merely an extra duty that people are not genuinely interested in. Another concern raised was customer assignments, if there are no demanding projects where to learn and develop new skills, a career path model alone cannot provide people with learning opportunities. Mentoring was furthermore referred to as an effective method of learning and hopes seem to be high, that future trainings will be designed according to the career path models.

As the Profession Guide and the career path models presented in it are still very young, and no practical experience on its implications exists, in the future it is vital that its effects are monitored. In the coming years, research should focus on the effect the models have on profitability, as its main idea is to ensure for its part a certain skill level in the case company. According to Maister (1993, 3-20) for a professional service company the triangle of staff, customers and profitability is a self feeding cycle, as such a company needs to balance all three aspects. Lacking one will cause shortage of another, and the career path models true value will be measured not only from the views of the employees but also in terms of customer assignments and increased profitability.

Another interesting research target would be the career path models' influence on recruitment activities. For a knowledge intensive organisation it is important to attract skilled people in the labour market, and a pre described career path model should also be designed in a manner that it appeals to prospective recruits.

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Appendices

The cover letter for the survey Finnish version

Hei!

Tule mukaan tekemään TS:n Profession Guidessa kuvatusta urapolkumallista vieläkin parempi!

Vastaamalla alla olevaan kyselyyn, voit vaikuttaa urapolkumallimme kehittämiseen edelleen ja pääset kertomaan mielipiteesi. Vastaaminen vie n. 5 minuuttia.

<http://www.webropol.com/P.aspx?id=274573&cid=6061323>

Teen kyselyä osana opinnäytetyötäni Haaga-Helian ammattikorkeakouluun, ja osallistumisesi on minulle tärkeää.

Vastaathan perjantaihin 21.11.2008 kello 12.00 mennessä.

Alla linkki Profession Guiden online-versioon.

<http://intra.fi.capgemini.com/filesfi/professioniguide/index.html>

Ystävällisin terveisin,

Laura Palmén

TS Testing

The cover letter for the survey English version

Hi!

Please join us in making the career path models described in the TS Profession Guide even better!

By answering to the survey below, you can influence the development of our career path models further and you can share your opinion. The survey will take approximately 5 minutes to fill in.

<http://www.webropol.com/P.aspx?id=274573&cid=6061323>

I am conducting the survey as a part of my thesis work for Haaga-Helia Polytechnic and your participation is important to me.

Please submit your questionnaire until Friday 21.11.2008 by 12.00.

Below you can find a link to the electronic version of the Profession Guide:

<http://intra.fi.capgemini.com/filesfi/professionguide/index.html>

Kind regards,

Laura Palmén

TS Testing

The survey questionnaire, Finnish version

Profession Guide -kysely

Taustatiedot

Sukupuoli *

Nainen Mies

Ikä *

< 30 31-40 41-50 51-60 > 60

Domain *

CSD Testing BIM Business Analysis Architecture Engagement Management Muu

Tehtävä *

Montako vuotta olet työskennellyt Capgemini Finlandissa? *

< 1 1-5 6-10 11-15 > 15

Ota kantaa seuraaviin väittämiin:

6a) Olen motivoitunut työhöni *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

6b) Kommentteja

7a) Urapolkumalli lisää motivaatiotani työhöni *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

7b) Kommentteja

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

8a) Olen kiinnostunut kehittämään taitojani työssäni *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

8b) Kommentteja

9a) Urapolkumalli lisää motivaatiotani kehittää taitojani työssäni *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

9b) Kommentteja

10a) Mielestäni uraohjaus on tärkeää *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

10b) Kommentteja

11a) Minusta tämän hetkinen urapolkumalli on toimiva ja vastaa yksikköni työtehtäviä *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

11b) Kommentteja

12a) Urapolkumalli selkiyttää kehittymistavoitteitani työssä sikäli, että tiedän mihin olen menossa ja minkälaisia taitoja minun tulee hankkia *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

12b) Kommentteja

13a) Olen sitoutunut yrityksen toimintaan *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

13b) Kommentteja

14a) Urapolkumalli lisää sitoutuneisuuttani yrityksen toimintaan *

Täysin samaa mieltä Samaa mieltä Eri mieltä Täysin eri mieltä

14b) Kommentteja

15) Minkälaiset asiat ohjaavat henkilökohtaisia uravalintojasi, eli minkälaiset asiat ovat sinulle on tärkeitä työuralla?

16) Tähän voit kirjata vapaita kommentteja koskien Profession Guidea

Lähetä

The survey questionnaire, English version

The Profession Guide -survey

Background information

Gender *

Female Male

Age *

< 30 31-40 41-50 51-60 > 60

Domain *

CSD Testing BIM Business Analysis Architecture Engagement Management Other

Task *

Duration of employment in Capgemini Finland? *

< 1 1-5 6-10 11-15 > 15

Please consider the following statements:

6a) I am motivated in my work *

Fully agree Agree Disagree Fully disagree

6b) Comments

7a) The career path model increases my motivation in my work *

Fully agree Agree Disagree Fully disagree

7b) Comments

8a) I am interested in developing my professional skills*

Fully agree Agree Disagree Fully disagree

8b) Comments

9a) The career path model increases my motivation to develop my professional skills *

Fully agree Agree Disagree Fully disagree

9b) Comments

10a) I find career counselling important *

Fully agree Agree Disagree Fully disagree

10b) Comments

11a) I find the career path model to be functional and in accordance with the tasks in my domain *

Fully agree Agree Disagree Fully disagree

11b) Comments

12a) The career path model clarifies organisational development needs *

Fully agree Agree Disagree Fully disagree

12b) Comments

13a) I am committed to my organisation *

Fully agree Agree Disagree Fully disagree

13b) Comments

14a) The career path model increases my commitment to my organisation *

Fully agree Agree Disagree Fully disagree

14b) Comments

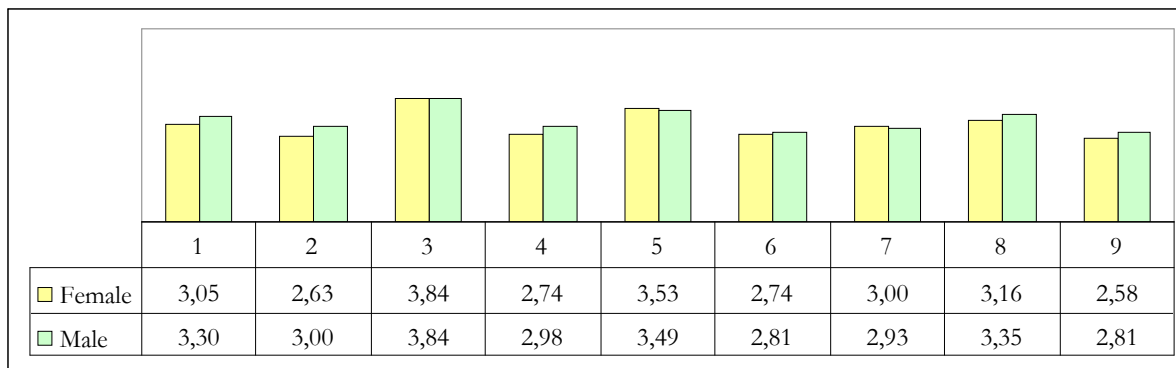
15) What kind of things do you value and find important when making career decisions?

16) Please comment the Profession Guide

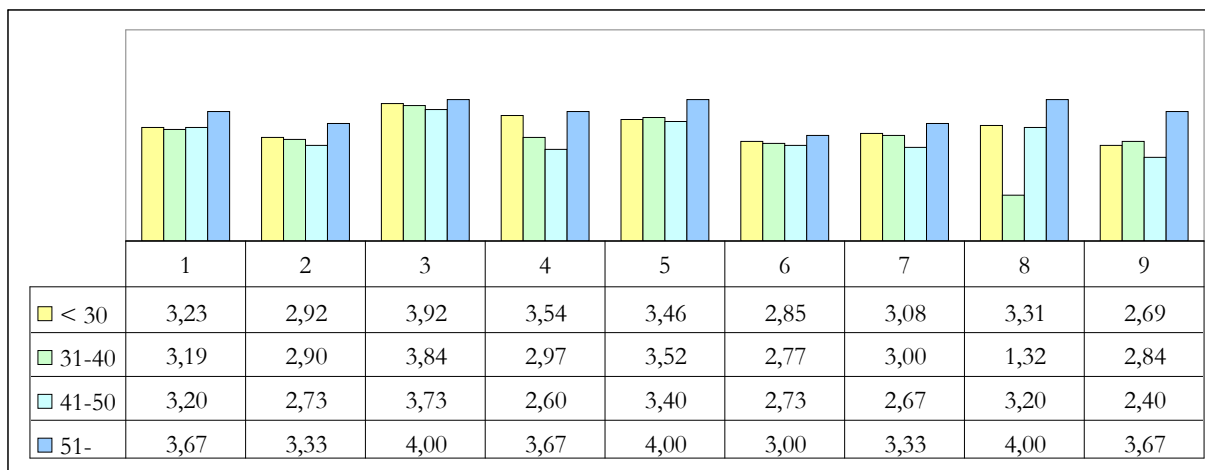
Submit

The distribution of responses according to background variables

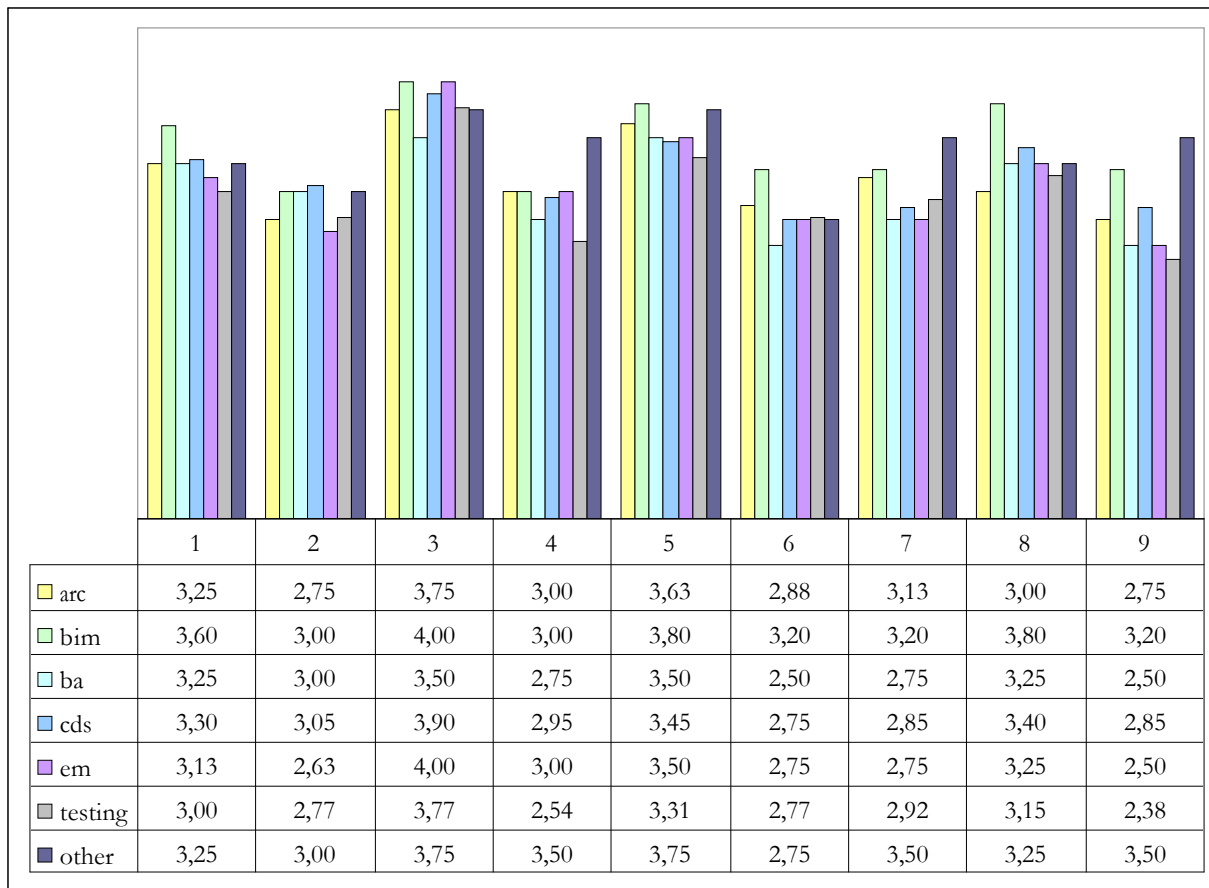
According to gender



According to age



According to domain



According to duration of employment in the case company

