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CAREER MANAGEMENT –
HR-MANAGERS VIEWS ON CAREER OPPORTUNITIES FOR NEWLY GRADUATED
ECONOMISTS

BACHELOR THESIS

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Abstract

Bachelor thesis – Business administration: Management

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Title: Career management – HR-managers views on career opportunities for newly graduated economists

Problemanalysis: A report made by JUSEK declares that 60 percent of the newly graduated business/economics students had not received any opportunity of career development on their work places.

Purpose: To examine what the career management opportunities are for newly graduated business and economics students that have received an employment from the HR-managers perspective.

Method: A survey to get quantitative data has been done. This survey was sent to 70 of the most attractive employers regarded by Swedish business students 2012. After this survey we then conducted qualitative interviews with three of the responding companies.

Results and conclusion: The HR managers have a more positive view on career development opportunities for the newly graduated than stated in JUSEK 3. We believe this may be partly because the companies that have good career development opportunities are more likely to answer a survey like ours. Also the companies chosen in our study are the most attractive ones while companies in the JUSEK report are widely spread. Our empirical study finds that the companies are willing to continue to develop their career management opportunities although they are rather satisfied with their current situation. We believe that this is an important area to focus on for the companies to stay competitive in the future.

Keywords: career management, career plan, career development, human resource development, newly graduated

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1 Introduction

Today's society is more dynamic and changeable than ever. Markets and organisations grow and collapse at a furious pace. Technology and innovations are necessary to keep up with this development. Those who must implement the necessary changes and who are also being affected by these changes are the personnel in those companies. Therefore it has become increasingly more important to have a workforce that is able to change and adapt to the evermore changing business environment (Beardwell & Claydon, 2010). During the last century the notion of personnel importance was realised, and from this arose the idea of Human Resource (HR). The personnel was no longer seen as a “machine“ that only would perform the wanted task, it was noticed that e.g. reward and motivation affected the personnel execution of the task (Lindmark & Önnévik, 2011).

In the 1980s, the most significant change in the HR-field occurred. Questions regarding the personnel were mostly related to the responsibility of the managers and changed from being a tactical issue to a strategic issue. From this, the term Human Resource Management, HRM, was coined. Also during this time four different HRM schools developed what now form the basis for today's approach to HRM (Granberg, 2011). They all found that the personnel as one of the keys to a competitive advantage in the dynamic society. Therefore the personnel must continuously develop and the HR-management must be well incorporated with the business development. Due to this, (among other), HR-departments have now acquired a strategic function instead of administrative. This development of the HR-idea meant that it took a more knowledge-based approach, with the personnel as target (Lindmark & Önnévik, 2011).

Except that we find the idea of HRM compelling, what also broadens our interest is that the personnel within an organisation consist of many different groups of individuals, many of which are newly graduated. A study made by Career Service (2011) shows that 80 percent of students who graduated during 2010 had received a job within six months.

Now that we ourselves have come to job-searching phase of our lives we have read through many job ads. When the employers searching for student work force are not collaborating with universities most of the job ads require some relevant job experience. In some cases when looking for entry-level jobs the company offers an introduction and a basic education. But what happens next?

We find HRM to be a very interesting topic. Especially HRM for newly graduated business/economics students is an interesting area of further studies. Therefore we want to get a closer look of the career management opportunities a newly graduated business/economist student could expect in the business labour market.

1.1 Background and problemanalysis

After graduating from the university many former students had received their first job relatively quickly based of the results from JUSEK report; “Efter examen?” Which is a annual labor market survey examining were and how newly graduated receive their first employment and entry salaries. Two thirds had already a job within the first three months post-graduation and half of the two thirds still worked at the same job as they had during the period of their studies. A vast majority, 90 percent of the students regard their work-tasks to be qualified in consideration of the content of their education (Jusek 1).

Although the newly graduated seem rather satisfied with their current employment situation many of them are already thinking about a change. According to JUSEK report; “Synen på karriär” which is a survey about newly employed graduate students view of their future career opportunities a little bit than more than half of the newly graduated want to change their employer within the next three years. They view it as a path to a professional development and experience which will lead them to higher positions and higher salaries. Opportunity to develop, manage and plan their career is the most important thing when searching for a new employer (Jusek 2). When an organisation can provide these opportunities they do not only help to improve their employees but also the whole organisation. By offering this they gain competitive advantages (Lindmark & Önnévik, 2011)

When reading a report regarding career development made by JUSEK “Kompetensutveckling”, we found that more than 60 percent of the economists have not received any opportunity of professional development during the last year. Almost half of the respondents even say that there are no clear goals for them provided from their employee. One third also said that the employer does not invest in areas regarding professional development (JUSEK 3).

We find this lack of development opportunities very disturbing since we assume that is the case in most companies. From our experience companies are not very outspoken regarding career development in their organisation and therefore we want to examine this area further.

1.2 Purpose

We want to examine what career management opportunities exist for the newly employed students in business and economics in the perspective of HR-managers.

1.3 Delimitations

We limited our research by only focusing on business and economics students with at least a Bachelor degree. We will not be able to look at all workplaces in Sweden, so we have chosen to contact the 100 most attractive job recruiting employers in Sweden from a survey made by Universum: Företagsbarometern (Appendix 1). We tried to contact all of these companies and asked them to participate in our survey; however we skipped companies that no longer exist and those we were unable to contact due to the lack of contact information on their webpage.

1.4 Definitions

Career planning – usually the starting phase in job searching, thus before the job. But in this thesis it will be defined as a career/development plan within the individual career management (Orpen, 1994).

Career development – developing your career in a wider life-cycle perspective, it incorporates areas such as social and psychological parts of life (Orpen, 1994).

Career management – “the process of preparing, implementing and monitoring career plans. It may be carried out by the individual alone or in conjunction with the employing organisation’s career systems” (Bolton & Gold, 1994).

2 Theoretic frame of reference

In this part, we will try to explain the origin of career management. It is as necessary to explain the fundamental areas from which career management emerged and the surrounding functions that contribute to career management. We choose to mainly focus on literature and scientific articles in the HR-area that are helpful and relevant for the purpose of this thesis.

2.1 Human Resource Management

Definition:

”**human capital**, human resources, HR, human knowledge, skills and other productive capacity contributory physical and mental characteristics acquired through investment of such education, training and health care.” (ne.se)

Human resource management or HRM simply means to manage the human capital within the organisation. Granberg (2011) however writes that the easiest definition of HRM is ”all questions regarding the employees”. In Sweden it was first called Human Services (Personaltjänst), then in the 60-s it changed name to personnel management (Personaladministration). Afterwards it has been replaced by the English term Human Resource Management, HRM.

The idea of Human Resource Management has not been as powerful in Sweden as in other countries until the labour market collapsed in the 1980-s. This is mainly because Sweden had a very strong labour union organisation and labour questions seemed unnecessary (Manbon, 1994). During this time four HRM-models emerged in USA that formed the basis for today’s analysis of HRM. They are known as the Michigan-, Harvard-, Schuler- and Warwick-model. Of these four, the Michigan- and Harvard school are the most influential and popular ones. There are many similarities between these two models. Both consider that organisations must constantly adapt to handle changes in the external environment and both view the personnel as the organisations most important resource. The main difference is that the Michigan model considers HRM to be a strategic question that needs to be cost efficient. (Granberg, 2011)

Because of today’s view on HRM as a strategic function, as in Sweden, we will focus on the discussion of the Michigan model.

2.2 Michigan school's HRM-matching model

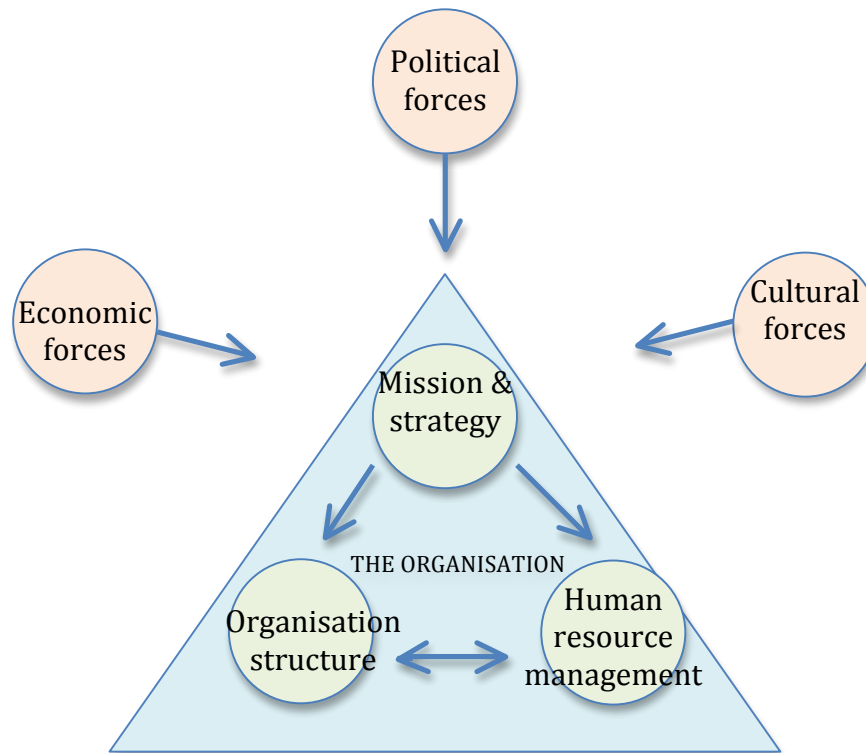


Figure 1. Michigan school HRM-matching model (Devanna et.al, 1984, Lindmerk & Örnevik, 2011, p.47)

The aim of all HRM is to improve and develop both the organisation and the individual. There are both external and internal areas related to the organisation that should be developed and promoted. The Michigan school's HRM-matching model is one such model that shows areas concerning the organisation. Different areas consist of external forces such as economic, political and cultural, and internal areas that are organisational structure, HRM and mission & strategy. Continuous improvement, development and proper structure between the internal areas is a necessity to keep the organisation successful and more safe from external forces. The cooperation between the internal areas is what makes the organisation efficient (Lindmark & Örnevik, 2011).

But what distinguishes the Michigan school and its model from others is the view on strategies. Granberg (2011) writes that this school considers that strategies regarding the organisation are of significance to the employee performance. In recent decades, HR departments have moved further away from the administrative and social work and developed into a distinct strategic function within the organisation. This has led to an organisational change of the HR function, in which HR employees' main task now is to implement strategies

at all organisation levels to achieve their objectives (Rövik, 2008).

For our thesis it is only relevant to look at the internal factors since those are the ones that the organisations can affect and therefore we will focus on these areas further.

2.2.1 Internal areas in the Matching-model

Internal areas in the Matching-model will be explained by the help of theories written in Human Resource Management (2011) by Lindmark and Örnevik.

Mission and strategy:

When developing an organisation there must be a particular, preferably unique, reason for its activities. Furthermore the mission and strategies need to be clear and well-known in order to avoid misunderstandings. The implementation of this should be made on the strategic, tactical and operational level.

Organisational structure:

When the direction of strategies is made the employees should be organised in such a way so that they are able to carry out given orders. For the organisation to be most efficient the tasks should be distributed properly among the employees. There are also different organisational forms which can be applied depending on which task that needs to be solved or in which situation the organisation is. The origin of these forms is from Mintzberg's base model, which can be reshaped into different organisational structures (Lindmark & Örnevik p.60, 2011).

Human Resource Management:

The third, and for this thesis most important, internal area in the matching model is HRM. It consists of several components and can be best explained by the HR-cycle (Lindmark & Örnevik, 2011 p.11). This will be further explained below.

2.2.2 HR-cycle

In this section we will explain the parts that the HR-cycle consists of. The HR-cycle is as previously explained components within one of the internal area in the Michigan matching-model; HRM.

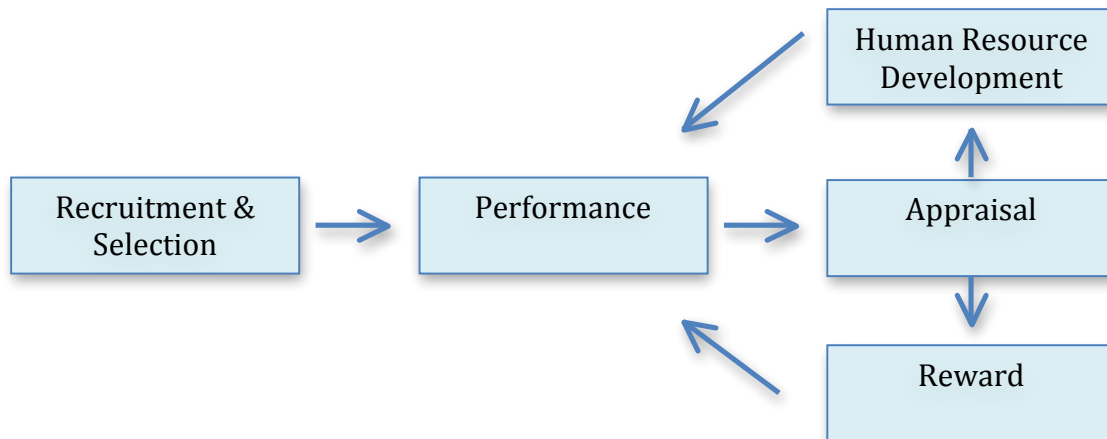


Figure 2. HR-Cycle (Fombrun, Tichy & Devanna, 1984 Lindmark & Örnevik, 2011 p.11)

Recruitment & selection

In this part of the HR-cycle the organisation needs to make an evaluation. What type of employees do we have or need? And how do we go about and select and recruit the most suitable? To have the right types of employees it is important to get the right types of employees from the recruitment process. The employers need to get the best ones to apply for the job. The company can try to give a quite realistic image of the work tasks and the expectations the company has on the employees. To get the best applicants there might also be necessary to do some employer branding and to be good at showing the advantages of working for that specific company and the career opportunities this company can offer. According to Beardwell and Claydon (2010), “All organisations have an employer brand, regardless of whether they have consciously sought to develop one”. If the company doesn’t have a good enough internal development of skills they have to recruit externally. External recruitment might be positive if they get a lot of new influences and ideas; it might also be negative if it sends the wrong signals to the people currently employed. If leaders are to a large degree recruited externally the people within the company can feel that there aren’t enough career advancement opportunities.

Performance

The work process affects which task should be conducted, who should perform and how it should be managed. It is within the work process that routines for the conduct of HRM are added (Lindmark & Örnevik, 2011).

Appraisal

To evaluate how well a job is performed, you can use several methods, such as scorecards, employee surveys and employee discussions. But the main purpose of evaluation is to develop and see what the organisation did well or poorly. Evaluation can consist of all areas within the organisation, but it is when the evaluation is specifically aimed at the employees the link between the appraisal and HRM becomes clear (Lindmark & Örnevik, 2011).

Reward

After evaluations are made, it can lead to rewards based on them. From an HRM perspective these rewards can be in different forms: a specific one such as wage benefits or abstract rewards such as influence of motivation. It can also be divided into monetary and non-monetary reward systems. Monetary reward is solely based on the wage the employee is given. This can consist of fixed contracts or can be increased by bonuses. But the main thing is that the employee needs to perform additionally to be given this reward. The purpose of rewards is to provide the organisation's employees with some kind of added value (Lindmark & Örnevik, 2011).

Human Resource Development

This is the part of the HR-cycle that is dedicated solely to the development of the human resources, which is one of the basic ideas of HRM. Based on the research question of our study, we will take a deeper look into this area of knowledge (Lindmark & Örnevik, 2011).

2.3 Human Resource Development

2.3.1 Three main tasks

The three main tasks for HRD is to catalog, store and develop the information, knowledge and experience that is available within the organisation (Lindmark & Örnevik, 2011).

The first task is to catalog. This consists of situation analysis; the aim of this analysis is to determine the information, knowledge and experience that are available within the organisation. It is also intended to investigate how the organisation culture and structure work regarding development and learning (Lindmark & Örnevik, 2011).

Task two is to sort out, measure and store the information about the employee's knowledge. Depending on the extent of information, a storage method that is chosen by the organisation should be easy to use. When the organisation has completed tasks one and two, it is time to use the result of stored information as a basis for development which is the third task (Lindmark & Örnevik, 2011).

The third task is then to develop the human capital within the organisation and will be done through the following methods.

2.3.2 Methods of development

These methods are those that are mostly used according to Lindmark and Örnevik (2011).

Education

One of the most common ways to develop employees is by letting them undergo some form of education. These types of educations can be sorted into three different types, basic, further and continuing education (Lindmark & Örnevik, 2011).

A basic knowledge of the tasks, which the employee shall perform, is given by the basic education; this also paves the way to further education. Usually some time passes before the employee undergoes further education so that they have time to practice and become more efficient in their tasks. The continuing education provides employees with education which enables them to execute entirely new work tasks and duties. It has also been found that by undergoing education related to work creates interest to learn more. The employees become more motivated to develop further as education creates opportunities to career development. These types of education can be internal or external, and they have advantages as well as disadvantages. An example is the number of participants. The external education is more likely to have a limited number of participants; however, it provides a better access for

expanding one's network (Lindmark & Örnevik, 2011).

Trainee program

Trainee programs are mostly directed at young and talented, high achieving students with a limited work experience. These trainees are those you want to associate with your organisation. The trainees get familiar with most or all areas in the organisation for a period, and then they can specialize within the desired area (Lindmark & Örnevik, 2011).

Appraisal reviews

This is one of the few occasions in which the employee and manager can interact privately. Employees themselves can influence their future. This contributes to personal and organisational development. Appraisal reviews should be structured and conducted in the same way as in the rest of the organisation, therefore they should be standardized. The use of appraisal reviews should also consist of three steps, before, during and after these appraisal reviews (Lindmark & Örnevik, 2011).

Mentorship

A mentor should be older and sufficiently more experienced than the new employee. This mentor could help the new employee get into the organisation, transfer knowledge and also give guidance. Mentorships are relatively cheap, and there could also be an internal or external mentorship. But the most important thing is to have a structured agreement before starting the collaboration (Lindmark & Örnevik, 2011).

Coaching

This type of development places more demands on the coach than on the employee. Coaching requires extensive knowledge, both social and organisational. The coach should support the team or the individual in their personal development. The coaches used for this development could be recruited both externally and internally (Lindmark & Örnevik, 2011).

Development center

Larger organisations, such as McDonald's and IKEA, can develop their own education- and development centres. They are able to manage this in a large scale having their own business

academies. In addition to providing the new employees with the knowledge required to operate at the workplace they also get used to and feel comfortable with how to act in the way desired by the organisation (Lindmark & Örnevik, 2011).

2.3.3 HRD and career

Within any organisation employees should be able to make a career. This means that they should be offered more challenging work assignments, salary increase and help to develop the organisation.

Career development distinguishes of two paths: horizontal and vertical. The vertical is the most common career development path. It usually means that the employee first becomes a first line manager, then a middle manager with more responsibility, and finally a general manager. The purpose of the vertical career planning is to ensure that the organisation has enough managers. There is also another type of career planning which is called horizontal career (Lindmark & Örnevik, 2011).

The horizontal career is for those employees that will not or can not become managers. Horizontal careers imply that the employees are undergoing further development of knowledge. This also ensures that the knowledge stays within the organisation (Lindmark & Örnevik).

Organisations should incorp both vertical and horizontal career plans. Career plans ensure that the employees and the organisation can keep up with knowledge development and be competitive. Career management is also intended to ensure that the organisation can replace employees if needed and be ready for future needs. Employees should also have development opportunities, and everyone should have their own personal career plan that is built on ambitions, needs and capacity. The career plan is prepared by employees and their supervisor and should be updated as long as the employee works within the organisation. Also, it needs to be in line with the organisation structure and working process (Lindmark & Örnevik, 2011).

3 Method

Different scientific approaches can be used to conduct an academic study. In this chapter we will discuss and provide the basis of approaches which this thesis derives from. We will also present the respondents and our selection methods.

3.1 Scientific approach

The method applied in this thesis combined qualitative and quantitative approaches. By combining the approaches, more knowledge is provided to the study (Lindblad, 1998). We started by choosing ten questions (Appendix 2) that we consider necessary in order to answer our purpose. On the basis of these questions we then made a web survey¹ which was sent out to 70 HR-representatives we were able to contact. These representatives' works for different companies listed in Företagsbarometern. By performing a quantitative study of this survey, one could make general conclusions depending on the size of the study, but one should always make gentle interpretations (Lindblad, 1988). The sample population for this study consists of three companies that answered our survey. The larger the sample is, it is more likely for the sample to have similar characteristics as the population (Halvorsen, 1992).

Method of quantitative data collection

In order to find relevant companies to answer our questions we used a survey called Företagsbarometern (Appendix 1) made by Universum which lists the 100 most attractive workplaces ranked by Swedish business students during 2012. We chose this list because we found it to be interesting and relevant regarding our purpose since the respondent of this survey are in similar school situation as ourselves and soon will be graduating and trying to start a career. We sent the web survey to companies from which we were able to get HR-contact information. We got the information via their webpage or through customer service that directed us to the relevant person to whom we then forwarded our questions. Companies that we did not send our survey to were those that we did not manage to find contact information and companies that no longer existed. Of these 70 companies that received our survey 17 answered (Appendix 3), which gave us a response rate of 24,3 percent. Because of

¹ <http://www.surveymonkey.com/s/7WFTLK2>

the low response rate we changed our thesis orientation from a wide comparative approach to more specific comparative.

Method of qualitative data collection

After the web survey was conducted, we contacted all the answering companies to execute a follow-up interview in order to deepen our understanding of their answers regarding the survey.

There are two types of interviews; standardized and unstandardized (Troost, 2010). The standardized interview follows a specific structure of the questions asked. The unstandardized interview has a different approach; it is possible to ask questions in order to fit with the respondent's answers and to ask follow-up questions. Because of this we conducted unstandardized interviews with the only three HR managers who chose to participate.

Two of the interviews were conducted by phone due to logistic reasons, and one was conducted at the company's main office. We also had a short interview with the manager of external relations of Career Service to get a deeper knowledge regarding this area.

The interviews were semi structured, to allow the respondents to give private and professional opinions. We used the survey questions as a base for the interview questions.

All the interviews were recorded, so that we could focus on the respondent and carry a conversation.

3.2 Data collecting methods

We searched for previous studies regarding this area on several databases, such as: Summon, Google Scholar etc. Because of our focus on specifically newly graduated we were not able to find many relevant articles.

Search words: career planning, career development, career management, newly graduated,

Primary data

The empirical findings that are the basis for our analysis consist of collected raw data. Our

primary data consists of the qualitative interviews we performed.

To get our interviews to be as relevant as possible, all three of our interview objects are HR managers in their companies. We also conducted a short interview with a manager of external relations working at Career Service. This was done to deepen our knowledge regarding newly graduated students and their job experiences.

Respondents

LRF Konsult -	HR-manager, 2012-05-03 09:00 - 09:30
Handelsbanken -	HR-manager, Region West, 2012-05-03, 13:30-14:00
Riksrevisionen -	HR-manager, 2012-05-04,
Career Service HGU -	Manager of External Relations, 2012-05-07

Secondary data

The secondary data used for this thesis consists of the information given on the websites of the companies that were interviewed; this to get a background knowledge for asking relevant follow-up questions.

We also used reports made by Career Service and JUSEK and their surveys results. We consider these sources to be very credible since they are well-known and widely used. We ourselves have encountered them many times during our studies at School of Business, Economics and Law, Gothenburg University. They are also specifically aimed at newly graduated which targets our research area.

3.3 Validity and reliability

The ideas of reliability and validity are derived from quantitative methodology (Troost, 2010). In our study we conducted a survey to collect quantitative data.

Validity means the extent the study measures what it was intended to measure. You need to have distinct type of measurements (Ejvegård, 2009). Therefore, to get a high validity the survey it is essential to have relevant questions that answer what the survey is examining. We find our validity to be high. We want to know about the career development opportunities and

all questions for the survey are available in Appendix 2 and the answers in Appendix 3. And as can be seen the answers are relevant to our questions.

Reliability means how trustworthy the measurement conducted in the survey is. Another survey conducted the same way should come to the same results (Halvorsen, 1992). The low amount of answers lowers our reliability, we cannot be certain that another survey examining the same thing would come to the same results as ours. There might be a risk that we have had to generalise a bit too much due to the low number of answers.

We wanted to examine how good the career opportunities are for newly graduated economics or business students at their work place. To get relevant companies we choose the companies from the survey Företagsbarometern. Since this was a list we had heard about before in school and read about we found it reliable.

Out of these companies we tried to contact as many as possible. We were unable to contact 30 companies because of problems with finding contact information or due to the fact that they no longer exist. We also chose to not contact all Swedish ministry offices since they had only been given one position together. If we would contact all of the ministry offices, it would give them a disproportionately big place in the survey.

Out of the 70 we contacted 17 chose to respond on our survey and three HR managers were willing to let us interview them. We had hoped for more respondents than 17 but had already reminded many of the companies about the survey and in some cases contacted them through more than one email address.

4 Empirical findings

For our empirical result we conducted three follow-up interviews with HR-managers from different companies that answered on our survey. We also did an interview with a manager of external relations at Career Service to broaden our knowledge regarding career management opportunities. In the last section we will have a short summary of our survey.

4.1 LRF Konsult (LRF)

LRF is Sweden's largest accounting- and consulting company. They have 1500 co-workers and 135 offices in Sweden. They offer services in economy, law, and business- and property consulting. LRF is fully owned by its parent company, Lantmännens Riksförbund, although LRF runs solely of the businesses they perform. (LRF)

In the survey Företagsbarometern they came in 48th place 2011 (Universum.se).

Since January 2011 LRF has hired 75 newly graduated employees with a business or economics degree. LRF also hires other people but the mostly hired are in the field of economics. They recruit from universities all over Sweden although the parent company does collaborate with agricultural universities.

The respondent says that after five years most employees still does the same tasks at the workplace, but they are probably responsible for more customers. The ones that have other positions have often become managers or do business advisory services. LRF considers the business advisory services to be a bit more advanced than the regular accounting.

LRF uses individual development plans; these plans should be discussed with the respective manager once a year. The manager says that they could improve on their development opportunities and that one problem for them is that they have quite a decentralised organisation which makes it harder to discover talented co-workers. LRF is aware that some people just see their company a good beginning to their careers and then move on. However this is not the big problem, the problem is that they would like to recruit more people with five to seven years work experience.

The company does not feel that a trainee program would fit their organisation type since they do not have a lot of different business areas and do not operate internationally; however they do take an interest in investing more in the career development opportunities for their employees.

Currently they have three quite extensive courses for their employees where they learn more about accounting and taxation. The first two courses are taken somewhere within the first two years of employment. There can sometimes be more courses, but then they are not given to everyone and participants are chosen based upon company needs and the employees' knowledge.

Some aspects that the manager thinks makes LRF a better employer is that they care about the balance in life for their employees; their company makes it possible to have other interests and passions outside the job. Another positive aspect is that they also give opportunities to have customer contact already from the beginning which many employees like. The close customer contact is partly due to the fact that LRF have a lot of small companies as their customers.

To get the respondents subjective opinion regarding career opportunities at LRF we asked her to rank them. The HR manager answered 3.5 - 4 on a scale of 1 to 5 with 5 being the maximum. The HR manager replies that there are a lot of opportunities for people who work hard and take initiatives, but people might have to be willing to move to get more opportunities. The large degree of decentralisation with many small offices results in difficulties for the HR to discover talented employees, and even if someone is talented, there may be no higher positions available at their office. Apart from that she finds the career opportunities good and says that employees are encouraged and supported to take initiatives.

LRF have changed a lot in the last ten years and they have now a more business driven approach. In the beginning they just existed to add customer value to the members of their parent company but now they compete with the other accounting and taxation firms. Their transformation have led to a change in how the public and potential customers perceive them and more people now think about their core business when they hear the name LRF and not as much about farming. The HR manager points out that these changes also have affected the career opportunities in a positive way since the company is more business focused. She

believes that they are far from done but they have made a big change and she believe that the changes will be even bigger since there will be many older people who will quit and they have to hire a lot of new people in the next years.

LRF has lost a few positions on Företagsbarometern during last years. The manager believes this is partly because most of accounting and taxation firms have lost positions in general, but also because they have been less visible in the media. A couple of years ago they were heavily recruiting and had a lot more commercials. As they have recently recruited less and therefore had a more internal focus. If only focusing on accounting and taxation firms LRF came in 35th place.

4.2 Handelsbanken (SHB)

SHB, founded 1871 in Stockholm, is one of the major players in the banking industry in their home market which includes the Nordic countries and United Kingdom. Besides the home market, they also have offices in 17 other countries.

They consider themselves a universal bank because they offer a full range of financial services to both private and corporate customers. These services among others include traditional business services, trading, investment and also personal insurance. (SHB)

In the survey Företagsbarometern they came in eight place 2012 (Universum.se).

SHB is divided into six main regional bank offices in Sweden. Region West of SHB, which has provided empirical data for our study, has 77 offices and 750 employees. During 2011 they employed 35 new economists which all were recently graduated. These graduates came from universities in the surrounding regions, most of them from University of Gothenburg but also from University of Skövde, University West, University of Borås and Karlstad University. The HR-manager of Region West says that most have university education but they do not actually have it as a requirement when employed.

During the last two to three years SHB has changed the organisation of individual development. Before one could, for an example, practice in a specific area within the bank, such as private banking and then move onto corporate banking. Nowadays, the organisation works on a more fundamental and wider basis. They want the newly employed to start at the

bottom to get a basic and broad knowledge of the organisation regarding all areas, afterwards they gradually build on needed educations. Mainly these educations are internal, and it is not necessary to go external courses to get to higher positions. But they do have Leadership-program in collaboration with University of Gothenburg, which today is very rarely used; today they only have one participant. This is only needed for senior manager roles if at all.

SHB always uses internal courses and representatives for education purpose. In some rare cases when they do have external consulting they are very aware that they speak in SHB terminology. “We have a very strong company culture” says the HR-executive.

The respondent is very positive about the idea of employing newly graduated, they rarely employ or seek someone with more experience. The manager tells us that during first six months they have a employee contract that makes it easy for both the employer and employee to end the employment if they feel that it is not a good fit between them. SHB wants to reduce the average age even more. They now have a program that is directed to high school students, where they offer them summer/vacation jobs and they also receive free course literature when attending university.

Of the newly employed in the last five years the majority have remained in the organisation. The respondent says that it is because of vast opportunities within the organisation. It is possible for the employees to switch workplace around the country and also their professional role. The career opportunities are very individual; it is based on your interests or in which stage of life you are. It is even possible for a manager to go back and take an advisor role; so employees do not need to climb hierarchically all the time. The aim of SHB for the employee is to get to a manager position within four years, although the respondent says that the organisation are not yet fulfilling this goal.

HR-manager of Region West says that they work extensively with individual development plans. So how the work tasks are changed for the employee depends mainly on employees’ and ambitions. Also, employees have different work experience, so they start at different levels. SHB work with this development via their own model, “The Wheel” (Hjulet). Every employee has their own “Wheel” to follow.

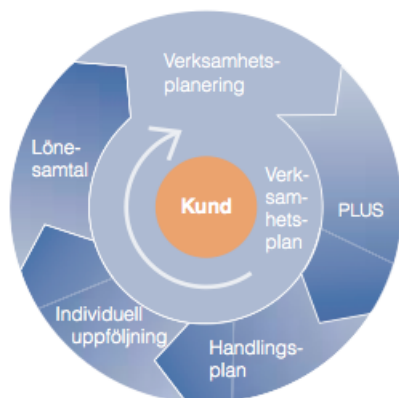


Figure 3. "The Wheel" (handelsbanken.se)

The procedure is as follows. Every unit or office determines what is needed for the next financial year and makes a corporate plan. They decide on their goals and missions, and thereafter the plan is broken down at individual level. It continues with a appraisal review, where the office manager and employee decide what is needed for the employee to become better at achieving these goals, and then they set up an action plan. How often this is followed up depends on the employee; some need more guidance than others. The action plan is later reviewed at the end of the financial year in the salary review where the accomplished tasks are checked.

4.3 Riksrevisionen (RRV)

RRV is a Swedish government agency under the control of the Swedish parliament. It was formed in 2003 after a constitutional change in which the parliamentary auditors and the national audit office was closed. RRV reviews other government agencies, government administrations and state-owned companies. The purpose of RRV is to examine the management of these organisations so that the government money goes to the right purpose. (RRV)

In 2012 they came in 61st place (universum.se)

RRV has since January 2011 employed 30 economists of which 28 were newly graduated business and economics students. Mostly of the employees that they hire have studied at Stockholm University or Uppsala University, but not all of them. The recruitment always

occurs twice a year.

The new employees always start working in a team where they get to perform basic tasks. After five years most employees still work at the same profession and position, but they get to take more responsibility and handle more advanced tasks. As their skill grows they get to handle various tasks.

The educations provided to accountants in RRV are obligatory. During the first five years all of these educations are given internally. There are about three courses a year that the employees need to attend. These can be very knowledge-specific, such as accounting courses. They can also be wider courses such as presentation skills or interview techniques but still they are very organisation specific. After these five years there is a possibility for the employee to attend external courses. They spend about 60-80 hours a year on the newly graduated students career management. RRV are satisfied with this but they would be willing to change the amount if there was need for it.

The HR manager also says that they use coaching within the company and that they have meetings where the manager and the employee discuss the individual career development and set up goals for the future. They also conduct appraisal reviews once a year and have specific guidelines on how to manage them. This is then written down to a development plan which is set up on both short and long term. These plans should then be evaluated both during a meeting with manager and employee and during salary reviews.

Instead of having a trainee program they recruit a lot of newly graduated and teach them the job directly which they consider to be a more efficient approach. RRV does not offer mentorship in their workplace but they do have supervisors. Mentoring is something RRV has talked about using but they have not decided yet if they will have it in the future. Coaching is used when there is need for it, e.g. when someone would rather have a coach than taking a course, but most employees don't have a coach.

Improvements could be done considering the career opportunities for the employees. The HR managers says that they could make it clearer for the employees which career paths are available. Both to make it clear that they exist and what it takes to attend and provide a more alternative career path instead of the traditional hierarchical climb. RRV would rank their

career opportunities as 4 of 5 possible. To be 5 of 5 she feels that they have to make it easier to see the career opportunities and the different paths of careers. The manager states that the work with making the career opportunities for the employees is an on going work that never ends.

RRV tries to work with their employer branding to some extent and tries to be seen as an attractive employer, but she point out that they could always do more. As a government agency RRV considers that they have good benefits and this is what makes them stand out from other organisations. They also think that they have good opportunities to work-life balance.

RRV has dropped 15 placements in the last couple of years. The respondent says that she has no idea why this had occurred but stated that she is not satisfied with this. RRV have not discussed this internally and she had no prior knowledge about this.

4.4 Career Service (CS) - in the School of Business, Economics and Law, Gothenburg University

“Career Service acts as a link between students and companies. Through activities such as corporate presentations, skills, CV review and Career Coaching, Career Service helps you to become prepared for professional life. Career coaching is also integrated into several of our programs.” (CS webpage)

The manager for external relations told us that many of the students studying economics or business in Sweden want to work with management consulting, media, commercial or work for a bank.

It is now popular for many employers to offer international jobs and more flexibility so that employees can combine their work with their leisure activities. International career opportunities are according to CS one of the most important aspects for students. There is less focus on work stability for their employees and less focus on the employees becoming experts on what they do.

According to the manager many people who study economics or business want an employer who can offer flexibility and the possibility to work internationally (so that they can combine their leisure time activities with their work). This has now also become popular from the employers to offer. Former students also want to solve problems that challenge them intellectually and have opportunities to work more strategically.

When it comes to organized career development planning, the manager thinks that most companies do this internally and that trainee programs, mentoring and appraisal reviews are the most common ones.

The manager says that CS hopes to be able to teach students how to keep working with their employability and how to plan their own development and take responsibility. To increase their employability they also need to be able to navigate in an ever changing environment.

The average salary for a newly graduated economics or business student is given in the Career Service report “Vad hände sedan?” (2011).

Salary: SEK/month, 2011	
<20 000	12 %
20 000 - 21 999	20 %
22 000 - 23 999	18 %
24 000 - 25 999	22 %
26 000 - 27 999	13 %
28 000 - 29 999	6 %
> 30 000	9 %

Table 1. Salary for newly graduated students from School of Business, Economics and Law, Gothenburg University. (Career Service – Vad hände sedan?, 2011)

Our interview informant thinks that career development opportunities are good for students who have graduated from School of Business, Economics and Law, Gothenburg University. When asked to rank the opportunities on a scale 1-5 the manager ranked the opportunities with 4. In order to enhance the career planning opportunities even more the manager would want to further integrate the career planning process into the schools education programs. The manager wants also students to reflect more about: who they are, what they know and what

they want. Having a direction gives focus and focus is helpful in the career development according to our respondent.

Thus, our informant from CS believes that what decides which companies students choose in the survey Företagsbarometern are: known products, many people knowing about a company is seen as leaders in its field or as innovative which appeals to the students.

4.5 Summary of survey

Here we will give you a short summary of our survey to make the data given from it more accessible.

1. How many newly graduated economists with at least a Bachelor degree have you employed since January 1st 2011? **Mode: 2 and 7. There was a big difference in the answers given. Answers differed from 0 to 240.**

2. How large percentage of those that were newly employed five years ago still work at their original position? **Mode: 0 – 20%. There was some difference in how many had moved from their original positions but we can draw a conclusion that mostly they were not still at the same position.**

3. How large percentage of those who were newly employed five years ago still remain at the company? **Mode: 60 -80% and 80 -100%. Most of the respondents did not answer this question and therefore we cannot draw any conclusions. But of the few answers we were given, most of the employees seem to still be at the same company.**

4. Do you conduct organised career management? (Each company could choose more than one option)

Appraisal reviews	13
Coaching	7
Mentoring	5
Trainee programs	4
Other	4
We do not use organised career planning	0

As we can see here the use of appraisal review is the most common way to work with career management. Almost all companies used appraisal review and some of them used this in combination with some of the other alternatives.

5. How is this conducted?

Internally **11**

Externally **0**

A bit of both **1**

Our respondents conducted career management internally and only one respondent used both internal and external resources.

6. How do you and the employee agree about their career development? (Each company could choose more than one option)

talks between manager and employee **13**

collaboration between senior manager and HR-department **6**

otherwise, such as:

From this data we can draw a conclusion that it is twice as common to use talks between manager and employee to agree about career development than it is by deciding between manager in charge and HR department.

7. How many hours per employee and year (or the like) are you investing in education of their career? **30h, 10d, 100h, 4d, 60-80 h, 100 h**

Many companies did not answer this question and of those answering it compare the answers since some answered in days and some in hours. Although we can see some difference between the companies.

8. How important is it for the employees' career development to go through recommended courses? **Important 6 Less important 4**

9. How do you choose who will be trained or are all courses mandatory?

all must undergo mandatory education through an established program **7**

we make the selection as follows: **4**

10. Which average starting salary (excl. benefits) is the employee given and what is the average salary after five years?

10.1 *Mode 26000 and 28000*

10.2 *no value occurs twice*

There was some notable difference between both entry salary levels and the increase of salary during the first five years. This was the question that most companies chose not to answer.

*Compiling from our survey made with 17 answering companies

5 Analysis

From our empirical findings we can conclude that the companies in this study all had organisational structure and strategies to be able to conduct HRM, these are the three internal areas of the matching-model. Our examined companies did have routines regarding all of the parts in the HR-cycle which is a detailed explanation of the internal area; HRM. Also parts of Human Resource Development are used in a wide extent from which the procedure of career management has derived. Therefore we can conclude that our respondents do use the matching-model as a base and for a progress of their career management.

Because of the companies organisation, some use career management in a bigger extent and some to a smaller, depending on which company it is and their resources and opportunities. Generally many of the companies in the survey thought that their career were quite good but they seem to be aware of that they could and should improve in some areas.

Recruitment

There was a big difference between how many people with at least a bachelor in economics or business that the companies had hired since January 1st 2011. One respondent in the survey had not hired anyone and one respondent had hired 240. This can change from one year to another but it is likely that the company that had hired 240 have more set routines for their career development and more need for it than the company that not hired anyone last year. SHB mentioned the need for a good relationship between the employee and the employer; this is something that we had also encountered in the literature. SHB also mentioned the try out period during this time they have an employee on a contract that they can end easily. During this period they and the employee can feel if it is a good match between them.

Career management

SHB declared the need for their employees to never settle down and feel that they don't want to learn new things and strive forward. This way of thinking is something that Beardwell and Claydon (2010) agrees with and they write that there is a need for constant change in the workforce and that the business environment is constantly changing and therefore the employees constantly need to change as well..

For a company to be competitive it is necessary to use career plans in a career management

purpose (Lindmark & Önnevik, 2011). From our empirical result we find that all three responding companies had this incorporated in their organisation. Although SHB was the one that stood out due to the use of their own well-integrated career development model “The wheel”. Both LRF and RRV had similar approach of managing the employees’ career through appraisal reviews and development plans.

The RRV employees have a lower starting wage than the LRF employees but have a higher average salary after five years. Also if we compare with the other companies in our survey LRF has one of the lowest salary increases, maybe this is because it is hard to do career advancement if there are few available positions in the company at local levels. Another possible explanation might be that LRF finds it important with other passions in life and that some of their employees strive in a larger degree to do other things in life than just career advancement.

There is a big difference between how the employees feel about their development opportunities according to JUSEK 3 and how the HR-managers have answered in our survey. According to the report 60 percent of the students stated that they had not received any career development opportunities while all HR managers that participated in our interviews stated that they work with career development. However, the employees that have answered the JUSEK 3 survey were employed at a lot of different companies and not just the 100 that are in Företagsbarometern.

Career paths

Lindmark and Önnevik (2011) writes that employees should be able to make a career and chose between different career paths. The career paths that one should be able to go are both vertical and horizontal. Both RRV and LRF had quite vertical career paths. The employees of RRV and the economist in LRF are mainly auditors and accountants, a specialized profession. Therefore there are restrictions in a certain way what they can offer their employees regarding career development. If they do not climb hierarchically the employees stays at the same position. LRF is also a bit restricted since they have a very decentralised organisation and many of their local offices might not have available positions even if an employee is performing well and they would like to let him/her climb in their career. Since RRV only has one office it is not possible for all to become managers, there is a bigger risk that if not getting an opportunity within the organisation they try to find jobs in other companies. In the other

hand SHB offered a variety of career paths which Lindmark and Örnevik (2011) considers is the best way to be competitive. SHB talked about horizontal career paths as something they would like to develop more but obviously also had some vertical steps that the employees had to pass. Horizontal career path ensures that the knowledge stays within the organisation and vertical is to make sure that new managers are constantly added (Lindmark & Örnevik, 2011). Out of our three interview objects SHB is the only one that can offer international career opportunities which is one of the most important aspects for business and economics students according to CS.

Trends

Both LRF and SHB mentioned balance in life and their ability to help their employees to achieve this. This might be an upcoming trend to work with the possibility to offer balance in life to their employees or it might be specific to these companies. If it is a trend it could be an alternative to offer more balance to more money or a higher position within the company.

Also, in the case of SHB they mentioned that they have a recruit program for high school students. When analysing our data collection from the survey we see that trainee programs are not so widely used. Maybe more companies will in the future recruit younger students and teach them the company's values and culture instead of spending more monetary resources on just a few trainees.

6 Discussion

SHB and RRV were eager to hire newly graduated, while LRF would rather have hired more people with five to seven years work experience if given the opportunity. We didn't expect that there was such a large demand after newly graduated business or economics students. Neither did we expect there to be of so little importance for the companies at which university the students had conducted their studies.

The differences between how the employees that have answered the three JUSEK reports and the managers that have answered our survey are quite large. All companies that have answered our survey had some form of organised career development plan for their employees while only 60 percent of the students had experienced such at their workplaces. Might this only be because the companies with the best career development plans become the 100 most popular or do the managers and employees see the same situations very differently?

There seems to be more career developing opportunities than what we first expected when starting this study. It might be more appealing for companies that feel that they have good career development opportunities to participate in a survey like ours. This might be a part of the reason why all the companies that answered had some career management structure and were generally satisfied with the opportunities they offer.

We think that the work regarding career developing opportunities is an on going process that need to constantly be revised so it gets as effective in both cost and development as possible.

We think career development opportunities will in the future become even more important since the employees are more eager to change jobs. The employer will have to offer good career opportunities to attract the best students and to retain their best employees. They will also have to provide resources on the right people since most structured career development activities probably costs a lot of money, which will be lost if the employee quit.

LRF had a lot of courses the first five years for their employees if their competitors have similar it might be cost efficient to hire people with training while not having to pay for the courses. We believe that the reason why some companies want to hire mainly newly graduate

might be that they want the students to adapt to their company culture and their way of doing things.

If we would chose one of these three companies for a career only based on what impression we got from the interviews we would choose to apply to SHB. The main reasons for this are the opportunities to make an international career and a bigger variety on career paths. In LFR and RRV you become an accountant and it is hard to get a higher position in these companies, but in SHB everyone has a development plan that they have to follow made from SHBs own model “The Wheel”.

Something that caught our attention and could be considered a disadvantage with SHB is that both LRF and RRV where willing to tell us how much their average wage was for their newly employed graduate students and their average salary after five years which SHB did not. We believe that if a company has high salaries they would be more likely use it to attract people. There is a possibility that SHB relies on their strong company trademark and therefore knows that they will always attract newly graduated.

When wanting to have the opportunity to manage your career one might be tempted to seek out to established companies. The risk with this is that the company could take more account to their own need than the employees. Also when you are in a well known, established company with strong company culture there is little space to “think outside the box”. When all is managed internally one could become trained in this companies manners and therefore have difficulty to adapt themselves to other companies if needed.

One of the surprising things in the survey was that almost every company said that they handled their career development activities internally. Prior to the survey we had thought that there would be a larger degree of specialisation and that some companies would have coaching or other from an external company. Since the phenomena of coaching seems according to us have become widely popular and talked about. Most companies do not use coaching according to this survey. We find it quite likely that most coaching is done for employees that have gone further in their careers and become managers an such and that this can explain the low frequency of coaching. Almost all companies had appraisal reviews and in many cases this was once a year.

The companies that aim to hire many economics or business people in the future we think have a bigger need to show the potential career development opportunities and therefore are more visible in the market. We think a good way to become more visible is to participate in surveys like our own since it is a good way to come in contact with students which might be their future employees. Companies should also be more open to new ways to come in contact with students such as student organisations and company events. But the most important thing is to show the career opportunities available in their company to motivate students to apply for a job.

SHB aim for the newly graduated is for them to become managers within four years. Considering that this aim is not yet fulfilled and that SHB had both horizontal and vertical career paths we wonder if there is a connection between this. Does the possibility of horizontal career hinder them from becoming managers? We wonder if the managers sometimes place employees on other positions and then just call it horizontal career development instead of letting employees climb vertically. We think that some companies sincerely do try to develop horizontal career opportunities with the employees best in mind, but that most of companies talk about horizontal career due to lack in vertical career opportunities.

7 Conclusion

As a conclusion we think that HR managers perceive the career development opportunities more positive than the newly employed do. But most managers seem to realise that career development opportunities is an area that is necessary to keep enhancing. Since all of the responding companies in our survey conducted some sort of career management we believe that it is used in a wider extent than expected from our problem analysis.

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Figures

Figure 1: In Lindmark, Anders and Önnevik, Thomas (2011) s10. Human Resource Management. Organisationens hjärta. Lund: Studentlitteratur.

Figure 2: In Lindmark, Anders and Önnevik, Thomas (2011) s11. Human Resource Management. Organisationens hjärta. Lund: Studentlitteratur.

Figure 3: ”The Wheel”

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Appendix

Appendix 1 - Företagsbarometern

Company	2012	2011	2010
IKEA	1	1	1
Google	2	2	4
Hennes & Mauritz	3	3	3
Ernst & Young	4	4	2
PwC	5	7	6
Swedbank	6	5	5
SEB	7	8	9
Handelsbanken	8	6	8
L'Oréal	9	12	13
KPMG	10	10	7
McKinsey & Company	11	16	23
Sveriges Riksbank	12	13	11
Utrikesdepartementet	13	11	12
Nordea	14	9	10
Spotify	15	-	-
Exportrådet	16	15	16
Boston Consulting Group	17	19	28
Microsoft	18	18	32
Goldman Sachs	19	14	35
J.P. Morgan	20	20	27
Deloitte	21	17	14
SAS	22	26	25
Volvo Group	23	34	29
adidas	24	24	21
Unilever	25	40	34
Procter & Gamble	26	36	43
Coca-Cola Drycker Sverige	27	25	36
Ericsson	28	39	22
TV4	29	22	19
Sida	30	31	18
NASDAQ OMX	31	37	66
Fritidsresor	32	23	30
Skatteverket	33	21	15
Grant Thornton	34	28	24
ICA	35	32	33
Finansinspektionen	36	35	39
Regeringskansliet/alla departement	37	29	26
Sony Ericsson	38	27	17
Åhléns	39	33	-
ABB	40	52	42
Volvo Car Corporation	41	45	82
Kanal 5	42	43	38
Volkswagen group	43	-	-
Accenture	44	42	55
VING	45	51	45
Bain & Company	46	69	96
Nestlé	47	-	-
MQ	48	48	-
Scandic Hotels	49	55	67

Samsung	50	73	68
IBM	51	62	74
Sveriges Television	52	38	41
Lindex	53	-	-
AstraZeneca	54	50	44
Avanza	55	53	78
Modern Times Group, MTG	56	59	57
Stockholms stad	57	70	64
Toyota	58	65	65
Tetra Pak	59	61	69
SCB	60	56	72
Riksrevisionen	61	47	46
Försvarsmakten	62	72	86
Danske Bank	63	44	51
Länsförsäkringar	64	30	31
Polisen	65	49	-
FOREX Bank	66	86	107
Arla Foods	67	64	56
Capgemini Consulting	68	97	-
Bonnier	69	54	59
Bonnierförlagen	70	60	49
Vattenfall	71	68	62
Oriflame	72	77	87
Carnegie	73	46	70
Lantmännen	74	79	88
Göteborgs Stad	75	81	54
Carlsberg Sverige	76	41	52
Axfood	77	67	98
Scania	78	76	79
LRF Konsult	79	71	48
Stadium	80	66	-
GE Money Bank	81	80	80
Sheraton	82	-	-
Schibsted	83	-	-
Canon	84	-	-
Klarna	85	-	-
Riksgälden	86	-	-
Johnson & Johnson	87	87	84
SCA	88	89	83
E.ON	89	84	85
Philip Morris International	90	99	112
Swedish Match	91	95	110
SATS Sports Club	92	57	71
Tele2	93	63	75
Maersk	94	75	60
British American Tobacco	95	-	-
Saab	96	74	73
Electrolux	97	-	-
Sandvik	98	78	76
Systembolaget	99	90	94
Svenska Spel	100	88	61

Appendix 2 - Survey questions

1. How many newly graduated economists with at least a bachelors degree have you employed since January 1st 2011?
2. How large percentage of those that were newly employed five years ago still work at their original position?
3. How large percentage of those that were newly employed five years ago still remain at the company?
4. Do you conduct organised career management?

Coaching	<input type="checkbox"/>
Trainee program	<input type="checkbox"/>
Appraisal reviews	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>
Other	<input type="checkbox"/>
No	<input type="checkbox"/>
5. How is this conducted?
Internally Externally Both
6. How do you and the employee agree about their career development?

talks between manager and employee	<input type="checkbox"/>
collaboration between senior manager and HR-department	<input type="checkbox"/>
otherwise, such as:	
7. How many hours per employee and year (or the like) are you investing in training of the economists career?
8. How important are recommended training of the employee's career development?
9. How do you choose who will be trained or is all education mandatory?
all must undergo mandatory education through an established program
we make the selection as follows:
10. Which average starting salary (excl. benefits) is the employee given and what is the average salary after five years?

Appendix 3 – Survey answers

	1	2	3	4	5	6	7	8	9
1	28	40	7	2	35	*NA	0	*NA	50
2	0%	0%	0%	0%	0%	*NA	0-20%	60-80%	0-20%
3	*NA	*NA	*NA	*NA	de fiesta	*NA	0-20%	80-100%	*NA
4									*NA
C		x	x	x		x		x	
T			x				x	x	
U	x	x	x	x	x	x	x	x	
M		x		x		x	x		
O		x			x				
V									
5						*NA			*NA
I	x	x	x	x	x		x	x	
E									
B									
6									*NA
V	x	x	x	x	x	x	x		
I		x		x					
P									
7	60-80 h	100 h	a)	30 timmar	10 dagar	*NA	*NA	*NA	*NA
8	Important	Important	b)	less important	Important	*NA	Important	d)	*NA
9			b)	c)	.	*NA			*NA
A	x	x			x		x		
V								e)	
10.1	25000	*NA	26 500 kr	29-30 000 kr	*NA	*NA	26 000 kr	*NA	*NA
10.2	38500	*NA	*NA	36-40 000 kr	*NA	*NA	*NA	*NA	*NA

a) depending on need

b) dont have this

c) By having development discussions and those courses nesessary to be able to do the tasks.

d) We put more specific educationplans to work when it comes to various new accounting problems.

e) evaluation of need is made each time

*NA = No answer

10	11	12	13	14	15	16	17
*NA	*NA	75	240	15-20	8	7	2
0-20%	0-20%	40-60%	0-20%	40-60%	80-100%	0-20%	20-40%
*NA	*NA	60-80%	60-80%	40-60%	80-100%	20-40 %	no answer
*NA	*NA						no answer
		x	x				
			x				
		x	x	x	x	x	
			x				
		x	f)		h)		
*NA	*NA						no answer
		x	x	x		x	
					x		
*NA	*NA						no answer
		x	x	x	x	x	
				x	x	x	
					i)	k)	
*NA	*NA		100 timmar	*NA	*NA	4 dagar	no answer
*NA	*NA		Important	less important	Important	less important	no answer
*NA	*NA						no answer
			x		x		
				g)	j)	l)	
*NA	*NA	26-27 000	28000	20 000	*NA	28-32 000 kr	no answer
*NA	*NA	30 000	*NA	25-55 000	*NA	35-45 000 kr	no answer

f) We have a highly developed and well structured development program that includes both meetings with career coach on a regular basis, education, mentorship. The employee is expected to have a positive career development and continuously work with more challenging tasks.

g) demand from manager & employees

h) Yes, by having a development discussion the employees and the company's need for the individual to develop can be discussed.

i) It's all intertwined. It starts with the development conversation. All needs are being discussed. When giving a few more competences we get more competence in our organisation since it is spread on to other employees.

j) We have both, some are mandatory such as the introduction programs, leadership programs and so on.

k) When dealing with highperforming employees HR are involved in both development and succession planning.

l) Decision is made based on present role and desired future goals/ company needs.