

# **Organizational career management**

***“How and to which degree do organizational factors affect perceived intra-organizational career opportunities?”***



**An analysis of Statoil’s Global People Survey 2009 according to business areas  
Exploration and Production Norway, Technology and New Energy and  
International Exploration and Technology**

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## **MASTERS THESIS IN CHANGE MANAGEMENT**

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*"How and to which degree do organizational factors affect employees' perceived intra-organizational career opportunities?"*

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## PREFACE

This thesis marks the end of my two years of studying change management. Over the past four semesters, I have been introduced to fellow students who have helped me master new challenges and professors who have expanded my horizons. Thanks to these people, I complete my studies feeling ready to put theory into practice.

Writing my thesis alone has challenged my self-discipline in a new way. I feel proud to complete my study with a thesis which I consider to be a product of hard work and a strong interest in human resources issues. I hope that I will have the opportunity to apply this new knowledge sometime in my future career.

I would like to express my gratitude to my guidance counselor Einar Brandsdal, who has been an enormous source of guidance and support. He has put in much more effort in helping me than what has been required of him, and I want him to know that his constant follow-up has been much appreciated. In addition, I would like to thank Åslaug Botnevik Rennesund and Gro Ellen Mathisen at Statoil for their cooperation and for making the necessary information available to me.

I would also like to thank my family for their support and my friends for helping me unwind. I am fortunate to know that you are there for me no matter what happens in life. I can not express how much that means to me.

Finally, I would like to thank my companion through three years. Håvard, thank you for always being there for me. You make me happy.

## ABSTRACT

Due to increased globalization and international competition, contemporary organizations are becoming forced to go into survival mode and follow market forces. For this reason, people today do not expect to keep a one-company-career, and it has become more common to build careers across rather than within organizations. Hence, retaining valued employees has become a challenge for employers, because people are more easily inclined to leave their current employer if their jobs do not contribute to enhancing their employability. Therefore, it is essential that employers are aware of which initiatives they can take to elevate employees' perception of intra-organizational career opportunities and hence, manage job satisfaction among their employees. This thesis aims to provide employers with such knowledge.

The findings in this thesis are based on a quantitative analysis of the Global People Survey (GPS) conducted in Statoil in 2009. Initially, hypotheses were formulated on the basis of previous findings and theoretical contributions. These were then tested by applying selected data material from the GPS in a factor analysis and several regression analyses. Employees from three of the six main business areas – Exploration and Production Norway (EPN), Technology and New Energy (TNE) and International Exploration and Production (INT) – were selected as my population, excluding offshore personnel. Out of these, approximately 6300-6500 responses from employees working in these three business areas were analyzed with respect to GPS statement number 5: "I am satisfied with my career opportunities in StatoilHydro" as the dependent variable.

The findings indicate that demographic characteristics have no significant influence on how the employees at Statoil perceive their intra-organizational career opportunities, whereas organizational factors *supervisory support and feedback*, *collegial climate*, *influence and control*, and *competency utilization and development* all have a positive influence on perceived intra-organizational career opportunities. While *competence utilization and development* had the largest direct effect, a path analysis revealed that *supervisory support and feedback* has a significant indirect effect on the dependent variable through the other organizational factors. This means that employers who wish to retain their employees need to create the space and opportunities for employees' development. According to the findings, leaders need to recognize competency development as an investment in employee retention.

## CONTENTS

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<b>Chapter 1 – Introductory chapter</b> .....	<b>6</b>
1.1. Introduction.....	6
1.2. Theoretical point of departure.....	8
1.3. Statoil: context and brief history.....	9
1.4. Research purpose.....	10
1.4.1. Theoretical relevance.....	10
1.4.2. Practical relevance.....	11
1.4.3. Relevance for Statoil.....	11
1.5. Research questions.....	12
1.6. Structure.....	13
1.7. Chapter summary.....	13
<b>Chapter 2 – Theoretical framework</b> .....	<b>14</b>
2.1. Career concepts.....	14
2.1.1. The psychological contract.....	14
2.1.2. Career mobility.....	16
2.1.3. Opportunity structure.....	16
2.1.4. Career satisfaction.....	18
2.1.5. Career system.....	19
2.1.5.1. Statoil's career system.....	20
2.1.6. Turnover.....	21
2.2. Demographic characteristics and organizational factors.....	23
2.2.1. Demographic characteristics.....	24
2.2.1.1. Age.....	24
2.2.1.2. Gender.....	25
2.2.1.3. Pre-merger employment.....	27
2.2.1.4. Position.....	29
2.2.1.5. Business areas.....	30
2.2.3. Organizational factors.....	32
2.2.3.1. Competency utilization and development.....	32
2.2.3.2. Collegial climate.....	35
2.2.3.3. Influence and control over ones own work situation.....	36
2.2.3.4. Supervisory mentorship.....	37
2.3. Which is the most influential organizational factor?.....	39

2.4 Chapter summary.....	40
<b>Chapter 3 – Methodology.....</b>	<b>42</b>
3.1 Research design.....	42
3.2 The quantitative versus the qualitative method.....	43
3.3 Literature review.....	43
3.4 Global People Survey (GPS).....	44
3.5 Population, sample and units.....	44
3.6 The SPSS program.....	45
3.7 Factor analysis.....	45
3.8 Cronbach’s alpha.....	46
3.9 Bivariate correlation.....	47
3.10 Multiple regression analysis.....	47
3.10.1 Dummy variables.....	48
3.11 Path analysis.....	48
3.12 Quality evaluation.....	49
3.12.1 Reliability.....	49
3.12.2 Validity.....	50
3.13 Chapter summary.....	53
<b>Chapter 4 – Results.....</b>	<b>54</b>
4.1 Factor analysis.....	54
4.2 A general overview of perceived intra-organizational career opportunities among Statoil employees.....	56
4.3 Demographic features.....	57
4.3.1 Age.....	57
4.3.2 Gender.....	58
4.3.3 Pre-merger employment.....	59
4.3.4 Position.....	60
4.3.5 Business areas.....	61
4.3.5.1 Cross-referencing age and pre-merger employment.....	62
4.3.6 Regression analysis.....	63
4.3.7 Testing the hypotheses.....	65
4.3.8 Summary.....	66
4.4 Organizational factors.....	66
4.4.1 Testing the hypothesis.....	68
4.4.2 Summary.....	69
4.5 Determining the most influential factor.....	70

4.6	Path analysis – chain of causality.....	72
4.7	Linking perceived intra-organizational career opportunities with job satisfaction.....	74
4.8	Chapter summary.....	75
<b>Chapter 5 – Discussion.....</b>		<b>77</b>
5.1	Equality and diversity?.....	77
5.2	Practical implications.....	78
5.2.1	Employer attractiveness.....	78
5.2.2	Employee development - an investment.....	79
5.2.3	Improving retention practices.....	80
5.3	Limitations and future research.....	81
5.4	Chapter summary.....	82
<b>Chapter 6 – Summary .....</b>		<b>83</b>
6.1	Research question 1.....	83
6.2	Research question 2.....	83
6.3	Research question 3.....	84
6.4	Research question 4.....	85
<b>References.....</b>		<b>86</b>
<b>Appendix.....</b>		<b>90</b>

## Figures

<b>Figure 1:</b> <i>Main argument: a possible connection between perceived intra-organizational career opportunities and turnover.....</i>	23
<b>Figure 2:</b> <i>Organization chart, Statoil ASA.....</i>	30
<b>Figure 3:</b> <i>Balancing challenges and competency development.....</i>	35
<b>Figure 4:</b> <i>Model: Chain of causality.....</i>	49
<b>Figure 5:</b> <i>Mean score on the dependent variable according to age groups.....</i>	58
<b>Figure 6:</b> <i>Mean score on the dependent variable according to gender.....</i>	59
<b>Figure 7:</b> <i>Mean score on the dependent variable according to pre-merger employment.....</i>	60
<b>Figure 8:</b> <i>Mean score on the dependent variable according to type of position.....</i>	61
<b>Figure 9:</b> <i>Mean score on the dependent variable according to business area.....</i>	62
<b>Figure 10:</b> <i>Impact of organizational factors on the dependent variable according to Beta values.....</i>	70
<b>Figure 11:</b> <i>Path analysis: Chain of causality between organizational factors and perceived intra-organizational career opportunities.....</i>	72
<b>Figure 12:</b> <i>Retention management model: The effect of perceived intra-organizational career opportunities on job satisfaction.....</i>	74
<b>Figure 13:</b> <i>Retention management model: The effect of organizational factors and perceived intra-organizational career opportunities on job satisfaction.....</i>	75

## Tables

<b>Table 1:</b> <i>Research questions and hypotheses.....</i>	41
<b>Table 2:</b> <i>Factor analysis: Extraction Sums of Squared Loadings.....</i>	54
<b>Table 3:</b> <i>Factor analysis: Factor pattern and Cronbach's Alpha.....</i>	55
<b>Table 4:</b> <i>Average score on statements related to perceived work situation.....</i>	56
<b>Table 5:</b> <i>Distribution of scores on GPS statement "I am satisfied with my career opportunities in StatoilHydro".....</i>	57
<b>Table 6:</b> <i>Statistical features of GPS statement "I am satisfied with my career opportunities in StatoilHydro".....</i>	57
<b>Table 7:</b> <i>Cross-referencing mean score on dependent variable according to age and pre-merger employment.....</i>	63
<b>Table 8:</b> <i>Regression analysis: Influence of demographic characteristics on perceived intra-organizational career opportunities.....</i>	64
<b>Table 9:</b> <i>Regression analysis: Influence of organizational factors on perceived intra-organizational career opportunities.....</i>	67
<b>Table 10:</b> <i>Regression analysis: Influence of organizational factors and demographic characteristics on perceived intra-organizational career opportunities.....</i>	68



**Table 11:** *Regression analysis: statements included in "Competency utilization and training".....* 71

**Table 12:** *Bivariate correlations between perceived intra-organizational career opportunities and "Competency utilization and training" statements.....* 71

## CHAPTER 1 – INTRODUCTORY CHAPTER

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*“The new career contract is not a pact with the organization; it is an agreement with one’s self and one’s work.” (Hall, 1996, p. 10).*

### 1.1 Introduction

It is the opinion of some career researchers that the traditional organizational career is on its way to becoming a thing of the past (Briscoe, Hall, & Frautschy DeMuth, 2006). With organizations more frequently having to turn to lay-offs and restructuring, employees today do not expect to keep the “one-company career”, which was common to do during the 1950s, 60s and 70s (Rousseau & Arthur, 1999). Over the past two decades in particular, it has been the experience of many that internal promotion, development practices and concerns about equity, all of which were essential in the traditional employment contract, have been replaced by the logic of market forces (Gunz & Peiperl, 2007).

Organizations today are facing a market characterized by international competition, deregulation and globalization (Vos & Meganck, 2009) and are forced to be more concerned about surviving. Thus, they also tend to place limited investments in the employment relationship. The contemporary career is therefore referred to as either “post-corporate career”, “boundaryless career” or “protean career”, all expressions indicating that careers across organizational boundaries are becoming more common than careers within one organization (Gunz & Peiperl, 2007).

Among other things, such a development has contributed to a general decrease in career mobility within organizations and increased voluntary turnover (Vos & Meganck, 2009). Job seekers no longer necessarily search for potential careers within organizations, but rather, apply for jobs that will help them develop their skill sets in order to become more attractive on the job market (Ng, Sorensen, Eby, & Feldman, 2007). Workers are becoming more concerned with improving this so called employability, and many employers regard it as one of the few benefits they can offer their employees in the replacement of career opportunities and job security within the organization (Hallier, 2009). Along with these lines, company loyalty is weakening, and employees are increasingly likely to change companies for better

career opportunities (Griffeth & Hom, c2001). This represents a challenge for organizations that wish to keep their best employees as well as attract the better candidates for future employment. Not only do the organizations have to offer some level of job security, they also need to make job mobility within the organization available for the employees who seek new challenges.

Moreover, the degree of perceived intra-organizational mobility opportunities among the employees has a significant effect on turnover. According to an article produced for Statistisk Sentralbyrå, 28 per cent of current Norwegian employees wish to make a job change (Kjeldstad & Dommermuth, 2009). Out of these people, three out of four wanted a new job due to low job satisfaction. Opportunities for self development were one of the key factors affecting the level of job satisfaction, along with other psychosocial elements, such as relationships with co-workers, management and empowerment.

Considering that the company costs of turnover incidences usually range between 93 to 200 per cent of the leaver's yearly salary (Griffeth & Hom, c2001, p. 2), organizations could avoid unwanted expenses by investing in initiatives to elevate job satisfaction. Although every employer would agree that a healthy, steady rate of turnover can benefit the organization, by either opening up for promotion opportunities or allowing new employees with fresh ideas to enter, a valued employee who quits will always be an expense to the organization.

The aim of this paper is to examine which and to which degree organizational factors affect the employees' perception of their career opportunities within Statoil, and whether or not there is a significant difference in these perceptions according to various demographic characteristics. In addition, I want to find out whether or not leadership has an effect on perceived intra-organizational career opportunities and how the opportunity structure can be improved. If there is power in leadership practices, change management initiatives can be applied to boost career satisfaction.

Through the development of a model which demonstrates the various effects organizational factors have on the perceived intra-organizational career opportunities, this paper may provide management in general with helpful guidelines to retention programs and perhaps a better understanding of how to increase career satisfaction, which in turn can elevate job satisfaction in general. Hopefully, the results will not be of limited relevance only to Statoil, but to organizations everywhere. The overarching research question for this thesis is:

***How and to which degree do organizational factors affect employees' perceived intra-organizational career opportunities?***

## 1.2 Theoretical point of departure

There are two main oppositional theoretical schools in the debate about career mobility: one which focuses on individual agency and one which emphasises social determinism (Forrier, Sels, & Stynen, 2009a). The main contributors to the first school are the concepts of the protean career and the boundaryless career, both introduced over the former two decades and both generally supporting the idea that individuals are capable of making their own careers by matching their competencies with organizations' needs. According to the protean career concept introduced by Douglas T. Hall, a person's career is shaped by his or her value-driven and self-directed attitudes and other predispositions (Briscoe, et al., 2006). It states that individual career management is the primary source to career success. Along with those lines, the concept of the boundaryless career, espoused by Arthur, focuses on building a career based upon crossing dimensional and organizational boundaries on ones own initiative.

There are, however, some academics who claim that structural factors have a significant affect on career mobility. Social determinism promotes the claim that social structures and systems have significant impact on the shaping of people's career opportunities (Forrier, Sels, & Stynen, 2009b). Institutional constraints, such as gatekeepers to organizations and jobs, or the demography and opportunity structure of the organization itself, can be obstacles to a person's career mobility. On the other hand, such institutional structures may also stimulate movement in organizations and thus have a positive effect on career mobility. In short, according to the theory of social determinism, variance in individual agency can not always be the sole explanation for the shaping of a person's career. However, limited research has been conducted to determine the exact factors which directly influence employees' perception of intra-organizational career opportunities.

As early as in 1958, March and Simon introduced the concept of ease of movement, defined as the "individual perception of the available work-role alternatives" (Forrier, et al., 2009b, p. 747). They claimed that it is the perception, rather than the actual reality of ease of movement in an organization, that drives the actions of individuals. It is in line with this argument that this paper focuses on the importance of employees' perception of intra-organizational career opportunities and not the official career development policies. Based on the concept of social determinism, moreover, it aims to identify potential gaps between policies and perceptions that can be linked to organizational factors.

### 1.3 Statoil: context and brief history

My object for this study is the Norwegian oil and gas company Statoil, which in 2007 merged with the oil and gas department of Hydro to become the largest actor in the Norwegian oil business. Before the merger, the two organizations were the largest oil operators in Norway, Statoil being by far the bigger of the two. Although the companies were worthy adversaries in the few decades leading up to the merger, their histories, however, are quite different. Hydro was founded in 1903 in Norway, when entrepreneur Sam Eyde and professor and inventor Kristian Birkelund discovered a way to capture nitrogen from the atmosphere, which in turn spurred an increased production of nitrogen-based fertilizers (Hydro, 2009). After World War II, Hydro sought new markets, and modernized with its investments in plastic, metals and petroleum, and went international. The aluminium production remained as Hydro when the organization merged its oil and gas operations with Statoil in 2007.

A much younger company than Hydro, Statoil was formed by the Norwegian government in the booming oil industry in 1972 (Statoil, 2007). With the government holding 62.5 per cent of the company's shares, it is no secret that Statoil has contributed to the large increase of welfare in Norway over the past four decades. In 2007, Statoil merged with Hydro in order to achieve synergy effects and growth, and with the intent to strengthen the company's position in the oil and gas industry. The merge made Statoil the ninth largest oil company in the world. Today, Statoil has approximately 30 000 employees, is represented in 40 countries and is the world's largest offshore operator (Statoil, 2010).

In the end of 2009, the organization re-launched itself with a new logo and a new vision: Crossing new energy frontiers. As a symbol of a united organization ready to move forward into a new era in the energy business, the new logo, a guiding star, also meant that the merger process was now over. The merged organization, which had temporarily taken the name StatoilHydro, decided to readopt the name Statoil on 2<sup>nd</sup> November 2009 (Statoil, 2009b). The name change became a signal to the rest of the world that the merging of Statoil and Hydro had been successful. Indications of success were also evident when the Universum Norwegian Student Survey, in which university graduate students rate approximately 300 organizations for employer attractiveness, rated Statoil ASA as number one ideal employer organization among business, engineering and natural science students from 2001 through 2009. Although mergers on a general basis tend to damage the new organization's attractiveness as an employer, there are no signs to suggest that Statoil's attractiveness as an employer is declining.

In the beginning of 2008, Statoil announced that it would go into project collaborations with SNF (Samfunns- og næringslivsforskning), IRIS (International Research Institute Stavanger) and FAFO (Fagbevegelsens senter for forskning, utredning og dokumentasjon) to document the merger and the integration process (Paraplyen, 2008). Despite the obvious success of the merger, Statoil wished to build knowledge and learn from the experience that the organization had been gaining during the process.

This paper is an independent contribution of research on the post-merger situation in the new Statoil. It is an analysis of the Global People Survey (GPS), based on the results from 2009. The GPS is a survey which, in general, gives Statoil's employees the opportunity to rate their job satisfaction and provides the human resources (HR) department with information about the perceptions that the employees have about the organization as well as their work situation. More precisely, the thesis aims not to analyse the merger itself, but to investigate the existing conditions in which the employees from both former Hydro and Statoil find themselves after the event of the merge.

## **1.4 Research purpose**

### **1.4.1 Theoretical relevance**

The main purpose of this paper is to offer a contribution to the growing field of career studies through the development of a conceptual model which demonstrates the relationship between organizational factors, career expectation and job satisfaction. As previously mentioned, although a good amount of career research has been devoted to the effects of organizational structures on career mobility, there is a limited amount empirical work that has focused on the potential consequences of employees' perception.

Aiming to fill this empirical gap, I wish underline how important it is for employees to be satisfied with their career opportunities within the organizations in order for them to remain with the same employer over a longer period of time. My main argument, which will be evident throughout the paper, is that employees' perception of to which degree they have intra-organizational career opportunities greatly affects their level of career satisfaction, and thus, job satisfaction, which in turn has a significant effect on retaining and potentially recruiting employees.

### **1.4.2 Practical relevance**

Furthermore, the results from this thesis will hopefully be a practical contribution toward a better understanding of retention management – the ability to hold onto employees who the organization wants to keep for longer than competitors (Vos & Meganck, 2009) – and help the HR department focus on the more effective retention incentives. The results from a comprehensive study recently conducted on over 5000 Belgian workers from various sectors suggest that career opportunities is a more important reason for leaving than for staying in an organization (Vos & Meganck, 2009). This means that having employees who are dissatisfied with their career opportunities may have a greater negative impact than the positive consequences of having a workforce which is generally satisfied with this aspect, and it therefore becomes all the more important to invest in retention practices which aim to elevate career satisfaction.

According to the same study, career opportunities as a job enrichment factor was most predictive of employee loyalty and employees regarded career opportunities as more important than financial rewards. The latter could be specifically relevant information for HR managers, who have a tendency of focusing far too much on retention policies relating to financial inducements (Vos & Meganck, 2009). All in all, having an understanding about job and career mobility within the organization is essential for human resource planning (Ng, et al., 2007). In addition, it is important to be aware of the possible discrepancy between what managers believe will have a positive effect on retention and what employees actually value.

### **1.4.3 Relevance for Statoil**

This thesis aims to reveal Statoil's employees' evaluation of the organization, with emphasis on how they consider their professional future with their current employer. According to the results from the Universum Norwegian Student Survey, it is apparent that a significant amount of graduating university students has great expectations toward Statoil, and one can expect that many of these students will apply for jobs in this organization after graduating. Based on the assumption that the higher the expectations, the greater the risk of disappointment, it should therefore be in Statoil's interest to make sure that the people they recruit experience a high degree of job satisfaction well after employment.

In addition, knowledge about whether or not there is a difference between how former Hydro employees and former Statoil employees perceive their intra-organizational career opportunities might shed some light on Statoil's potential human resources challenges relating to equal treatment. Previous research has generally shown that mergers &

acquisitions have a tendency to damage the employer-employee relationship, weaken the company loyalty and promote uncertainty and stress (Klein & Kahn, 2003). In the post-merger period, work directed toward establishing equality between the workers who previously belonged to the two different organizations is key to successful cultural integration. One way of measuring the workers' experienced degree of equality is to see if there is a significant difference in how they perceive their intra-organizational career opportunities. This research will therefore contribute to producing an indication about how successful the merge between Statoil and Hydro has been regarding cultural integration and equal employee treatment.

Finally, this research paper aims to identify whether or not there is a significant difference between how satisfied people in various demographic groups and employees working in the three business areas Exploration and Production Norway (EPN), Technology and New Energy (TNE) and International Exploration and Production (INT) are with their intra-organizational career opportunities. Large discrepancies between these areas may indicate that there are important differences in the organizational structures regarding career opportunities, depending on where an employee works within Statoil. If so, these differences may need to be attended to.

## **1.5 Research questions**

My research questions, which I will attempt to answer based on the results of a multiple regression analysis of Statoil's GPS survey, supported by theory and previous research, are the following:

1. Do demographic characteristics, such as age, gender, position, business area of employment and pre-merger employment, significantly influence how the employees perceive their intra-organizational career opportunities?
2. Do organizational factors significantly influence how the employees perceive their intra-organizational career opportunities?
3. Which of the organizational factors have the most significant effect on the employees' perception of their intra-organizational career opportunities?
4. How can employers utilize this information?



## 1.6 Structure

In **chapter 1**, I have established the theme, research questions and theoretical point of departure for this thesis, as well as my reasons for conducting this study. **Chapter 2** will expand on the theoretical framework and outline previous findings related to career studies. My hypotheses, which are derived from these findings, will also be introduced in this chapter. In **chapter 3**, I will describe which design and method I chose to apply in order to answer my research questions and give a detailed description of the procedure that I used when I analysed the data material. The results related to research question 1-3 will be revealed in **chapter 4** and here I will also review the hypotheses, deciding which to reject and which hypotheses are supported by my findings. The results will be thoroughly discussed in **chapter 5**, with particular emphasis on research question 4 and whether or not the purpose of my study has been fulfilled. Finally, my results will be summarized in **chapter 6**, structured once more according to the research questions.

## 1.7 Chapter summary

In this chapter I have introduced the theme for my thesis as well as my research questions. My main argument for why I want to investigate determinants to career satisfaction is related to the increased focus on employability and a general decline in company loyalty. I wish to determine how organizational factors affect career expectation and provide organizations with knowledge which could enable them to create a win-win situation where employees are satisfied and the organizations retain their best personnel. In the next chapter, I will outline the theoretical framework upon which this thesis builds.

## CHAPTER 2 - THEORETICAL FRAMEWORK

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This chapter outlines the theoretic background for my thesis. The chapter starts by describing essential definitions and theory related to career concepts, such as the psychological contract, career mobility and turnover issues with the intention of making the importance of career satisfaction explicit. The chapter then continues with an outline of Statoil's career system and official career mobility policies. Finally, the selected demographic characteristics and organizational factors are described and discussed in terms of theory and findings from previous studies. Along the way, hypotheses are constructed.

### **2.1 Career concepts**

#### **2.1.1 The psychological contract**

The psychological contract is concerned with how the employee perceives his or her relationship with the employing organization, and not the actual reality of it. The concept was introduced by Kotter in 1973, and was initially defined as “an implicit contract between an individual and his organization which specifies what each expects to give and receive from each other in their relationship” (Leirkjær, 2009, p. 4). A more recent contribution, Conway and Briner defines it as “an employee's subjective understanding of promissory-based reciprocal exchanges between him and herself and the organization” (Gunz & Peiperl, 2007, p. 378). Due to the fact that the nature of this thesis is to investigate the employees' perception, the latter definition is more in line with the research question, and therefore favours Kotter's definition.

Psychological contracts emerge when employees believe that certain inducements have been promised them by the employing organization in return for their efforts (Vos & Meganck, 2009). Employees in the contemporary work marked are increasingly expecting their employers to offer them training, support and flexibility in exchange for their efforts, which means that these factors are highly likely to be emphasised in the psychological contract. In the following paragraphs, theory regarding the psychological contract will underline the importance of perceived intra-organizational career opportunities, and the consequences which violations and breaches of the contract can have on employee as well as employer.

Organizational policies and structures which enhance career development can have a significant positive impact on employees' job satisfaction as well as organizational performance. According to findings by Sturges, Conway, Guest and Liefoghe (Gunz & Peiperl, 2007), there is a positive relationship between organizational activities concerning development and career management and perceptions of psychological contract fulfilment, which in turn affects organizational commitment, job attitudes and performance.

On the other hand, perceived violation of the psychological contract can have dire consequences. A violation normally occurs when the employee experiences that the employer has reneged on a promise (Neider & Schriesheim, 2002). Unfortunately, psychological contract violations are quite common, and employers typically renege on promises regarding career perspective, compensation and promotion (Vos & Meganck, 2009). Such disappointments can destroy trust, weaken the employment relationship, and reduce employee's work efforts, attendance and behaviour, all of which eventually might contribute to lowering employer's investment in retention and promotions (Gunz & Peiperl, 2007). In certain situations, gross breaches and violations can also cause unwanted turnover (Neider & Schriesheim, 2002) (Vos & Meganck, 2009).

There are different ways to achieve psychological contract fulfilment, and Schein places emphasis on the connection between *valued* career mobility and psychological contract fulfilment. According to him, one of the most important aspects of the psychological contract is the employee expectation that in exchange for hard work, the employer organization is willing to offer "an organizational future in the form of promotion or other forms of career advancement" (Gunz & Peiperl, 2007, p. 390).

However, the type of career aspiration that an individual has can also affect the kind of psychological contract that one makes (Rousseau, 1995) and will therefore also contribute to determining whether or not the individual feels that his or her contract has been fulfilled. Schein argues that if an individual expects to be rewarded for his or her achievements by being promoted and thus values hierarchical career movement, or so called upward mobility, he or she will be highly motivated and committed to the organization if this expectation is fulfilled. For individuals who value mobility as a source of new challenges and competency development, and places less emphasis on status and income, movement within or across functional specialities may also promote psychological contract fulfilment. Hence, career mobility in itself does not guarantee job satisfaction; it also depends on individual values and attitudes.

Finally, a strong psychological climate will help increase the potential for fulfilling the employees' psychological contracts. Defined by Bowen and Ostroff in 2004 as a "shared

perception of what the organization is like in terms of practices, policies, procedures, routines, and rewards – what is important and what behaviours are expected and rewarded”, an organization’s psychological climate can either enable or disable communication to the employees about the organization’s expectations (Gunz & Peiperl, 2007, p. 395). According to the authors, factors which strengthen the climate are: *relevance*, demonstrating a connection between career systems and organizational goals; *consistency*, following up on promises of career mobility; and *fairness*, justifying the logic of the career system. In other words, the employees need to be convinced that there is an overall purpose to the existing career system; they need to see the system followed through, and they need to believe that the procedures are practiced fairly.

### **2.1.2 Career mobility**

A career is defined as “a sequence of jobs held by an individual, with associated status and financial rewards” (Haveman & Cohen, 1994, p. 4). According to this definition, a career is not necessarily constructed by a hierarchical sequence of jobs, but can include all of the jobs that an individual has held during his or her working life. However, Schein regards the concept as a representation of the “mutual influence of the individual on the organization and the organization on the individual” (Gunz & Peiperl, 2007, p. 389). By this, he meant that a career is of almost equal importance to the organization as it is to the individual who the career belongs to. It was his belief that by offering the employees carefully considered career mobility opportunities, their motivation to work harder would increase, and this would ultimately benefit the organization, with particular regard to organizational commitment, performance and citizenship behaviour.

Finally, there are two different types of career mobility: *inter-organizational*, which refers to external mobility; and *intra-organizational*, which is concerned with career mobility within an organization. As this thesis revolves around the latter, inter-organizational career mobility will not be discussed or described into further details.

### **2.1.3 Opportunity structure**

An opportunity structure is the “set of probabilities that individuals with given attributes will gain access to career-related rewards” (Gunz & Peiperl, 2007, p. 402). Rewards can be any form of recognition, ranging from increased salary to challenging tasks to promotions, depending on what the individual values. The opportunity structure is one of the most

important determinants to career mobility. Moreover, one of the main arguments of the social determinism approach to career studies is that opportunity structures, and more importantly, that *perceptions* of the opportunity structures greatly affect individual's career decisions. For example, if someone believes that the organizational opportunity structure is unfavourable to them, and that there is a low probability that they will receive career-related rewards, they might give up on the hope of having a career in the organization. Some will simply not work as hard, whereas others will eventually resign.

Opportunity structures are shaped by the distribution of attributes, such as personnel flow characteristics, and organizational changes, as well as attribute-linked norms, such as shared perceptions of appropriate points of entry and job ladder connections (Gunz & Peiperl, 2007). In addition, attributes such as social network connections significantly influence organizational opportunity structures. A large and functional network can provide the employee with essential information about career opportunities and social support. Typically, individuals who possess the dominating demographic attributes are more likely to have a large network than individuals who have minority attributes, and will therefore experience that the opportunity structures favour them.

Also, individuals who share attributes with already successful employees in the organization are also more likely to have better career opportunities than individuals who do not. For example, a company where most leaders are older than 40 years of age will have a more restrictive opportunity structure for the younger than the older employees regarding promotions into leader positions. Gunz and Peiperl (2007) claim that a very strong attribute-linked norm, which is when employees share and agree with a certain norm to a high extent, also will have a significant and consistent impact on the organization's opportunity structure.

Research suggests that people rely on their perceptions of the opportunity structure, even when these perceptions are misguided (Gunz & Peiperl, 2007). In addition, it is actually more common for an individual to have an inaccurate than a realistic perception of the organizational opportunity structure. One explanation for such misperceptions might lie in the social context in which the employee works and the people he or she identifies with. In large organizations, in particular, research shows a strong tendency for employees systematically to do networking with other employees who have certain attributes. Thus, because the perceptions of the opportunity structure often are formed through observation, the employees may get the wrong impression by witnessing non-representative examples of the opportunity structure.

Thus, new employees will most likely be the largest group of employees with inaccurate perceptions, as their network within the organization is limited and information is collected

through only a few sources. Another explanation is that some individuals create a positive bias toward the opportunity structure in order to keep themselves motivated. And finally, a faulty perception of the opportunity structure could have been formed because people tend to notice the success and failure of employees they identify with or hold in high regard. Thus, the skewed picture that they form could make them ignore the effects that the opportunity structures have on the employees in total.

#### **2.1.4 Career satisfaction**

Career satisfaction is the individual's subjective measure of career progress relative to personal goals and standards (Barnett & Bradley, 2007). In general, career success is defined as the "positive psychological and work-related outcomes accumulated as a result of one's work experiences" (Barnett & Bradley, 2007, p. 621). Traditionally, career success was measured objectively, with heavy emphasis on status, promotion and salary. However, it became clear that since objective career success could not guarantee career satisfaction, subjective perceptions also needed to be taken into consideration.

Today, we distinguish between objective and subjective career success, the latter being determined by elements such as development of skills, balance between work and personal life, challenges and purpose of job. Hence, subjective career success is a personal evaluation of career progress and accomplishments based on the individual's own aspirations, and is therefore a better determinant of career satisfaction than objective career success (Nabi, 1999) (Ballout, 2008). Furthermore, career success is linked to organizational outcomes, such as organizational commitment, turnover intentions and work-family conflict (Ballout, 2008). Thus, it is not only of great importance to the individual employee, but also to the organization, which will either benefit or suffer from how the employees perceive their career success within the organization.

Because of the close relationship between subjective career success and career satisfaction, the two expressions are often used to measure the same phenomenon. Although job satisfaction has also been applied to evaluate subjective career success, career satisfaction is nevertheless considered as a more accurate synonym and therefore a better measure for it.

Despite the obvious close relation of the terms job satisfaction and career satisfaction, there is a clear distinction between the two which needs to be emphasised. While career satisfaction includes a wide perspective and a long time frame, job satisfaction refers to an evaluation of one's momentary work situation. Also, because job satisfaction is a fairly

general measure which includes many aspects, it is probably more appropriate to place career satisfaction as a prerequisite for job satisfaction. In summary, the two terms measure different aspects to the same element – work satisfaction – but career satisfaction is clearly a more precise measure for subjective career success.

In addition, perceived intra-organizational career opportunities and career satisfaction are closely related to each other. Some researchers claim that employees use favourable perceptions of opportunity structures as frames of reference to judge their own success (Nabi, 1999). If these structures are also facilitated by a large organization and an internal labour market that follows up on a promise of structured career progression and job security, subjective career success is believed to increase.

Furthermore, career satisfaction is not only determined by past achievements, but also by career expectations, which are related to actual mobility experiences as well as organizational characteristics which constrain or promote such experiences (Vardi & Hammer, 1977). Perceived opportunities will therefore not only affect subjective career success, but can contribute to determining the degree to which an individual experiences total career satisfaction. For example, although a person has a very successful career so far, he or she can report a low level of career satisfaction if feeling trapped in his or her current position. Thus, positive employee attitudes toward the organization's opportunity structure can be one of the main conditions for a high level of career satisfaction.

### **2.1.5 Career system**

According to Sonnenfeld & Peiperl, a career system is “the set of human resource management (HRM) policies and practices as well as management actions that serve to direct employees during their tenure with an organization” (Gunz & Peiperl, 2007, p. 382). The career system shapes the opportunity structure and sets the conditions for how much investment should be placed into retaining employees. Depending on their overall competitive strategy, organizations tend to practice career systems which fall into one of the four following categories:

- *the fortress*, which cuts costs through layoffs and offers little career development;
- *the baseball team*, which relies on recruitment of new talent and offers limited career development;

- *the club*, in which there is a slow, but steady career development that is based on organizational, rather than personal, achievements; and
- *the academy*, which emphasises career development and stimulation of employee loyalty (Gunz & Peiperl, 2007, p. 384).

### 2.1.5.1 Statoil's career system

According to Schein, there are three basic dimensions to intra-organizational career movement: *hierarchical*, which is mainly vertical movement up the ranks; *functional/technical*, where the employees either move within their speciality or across functional specialities; and *radial*, in which the employees gradually gain trust and move toward the “inner core” of the organization, receiving special access, information and privileges (Gunz & Peiperl, 2007, p. 390).

Statoil's career system offers its employees career mobility of various natures. According to the Statoil Book, the company encourages its employees to move within or across their fields of speciality, which is called the *professional ladder*, as well as toward management positions, which is referred to as the *administrative ladder*, depending on previous delivery results and future potential (Statoil, 2009a, p. 21). Both career ladders are encouraged equally through a salary system which does not favour one or the other. Thus, Statoil offers the successful employees all of Schein's three dimensions to career mobility, including radial movement, which in most cases will be a natural consequence as the employee gains trust from the management. In addition, Statoil is by many employees regarded to have an unofficial fourth career dimension, which is employment in one of the main business areas called International Exploration and Production (INT). This will be outlined in greater detail in subchapter 2.2.1.5.

According to Statoil's official career policies, the company clearly employs an “academy” career system. The company recruits a limited amount of people every year, invests in career mobility and has a low rate of turnover. According to the Statoil book (2009a, p. 16), the company promises to:

- promote a stimulating work environment;
- engage in the employees' personal and professional development;
- match the employees' interests and goals with relevant job opportunities;



- give concrete feedback on delivery and results;
- recognize and reward the employees' efforts based on what and how they deliver and;
- value equal opportunities.

Thus, it is clear that Statoil's policies are focused on recognizing and rewarding employees who perform well. However, the company emphasizes that it is also up to the employees themselves to make sure that they seize opportunities for recognition and development. In other words, proactivity is a key condition for employees in order to utilize the company's career system.

### **2.1.6 Turnover**

Turnover, the rate at which employees leave an organization, is one of the main issues that human resource management (HRM) struggles to deal with. A high rate of turnover can be an important indication that something in the company is not quite right and that the employees experience dissatisfaction with their jobs. Moreover, job satisfaction, which is closely related to opportunities for development (Kjeldstad & Dommermuth, 2009), is believed to have a significant effect on intent to turnover. More precisely, according to an American study from 2007, there is a negative relationship between job satisfaction and intent to turnover (Wheeler, Gallagher, Brouer, & Sablynski, 2007), which means that the lower the level of job satisfaction, the higher the probability is that the employee is considering to quit.

According to Klein and Kahn (2003, p. 76), there are four main elements affecting job satisfaction: *job stability; new and rewarding responsibilities; future prospects* and; *job recognition*. In other words, vocational and personal development, as well as positive career expectations, are considered to be some of the most important elements to job satisfaction. From this, the argument can be derived that if a turnover problem is identified, a significant amount of the investment in retention programs and human resources management (HRM) should be directed toward improving the existing opportunity structures in the organization.

The main problem with turnover is that it can be a source of great costs for an organization. Although a healthy rate of people vacating can be good and even necessary for the company, as it opens up for promotional opportunities for other employees with fresh ideas (Griffeth & Hom, c2001), it is a fact not to be ignored that turnover costs money. It is for this

reason that a company's turnover rate needs to be monitored carefully and managed effectively.

When a person resigns, the company faces expenditures through lost time, efficiency and productivity; various separation costs, such as the exit interview; replacement costs, such as advertising the vacated position; and training costs, which is the money invested in training the employee that replaces the one that quit. Competencies and knowledge uniquely related to the company along with other aspects to silent knowledge are lost and important links in certain networks could disappear. In addition, the vacating employees could take with them important clients with whom they are closely connected to.

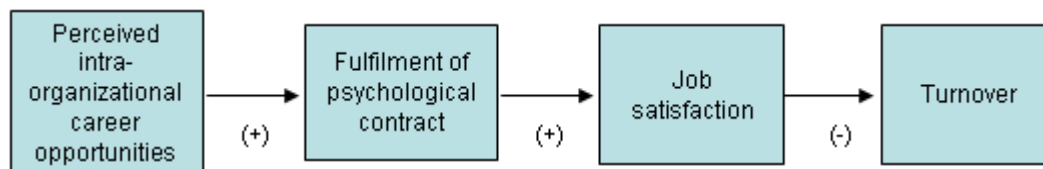
In addition, turnover can have psychological impacts on the remaining employees. According to the social information processing theory, the vacating person will sometimes talk disrespectfully about the job and company that he or she is leaving, which could have a disparaging effect on the people who still works for the company (Griffeth & Hom, c2001). On other occasions, turnover cases can inspire others to quit. People have a tendency of becoming emotionally attached to the people they work with, and sometimes even friendships are formed. When a person leaves the company, some of the employees may therefore feel less inclined to stay, and this is something that in the worst case scenario can result in a "snowball effect", where the resignation of one employee can cause an increase in turnover.

Statoil does not currently have a turnover problem per se. In fact, they have a relatively low rate of employee turnover of approximately 3 per cent. As previously mentioned, a certain rate of turnover is healthy for a company, as it can potentially lead to a higher rate of innovation and a better flow of fresh ideas. Due to Statoil's large size and the diversity of departments, the employees are likely to have a large number of options to relocate if they are not satisfied in their current position. Thus, it is more common for employees to transfer to other positions and departments within Statoil than to actually leave the company.

Unfortunately, this intra-organizational movement is difficult to measure, and for that reason it is all the more difficult to separate the employees who changed positions *because* they were dissatisfied with their current job from those who did it *despite* being satisfied. This lack of knowledge of the so called intra-organizational turnover can become a troublesome issue, because despite the fact that the low official turnover rates indicate a general high level of job satisfaction, there might be a high rate of turnover inside Statoil which could imply that employees actually experience a lower level of satisfaction. For example, an employee could experience dissatisfaction in his or her current position and then apply for a vacant position in

a different department. This person could switch jobs within the company and this would not be registered as turnover.

I do not have access to data material which would allow me to investigate the connection between subjective career success and intra-organizational turnover. However, since previous studies indicate a causal relationship between intra-organizational career mobility, job satisfaction and turnover/intent to turnover, it is important to recognize how serious the consequences of career dissatisfaction can be. My main argument through this entire thesis is that if organizational opportunity structures are able to meet the employees' career expectations, fulfil their psychological contracts and create an overall high level of career satisfaction, it will ultimately contribute to an increased level of job satisfaction and a decreased level of unwanted turnover.



*Figure 1: Main argument: a possible connection between perceived intra-organizational career opportunities and turnover*

## 2.2 Demographic characteristics and organizational factors

Having outlined the basic theoretical framework for my research, I will continue by presenting findings from previous studies regarding the effect that organizational factors have been found to have on perceived intra-organizational career opportunities. Organizational factors are related to company policies but are, by my own definition, ultimately practices shaped by leader and the general psychosocial environment. These factors contribute to either enabling or disabling intra-organizational career mobility. The organizational factors which will be analyzed in this thesis have been selected based on theory and availability in the data material.

It is, however, no secret that organizations' opportunity structures tend to favour certain demographic characteristics, despite company policies maintaining that there should be equal treatment. Therefore, I will initially outline the possible issues related to demographic characteristics and career opportunities. The selection of these characteristics has been made based on information available in the GPS data material, and they will be used in the final analysis as control variables.

## 2.2.1 Demographic characteristics

As previously mentioned in subchapter 2.1.3, studies have shown that perceptions about the opportunity structures - which tend to influence how people make career-related decisions - are in many cases linked to demographic characteristics. For example, one study discovered that employees who share the same race with the largest racial group in the level above them are less likely to leave the organization than those whose race is a racial minority in the upper level (Gunz & Peiperl, 2007). This would indicate that competent individuals who have the same attributes as the minority group in an organization could get the impression that the opportunity structures are unfavourable to them and thus, the probability of such individuals applying for promotions will be low due to their decreased aspirations. The organization will fail to benefit from the skills and knowledge that these individuals inhabit, and in worst case these employees will be lost to other employers who send out more positive signals. In other words, an organization which suffers from high rates of unwanted turnover and has problems attracting good employees should re-examine its demography in search for practices that could be sending out the wrong signals.

Assuming that the same effect would be produced if the dominant and minority group consisted of other demographic characteristics, such as gender or age, I wish to determine whether or not Statoil's employees experience unequal treatment with respect to career opportunities. Hence, my first research question is: ***Do demographic characteristics, such as age, gender, position, business area of employment and pre-merger employment, significantly influence how the employees perceive their intra-organizational career opportunities?***

Over the following pages, I will outline findings from previous studies with respect to those demographic characteristics. However, the research question will be answered according to my own empirical results in later chapters.

### 2.2.1.1 Age

Older employees generally experience having fewer career opportunities than younger employees due to a decreased level of initiative-taking and different professional interests, not to mention that most organizations' opportunity structures tend to favour the younger employees. In their research on age, proactivity and career opportunities, Veldhoven and Dorenbosch (2008) determined a negative relationship between age and perceived career opportunities. Furthermore, researchers Warr and Fay, who investigated the relationship between age and initiative-taking, found that developmental proactivity also declines with age

(Veldhoven & Dorenbosch, 2008). In other words, older employees place less effort into career management and therefore limit their own future career opportunities compared to their younger colleagues.

Another researcher, Van der Heijden, revealed that not only career initiatives, but also training opportunities, become reduced with age (Veldhoven & Dorenbosch, 2008). This could be related to the fact that society tends to hold prejudices about older individuals by perceiving them as inflexible, less innovative, less positive toward change and generally less motivated in their job (Veldhoven & Dorenbosch, 2008). In summary, previous research indicates that age would be negatively related to perceived career opportunities.

***Hypothesis 1: Younger employees are more satisfied with their perceived intra-organizational career opportunities than older employees.***

#### **2.2.1.2 Gender**

Gender, one of the most common demographic features to be measured in social sciences research, is believed to have a significant effect on perceived intra-organizational career mobility. Together with ethnicity and age, gender is commonly related to society's perception of social status (Gunz & Peiperl, 2007). In an organization, the distribution of gender, as well as attitudes and prejudices about this characteristic, called *attribute-linked organizational norms* (Gunz & Peiperl, 2007, p. 401), form the interaction between men and women. Moreover, the amount of female versus male employees is an indication of diversity in an organization.

Despite the fact that women still struggle to prove their equality to men in the labour market, studies show that diversity increases efficiency and promotes collaboration and hence, increases a company's comparative advantage (Griffeth & Hom, c2001). Unfortunately, many companies report having higher turnover rates among the female than the male employees, and in some places up to twice as many women than men leave the company. In addition, one study showed that men's intent to turnover increases along with the proportion of women in the organizational group (Gunz & Peiperl, 2007). According to the same study, so does the rate of turnover among the female employees.

According to Stewart and Gudykunst (1982), female employees need a higher number of promotions in order to attain the same hierarchical level in an organization as male

employees having received fewer promotions. Their research study showed that, although there was a significant correlation between number of promotions and hierarchical level for the men in the selected organization, there was hardly any connection between those two elements for the women.

Although some studies report that women are less dissatisfied than men with their jobs (Gunz & Peiperl, 2007), it is believed that career limitations is one of the main reasons for turnover among women (Griffeth & Hom, 2001). Furthermore, there are indications related to attribute-linked norms suggesting that because there are more male than female leaders in general, people therefore draw the conclusion that men are better leaders and thus will favour the promotion of men over women (Gunz & Peiperl, 2007).

Although women leaders are a minority in Statoil, as is the trend in most Norwegian organizations, previous studies indicate that the female employees in Statoil do experience a high degree of career satisfaction. According to Statoil's annual report from 2008, 37 per cent of the company's employees were women, 40 per cent of the members of the board of directors were female as well as 27 per cent of the total number of managers (Statoil ASA, 2008a). Compared to results from a statistical analysis conducted on gender equality in Norway by Statistisk Sentralbyrå (2009), Statoil employs an average proportion of women. However, this also means that compared to the total number of employees of each gender, there is a greater proportion of male managers than there are female managers.

According to a working paper based on the GPS results from 2006, however, the female employees at Statoil were more satisfied with their career opportunities than the male employees (Mohn, Kvaløy, & Hunnes, 2009). In addition, a masters thesis which investigated Statoil's employees' motivation for quitting in a period of time when the merger had recently been announced, determined that although 35 per cent of the employees were women and 65 per cent were men, only 14 per cent of the vacating employees were female (Baird, 2009, p. 42).

These numbers contradict some previous research, which suggest that women in general have a higher rate of inter-organizational mobility than men (Gunz & Peiperl, 2007). Speculations can be made as to why proportionately fewer female than male employees quit the company, but Baird's study nevertheless indicates that the women in Statoil are more inclined to stay than the men, especially during times of impending change. As a final note, Statoil has placed heavy investments in female recruitment and development programs, and

in an investigation from 2008, 83 per cent of the employees reported that they experienced both genders to be treated fairly in Statoil (Statoil ASA, 2008a).

With previous studies and literature indicating that female employees in general experience less career mobility than male employees do, one would assume that the women working in Statoil also face challenges with the opportunity structures in the company. However, feedback from Statoil's employees seems to contradict such an assumption, especially considering the small amount of women relative to men leaving the company.

On the other hand, although most of the employees seem to have the opinion that women and men are fairly treated in Statoil, the fact is that the percentage of female managers and members of the board of directors in Statoil is no higher than the overall percentage for female managers and members of board of directors in Norway (Statistisk Sentralbyrå, 2009). Apart from a few findings based on previous research on Statoil, there is no immediate property to Statoil's gender practices that would suggest that female employees are equally or more satisfied than the male employees and it is therefore reasonable to question claims of equal treatment. Hence, I state the following hypothesis:

***Hypothesis 2: Female employees in Statoil are less satisfied with their intra-organizational career opportunities than the male employees.***

### **2.2.1.3 Pre-merger employment**

The most commonly known reasons for mergers are gaining synergy, market penetration and visibility; increasing productivity, knowledge and shareholder value; improving efficiency and processes; and reducing costs (Klein & Kahn, 2003, p. 134). However, mergers usually cause changes to the psychological contract and can therefore have a negative impact on how the employees assess their job situation. Moreover, mergers have a tendency of changing people's career plans and opportunities within the new company, and this often causes uncertainty, anxiety and decreased motivation among the employees. Research on mergers tends to show an elevated stress level among the employees both during and after the event (Panchal & Cartwright, 2001). In addition, loyalty and sense of organizational belonging might get weakened over the course of the process.

In many cases, mergers cause changes in employment contracts, employment termination and changes in the prerequisites for current positions. Employees who might have been

carefully planning an intra-organizational career in the old company could find themselves in a situation where their career opportunities have changed along with a redesign of the organizational map. Unwanted turnover could become a consequence. To prevent such unwanted effects, it is therefore crucial that the new leaders and the employees renegotiate their psychological contract in order to match the new situation and reduce potential feeling of betrayal (Neider & Schriesheim, 2002).

Apart from the general consequences mentioned above, a number of merger studies indicate that such an event tends to have different affects on different employee groups. The post-merger workspace usually consists of three main groups of people: employees from the dominant organization, employees from the subordinate organization and new employees who were employed after the merger. Some studies suggest that employees from the subordinate company tend to experience more stress and be less satisfied with the merger than those from the dominant company, particularly if the two companies used to compete with each other. It is also more common for the subordinate group to develop feelings of worthiness and inferiority related to decreased status and autonomy (Panchal & Cartwright, 2001). In addition, in the process of forming a new organizational culture, the culture from the dominant company tends to be retained more so than the one from the smaller company and this tends to decrease satisfaction among those whose culture was dismissed.

However, other studies, such as Panchal and Cartwright's research on group differences on post-merger stress, have found more dissatisfaction among people from the dominant company than the smaller company. Becoming part of a much larger company, employees from the smaller company will in some cases experience increased status and feel like they have more opportunities in the merged organization than they previously did. The dominant group, on the other hand, may express dissatisfaction if they perceive their high status to become compromised by the inclusion of an inferior company (Panchal & Cartwright, 2001). When it comes to the final group of employees, Panchal and Cartwright's study also revealed that individuals who were employed after the event of the merger experienced less organizational climate stress and less change-related stress than those who had been employed through the whole process.

In the case of the Statoil-Hydro merger, the approximately 24 500 Statoil employees clearly outnumbered the 5000 employees from Hydro, and thus the previous Statoil employees undoubtedly make up the dominant group in the new organization. Despite this difference, Statoil has continuously emphasised this was a merger of equals, and not an acquisition of Hydro. According to a master thesis from 2009, Statoil and Hydro agreed that the best from



both organizations ought to be preserved in order to establish a shared culture and identity in the new company (Barstad, 2009, p. 16).

However, the empirical results from the thesis also suggested that ex-Statoil employees seemed to identify with the merged company's values to a greater extent than ex-Hydro employees. Over two years after the event of the StatoilHydro merger it would be interesting and important to investigate whether there are significant differences between the three groups of employees, particularly between the two pre-merger company groups, in order to determine if there is a difference in how these employee groups perceive their intra-organizational career opportunities. Such results could indicate if there actually are feelings of equal treatment among the employees.

Based on knowledge about the StatoilHydro merger and previous empirical findings, I suggest the following hypothesis:

***Hypothesis 3: Former Statoil employees are more satisfied with their intra-organizational career opportunities than former Hydro employees.***

#### **2.2.1.4 Position**

There is reason to believe that employees who occupy positions as leaders or supervisors will have a more positive perception of intra-organizational career opportunities than their subordinates. For example, Nabi claims that employees who regard their work as very important tend to report a higher level of career satisfaction than employees who do not attach that much importance to their work (Nabi, 1999). Despite the flatter structures in contemporary organizations, a position as a supervisor demands more responsibility than a position further down in the hierarchy. This would indicate that a climb up the administrative career ladder would enhance an employee's sense of responsibility, which would also influence career expectations in a positive manner.

Also, occupying a supervisory position tends to yield more perks, and therefore, supervisors may be able to extract more pleasure out of their work. On the other hand, highly ambitious employees tend to report a lower average level of career satisfaction because they often set unrealistically high career ambitions, which the opportunity structures are unable to match (Nabi, 1999). Many times, the consequence of such high ambitions is that the employee is never satisfied in her or his current position.

It is, nonetheless, a fact that employees who have supervisory functions are more likely to have received promotions within the organization than employees in subordinate positions, because many supervisors will have worked their way up in the organization. Therefore, there is reason to believe that they are aware of existing career opportunities, probably more so than other employees. They may also have an expanded network of colleagues who also occupy supervisory positions who could be good sources of information to the opportunities which may appear. Thus, once an individual enters a leader position, he or she will often experience that a world of new opportunities is opened. I therefore suggest the following hypothesis:

***Hypothesis 4: Employees who have supervisory functions are more satisfied with their perceived intra-organizational career opportunities than employees who do not.***

**2.2.1.5 Business areas**

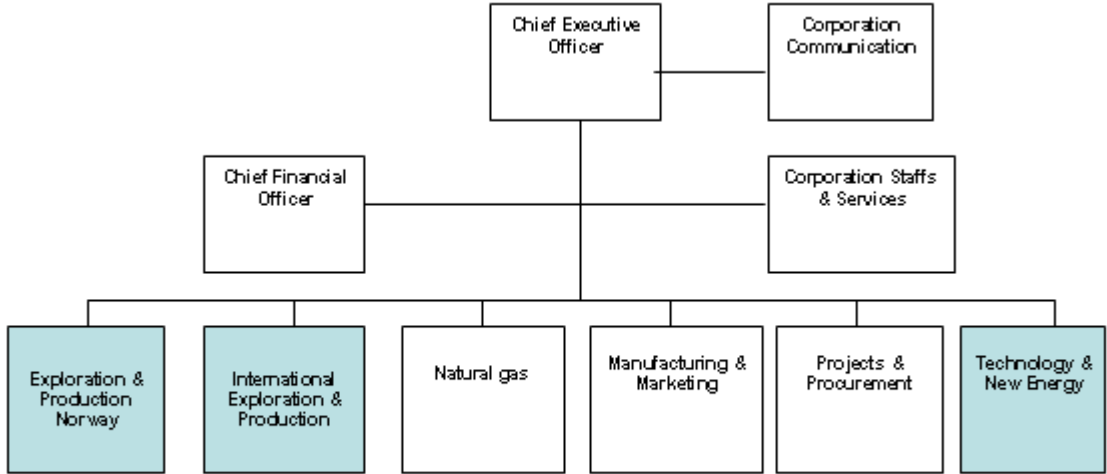


Figure 2: Organization chart, Statoil ASA (Statoil ASA, 2010b)

Statoil is made up of six main business areas: Exploration & Production Norway (EPN), International Exploration & Production (INT), Natural Gas (NG), Manufacturing & Marketing (M&M), Projects & Procurement (P&P) and Technology & New Energy (TNE). Statoil’s core business is located in EPN, INT and TNE. In addition, most of the employees who hold university or college degrees are concentrated in these areas, offshore workers not included. In these areas, engineers, economists and other employees with academic education work

to develop better solutions and discover potentially new projects. This means that EPN, INT and TNE make up the “career core” of Statoil, which is why I have selected to investigate and compare perceived intra-organizational career opportunities among the employees in these areas. In the following paragraphs, I will present the three areas according to main tasks and personnel.

With around 9000 employees and seven sub-units on mainland and offshore, the EPN is by far the largest business area in Statoil (Statoil ASA, 2009b). According to one of Statoil’s governing documents, EPN is responsible for keeping Statoil’s operations on the Norwegian Continental Shelf in line with HSE regulations, maintenance of equipment and construction sites, searching for new energy prospects, cost efficient production and continuous development of the company portfolio, among many other tasks. The area consists of different types of personnel, varying from onshore and offshore employees, production as well as administrative departments.

The INT area is mainly responsible for exploration and production of oil and gas outside the Norwegian continental shelf (Statoil ASA, 2009a). In 2008, INT consisted of multiple business areas in 12 different countries all over the world and provided Statoil with almost one fourth of its oil and gas production. Compared to the other main areas, INT stands out by allowing only a limited group of carefully selected individuals to test their knowledge and learn new skills in various international projects. For many, joining the INT unit is a rare opportunity to expand one’s horizon, both professionally and personally. Some stay overseas for only a few months, whereas others may be stationed in another country for years. It is therefore highly likely that members of this business area are highly flexible individuals who are willing and obliged to invest in their careers.

Perhaps the most innovative of them all, the TNE business area exists to create technological solutions to benefit activities such as explorations, oil and gas extraction and field and operations development. Methods for how to effectively capture and store carbon dioxide in the most environmentally friendly way and searching for new sources of energy are also the main tasks in this area. For this reason, only highly educated individuals are employed in TNE. Because of the many various projects characterized by a high level of creativity, it is likely that TNE employees move across positions within the business area at a higher rate than Statoil’s other main business units.

In summary, although the employees who I intend to investigate share the trait of having a high level of education, the areas themselves are different. INT almost appears to be an

intra-organizational career ladder in itself, while positions within EPN and TNE do not seem to be as difficult to attain for employees already working in Statoil. Therefore, it is likely that individuals working in INT will be more satisfied with their careers, because they have already been given career opportunities within the organization.

***Hypothesis 5: Employees working in business area INT are more satisfied with their perceived intra-organizational career opportunities than employees working in EPN and TNE.***

### **2.2.3 Organizational factors**

*“Jobs and careers are embedded in organizational structures, and these structures strongly affect individual mobility” (Granovetter in (Haveman & Cohen, 1994, p. 108)*

My second research question for this thesis is: ***Do organizational factors significantly influence how the employees perceive their intra-organizational career opportunities?***

By my own definition, organizational factors are practices formed by leadership, organizational policies and culture and the psychosocial environment. Compared to demographic characteristics, which are difficult to change, organizational factors are of larger interest to organizations because they can more easily be altered and improved. These are target areas for change management. This subchapter aims to outline theory and previous findings related to organizational factors and their effects on perceived intra-organizational career opportunities. Hypotheses will be formulated for each factor.

#### **2.2.3.1 Competency utilization and training**

Competency is a person's total amount of knowledge and cognitive skills which makes him or her able to effectively interpret the organizational environment (Nordhaug & Gausdal, 2002). A study conducted by Veldhoven and Dorenbosch (2008) demonstrated that organizations in which HR practices are focused on employee development have employees who are more satisfied with their career opportunities than organizations in which HR practices emphasize other things.

Today, as opposed to a few decades ago, competence development receives increased investment compared to capital management and production equipment (Nordhaug & Gausdal, 2002). Traditionally, certain tasks were only allocated to the employees that the management knew would be capable of mastering such challenges. However, leaders and managers are starting to see that those who encourage their employees to learn and be creative are more likely experience enthusiastic and loyal employees than those who are more concerned with maintaining a high level of stability and safety.

Because of increased competition, most organizations are no longer capable of offering their employees job security. This means that employees are to an increasingly higher degree than before choosing to work for companies that can guarantee them competence development. As CEO Jack Welch put it, “companies cannot promise their people lifetime employment. Global competition is too fierce and economic cycles too frequent for any such guarantees. But they can promise their people every chance for employability-skills that will make them more attractive if they are forced to part ways” (Gunz & Peiperl, 2007, p. 380). Having developed their knowledge and skills during the employment period, employees will have gained attractiveness on the job market and elevated their employability, and are somewhat secured no matter if they lose their jobs.

Organizations which invest in training have the chance of gaining competitive advantage over those that do not (Nordhaug & Gausdal, 2002) (Veldhoven & Dorenbosch, 2008). According to Gunz and Peiperl (2007), there are two main ways through which organizations can benefit from offering their employees training activities. The first one is that the organization itself enhances its own capabilities, and the second one is that the organization can potentially increase its flexibility by developing the competence of their now loyal employees.

A flexible internal workforce means that when the time for a change strategy has come, the organization will be less dependent on external workforce, and can therefore reduce its recruitment expenses. More money can be invested in utilizing and developing the employees' competence, which can contribute to increasing the total competence capital of the organization, especially if turnover also is reduced. For organizations which operate in constantly changing markets, rigid job descriptions and career opportunity structures will only serve to work against the implementation of new strategies. Thus, flexibility through competence development and training is key to competitive advantage and should be regarded as an investment in stead of an expense.

Furthermore, offers of training sends a signal to the employee that the organization wishes to retain the person and is willing to invest in them (Rousseau, 1995). Therefore, training activities can also be used as a means to keep employees who are considered to be valuable to the organization. The main sources through which employees can receive career development opportunities are “on-the-job” learning, such as job rotation, or through participating in educational activities, which are mainly courses (Nordhaug & Gausdal, 2002, p. 151).

For the employee, building one’s set of skills and knowledge is a long-term investment, as this can also be useful in future employing organizations. At the same time, the organizations often benefit directly from such activities by offering training which focuses on strategic objectives. This way, training becomes a win-win situation and a mutual investment for both employees and organization. As offers of training can be contingent on individual performance, it can also be used to reward the employee, which in turn has the potential of increasing that person’s job satisfaction.

At the same time, it is equally important that the current position allows the employee to be able to utilize his or her competency. In between developmental activities, it is essential that the tasks which make up the job description enable the employee to utilize the skills that he or she already possesses. In addition, the work should be challenging to the point where the employee avoids becoming bored, but not so much that the employee becomes stressed. There is a fine line between boredom and stress, or rather, two fine lines (see figure 3). Utilization of competency lies between these two lines, and it therefore crucial that the employer knows the employee well enough to know how to keep the employee in a zone of balance.

Finally, it is given that employees who receive recognition of their achievements in the shape of training become more visible and more indispensable to their employer. Statoil strongly encourages its employees to seize opportunities for development. In fact, it is the responsibility of each individual working in the company to be proactive with respect to their career. Such efforts are rewarded, which has the effect of making the employees want to master new challenges. Thus, employees find themselves in a positive circle of development where they are motivated to work harder in exchange for competency training opportunities.

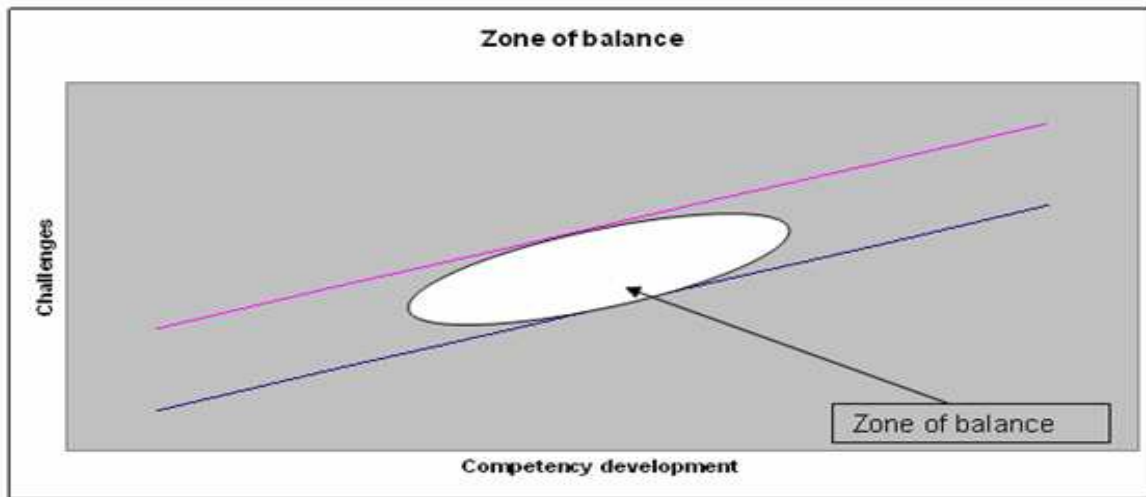


Figure 3: Balancing challenges and competency development

**Hypothesis 6: Competency utilization and training will have a positive effect on perceived intra-organizational career opportunities.**

### 2.2.3.2 Collegial climate

Previous research strongly suggests that the relationship which an employee has with his or her colleagues will have a significant impact on career satisfaction. Empirical work conducted by Ghulam R. Nabi at the Coventry University in United Kingdom in 1999, determined a positive connection between a high frequency of informal networking and a high degree of subjective career success (Nabi, 1999). Establishing and maintaining a network of colleagues can be an employee's most important source for psychosocial support, advice and information about up-coming vacancies. Colleagues are also useful for feedback in terms of performance as well as behavioural development assessment (Adams, 2005).

Furthermore, another study found that managers who had large networks were promoted more rapidly than managers who had fewer contacts (Ballout, 2007). It is therefore likely that the employee's primary network, which consists of people with whom he or she works on a daily basis, significantly influences his or her reported level of career satisfaction. Thus, the assumption can be made that the collegial climate, the degree to which there is collaboration, respect and communication in a department, will contribute to determining career expectations and level of subjective career success.

Interestingly, peer mentoring is claimed to reduce stress and encourage development during mergers and other types of reorganizations (Siegel, 2000). During such changes, organizations tend to try and reduce their expenditures, which often results in reduced numbers of supervisor mentors and delegation of more responsibility to the employees. Peer mentoring often fills this void and can be an important channel of communication, and thus has a mitigating effect on the negative consequences and the uncertainty experienced by the personnel. Beyond assistance from the supervisor, colleagues can help each other by providing the developmental information which might be necessary for the individual to be able to adjust in times of change (Adams, 2005).

***Hypothesis 7: Collegial climate will have a positive effect on perceived intra-organizational career opportunities..***

### **2.2.3.3 Influence and control over ones work situation**

Perceptions of intra-organizational career opportunities are shaped by the amount of influence and control that an individual holds with respect to his or her job. Employees who are allowed to dispose of their work hours according to their own evaluation are more flexible and more able to spend time on career planning than employees who are bound by a strict and detailed job description. According to a couple of researchers who studied the impact of work flexibility on job satisfaction in Europe, work flexibility can be divided into two main groups: quantitative and qualitative flexibility (Origo & Pagani, 2008). Temporary work and flexible work-hours are types of flexibility which belong in the first group, whereas employee influence, job rotation, work autonomy, teamwork and the possibility of applying multiple skills are forms of qualitative flexibility.

Along with an increase in functional flexibility, which refers to flexible production, more and more organizations are also making working conditions increasingly flexible for the employees, both quantitatively and qualitatively. For many, this has produced positive effects. Research suggests that the increased flexibility has contributed to higher levels of job satisfaction, which indirectly benefits the employing organizations through increased job performance and an overall elevated level of productivity (Origo & Pagani, 2008).

Furthermore, it has been demonstrated that work autonomy, the degree to how much an individual has a say in decisions made about their work tasks, is positively linked to career planning (Kidd & Green, 2006). Naturally, with more opportunities to plan your own working



day, more time can be invested into personal career management, and thus, autonomy might enable employees to become more aware of the career opportunities that are available to them. In addition, if individuals are given the chance to try out various tasks and approaches, instead of being confined to following rigid procedures, their performances could become more visible to their employers. Thus, it is likely that work autonomy as well as employee involvement, or influence and control, could positively influence employees' perceived career prospects within the organization.

***Hypothesis 8: Influence and control will have a positive effect on perceived intra-organizational career opportunities.***

#### **2.2.3.4 Supervisory mentorship**

Rate of advancement in an organization is not only dependent on available tasks and positions, but also on supervisory support (Rousseau, 1995). Support provided by supervisors tends to be career guidance, information, learning opportunities and allocation of challenging tasks - all initiatives aimed toward enhancing the career of the employee (Ballout, 2007). Commonly referred to as mentorship, support from the leader is key to the fulfillment of the employee's job expectations and is therefore closely connected to the psychological contract (Neider & Schriesheim, 2002). In addition, supportive supervisors influence employees to be more apt to participate in developmental activities which, hence, tend to enhance their careers and increase subjective career success (Ballout, 2007).

Moreover, it is through support and coaching that contemporary leaders are able to motivate their employees and produce, among other things, career expectations and positive attitudes (Neider & Schriesheim, 2002). This may be particularly relevant to people in their early to mid-career stages (Siegel, 2000), as the relationship between employee and supervisor can establish the terms for the psychological contract (Neider & Schriesheim, 2002). However, it is also an important factor to the renegotiation of the psychological contract over the entire course of the employment. As previously mentioned, the perception of whether the psychological contract has been fulfilled or violated has a significant effect on perceived career opportunities. Because the basis of the contract might have changed since the person first started working in the company, the leader-employee relationship becomes an essential tool that leaders can apply to realign employee expectations and thus avoid decreased organizational commitment and trust, and unwanted turnover.

In addition, contemporary leadership is starting to become increasingly characterised by its transformational qualities. Only a few decades ago, the interaction between leader and subordinate mainly consisted of task delegation and task execution. However, with career ladders frequently becoming more inter-organizational than intra-organizational in nature, leaders are realizing that employees value leadership which contributes to developing their skills and their attractiveness on the job seeking market. By providing the employees with individual attention, support and motivation, transformational leadership creates opportunities for career advancement inside the organization as well as on the external market (Neider & Schriesheim, 2002).

Moreover, managers and supervisors who practice their transformational leadership style with success are able form relationships with their employees based on trust, which produces loyalty and commitment to the leader as well as to the employing organization. This relationship also allows the supervisor to interpret events and changes in the organization in order to provide the subordinate with security regarding their current employment situation. Also, in events of reorganizations and culture changes, such relationships may have equipped the employees with enough skills to survive the changes and potential downsizings (Neider & Schriesheim, 2002). Thus, a supportive supervisor-subordinate relationship will not only benefit the employee, but may also have the effect of retaining valued employees and thus, produce positive outcomes for the employing organization.

Furthermore, supervisory feedback is a tool for career development and is therefore assumed to have an effect on perceived career opportunities within the organization. Moreover, it is a tool which employers can use to direct their employees toward doing the right things in the right way and shape individuals into valuable employees. Because of decreasing job security, it is important that employees know whether or not their performance is meeting the standards and how their behaviour is affecting their work in order for them to be able to take on other employment (Adams, 2005). Thorough and relevant feedback will give the employees a more realistic self-image and help them develop faster in a more thought-through way (Kaye & Jordan-Evans, 2000). Therefore, feedback is becoming increasingly more important as a tool for self-development and career advancement.

Feedback is a cyclical process. Positive performance feedback has been shown to have the effect of encouraging the employees to work harder and thus produce a better performance and even more positive feedback. Thus, as the employee improves his or her performance and behaviour along with the lines of feedback from a supervisor, he or she will receive better career opportunities within the organization. However, supervisors tend to more or less

intentionally give more positive feedback to the employees they like than the employees they like less (Adams, 2005). Not only does this create imbalanced and unjust feedback, but in many cases the liked employees will not be given adequate negative feedback to help them develop, learn and correct their performance and behaviour. If suddenly confronted with negative behaviour feedback from someone else, these employees may go into denial and defensiveness, as previous feedback has been nothing but positive (Adams, 2005). Some even claim that employees will benefit more on receiving specific and critical feedback rather than supportive feedback, and that negative feedback will be of more help than positive.

Detailed feedback is usually provided when the supervisor conducts the annual or semi-annual appraisal meeting with each of the subordinates. Normally, this will take place as a semi-structured conversation, in which the main goal is for the supervisor to give the subordinate a performance and behaviour evaluation. After a discussion between the supervisor and subordinate, the two set delivery and behaviour goals for the employee to work toward until the next development discussion. Statoil calls this procedure the People@Statoil dialogue, and according to an informal conversation with former employee Einar Brandsdal, the organization places equal emphasis on behaviour and vocational feedback and development goals.

***Hypothesis 9: Supervisory mentorship will have a positive effect on perceived intra-organizational career opportunities.***

### **2.3 Which is the most influential organizational factor?**

My third research questions for this thesis is: ***Which of the organizational factors has the most significant effect on the employees' perception of their intra-organizational career opportunities?*** I would consider it to be a great advantage for the management in Statoil to know which of the organizational factors has the greatest influence on level of career opportunity satisfaction, because this information could be used to help locate where there might be immediate need for change management, or at least which improvements are most likely to elevate this aspect to job satisfaction.

It seems to me that all of the four organizational factors which I intend to investigate are bound to affect the employees' general job satisfaction. However, supervisory support and feedback and competency utilization and development both strike me as being more likely to have a direct effect on career satisfaction than work flexibility and collegial climate. Forced to make a choice between the two, I assume supervisory support and feedback to have the

most significant impact, mainly because there is great power in the way that leaders give support and feedback to the employees. How a supervisor exercises this power can greatly affect to which degree the employee feels able to take on new challenges. I therefore construct the final hypothesis:

***Hypothesis 10: Supervisory support and feedback is the organizational factor which has the most significant effect on the employees' perceived intra-organizational career opportunities.***

## **2.4 Chapter summary**

The aim of this chapter was to investigate findings made through previous studies and construct hypotheses according to the research questions which this thesis tries to answer. The empirical contributions helped me formulate ten hypotheses, all of which will be answered when I analyze the results from the data material used in my research. Below is a chart which summarizes the hypotheses and arranges them according to which research question they belong to. In the next chapter, I will outline the design of the thesis and how my method of choice was used to analyse the Global People Survey.

Research questions	Hypotheses
<p><b>Research question 1:</b> Do demographic characteristics, such as age, gender, position, business area of employment and pre-merger employment, significantly influence how the employees perceive their intra-organizational career opportunities?</p>	<p><b>Hypothesis 1:</b> <i>Younger employees are more satisfied with their intra-organizational career opportunities than older employees.</i></p> <p><b>Hypothesis 2:</b> <i>Female employees in Statoil are less satisfied with their intra-organizational career opportunities than the male employees.</i></p> <p><b>Hypothesis 3:</b> <i>Employees who occupy supervisory functions are more satisfied with their intra-organizational career opportunities than employees who do not.</i></p> <p><b>Hypothesis 4:</b> <i>Employees working in business area INT are more satisfied with their perceived intra-organizational career opportunities than employees working in EPN and TNE.</i></p> <p><b>Hypothesis 5:</b> <i>Former Statoil employees are more satisfied with their perceived intra-organizational career opportunities than former Hydro employees.</i></p>
<p><b>Research question 2:</b> Do organizational factors significantly influence how the employees perceive their intra-organizational career opportunities?</p>	<p><b>Hypothesis 6:</b> <i>Competency utilization and training will have a positive effect on perceived intra-organizational career opportunities.</i></p> <p><b>Hypothesis 7:</b> <i>Collegial climate will have a positive effect on perceived intra-organizational career opportunities.</i></p> <p><b>Hypothesis 8:</b> <i>Influence and control will have a positive effect on perceived intra-organizational career opportunities.</i></p> <p><b>Hypothesis 9:</b> <i>Supervisory mentorship will have a positive effect on perceived intra-organizational career opportunities.</i></p>
<p><b>Research question 3:</b> Which of the organizational factors have the most significant effect on the employees' perception of their intra-organizational career opportunities?</p>	<p><b>Hypothesis 10:</b> <i>Supervisory mentorship is the organizational factor which has the most significant effect on the employees' perception of their intra-organizational career opportunities.</i></p>
<p><b>Research question 4:</b> How can employers utilize this information?</p>	<p><i>See Chapter 5 – Discussion</i></p>

Table 1: Research questions and hypotheses

## CHAPTER 3 – METHODOLOGY

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This chapter is dedicated to the description of and the explanation for the design and method which were determined to be the most suitable for answering my research questions. Potential threats to the validity and reliability of the research process and results will be identified and discussed. The Global People Survey (GPS) and the population for the analysis will be described, and finally, a step-by-step explanation of how the variables were chosen, how the indexes were constructed and how the statistical analysis has been conducted will be outlined.

### 3.1 Research design

The research design is a plan of how one intends to answer the research questions. There are four main strategies that can be applied: the inductive, deductive, retroductive and the abductive (Blaikie, 2009, p. 24). The inductive strategy collects data first and theory second, and is preferred when the research question is a “what”-question. Taking the opposite starting point, the deductive strategy demands that the researcher uses theory to form a limited number of hypotheses, which are finally tested through the analysis of data to answer “why”-questions. The retroductive strategy starts by creating a hypothetical model and then proceeds to search for underlying structures that supports the model. The abductive strategy, on the other hand, follows a completely different logic, basing its research on understanding people’s motives and actions through a subjective point of view.

Differentiating between these four strategies may seem easy on paper, but I found that making a clear choice between them to be more of a challenge. Both the inductive and the deductive strategy presented themselves as two equally suitable approaches. I finally chose the deductive method. However, the factor analysis as it appears in the results chapters is a product of an interactive process between theory and the data material from the GPS. This will be explained in more detail in the following chapter.

### **3.2 The quantitative versus the qualitative method**

Before initiating on my research, I had to make a choice between the quantitative and the qualitative method, or make a conscious decision to choose both. According to Blaikie (2009), the main difference between the quantitative and the qualitative method is that while the latter is concerned with exploring meanings and interpretations, the quantitative method is mainly used to count and measure different aspects of social life. Moreover, the quantitative method is a good option when a person has good basic knowledge about the research theme; wishes to test theories; wants to make generalizations; and wishes to determine regularities (Jacobsen, 2005, p. 135). However, if one has limited knowledge about the research theme, wants to develop new theories, seeks information about few entities and wants to reveal the nature of a phenomenon, Jacobsen recommends applying the qualitative method.

This thesis aims to measure to which degree organizational factors affect perceived intra-organizational career opportunities. It was therefore natural for me to opt for the quantitative method. Furthermore, within the quantitative method, there are four main categories of analysis: descriptive, association, causation and inference (Blaikie, 2009, p. 236). The data collected from the GPS has been used in a causation analysis technique, which means that attempts have been made to identify the degree to which the independent variables are believed to affect the dependent variable, and to determine a pattern of causation between the independent variables.

### **3.3 Literature review**

Because I chose to use the deductive research strategy, it was critical that I began working on my thesis by investigating previous research on career mobility and career success, theory on human resources challenges, sources for enhancing job satisfaction and reasons for turnover. My sources of information have mainly been journal articles, papers and master's theses conducted by international career researchers and Norwegian university students. The latter had written their thesis either about Statoil or on career related subjects. These sources each provided me with pieces of information, and theory regarding the psychological contract from one particular book, "Handbook of career studies" by Gunz and Peiperl (2007), helped me understand how following up the individual employee can affect the success of the organization. This eventually provided me with essential information which helped me formulate research questions and hypotheses.

### **3.4 Global People Survey (GPS)**

Every year, the human resources (HR) department in Statoil conducts the Global People Survey (GPS) among the employees. The anonymous survey collects demographic data about the personnel and is, in addition, made up of 67 questions and statements to which the employees make their personal evaluation about their work situation in the organization. The GPS is one of the tools used in the personal development program called People@StatoilHydro, and is used to collect information regarding the employees' overall job satisfaction working in Statoil (Statoil ASA, 2008b). The information is used in performance appraisal meetings to evaluate the employee's general performance and behaviour and to set new goals in the employee's personal developmental plan. All of Statoil's employees are asked to respond, and most years the feedback rate exceeds 80 per cent.

The questions and statements in the GPS are mainly closed. The employees have to rate their agreement with the statements on a scale from one to six, one meaning that the person completely disagrees and six meaning that the person completely agrees, or apply the final alternative "not applicable" / "not relevant". This paper is exclusively based on the results from the GPS survey from 2009. It departs from statement number five in the GPS: *I am satisfied with my career opportunities*, which is the main dependent variable in the regression analysis.

### **3.5 Population, sample and units**

The population refers to the entire group of units that the researcher aims to investigate (Skog, 2004). In this thesis, the *population* is the employees who work in the three main onshore areas of Statoil's, namely Exploration and Production Norway (EPN), Technology and New Energy (TNE) and International Exploration and Production (INT). As previously mentioned, these areas employ most of the highly educated individuals in Statoil, who are therefore believed to hold high career expectations.

The offshore personnel, on the other hand, have been excluded based on the fact that most of them have a different type of education than onshore employees in EPN, TNE and INT, and the rigid nature of their positions produces greater limitations to the career structures than onshore positions. Therefore, in order to avoid producing analytical results which would include areas of vast differences in structure and career opportunities, and risk ending up with a result that neither the offshore nor the onshore employees would be able to identify with, it was after careful consideration that only onshore personnel from the three business



units were selected. This is also my *sample*. All in all, the indexes which I have constructed consist of responses from approximately 6300 to 6500 employees, who individually are the *units* in this investigation.

### **3.6 The SPSS program**

The analysis in this thesis was conducted through the appliance of the computer software program called SPSS (Statistical Package of Social Sciences), which in 2009 changed its name to Predictive Analytics Software (PASW Statistics). Despite the name change, the program will in this paper be referred to as the SPSS program. The program is a popular tool among social science researchers and is mainly used to form predictions based on statistical analysis (SPSS.com, 2010). Due to the fact that the file which I received from my contact person in Statoil had already been worked on by the company's human resources department, the SPSS was first applied to identify and remove any repeating statements and responses related to other surveys. It was then used to conduct a factor analysis, test the factors for internal consistency and correlation, create indexes and dummy variables, perform a multiple regression analysis, and finally, conduct a path analysis.

### **3.7 Factor analysis**

The factor analysis tests the instrumental validity and reveals structures of underlying correlations in the data material (Sannes, 2004). It is commonly applied to reduce many observed variables into a few factors. For each identified factor, every variable is given a value within the range of zero to one. The thumb rule is that values over 0,4 indicate strong correlations within a given factor, but it is also a matter of personal evaluations and whether or not a variable has a strong correlation within several factors, which would reduce its significance. The factor analysis is a very helpful tool for researchers whose studies do not require detailed information, but rather a few general measures. Such general measures are normally called indexes, which are sums of two or more variables (Skog, 2004). In this case, the factor analysis has been used to reduce statements in the GPS relevant to theory into factors which could be used in a regression analysis.

A factor analysis can be conducted in several ways with various purposes. Researchers will use *exploratory* factor analysis in order to reveal a general pattern of variables which appear to represent similar themes. It is a very helpful procedure when the researcher wishes to get a decent overview of the data material and sort through the variables before starting to work

with it (Skog, 2004), particularly if he or she has not decided on what the material will be specifically used for.

The factor analysis in this thesis is the result of an interactive process, in which I found it necessary to alternate between theory and data material. I had access to the GPS responses from 2009, which contained 67 questions and statements. Because some of them were so obviously unrelated to issues regarding career, such statements were immediately excluded from a factor analysis. To further decide which statements to reject and which to include, I applied the theory outlined in chapter 2 to find out what other researchers have found to concretely influence employees' perceived intra-organizational career opportunities. Some arguments were excluded because theory did not suggest that they would cause changes to perceived career opportunities, whereas some were excluded because they appeared to be caused *by* this perception in stead of the other way around.

According to previous findings, perceived intra-organizational career opportunities are affected by leaders, colleagues, developmental activities, and employee involvement. The latter element is particularly relevant to Statoil, which encourages and expects the employees to be proactive with respect to opportunities for development. Thus, research indicates that these four elements ought to be identified in a large questionnaire as the GPS and tested to determine whether or not my findings support the results of previous research. Statements which were clearly unrelated to these elements were not included in the analysis.

The initial analysis identified three factors at an Eigenvalue of 1 or above. These were factors related to leadership, colleagues and employee involvement. However, I was not content with the third factor, which mainly consisted of statements related to collegiality, but also included statements regarding competency utilization and training. It was obvious that this factor had combined two of the factors which I had been searching for. Therefore, I commanded the program to identify four factors. The analysis was finally able to separate statements related to competency from statements related to collegiality. Although factors with Eigenvalues are normally not preferred, the competency factor ended up with an Eigenvalue of 0,88 and the other three factors with eigenvalues over 1, which I considered satisfactory.

### **3.8 Cronbach's Alpha**

Cronbach's Alpha is a tool which measures the internal consistency in a factor and the degree to which an index can produce measured values which can be generalized (Skog,

2004). The test rates the factor on a scale of 0-1 and the thumb rule is that in order to justify the construction an index, the factor should have a Cronbach's Alpha value of 0,7 or more. However, before confidently making the statements into indexes, it is also important to investigate the internal, or bivariate, correlation between the statements.

### **3.9 Bivariate correlation**

The bivariate correlation test measures internal correlation, or strength of association between variables (Christophersen, 2009). In cases where the variables are of an interval nature, it is common to apply the Pearsons  $r$ , whereas at the ordinal level, Kendall's Tau is preferred. The value produced in the tests ranges from -1 to +1. Each of the statements is one by one made into a reference variable, which has the value 1. It is preferable that relative to each of these reference variables, the other statements receive a value of  $-/+0,3-0,6$ .

If one of the statement receives a value above  $-/+0,6$ , it will indicate that the statement measures an aspect quite similar to the reference variable. If a statement receives a value below  $-/+0,3$ , it suggests that it measures an aspect which is very different than the aspect measured by the reference variable, and it could indicate that one of the statements should not be included in the final index. However, similar to the factor analysis, the results of a bivariate correlation test should not be blindly accepted, as it too requires the researcher's personal evaluation.

### **3.10 Multiple regression analysis**

The final stage is to test whether or not the demographic characteristics and the organizational factors actually have the expected effect on the dependent variable. Social science is unable to verify, falsify or determine scientific law and is therefore only able to suggest a tendency of causal connections between certain phenomenon. Regression analysis is a way of examining the relationship between one dependent variable and one or more independent variables, with the aim of determining to which degree the independent variables affect the dependent one (Skog, 2004). Moreover, it is used in detail to determine how much the dependent variable will increase or decrease when one of the independent variables increases by one unit, and also, to reveal if the correlation between these variables are in fact direct or indirect.

The regression analysis makes it possible to test the effect that one variable has on another while other variables are held constant, and is therefore one of the best tools that social science researchers can use to reveal spurious connections and thus, find tendencies of causal connections. Only a regression analysis which produces significant results will allow the researcher to reject the null hypotheses.

### **3.10.1 Dummy variables**

Variables which are made up by more than two possible responses, which are not continuous but categorical and independent, need to be modified into dummy variables before they can be applied in a linear regression analysis (Christophersen, 2009). This also goes for variables in which responses have been coded 1 and 2 in the original data material, in which case there is a need to recode the responses to 0 and 1. A dummy variable preserves qualitative properties and indicates whether or not a feature is present (Skog, 2004). In order to apply the data material in a linear regression analysis, I modified the variables for gender, position, business areas and pre-merger employment in dummy variables.

### **3.11 Path analysis**

A final step in my research was to establish the chain of causality between the independent variables. To do this, a path analysis was conducted. Although the initial regression analysis establishes the connection between the independent variables and the dependent variable, the path analysis aims to reveal the causal structure between these connections (Skog, 2004). The path analysis appears as a series of regression analyses. In the first analysis, the independent variable which was determined to have the strongest direct effect on the dependent variable (independent variable 4) is applied as the dependent variable, whereas the remaining independent variables (independent variable 1-3) are maintained as independent variables. In the next analysis, variable 3 becomes the dependent variable, whereas independent variables 1-2 are the independent variables, and so on.

The order of these regression analyses is decided by the researcher's evaluation of which of the independent variables is believed to have the initial effect on the other independent variables. Below is a demonstration of a general path analysis model. Similar to the model which will be made based on my own findings, the general model below is made up by four independent variables and one dependent variable. The marked arrows demonstrate the

influence of each of the independent variables on the dependent variable, while the others show the chain of causality from independent variable number 1 through to independent variable 4. The strength of the effect is revealed by the beta values, which are determined in the multiple regression analyses.

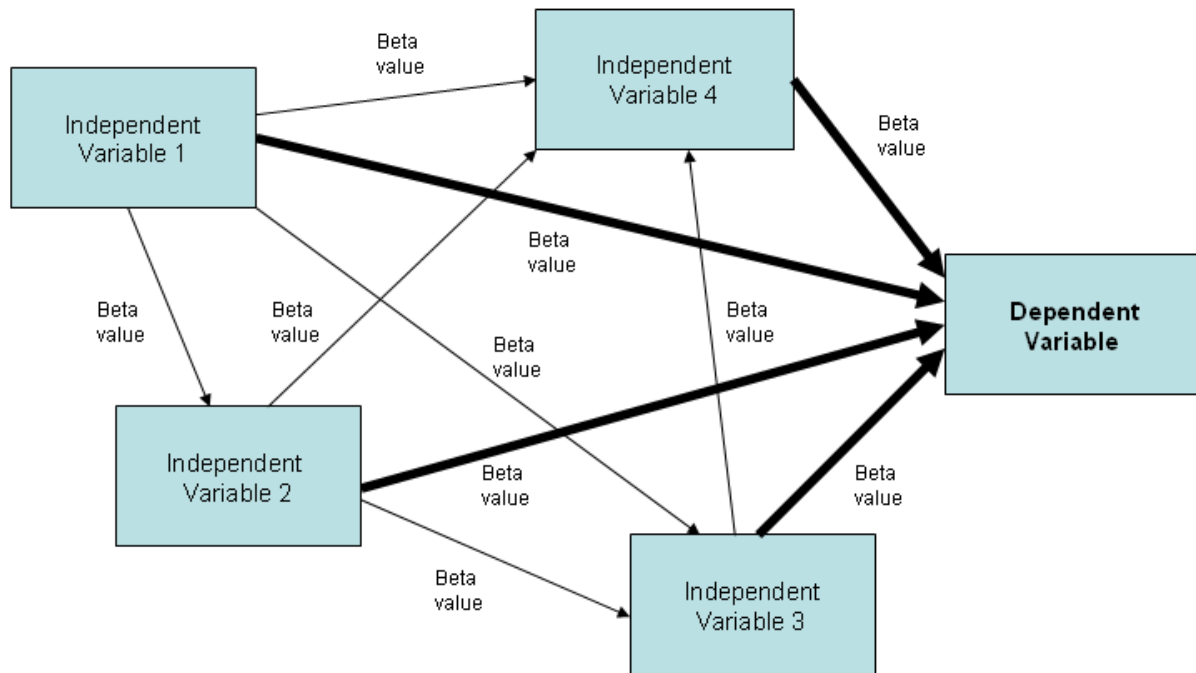


Figure 4: Model: Chain of causality

## 3.12 Quality evaluation

### 3.12.1 Reliability

Reliability refers to the degree of certainty on which generalizations can be made, based upon an evaluation of the research design and the method which has been applied to answer the research question. According to Blaikie (2009), the primary disadvantage with quantitative research is that the researcher usually has no personal or verbal contact with the people who are being studied. This contributes to making the method relatively formal, and because it is normally not applied to in-depth analysis, this type of research is usually conducted over a relatively short time span. In addition, the method of choice, presented me with certain limitations which could not be disregarded. Unlike the qualitative method, which allows for changes in design during the research process and is open for unforeseen turn of events, the quantitative method allows for limited flexibility. Due to its dependency on

numbers, it is a type of research which is confined to either confirming or rejecting hypotheses without leaving room for alternative outcomes.

However, analysing the GPS means that a high degree of reliance can be assumed. Statoil has used this survey for many years, and only edits a few of the questions on rare occasions. Many of the employees in the organization recognize the survey and are familiar with its questions and statements. Thus, the survey can be reapplied and the danger of ending up with invalid results because the respondents did not understand some or all of the questions is greatly minimized. Furthermore, the data material which I have analysed is primary data. It has not been interpreted by anyone else before and, in addition, the responses have been sent straight into an electronic storage base. This strengthens the reliability of my results a great deal, as there has been no risk of any intermediary link accidentally changing the responses, such as a person hired to punch in the results.

The main reliability risks to this particular data material are related to misunderstandings or accidental errors when the employees filled out the survey, electronic errors or mistakes that I myself might have made over the course of working with and analyzing the data. I nonetheless consider these risks to be minimal. However, because I have applied the quantitative method, its reliability can be tested by reapplying the same design and method and see whether or not another study would produce the same results as the original investigation.

### **3.12.2 Validity**

Validity is a question of whether or not you have measured what you were supposed to measure. There are four types of validity which need to be taken into consideration: concept validity, conclusion validity, internal validity and external validity (Skog, 2004, p. 87). Concept validity is an evaluation of the degree of precision to which the researcher has managed to measure what he or she set out to measure, whereas conclusion validity questions whether or not the effect which has been observed or has not been observed is in fact real or simply a product of coincidences. Moreover, internal validity is related to spurious connections and intermediary variables, and questions if the interpretation of data material is correct. Finally, in order to ensure external validity, the researcher should question if the results from his or her study can be generalized, and whether or not it is reasonable to expect the same effect to occur in a different setting with another population.

In my case, validity can be compromised by systematic errors, such as employees misunderstanding the questions or scale in the GPS or not giving their honest opinion. It can

be also be compromised unsystematic errors, which are more random and can produce deviations between the results and the actual situation (Skog, 2004). However, as previously mentioned, the GPS is a survey which has been used for many years in Statoil, which means that the employees who worked in the organization before the merger are already acquainted with it. It is therefore unlikely that they have misunderstood the questions and statements. However, it could be an issue of concern that the group of former Hydro employees and individuals hired after the merger are not acquainted with it. Although Hydro used to conduct its own survey, Hydro Monitor, the language used in the GPS and the values that the survey focuses are nonetheless more familiar to employees who worked in Statoil before the merger.

The most imminent threat to the validity of my thesis, however, is related to the statement which I have chosen as the dependent variable and the indexes which have been constructed out of these statements. First of all, I chose statement number 5 in the GPS, "I am satisfied with my career opportunities in StatoilHydro", to be the one and only dependent variable in my analysis. Social scientists tend to prefer indexes over single variables as the dependent variable because indexes are more likely to cover more aspects than one single question or statement. However, only one of the statements in the GPS was directly related to the employees' perception of career issues. This could weaken the validity of the dependent variable.

A final potential issue could be related to the interpretation of the question. The newest employees will base their response on expectations, whereas people who have been employed in Statoil for a while will probably evaluate their career opportunities according to experience. It is also a possibility that older employees, who might have reached a career platform, understand the statement differently. While some of them will give the statement a high score due to satisfaction with their career history within the company, some might give the statement a low score due to the fact that further career mobility is either impossible or not attractive.

Despite these validity threats, the statement still seems to directly target the main issue of this thesis. Moreover, in a career oriented company such as Statoil, in which the employees are encouraged to try different types of jobs, perceived intra-organizational career opportunities are more likely to influence employees' decision to stay rather than current career satisfaction. Furthermore, career prospects within the employing organization are important to the employees, and for this reason, it is reasonable to believe that the employees have taken the time to consider the question and given their honest opinion. The

formulation of the statement is clearly formulated and easy to understand. Therefore, I maintain that the selected statement is a sufficient measure for my research questions.

Secondly, there is the question of whether the indexes are good measures for the organizational factors which I have set out to investigate. My main problem was that, because the GPS had been developed by Statoil and not by me, I had to select the statements which appeared to best represent the organizational factors based on theory and previous findings, but also based on my own subjective assessment. I did not have the opportunity to construct my own survey. There is a good chance that another researcher would not have chosen the exact same statements for a selective factor analyses. However, the factor analysis which I conducted, as well as the bivariate correlations and the Cronbach's alpha values, ensured me that the indexes which I constructed were statistically valid. In addition, only the responses from onshore INT, TNE and EPN employees, who had responded on at least two thirds of the statements in each factor, were included in the indexes. Applying this criterion, the four indexes ended up consisting of responses from approximately 6300-6500 employees, which in itself secured a high level of validity.

There is also the risk that my findings could be the result of the presence of an intermediary variable. Although it would seem as if the independent variable A has a direct effect on dependent variable B, the effect could in reality be mediated by another variable. This could threaten the conclusion validity. However, the regression analysis can be used to reduce such risks. By keeping the other variables constant, it allows the researcher to investigate the impact of an independent variable on the dependent variable with a minimal risk of spurious or underlying connections. However, because there is always a chance of coincidences, researchers also need to test their hypotheses,  $H_A$ , against the null hypothesis,  $H_0$ , which assumes that there is no difference between the averages in two populations (Audunson, Høivik, & Anjer, 2002).

The null hypothesis is normally only rejected if the significance level is either at one or five per cent, which means that there is a one or five per cent risk of concluding that A does tend to provoke B to occur falsely. This is called error type one. If there is an effect, but the researcher fails to reject the null hypothesis, he or she makes a mistake called error type two (Skog, 2004). The conclusions in my thesis are based on results which are all valid on a significance level of 0,01 or 0,001 (1 or 0,1 per cent). This means, nonetheless, that I am running a greater risk of making a mistake of error type two than type one.



### **3.13 Chapter summary**

In this chapter, the chosen research design, the deductive strategy, and the decision to apply the quantitative method have been outlined with relevance to advantages and disadvantages. Validity and reliability issues have been thoroughly discussed as well as the challenges and benefits of using data from the GPS. Finally, the factor analysis, bivariate correlation and Chronbach's alpha test, which all contributed to ensuring the validity of my indexes, have been described in full detail. In the next chapter, the results from the analyses will be described and discussed with relevance to the research questions and the hypotheses.

## CHAPTER 4 - RESULTS

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In this chapter, I will present the results from the factor analysis as well as the regression analysis. The results will be structured according to the three research questions and the hypotheses presented in the introduction and theory chapter. Expected, and more importantly, unexpected findings will be discussed. First of all, however, the results from the factor analysis will be presented.

### 4.1 Factor analysis

As previously mentioned in chapter 3.7, the factor analysis is an outcome of a dynamic process in which I alternated between the empirical data and the theoretical findings. The results from my final analysis are represented in the tables below.

Extraction Sums of Squared Loadings			
	Eigenvalue	% of Variance	Cumulative %
1	8,053	47,370	47,370
2	1,568	9,221	56,591
3	1,283	7,547	64,138
4	0,884	5,198	69,336

Table 2: Factor analysis: Extraction Sums of Squared Loadings

<b>Factor analysis</b>				
<b>Supervisory mentorship (α = 0,92)</b>		<b>1</b>		
I receive necessary support from my immediate superior	<b>0,592</b>	0,414	0,286	0,206
My immediate superior provides me with constructive feedback on my work	<b>0,744</b>	0,339	0,126	0,178
My immediate superior keeps me sufficiently updated on activities and priorities in the company	<b>0,664</b>	0,324	0,136	0,2
My supervisor supports me in pursuing my development plan	<b>0,767</b>	0,236	0,15	0,237
My immediate superior continuously follows up my behaviour goals	<b>0,88</b>	0,184	0,122	0,136
My immediate superior continuously follows up my delivery goals	<b>0,873</b>	0,195	0,115	0,152
<b>Collegial climate (α = 0,86)</b>		<b>2</b>		
Collaboration is good in my department	0,193	<b>0,714</b>	0,147	0,22
In my department we communicate in an open and precise way	0,25	<b>0,81</b>	0,142	0,151
In my department it is acceptable to challenge established truths	0,25	<b>0,632</b>	0,184	0,269
In my department we give each other constructive feedback	0,319	<b>0,729</b>	0,146	0,106
In my department we respect the individual	0,221	<b>0,719</b>	0,128	0,155
<b>Influence and control (α = 0,83)</b>			<b>3</b>	
I can influence my workload	0,136	0,155	<b>0,862</b>	0,087
I am sufficiently involved in/have a say in decisions related to my work situation	0,228	0,328	<b>0,686</b>	0,34
I have sufficient opportunity to plan my own working day	0,141	0,13	<b>0,845</b>	0,103
<b>Competency utilization and training (α = 0,69)</b>				<b>4</b>
I am able to utilise my expertise and abilities in my present position	0,142	0,246	0,06	<b>0,823</b>
I receive the necessary training to handle new work tasks and responsibilities	0,324	0,148	0,26	<b>0,623</b>
I am clear about the goals and objectives for my job	0,302	0,323	0,201	<b>0,568</b>

α = Cronbach's Alpha

Table 3: Factor analysis: Factor pattern and Cronbach's Alpha

As the figure "Extraction Sums of Squared Loadings" shows, the four detected factors all had an eigenvalue of 0,88 or above, explaining 47,4 %, 9,2 %, 7,6 % and 5,2 % of the explained variance. The total explained variance is 69,3 %. Supported by satisfactory Cronbach's alpha values of respectively 0,92, 0,86, 0,83 and 0,69 and bivariate correlation values between 0,4 and 0,7, the statistical results indicated that it would be safe to construct indexes from the four factors. The factors were therefore operationalized into indexes:

1. The first index, called *supervisory mentorship*, measures the degree to which the employee perceives his or her supervisor to provide him or her with vocational support and feedback, as well as being a source of information.
2. Index number two, *collegial climate*, refers to collaboration, communication, support and respect within the employee's department, and measures the degree to which

the employee perceives the collegial environment in his or her department to value, uphold and practice collegiality of this nature.

3. *Influence and control* is the third index, which focuses on ability to influence ones workload, autonomy and employee involvement. In other words, it measures to which degree the employee feels that he or she has an opportunity to organize and influence his or her working days.
4. Finally, the index *competency utilization and training* sets out to measure the degree to which the employees feel that their current position allows them to make use of their knowledge and skills, but also to which degree the employee feels that he or she receives sufficient training to master new challenges.

#### 4.2 A general overview of perceived intra-organizational career opportunities among Statoil employees

Before the link between demographic characteristics and organizational factors and perceived intra-organizational career opportunities is presented, it would be useful to establish grounds for comparison. On average, the onshore Statoil employees working in business areas EPN, TNE and INT have an average score of 4,72 with respect to the statement “I am satisfied with my career opportunities in StatoilHydro”. Considering that the scale of the GPS statements ranges from 1-6, Statoil applies the thumb rule that scores over 4,5 are considered to be good. This means that the average score for perceived intra-organizational career expectations are very good.

Compared with other statements in which employees express their experience regarding their work situation, the average score for perceived intra-organizational career opportunities is only exceeded by five statements, mainly related to competency utilization, support and identification with Statoil’s values.

Rank	GPS statements	Mean score
1	I get support from my colleagues when needed	5,06
2	I identify with StatoilHydro's values	5,05
3	I am able to utilize my expertise and abilities in my present position	4,96
4	I receive necessary support from my immediate superior	4,93
5	I am clear about the goals and objectives for my job	4,82
6	I am satisfied with my career opportunities in StatoilHydro	4,72

Table 4: Average score on statements related to perceived work situation

Investigating the score distribution on the statement “I am satisfied with my career opportunities in StatoilHydro” reveals that while approximately 70 per cent of the employees

either agree or strongly agree, approximately 12 per cent do not (table 5). This means that there is a small, yet significant amount of employees which for some reasons has low career expectations. The standard deviation of over 1 (table 6) indicates that the score distribution is slightly scattered and that there is an absence of a unified experience of career opportunities among the employees.

GPS score	Explanation	Valid percent	Cumulative percent
1	Strongly disagree	1,4	1,4
2	Disagree	3,8	5,2
3	Slightly disagree	7,4	12,6
4	Slightly agree	16,3	29,2
5	Agree	49,5	79,4
6	Strongly agree	20,3	100

Table 5: Distribution of scores on GPS statement "I am satisfied with my career opportunities in StatoilHydro"

Statistical features	Scores
Mean	4,72
Median	5
Mode	5
Standard deviation	1,075

Table 6: Statistical features of GPS statement "I am satisfied with my career opportunities in StatoilHydro"

Over the following subchapters, I will determine whether these differences are related to demographic characteristics and/or organizational factors.

### 4.3 Demographic characteristics

**Research question 1: Do demographic characteristics - such as age, gender, supervisors versus non-supervisors, business areas and pre-merger employment – significantly influence how the employees’ perceive their intra-organizational career opportunities?**

The analysis of the demographic characteristics was a two-step process. The first step in the analysis was to whether or not perceived intra-organizational career opportunities vary according to demographic characteristics. Secondly, by applying a regression analysis in which the effect of each demographic characteristic on career expectation was controlled for by the other characteristics, I aimed to find out whether or not personal characteristics and elements which the organization is unable to change significantly affect this perception. The results could indicate how Statoil practices its policies with regards to equal treatment when it comes to age, gender, supervisors and non-supervisors, employees within different business areas and pre-merger employment.

#### 4.3.1 Age

Older employees tend to be less satisfied with their career opportunities than younger employees due to a variety of reasons (see chapter 2.2.3.1). For example, older employees

could be contributing to lowering their career expectations themselves, because their priority changes and declined level of proactivity naturally lead to reduced career opportunities. On the other hand, society also tends to carry prejudices towards older personnel, and this may be the reason why employers reduce training opportunities for their older employees. However, older employees often make up the majority of managers and executives and for this reason; many will have reached a so called career platform from which there are no vertical career ladders. Therefore, depending on the interpretation of the question, some will report being very satisfied with their career opportunities, while other may be very unsatisfied.

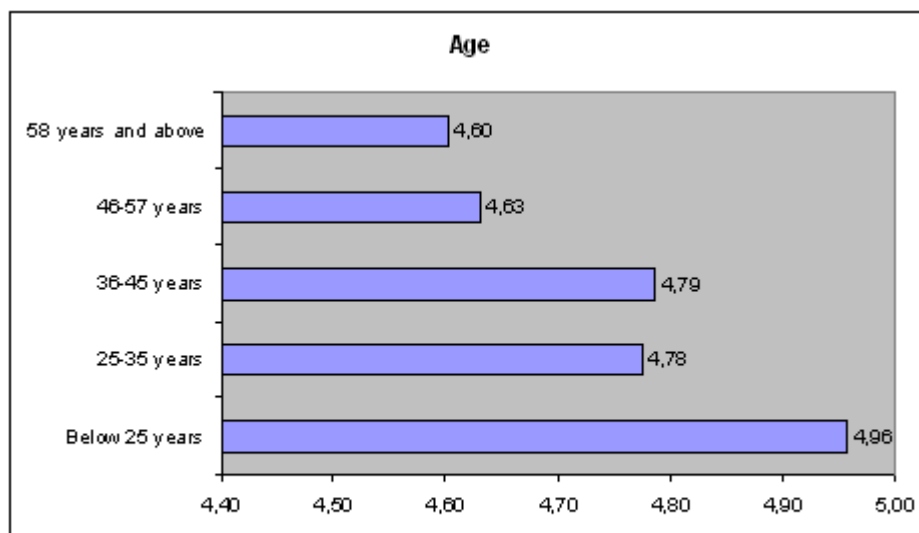


Figure 5: Mean score on the dependent variable according to age groups

My results show that Statoil's youngest employees have an average score on the dependent variable which is higher than the age groups consisting of older employees. With a Pearson's  $r$  of  $-0,064$  and a Kendall's Tau value of  $-0,059$ , both significant at a level of  $0,01$ , it is evident that the negative connection between age and perceived intra-organizational career expectations is present, but slight.

### 4.3.2 Gender

Previous studies on gender and work have indicated that it takes more promotions for women than men to reach the same hierarchical level in an organization (Stewart & Gudykunst, 1982) and that men are favoured as leaders because people assume them to be better leaders than women due to their domination in leader positions (Gunz & Peiperl, 2007). On the other hand, there are also studies which have shown that in some places, women are more satisfied with their jobs than men (Gunz & Peiperl, 2007). However, on a

societal basis it seems that equal treatment has not yet been reached, and therefore I assumed that Statoil's male employees would be more satisfied with their career opportunities than the female employees.

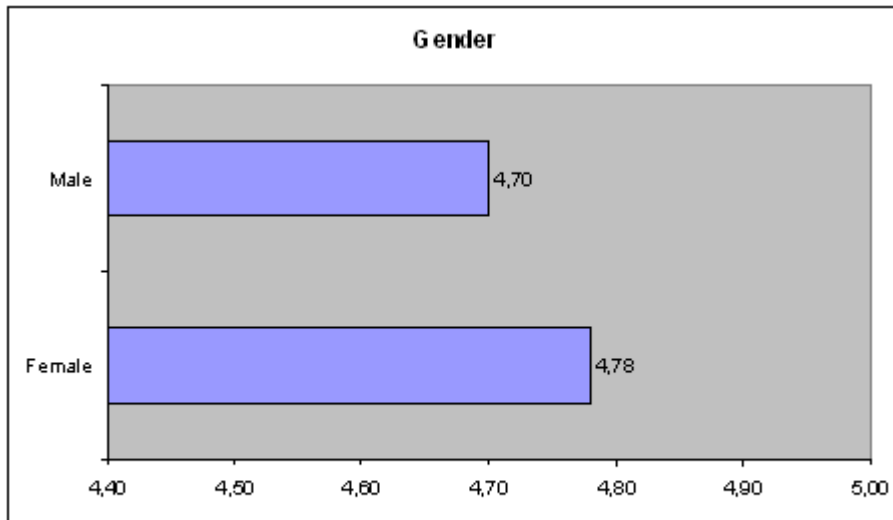


Figure 6: Mean score on the dependent variable according to gender

The results, however, indicate that women are slightly more satisfied than men with respect to the dependent variable. The Kendall's Tau value of 0,027 supports this finding, but at a weak significance level of only 5 per cent. Though the difference between the genders is not very big, it nonetheless suggests a rejection of my hypothesis. Statoil places great emphasis on diversity and equal treatment in its policies and also works actively toward increasing the ratio of women to men in management positions. Thus, the result would indicate that these practices contribute to a high level of career satisfaction – among the female as well as the male employees.

### 4.3.3 Pre-merger employment

In post-merger organizations there are three groups of employees: two pre-merger groups from the merged organization and employees hired after the merger. Although a few studies have found that employees in the dominant pre-merger group have become less satisfied in their job due to status related issues compared to the subordinate pre-merger group, there is no reason to expect this to be the case with Statoil personnel. On the other hand, there is more reason to expect the smaller pre-merger group, which in this case is Hydro, to experience stress and inferiority, as this tends to be the case in most mergers where the merging organizations are of different sizes. Finally, the group expected to experience the

least stress related to organizational change would be the group of new employees. I assumed that this would apply to perception of career opportunities as well.

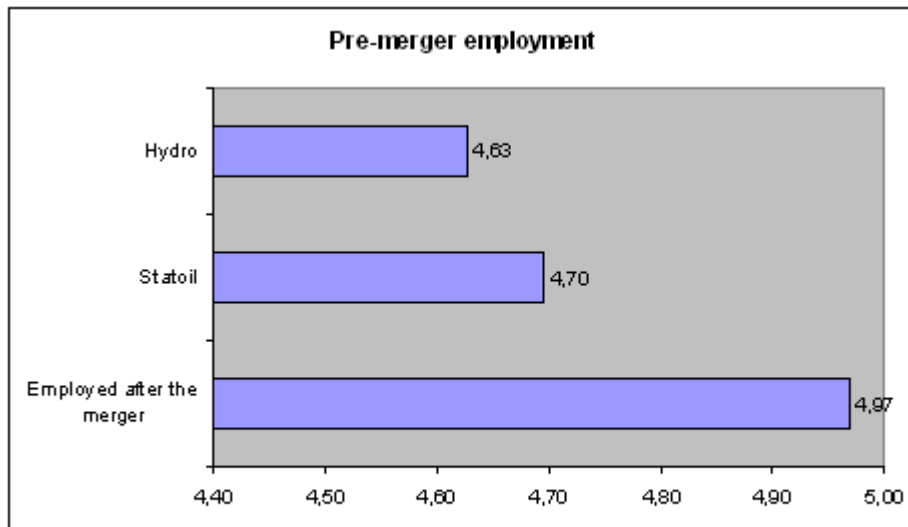


Figure 7: Mean score on the dependent variable according to pre-merger employment

The pre-merger group consisting of Statoil employees has a slightly higher mean score than the pre-merger Hydro employees, but only an 0,07 difference in the mean score. On the other hand, the results for the two groups are surprisingly similar, which indicates that the two pre-merger groups have a relatively similar perception of career opportunities in the new Statoil. It is, however, obvious that employees who were hired after the merger are more satisfied with their career opportunities than both pre-merger groups. This could very well be due to the fact that Statoil has a reputation for being an organization in which it is very possible to build a career, which is an impression that new employees are likely to have. At the same time, new employees will have had few experiences and have a relatively small network within the organization, and will therefore have based their career satisfaction on expectations rather than actual experiences. This is not to say that the findings are insignificant, but it is something which is important to keep in mind.

#### 4.3.4 Position

It is natural to assume that supervisory positions are occupied by individuals who perceive their jobs as very important, whereas positions of a subordinate nature implies less importance along with less responsibility. Nabi (1999) claims that people who attach great importance tend to have greater levels of career satisfaction than those who do not. Considering that supervisors' level of general satisfaction may also be enhanced by



increased salary, access to perks and expanded networks, I assumed that supervisors would be more satisfied with their career opportunities than non-supervisors.

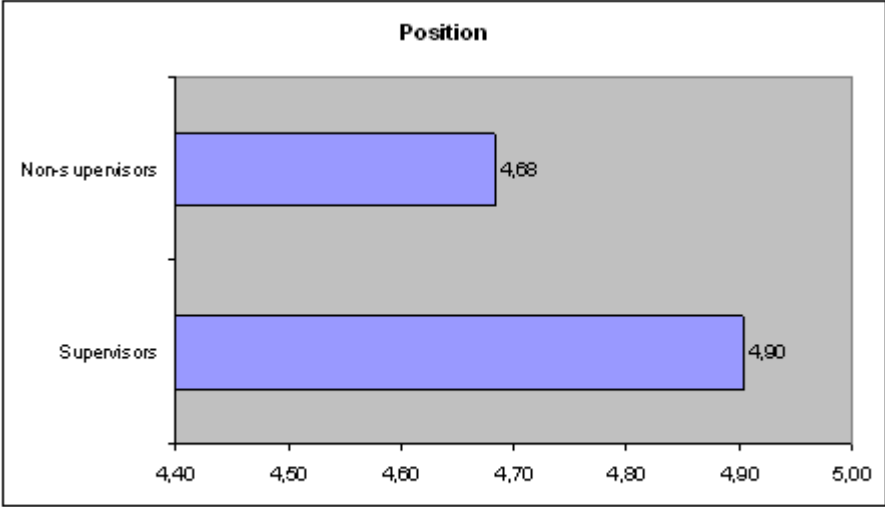


Figure 8: Mean score on the dependent variable according to type of position

The results supported my assumption. The difference between the mean score on the dependent variable for supervisors and non-supervisors is 0,22, which is not very large, but still noticeable. In addition, Kendall's Tau of 0,085 concurs that there is a positive association between increase in hierarchical position and career expectation at a significance level of 1 per cent.

### 4.3.5 Business areas

I chose to investigate the main three business areas in Statoil which are mainly made up of highly educated individuals who are more likely to be focused on career opportunities than individuals who either work offshore or in production. However, although the personnel in these business areas are relatively similar with respect to education and the career ladders have more or less the same structure, there are certain characteristics which could affect the employees' perception of career opportunities. For example, INT is made up of many handpicked individuals and is considered to be a career opportunity itself, whereas the largest unit, EPN, consists of individuals working within exploration as well as maintenance and production. TNE, on the other hand, mainly consists of engineers working to come up with new sources of energy and its personnel is probably more homogenous with respect to educational and vocational interests than the other two business areas.

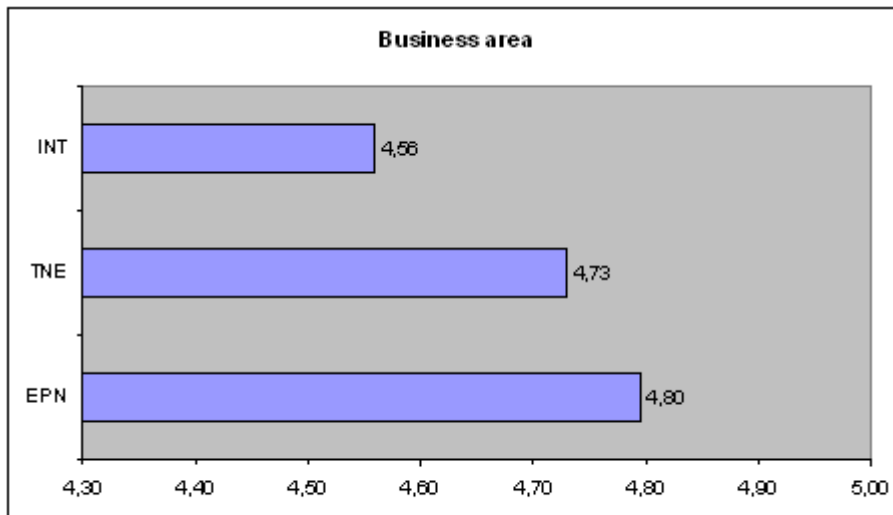


Figure 9: Mean score on the dependent variable according to business area

Surprisingly, out of the three business areas, the INT employees turned out to be least satisfied with their career opportunities in Statoil, with a mean score 0,24 lower than EPN employees, who appear to be the most satisfied employees. This contradicts my hypothesis that INT employees would be the most satisfied group of employees. According to a source in Statoil, a possible explanation for this result could be that although entering INT is perceived as a career advance in itself, jobs are often characterized by longer periods of waiting for permits and mediating between partner organizations. Many projects, such as the development plans for the company Stockman - which is owned by Statoil, Gazprom and Total – suffer delays because of international laws and technology issues. Hence, due to the fact that individuals who are selected to participate in international projects are likely to be ambitious and have high expectations, the jobs themselves tend to somewhat fail to live up to these expectations in the short run.

Finally, although TNE employees were less satisfied than EPN personnel, the mean difference was only 0,07, which means that these two groups of employees have a quite similar perception regarding career opportunities in Statoil.

#### 4.3.5.1 Cross-referencing age and pre-merger employment

A large proportion of employees hired after the merger are young, with approximately half of them being under the age of 35. Due to the fact that the youngest age groups and the group of employees hired after 2007 seem to be significantly more satisfied with their career

opportunities in Statoil, I thought it would be interesting to cross-reference the groups in order to reveal any connections between the two.

Age	Former Statoil employees		Former Hydro employees		Employed after merger	
	Mean score	Number	Mean score	Number	Mean score	Number
< 25	5,24	17	4,67	3	4,88	51
25-35	4,71	828	4,59	278	4,98	496
36-45	4,76	1496	4,74	472	5,01	270
46-57	4,62	1464	4,6	536	4,9	156
> 58	4,7	169	4,33	55	4,4	5
<b>Total</b>	<b>4,7</b>	<b>3974</b>	<b>4,63</b>	<b>1344</b>	<b>4,97</b>	<b>987</b>

Table 7: Cross-referencing mean score on dependent variable according to age and pre-merger employment

Unfortunately, considering the number of employees, there is hardly any basis for comparison between the three *pre-merger employment* groups with respect to the youngest age group, which consists of employees under the age of 25. However, for the age group 25-35, it is obvious that the new employees have a higher average score on the statement “I am satisfied with my career opportunities in StatoilHydro” than ex-Statoil and ex-Hydro employees. It is clear that the group of new employees is generally more satisfied with career opportunities in the company than the other two, no matter the age group.

#### 4.3.6 Regression analysis

Reviewing the results for the demographic characteristics with respect to level of satisfaction with respect to perceived intra-organizational career opportunities, it seems as though it is the younger age groups, women, employees in supervisory positions, employees working in the EPN business area and employees hired after the merger who are most satisfied. But which of the demographic characteristics had the largest impact on this perception? To answer this question, I conducted a regression analysis in which the demographic characteristics function as control variables for one another, is conducted. The results are presented in the table below.

Dependent Variable: GPS statement no. 5: I am satisfied with my career opportunities in StatoilHydro			Adjusted R square = 0,03
REGRESSION ANALYSIS MODELL	Unstandardized Coefficients	Standardized Coefficients	Significance level
	B	Beta	Sig.
(Constant)	4,874		0,000***
Age	-0,066	-0,054	0,000***
Gender <sup>^</sup>	0,089	0,039	0,003**
Position <sup>^</sup>	0,335	0,119	0,000***
EPN <sup>^</sup>	<b>0,338</b>	<b>0,155</b>	<b>0,000<sup>^</sup>***</b>
TNE <sup>^</sup>	0,292	0,132	0,000***
Former Hydro employees <sup>^</sup>	-0,361	-0,138	0,000***
Former Statoil employees <sup>^</sup>	-0,319	-0,144	0,000***

Table 8: Regression analysis: Influence of demographic characteristics on perceived intra-organizational career opportunities

<sup>^</sup>= Dummy variables  
 \*= Significant at 0,05  
 \*\*= Significant at 0,01  
 \*\*\*= Significant at 0,001  
**Strongest independent variable in bold type**

In the figure above, the demographic characteristics are listed in the left column. The numbers printed in bold show that the EPN variable holds the strongest explanatory power compared to the other independent variables (Beta). In the top right corner, the adjusted R square reveals the combined explanatory power of all of the demographic characteristics on perceived intra-organizational career opportunities. Below is a short explanation for each of the independent variables as they appear in the regression analysis:

- Age consists of five ascending age groups: 0-24, 25-35, 36-45, 46-57 and, 58 years and above. These groups are ranked as group 1-5 respectively.
- Gender is a dummy variable in which the group of female employee is the indicator variable, coded 1. The group of male employees is coded 0.
- Position is a dummy variable in which employees who occupy supervisory position is the indicator variable, coded 1. Employees who do not occupy supervisory positions are in the group which is coded 0.
- EPN is also a dummy variable in which Statoil employees working in the business area Exploration and Production Norway is the indicator variable, coded 1, whereas the other two business areas are coded 0.
- TNE is a dummy variable in which Statoil employees working in the business area Technology and New Energy is the indicator variable, coded 1, whereas the other two business areas are coded 0.
- Former Hydro employees is a dummy variable in which the group of current Statoil employees who worked in Hydro before the merger is the indicator variable, coded 1.

The other two groups of employees – former Statoil employees and employees hired after the merger – are coded 0.

- *Former Statoil employees* is a dummy variable in which the group of current Statoil employees who also worked for Statoil before the merger is the indicator variable, coded 1. The other two groups of employees – former Hydro employees and employees hired after the merger – are coded 0.

#### 4.3.7 Testing the hypotheses

***Hypothesis 1: Younger employees are more satisfied with their perceived intra-organizational career opportunities than older employees.***

Supported. It is, however, the weakest independent variable of all of the demographic characteristics.

***Hypothesis 2: Female employees in Statoil are less satisfied with their perceived intra-organizational career opportunities than the male employees.***

Rejected. On average, the women in Statoil are slightly more satisfied with their intra-organizational career opportunities than the men.

***Hypothesis 3: Employees who occupy supervisory functions are more satisfied with their perceived intra-organizational career opportunities than employees who do not.***

Supported. Though not the strongest independent variable compared to the others, Beta = 0,12, the standardized coefficient supports this hypothesis.

***Hypothesis 4: Employees working in business area INT are more satisfied with their perceived intra-organizational career opportunities than employees working in EPN and TNE.***

Rejected. In fact, both EPN and TNE employees are approximately equally more satisfied with their career opportunities in Statoil than those working in the INT business area.

***Hypothesis 5: Former Statoil employees are more satisfied with their perceived intra-organizational career opportunities than former Hydro employees.***

Not supported according to the regression analysis. However, I consider this difference to be so small that it borders to insignificance. The two pre-merger groups are negatively

connected to the dependent variable relative to the group of employees hired after the merger, which is clearly the group of employees who are the most satisfied.

#### **4.3.8 Summary**

The regression analysis for the demographic variables shows that the result for each variable is statistically significant at 0,01, which means that it is highly likely that the initial findings are in fact correct. It is, however, striking that the differences are so small. All of the groups of employees have a mean score varying from 4,56 – 4,97, which can not be said to represent a large variation. In addition, when there is such a large amount of responses up for analysis, the results are likely to be significant. This means that there will be higher interpretative demands for the standardized coefficient, which in practical terms means that beta values need to be relatively large in order for the connection between an independent variable and the dependent variable to be considered as strong. None of the beta values for the demographic characteristics were larger than 0,155, which suggests that the connections between them and perceived intra-organizational career opportunities are weak.

More importantly, the demographic factors combined receive an adjusted R square value of no more than 0,033. This means that they have an explanatory power of just over 3 per cent, which in turn suggests that almost 97 per cent of the changes in the dependent variable can be explained by other unknown elements. It is therefore reasonable to conclude that the demographic variables have no significant impact on level of satisfaction with intra-organizational career opportunities.

#### **4.4 Organizational factors**

***Research question 2: Do organizational factors significantly influence how the employees perceive their intra-organizational career opportunities?***

My next step was to investigate the potential effect that organizational factors have on perceived intra-organizational career opportunities. The demographic variables could only account for 3 per cent of the change in mean score on the dependent variable, which means that there are other elements which are more likely to have a larger explanatory power. Based on theory and a factor analysis, I was able to identify and construct four indexes to represent different aspects to elements which are determined by organizational conditions,

such as management, peers and policies. I decided to test these in a regression analysis in which the demographic variables were initially excluded.

Dependent Variable: GPS statement no. 5: I am satisfied with my career opportunities in StatoilHydro			Adjusted R square = 0,30
REGRESSION ANALYSIS MODEL	Unstandardized Coefficients B	Standardized Coefficients Beta	Significance level Sig.
(Constant)	0,515		0,000***
<b>Competency utilization and training</b>	<b>0,469</b>	<b>0,338</b>	<b>0,000***</b>
<b>Influence and control</b>	<b>0,078</b>	<b>0,063</b>	<b>0,000***</b>
<b>Collegial climate</b>	<b>0,227</b>	<b>0,146</b>	<b>0,000***</b>
<b>Supervisory mentorship</b>	<b>0,115</b>	<b>0,094</b>	<b>0,000***</b>

Table 9: Regression analysis: Influence of organizational factors on perceived intra-organizational career opportunities

\*= Significant 0,05  
 \*\*= Significant at 0,01  
 \*\*\*= Significant at 0,001  
**Strongest independent variable in bold type**

Listed in the column to the left are the four organizational factors, and printed in bold is the factor with the highest standardized coefficient value. According to the results, *competency utilization and training*, *collegial environment*, *supervisory mentorship*, and *influence and control* all have a significant positive effect on the dependent variable. The factor with the highest beta value and with the unmistakably strongest connection to perceived intra-organizational career opportunities, however, was *competency utilization and training*.

According to the regression analysis, the results for each factor were significant at 0,01, which strongly indicates that these observations are likely to be real. According to the adjusted R square value listed in the top right corner of the figure, the combined explanatory power is 30 per cent, which means that the organizational factors account for approximately 10 times more of the variation in the dependent variable than all of the demographic variables. At last, I ran a regression analysis in which the results were controlled for by the demographic variables.

Dependent Variable: GPS statement no. 5: I am satisfied with my career opportunities in StatoilHydro			Adjusted R square = 0,32
REGRESSION ANALYSIS MODELL	Unstandardized Coefficients	Standardized Coefficients	Significance level
	B	Beta	Sig.
(Constant)	0,788		0,000***
Age	-0,097	-0,079	0,000***
Gender <sup>^</sup>	0,088	0,038	0,000***
Position <sup>^</sup>	0,132	0,047	0,000***
EPN <sup>^</sup>	0,314	0,144	0,000***
TNE <sup>^</sup>	0,298	0,135	0,000***
Former Hydro employees <sup>^</sup>	-0,295	-0,113	0,000***
Former Statoil employees <sup>^</sup>	-0,205	-0,093	0,000***
<b>Competency utilization and training</b>	<b>0,496</b>	<b>0,350</b>	<b>0,000<sup>^</sup>***</b>
Influence and control	0,060	0,048	0,000***
Collegial climate	0,212	0,136	0,000***
Supervisory mentorship	0,117	0,096	0,000***

Table 10: Regression analysis: Influence of organizational factors and demographic characteristics on perceived intra-organizational career opportunities

<sup>^</sup>= Dummy variables  
<sup>\*</sup>= Significant at 0,05  
<sup>\*\*</sup>= Significant at 0,01  
<sup>\*\*\*</sup>= Significant at 0,001  
**Strongest independent variable in bold type**

When controlled for by demographic characteristics, the explanatory power of *competency utilization and training* is maintained, and actually, slightly strengthened. However, *collegial climate* loses some of its impact and is, according to the standardized coefficient, weaker than the dummy variable for business area EPN and almost equally as weak as the dummy variable for business area TNE. The two remaining organizational factors - *influence and control* and *supervisory mentorship* – also have low Beta values.

#### 4.4.1 Testing the hypotheses

In the theory chapter, I constructed hypotheses about the effect which I expected each of the organizational factors to have on the dependent variable. Based on the results from the final regression analysis, it is now time to determine whether or not my assumptions were correct.

***Hypothesis 6: Competency utilization and training will have a positive effect on perceived intra-organizational career opportunities.***

Supported. According to the regression analysis (table 5), in which the index *competency utilization and training* has a beta value of 0,350, and I am therefore able to reject the null hypothesis for this organizational factor.



***Hypothesis 7: Collegial climate will have a positive effect on perceived intra-organizational career opportunities.***

Supported. However, although it has a significant positive effect on perceived intra-organizational career opportunities, its explanatory power is weakened when controlled for by the demographic characteristics. Nonetheless, the null hypothesis for this organizational factor is also rejected.

***Hypothesis 8: Influence and control will have a positive effect on perceived intra-organizational career opportunities..***

Supported. Although this factor is also weakened by the presence of demographic characteristics, I am still able to reject the null hypothesis for this factor as well.

***Hypothesis 9: Supervisory mentorship will have a positive effect on perceived intra-organizational career opportunities.***

Supported. The null hypothesis can be rejected, but it is important to note that the connection between this factor and the dependent variable is weak - with or without controlling for the demographic characteristics.

#### **4.4.2 Summary**

According to the results, the organizational factors do have an effect on perceived intra-organizational career opportunities. Significant at 0,01, the four factors have a combined explanatory power of approximately 30 per cent. The connection between each of the factors and the dependent variable is positive, which means that employees with a high average score on the statements included in the indexes are likely to have a high score on the statement "I am satisfied with my career opportunities in StatoilHydro".

#### 4.5 Determining the strongest organizational factor

**Research question 3: Which of the organizational factors have the most significant effect on the employees' perception of their intra-organizational career opportunities?**

In the theory chapter, I formulated the following hypothesis based on previous findings by various researchers: **Hypothesis 10: Supervisory mentorship is the organizational factor which has the most significant effect on the employees' perception of their intra-organizational career opportunities.** According to the Beta values determined by the final regression analysis, the following figure demonstrates the relative impact which each of the organizational factors' have on the dependent variable compared to one another.

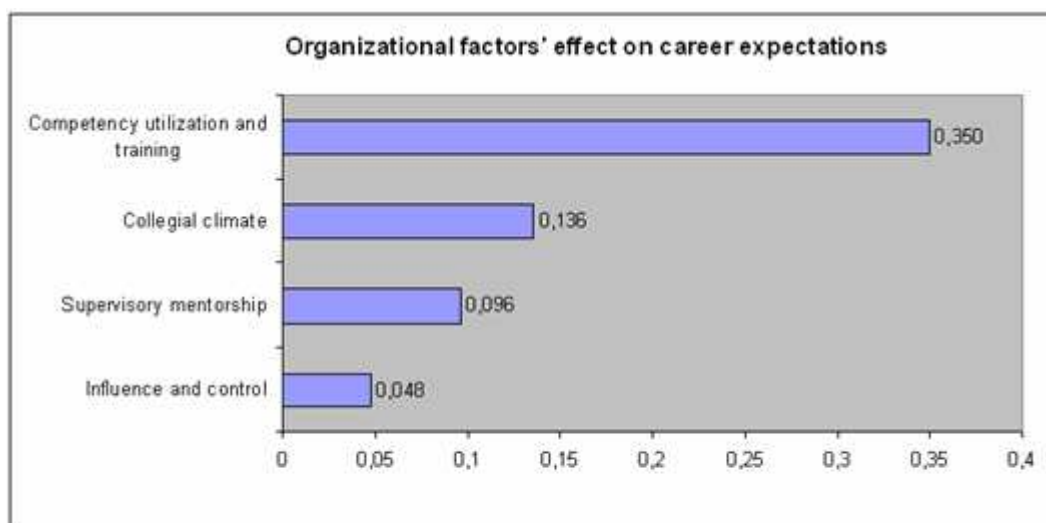


Figure 10: Impact of organizational factors on the dependent variable according to Beta values

It is very clear that *competency utilization and training* has the strongest impact on the dependent variable out of all of the independent variables - organizational factors and demographic characteristics included. This indicates that my hypothesis was not supported. The index has a Beta value of 0,350, which is more than twice the size of the Beta value belonging to the second strongest organizational factor, namely *collegial climate* (Beta = 0,136).

However, although my hypothesis was not supported by this finding, it was not a surprise that *competency utilization and training* turned out to have a great impact on the dependent variable. Most would agree that being able to make use of ones knowledge and skills while at the same time being given the opportunity to develop these competencies is highly likely to create career opportunities, increase career expectations and help expand the employees' career options. Although it increases the employee's employability on the external work

marked, it also contributes to making him or her even more important to the current employer, who therefore will be more inclined to offer the employee career opportunities in order to retain him or her.

Dependent Variable: GPS statement no. 5: I am satisfied with my career opportunities in StatoilHydro			Adjusted R square = 0,30
REGRESSION ANALYSIS MODEL	Unstandardized Coefficients B	Standardized Coefficients Beta	Significance level Sig.
(Constant)	0,302		0,000***
I am able to utilise my expertise and abilities in my present position	0,403	0,369	0,000***
I receive the necessary training to handle new work tasks and responsibilities	0,182	0,179	0,000***
I am clear about the goals and objectives for my job	0,131	0,114	0,000***

Table 11: Regression analysis: statements included in "Competency utilization and training"

\*= Significant at 0,05  
 \*\*= Significant at 0,01  
 \*\*\*= Significant at 0,001

GPS statements	Correlations
I am satisfied with my career opportunities in StatoilHydro	1
I am able to utilise my expertise and abilities in my present position	0,493**
I receive the necessary training to handle new work tasks and responsibilities	0,38**
I am clear about the goals and objectives for my job	0,346**

Table 12: Bivariate correlations between perceived intra-organizational career opportunities and "Competency utilization and training" statements

\*= Significant at 0,05  
 \*\*= Significant at 0,01  
 \*\*\*= Significant at 0,001

A correlation test and a regression analysis, in which perceived intra-organizational career opportunities is the dependent variable and the three statements which make up *competency utilization and training* are applied as independent variables, further demonstrates that competency utilization has a larger positive influence on the dependent variable than training. This indicates that working with challenging, yet manageable tasks is very important to perceived career opportunities.

Being the second strongest index, *collegial climate* appears to have a significant positive effect on perceived intra-organizational career opportunities. This indicates that having a good relationship with the people working in the same department as oneself is one of the main conditions to being satisfied with the intra-organizational career opportunities in Statoil. As mentioned in chapter 2.2.3.2, colleagues can be an enormous source of psychosocial support, feedback and information. Unlike leaders, they are the people you socialize with on a daily basis. It is, therefore, only natural that they have a larger influence on the individual employee's career expectation than the leaders do.

Nonetheless, it was still a surprise to find that *supervisory mentorship* turned out to have such little influence on perceived intra-organizational career opportunities compared to the other independent variables, being the second weakest out of four. One would assume that leaders hold a great deal of power over the employees' career opportunities.

#### 4.6 Path analysis – chain of causality

In order to conduct a path analysis, one must establish an explanatory model which determines the connection between the independent variables. The four organizational factors were my independent variables. Based on other researcher's previous findings as well as my personal evaluations, I believed that *supervisory mentorship* would have to be variable 1 due to the fact that leaders are likely to have the ability to affect the other three factors. Furthermore, because *collegial climate* sets a cultural frame for the individual employee, this factor would have to be variable 2. *Influence and control* was applied as variable 3 as it is only natural that it will have an impact on opportunities for competency utilization and training. The path analysis, which includes beta values, is represented in the figure below.

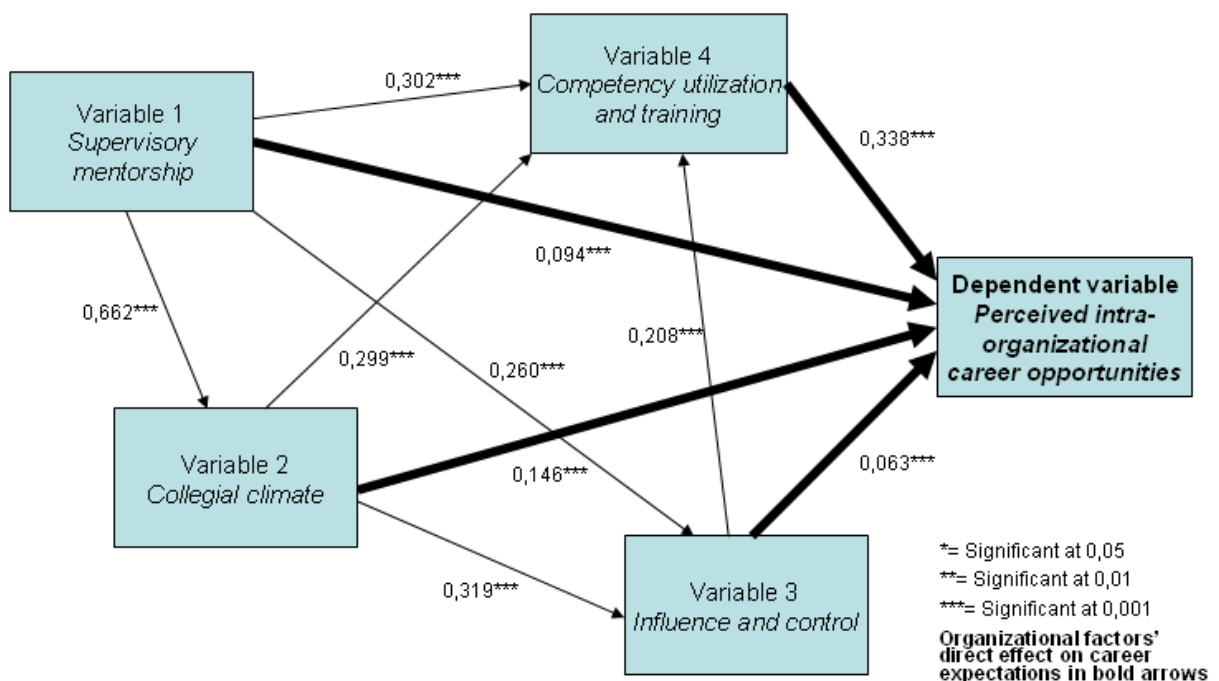


Figure 11: Path analysis: Chain of causality between organizational factors and perceived intra-organizational career opportunities

According to the path analysis, *supervisory mentorship* has significant effects on all of the other organizational factors. According to the beta values, the factor has the largest impact on *collegial climate*, followed by *competency utilization and training* and finally, *influence and control*. However, the strongest link between *supervisory mentorship* and the dependent variable is through *competency utilization and training*. This indicates that leaders set the conditions for developmental opportunities. They have the mandate to match people with jobs and regulate the amount of investments which go into employee training. I revise the three GPS statements which made up the index *competency utilization and training*:

- I am able to utilise my expertise and abilities in my present position
- I receive the necessary training to handle new work tasks and responsibilities
- I am clear about the goals and objectives for my job

Since there is a causal link between *supervisory mentorship* and this index, and having established that competency utilization has the largest effect on perceived intra-organizational career opportunities among the three statements, the findings from the path analysis indicates first and foremost that leaders should focus on allocating the right challenging jobs to the right people and work to keep their employees within the zone of balance (reference to *figure 3*). To do this, leaders need to make sure that the employees receive sufficient training to keep them updated in their current job, but also, that they are given opportunities to qualify for other jobs.

Furthermore, it is important for leaders of highly educated personnel not to confine their employees to rigid work tasks. Employees who are able to plan their own working day will be more inclined to take on new and demanding tasks and will have more time for developmental activities than those who are bound by strict job descriptions. At the same time, leaders also need to ensure that the employees know where their area of responsibility begins and where it ends. This creates a feeling of assurance with respect to responsibility and makes it easier to recognize the specific contribution of each individual employee. If leaders achieve this, employees are likely to be encouraged and enabled to utilize and develop their skills. Finally, good relationships among the colleagues should be encouraged, as they can be an excellent source of support and information regarding career opportunities.

### 4.7 Linking perceived intra-organizational career opportunities with job satisfaction

My main argument for this thesis was that enhancing intra-organizational career expectations can increase job satisfaction and possibly reduce turnover. A regression analysis in which the statement “All in all, how happy are you in your job?” is the dependent variable and the statement “I am satisfied with my career opportunities in StatoilHydro” is the independent variable, supports the first part of my argument (figure 13).

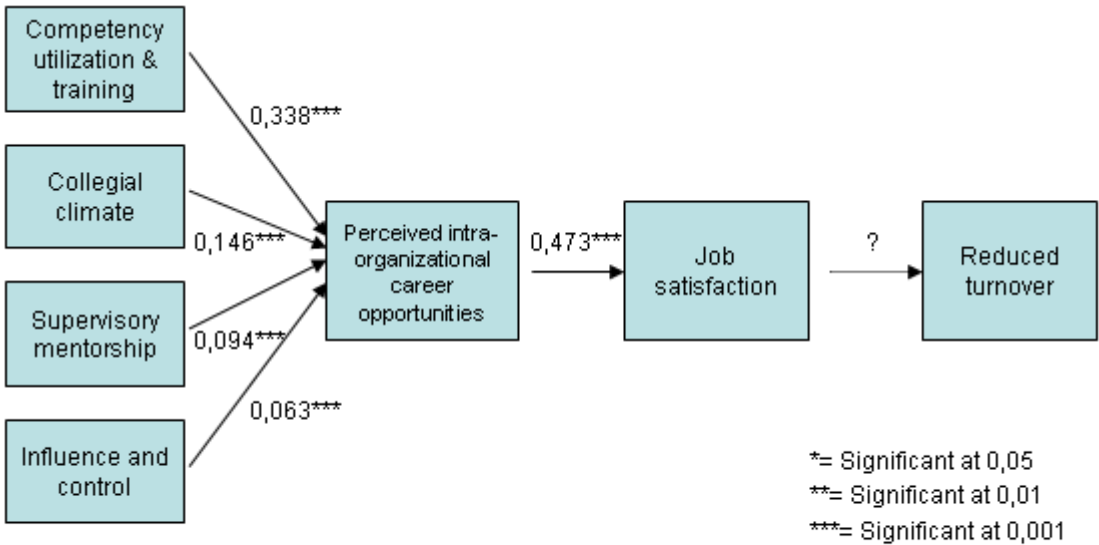


Figure 12: Retention management model: The effect of perceived intra-organizational career opportunities on job satisfaction

With a Beta value of 0,473 and an explanatory power of R square 0,290, it seems as if perceived intra-organizational career opportunities have a significant positive impact on the employees’ level of job satisfaction. As previously mentioned, due to my confinement to the GPS data material, I am unable to find empirical support for linking job satisfaction to turnover. However, based on common knowledge, it is highly likely that such a connection does exist. Next, I conducted a regression analysis which also included the organizational factors (figure 13).

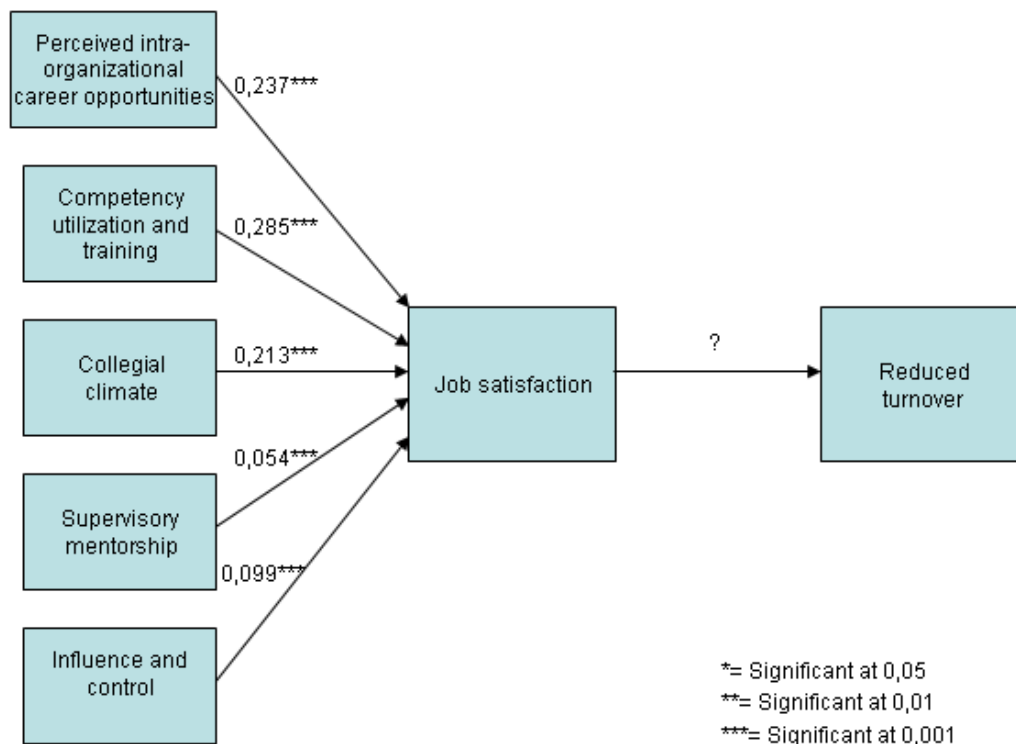


Figure 13: Retention management model: The effect of organizational factors and perceived intra-organizational career opportunities on job satisfaction

The results showed that when the organizational factors and the statement "I am satisfied with my career opportunities in StatoilHydro" were used in the same regression analysis as independent variables, *competency utilization and training* appears to have the strongest direct impact on job satisfaction, followed by perceived intra-organizational career opportunities. This means that although the organizational factors influence job satisfaction indirectly through career expectations, *competency utilization and training* influences job satisfaction directly and independent from the other independent variables.

#### 4.8 Chapter summary

In this chapter, I have presented my findings according to research questions 1-3. With a combined explanatory power of approximately 3 per cent, my findings indicate that demographic characteristics do not significantly affect perceived intra-organizational career opportunities. On the other hand, the organizational factors explain about 30 per cent of the change in the dependent variable, which suggests that *competency utilization and training*, *collegial climate*, *influence and control* and *supervisory mentorship* all have a positive impact on how employees perceive their intra-organizational career opportunities. Finally, although *competency utilization and training* appears to be the organizational factor which directly influences perceived intra-organizational career opportunities the most, *supervisory*

*mentorship* has a strong indirect effect, working through this and the other organizational factors to affect the dependent variable. In the next chapter, I intend to discuss my findings with respect to Statoil's claim that there is equal treatment in the company and research question 4.



## CHAPTER 5 – DISCUSSION

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### 5.1 Equality and diversity?

In the introductory chapter, I suggested that my results could be used to identify potential gaps between policies and practices in Statoil with respect to career opportunities. I was particularly concerned with the demographic features which are more typically related to possibilities for discrimination than others, namely gender, age and pre-merger employment. As previously mentioned, Statoil focuses on recognizing and rewarding achievements, but the organization also emphasizes that the individual employees are themselves in charge of seizing opportunities as they come along. In summary, the company appears to be functioning as meritocracy on an organizational level.

Statoil's ethical guidelines build on a promise of equality and diversity (Statoil ASA, 2010). Through the analysis which I conducted on the demographic characteristics, I was able to determine that these promises, with respect to career opportunities, to a large extent seem to be upheld. Men and women are approximately equally satisfied with their intra-organizational career opportunities. Although increase in age seems to decrease this career satisfaction, part of this result could have been compromised because many of the older employees have reached a hierarchical level from which they do not experience having further career opportunities. Therefore, if there does exist a gap between policies and practices, I was not able to detect it.

I also questioned whether or not the merger could be regarded as a success with respect to integration of ex-Statoil and ex-Hydro employees, and aimed to determine this by investigating if there was a difference between how these two groups of employees experience intra-organizational career opportunities. A large difference would imply that one of the groups is favoured by the management in the new Statoil. However, ex-Statoil and ex-Hydro employees are approximately equally satisfied with their career opportunities in the organization, which implies that Statoil appears to be treating the two pre-merger groups equally.

## **5.2 Practical implications**

### **5.2.1 Employer attractiveness**

Through the analysis of the GPS responses, I found that Statoil employees are more likely to be satisfied with their career opportunities within the organization if they are satisfied with the opportunity to utilize and develop their competencies, if they feel like they have an open, honest and supportive collegial climate, if their leaders support their development and give professional feedback and if their job allows for flexibility, autonomy and employee involvement. Moreover, according to the path analysis (see figure 11), I found that perceived intra-organizational career opportunities are to a large degree indirectly influenced by how leaders create opportunities for the employees to develop their skills, thrive in a collegial environment and to which degree they are able to influence their own work situation.

My results are largely supported by the latest Universum Norwegian Student Survey, in which Statoil has been rated as the most attractive employing organization among Norwegian economic and engineering students. According to the survey, students today have different priorities than students did only a decade ago when it comes to what mainly attracts them to employers. In 2000, the three main attractive offerings were: inspiring colleagues, competitive compensation and variety of assignments (Duraturo, 2010). Although expected annual salary has increased over the past ten years, graduating university and college students in 2010 have not listed income as one of the top three attractive offerings. Instead, they value organizations in which the leaders support the employees' development, where they are given professional training and development opportunities, where work is challenging, where the work environment is creative and dynamic and the employer enables the employees' to have a good work/life balance (Duraturo, 2010).

One of the most interesting findings in Universum's survey was that the number of students who prioritize achieving career references has increased with 12 percentage points over just one year. In 2009, 38 per cent of the students reported this to be of top priority, whereas this year 50 percent did the same (NTB, 2010). This clearly indicates that people are increasingly prioritizing their own professional development over company loyalty. The large change from 2009 to 2010 is most likely due to the financial crisis, but seeing that this trend has already been observed over a longer period of time, increased globalization and international competition is also to blame. This means, nonetheless, that although employers aim to acquire skilled individuals who will remain loyal to the organization, they must initially attract potential employees by offering them opportunities to develop their competencies, which, unfortunately for the employer, will have the unwanted effect of creating a more attractive

employee in the external work market. If the employees remain with the same organization over a longer period of time, however, this investment clearly benefits the employer.

### **5.2.2 Employee development: An investment**

Competency development is not an expense, it is an investment. If employers know not only how to recruit new people, but also how to retain their existing employees, they would have a better chance of practicing effective retention management. Although my findings, as well as the trends identified in the recent Universum survey, may seem as intimidating information for some organizations, the intention of this thesis was to investigate how employers can enhance career satisfaction among the employees and how the organization as a whole can benefit from such initiatives. It is important that employers recognize that the conditions for employer attractiveness are changing and that they are willing to embrace and use this new knowledge to their advantage.

Employers need to, furthermore, understand the connection between intra-organizational career expectations and the psychological contract. According to Schein, one of the most important ways in which an employer can fulfil the psychological contract with an employee is by being willing to offer him or her an organizational future. Although the contents of the psychological contract may seem to have changed since this claim was made - job seekers placing more value in developing their employability than pursuing a “one-company-career” – I believe that providing the employees with a positive career outlook has, in fact, become increasingly important for organizations who wish to retain their personnel over a longer period of employment.

However, breaches and violations to the psychological contract are common and usually occur because the employee perceives the employer to have reneged on a promise. Organizational changes, such as mergers, tend to pose threats to the fulfilment of the psychological contract, but HR practices and norms in the workplace can also in the long term cause deterioration of the contract and unsatisfied employees.

According to the Universum Norwegian Student Survey of 2010 (Duraturo, 2010), contemporary university graduates are increasingly demanding more flexibility, autonomy, work/life balance, training and support from their leaders as well as from their peers. Schein claimed that the psychological contract can only be fulfilled if individuals are rewarded with things that they value. This means that organizations which continue to focus on financial inducements while failing to recognize the growing significance of these other aspects may experience difficulties attracting the best individuals in the future. This is particularly relevant

for employers in Norway, a country which is seeing a steady wage growth of approximately 3-4 per cent every year (Solberg & Nordbø, 2009), where graduating university students are almost guaranteed to receive a high income compared to other European countries.

In summary, my findings suggest that contemporary employees are increasingly placing value on developing their skills and a psychosocial environment which provides with support and allows for flexibility. In addition, the Universum survey shows that focus on economic compensation is declining (Duraturo, 2010). This indicates that employees are not so much expecting to have a one-company-career, but at the same time are attracted to offerings which indirectly generate motivation and loyalty to the employer. If employers are able to pick up on this trend and change their investments along with the employees' priorities, they will increase their chances of fulfilling the employees' psychological contracts and thus retain the better part of their personnel.

### **5.2.3 Improving retention practices**

The fourth and final research question for this thesis is: ***How can employers utilize this information?*** As a connection between career expectation and employee retention has already been established, I aim to discuss how my path analysis findings can be applied by employers and leaders to benefit the organization by increasing employee career satisfaction.

My contribution toward helping organizations improve their retention management has been to identify four of the main organizational factors which significantly influence the degree to which employees are satisfied with their career opportunities within the employing organization, or their perceptions of the opportunity structure. These are factors which are formed by organizations' official policies and values and are maintained by management and employee practices. This means that adjustments and changes can be made with respect to these factors in order to improve employees' intra-organizational career satisfaction.

One of the most obvious deductions which can be made from my findings is that employees need to be able to apply their knowledge and skills in their current job to feel productive and avoid boredom. At the same time, opportunities for development, such as training, attending seminars and acquiring new skills at work send a message to the employees that the organization considers them worthy of such investments and that there may be opportunities for mobility within the organization in the near future. Training also breeds confidence, reduces insecurity as the employees are enabled to master new challenges and can ultimately lead to career development.

If employees feel enabled utilize their skills and seize opportunities for further development, it is likely that perceived intra-organizational career opportunities will be enhanced and that the general level of job satisfaction will increase. It is highly probably that employees who feel comfortable in their jobs without being bored will feel enabled to perform well, which no doubt will benefit the employing organization. In addition, a high level of job satisfaction tends to reduce turnover, which means that employers can use this as a tool to retain their best employees. And finally, training can contribute to the development of flexible personnel, which can reduce the organization's dependency on external recruitment.

### **5.3 Limitations and future research**

My findings are based on the GPS responses from the survey which was conducted in 2009. I have been able to determine that there is no significant difference between how former Statoil and former Hydro employees perceive their intra-organizational career opportunities and that career satisfaction is at a general high level for the average employee. Ideally, however, the results should have been compared to GPS responses from previous years to determine whether or not the results from before, during and after the merger are similar, and if the merger has changed employees' satisfaction with their career opportunities within Statoil.

Unfortunately, because of changes in Statoil's organizational map, which took place in connection with the merger, and due to the fact that Hydro used to conduct a different survey than Statoil, it was impossible for me to compare the GPS from 2009 with surveys conducted before the merger. In a few years time, however, it would be interesting to compare my findings with future GPS surveys to determine whether or not career satisfaction is maintained at this high level, and especially if the organizational factors still are as important and still appear in the same order of significance as in my study.

I established that there is a strong connection between how employees perceive their career opportunities within Statoil and job satisfaction. However, due to limitations in the data material, I was not able to demonstrate a final link to turnover. It would be interesting if a future study was to investigate to which degree perceived intra-organizational career opportunities influence intent to turnover. The discovery of a strong link would make it even clearer to employers that employee retention can be much increased through improving the opportunity structure.

## **5.4 Chapter summary**

My findings indicate that Statoil upholds its promise of equal treatment. Furthermore, my results regarding the influence of organizational factors on perceived intra-organizational career opportunities are supported by the Norwegian Universum Student Survey 2010, which suggests that softer values, such as developmental opportunities and support from leaders, are becoming increasingly important in relation to employee retention and employer attractiveness. This suggests that employers need to appreciate these findings as an opportunity to improve their retention practices by boosting intra-organizational career expectations through the management of the identified organizational factors.

## CHAPTER 6 – SUMMARY

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In this thesis, I set out to answer the following question: ***How and to which degree do organizational factors affect perceived intra-organizational career opportunities?*** I initially gathered information about findings that other researchers had made through studies relevant to my thesis. For some organizational factors, researchers have concluded similarly with respect to how they tend to affect employees' satisfaction with intra-organizational career opportunities, whereas studies conducted on other organizational factors have had very different results. In the latter cases, I was forced to rely very much on my own judgment when I formulated the hypotheses. Some of them were confirmed, and even fewer were rejected. In this chapter I will summarize my findings as they appear independent of other studies and theoretical contributions. The chapter will be structured according to the research questions.

### 6.1 *Research question 1:*

***Do demographic characteristics, such as age, gender, position, business area of employment and pre-merger employment, significantly influence how the employees perceive their intra-organizational career opportunities?***

Not much. Initially, the five demographic characteristics which I investigated all seemed to influence perceived intra-organizational career opportunities among the employees. According to the regression analysis, however, their combined explanatory power was no more than 3 per cent. I therefore draw the conclusion that age, gender, being a supervisor or not, working in business area EPN, INT or TNE and having worked for Statoil or Hydro pre-merger or being a new employee has little to no effect on the level of satisfaction that employees in the new Statoil have with respect to career opportunities.

### 6.2 *Research question 2:*

***Do organizational factors significantly influence how the employees perceive their intra-organizational career opportunities?***

Yes. Based on findings from previous studies and a factor analysis conducted on data material extracted from the GPS, I identified four organizational factors which I used in a regression analysis: *competency utilization and training*; *supervisory mentorship*; *work flexibility* and; *collegial climate*. According to the analysis, all four factors have a positive effect on perceived intra-organizational career opportunities, with a combined explanatory power of 30 per cent. This means that it is likely that employees who have a high score on these indexes are more likely to be satisfied with their intra-organizational career opportunities than those who have a lower score.

### **6.3 Research question 3:**

#### ***Which of the organizational factors have the most significant effect on the employees' perceived intra-organizational career opportunities?***

As I have already mentioned, all of the four organizational factors significantly influence how employees perceive their career opportunities in Statoil. However, the factor with the greatest effect was *competency utilization and training*. This is the order of which the four factors came with respect to variable strength:

- 1. Competency utilization and training (Beta = 0,350)**
2. Collegial climate (Beta = 0,136)
3. Supervisory mentorship (Beta = 0,096)
4. Influence and control (Beta = 0,048)

Employees who feel that their current position allows them to both utilize as well as develop their competencies are more likely to be satisfied with their career opportunities than those who do not. Out of the three statements which were included in the *competency utilization and training* index, the statement "I am able to utilise my expertise and abilities in my present position" turned out to have the strongest impact on perceived intra-organizational career opportunities.

The path analysis, however, revealed that *supervisory mentorship* had a large indirect impact on this factor, which would imply that the direct effect of *competency utilization and training* on perceived intra-organizational career opportunities is initially determined by leaders' practices.



#### **6.4 Research question 4:**

##### ***How can employers utilize this information?***

My thesis is only one of many studies which indicate that it is time for employers who keep prioritizing economic compensation over opportunities for employability development to reconsider. Today, highly educated individuals expect to receive high incomes and therefore take this aspect of their work for granted. They are therefore able demand that their leaders allow them to develop their skills, have a certain level of autonomy and involvement, and that the job description is adapted to ensure a good work/life balance.

According to my findings, leaders who experience that their employees have a low level of career satisfaction should aim to find the most pressing issues which could be the sources of this dissatisfaction. They should first and foremost investigate to which degree the employees feel that they are able to utilize their skills in their current job, and find out how the organization enables them to develop these skills through training and new challenges. Whether the employees are bored or whether they struggle with their tasks to the point where they feel stressed could be equally damaging to their intra-organizational career expectations. At the same time, the responsibility to seize developmental opportunities lies with the individual.

However, the primary source of career satisfaction is management practices and policies. Leaders have the mandate to allocate the right jobs to individuals with the right competencies to ensure that the employees are capable of fulfilling their tasks. Furthermore, it is the leaders who are in the position of setting the conditions which determine the degree to which training should be used to reward achievements. All in all, my findings indicate that in order to achieve and maintain satisfactory employee retention, employers and leaders need to invest in elevating perceived intra-organizational career opportunities, with particular emphasis on competency utilization.

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## APPENDIX

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### 1. Global People Survey (GPS) 2009



Velkommen til Global People Survey 2009

Undersøkelsen er anonym. Det kan ikke tas ut rapporter for grupper som har færre enn fem svar.

**Organisasjonstilhørighet**

Vi har registrert at du tilhører følgende organisasjonsenhet:

**StatoilHydro (Norwegian)**

**Kjønn**

- Mann  Kvinne

**Alder**

- Under 25 år  46 - 57 år  
 25-35 år  58 år og over  
 36-45 år

**Ansettelse**

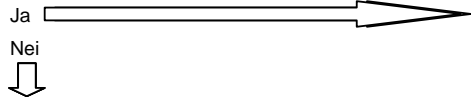
Hvor lenge har du vært ansatt i StatoilHydro inklusiv tidligere Statoil eller Hydro?

- Under 3 år  
 3-10 år  
 mer enn 10 år

**Personalansvar**

Har du personalansvar?

- Ja  
 Nei



**Ledernivå**

Hvilket ledernivå rapporterer du til?

- CEO  
 Leder for CFO eller CSO  
 Leder for konsernkommunikasjon (CCOM)  
 Leder for forretningsområde  
 Leder for konsernstaber (CHR, GBS, CHSE, CIMIT eller CMS)  
 Stabsleder i forretningsområde (f.eks. leder av HMS eller PO)  
 Leder for resultatområde  
 Leder for resultatenhet eller tilsvarende  
 Seksjonsleder eller tilsvarende  
 Avdelingsleder eller tilsvarende

**hvilket selskap arbeidet du før fusjonen?**

- Hydro  Statoil  Ansatt etter fusjonen



Vi ber deg ta standpunkt til en del utsagn om forskjellige sider ved din arbeidssituasjon.  
 Dersom du opplever at et utsagn er lite meningsfylt for din arbeidssituasjon eller at du mangler nok erfaring til å besvare det, benytter du svaralternativet 'ikke relevant'.  
 I noen av utsagnene som følger blir uttrykket "min avdeling" benyttet.  
 Utsagnet "min avdeling" skal forstås som den organisasjonsenheten som ble angitt innledningsvis.

<b>Arbeidsmiljø og organisasjon</b>		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	Ikke relevant
		1	2	3	4	5	6	
1	Jeg får utnytte min kompetanse og mine evner i min nåværende jobb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Jeg får nødvendig opplæring i forhold til nye arbeidsoppgaver og ansvar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Det er en tydelig oppgave- og ansvarsfordeling mellom avdelingen jeg jobber i og andre avdelinger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Jeg er kjent med innholdet i StatoilHydro-boken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Jeg er tilfreds med mine karrieremuligheter i StatoilHydro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Sikkerheten blir godt ivaretatt på min arbeidsplass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I min avdeling legger vi sterk vekt på å være kostnadseffektive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I min avdeling er vi kundeorienterte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I min avdeling danner prestasjoner grunnlaget for anerkjennelse og belønning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I min avdeling har vi brukt tid på å diskutere hva StatoilHydros verdigrunnlag vil bety for oss i det daglige arbeid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I min avdeling blir gode ideer og forslag raskt iverksatt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Jeg opplever at jeg så langt har blitt godt ivaretatt i integrasjonsprosessen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I min avdeling har vi forbedret våre arbeidsformer ved å utnytte det beste fra begge fusjonerte selskaper (Hydro og Statoil)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Global People Survey (GPS) blir aktivt brukt som et forbedringsverktøy i min enhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Helse- og arbeidssituasjon</b>								
15	Jeg har en tilfredsstillende arbeidsmengde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Jeg klarer vanligvis å fullføre mine arbeidsoppgaver innenfor normal arbeidstid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	På min arbeidsplass tilrettelegges arbeidet ut fra den enkeltes arbeidsevne og forutsetninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I min avdeling er oppgaver og ansvar klart fordelt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Det er klart for meg hvilke mål som gjelder for mitt arbeid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Det er en god tone mellom medarbeiderne i min enhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Vi samarbeider bra i min enhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Jeg kan påvirke arbeidsmengden min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Jeg har tilstrekkelig medbestemmelse/innflytelse over egen arbeidssituasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Jeg har gode nok muligheter til å planlegge arbeidsdagen min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Jeg får støtte fra mine kolleger når jeg trenger det	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Jeg får tilstrekkelig støtte fra min nærmeste leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Min nærmeste leder er tilgjengelig dersom jeg ønsker å diskutere forhold i min arbeidssituasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Jeg opplever helseplager som kan ha sin årsak i min arbeidssituasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5	6	
		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	Ikke relevant





Arbeidssituasjon og privatliv		Ikke i det hele tatt						I høy grad	Ikke relevant
		1	2	3	4	5	6		
29	I hvilken grad har du en arbeidssituasjon som virker negativt inn på privatlivet ditt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ledelse		Beskriv din nærmeste overordnede (personalansvarlig leder/ressurseier) ut fra følgende påstander:						Ikke relevant
		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	
		1	2	3	4	5	6	
30	Jeg har tillit til min nærmeste leder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Min nærmeste leder er dyktig til å motivere medarbeidere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Min nærmeste leder gir meg konstruktiv tilbakemelding på det arbeidet jeg utfører	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Min nærmeste leder holder meg informert om selskapets prioriteringer og planer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People@StatoilHydro-prosessen		Når du svarer på disse spørsmålene, ber vi deg om å tenke på den lederen du har People@StatoilHydro-samtaler med						
34	Min nærmeste leder følger jevnlig opp mine leveranssmål	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Min nærmeste leder følger jevnlig opp mine atferdsmål	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Min nærmeste leder støtter meg i gjennomføringen av min utviklingsplan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
StatoilHydros styrende dokumentasjon								
37	I min avdeling blir arbeidsoppgaver alltid utført i henhold til styrende dokumentasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Jeg synes det er lett å finne frem i den styrende dokumentasjonen jeg trenger for å gjennomføre mine arbeidsoppgaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Min nærmeste leder veileder meg til å gjennomføre arbeidsoppgavene i samsvar med vår styrende dokumentasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Min nærmeste leder er en rollemodell for meg i forhold til etterlevelse av vår styrende dokumentasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tillit og identitet								
41	Jeg har tillit til konsernledelsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Jeg har tillit til at StatoilHydro viser samfunnsansvar over alt hvor vi har virksomhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Jeg har tillit til at StatoilHydro bidrar til en bærekraftig utvikling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Jeg opplever StatoilHydros interninformasjon som åpen og ærlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Jeg har tro på at StatoilHydro vil oppnå de ambisjoner som ligger til grunn for fusjonen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Overfor mine venner omtaler jeg StatoilHydro som et flott selskap å jobbe for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Jeg identifiserer meg med StatoilHydro sine verdier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5	6	
		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	Ikke relevant



<b>Våre verdier</b>		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	Ikke relevant
		1	2	3	4	5	6	
48	I min avdeling er det et miljø som stimulerer til kreativitet og nyskaping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	I min avdeling er det tillatt å utfordre etablerte sannheter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	I min avdeling stiller vi tydelige krav til hverandre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	I min avdeling er vi pådrivere for å skape konstruktive endringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	I min avdeling er vi sannferdige og opptrer med integritet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	I min avdeling samarbeider og deler vi erfaringer med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	I min avdeling kommuniserer vi åpent og presist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	I min avdeling gir vi hverandre konstruktive tilbakemeldinger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	I min avdeling tar vi opp etiske utfordringer umiddelbart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	I min avdeling leverer vi det vi lover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	I min avdeling driver vi målrettet kompetanseutvikling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	I min avdeling streber vi etter forenkling og fokuserer på verdiskapende aktiviteter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	I min avdeling er vi lojale mot beslutninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	I min avdeling er vi utholdende og står løpet ut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	I min avdeling har vi fokus på viktige detaljer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	I min avdeling jobber vi hardt for å oppnå null skade på mennesker, forebygge ulykker og redusere negativ innvirkning på miljøet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	I min avdeling handler vi innenfor loven og våre etiske retningslinjer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	I min avdeling viser vi respekt for enkeltmennesket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	I min avdeling arbeider vi aktivt med å forbedre arbeidsmiljøet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5	6	
		Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig	Ikke relevant

<b>Jobbtrivsel</b>		1	2	3	4	5	6
Svært dårlig = 1 - 2 Middels godt = 3 - 4 Svært godt = 5 - 6							
67	Alt i alt: Hvor godt vil du si du trives i din jobb?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>