

Career Boundaries in the Boundaryless World: Role of Language in Career Success in Finland

International Business
Master's thesis
Natalia Velikodnaya
2011



Aalto University
School of Economics

Career Boundaries in the Boundaryless World:

Role of Language in Career Success in Finland

Master's Thesis
Natalia Velikodnaya
23.05.2011
International Business

Approved by the head of the Department of Marketing and Management
_____.____.20____ and awarded the grade _____

Career Boundaries in the Boundaryless World: Role of Language in Career Success in Finland

Objectives – The objective of this study is to explain relationship between language and careers. In particular study aims to see the impact of employees' language background on their career success: job status and pay, by (1) looking into existing literature about boundaries in individual's career success; (2) investigating the role of language in career success through analysis of quantitative data on employment and wage figures collected through the SEFE (Suomen Ekonomiliitto) survey of its members. Individuals' language background in the context of the study means mother tongue of employees being Finnish or Swedish. Study is conducted based on the data collected in Finland.

Methodology – The study is based on the data that is of quantitative nature (large sample, structured data collection process) therefore quantitative study approach was selected. Consequently statistical data analysis tools was used. Study is based on the survey results for year 2010. About 13000 questionnaires were sent. Total amount of questionnaires answered was 4057.

Findings and conclusions – The study has disclosed a number of situations when language had an effect on work related behaviour of individuals. It was found that objective career success factors are affected more by non-language individual background characteristics (such as gender and age of employees) than by language background (mother tongue). Company level analysis disclosed different results where non-language company background information didn't reveal correlation with career success factors. Company language background turned to be more important for the career success factors of individuals working there.

Research limitations - No longitude data was available. Therefore it is not possible to determine the importance of language in career success development through years. The study is rather a snapshot of the current situation of employees and their individual career success depending on language.

Keywords - career, career success, career boundary, language

TABLE OF CONTENTS

TITLE PAGE.....	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF FIGURES.....	vi
1 INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Finnish context of the study	2
1.3 Research gap and research problem.....	3
1.4 Research objectives and questions.....	4
1.5 Definitions.....	5
1.6 Structure of the study.....	8
2 LITERATURE REVIEW	9
2.1 Career	9
2.1.1 Changing career context	9
2.1.2 Concept of career boundarylessness and existing career boundaries	12
2.1.3 Concept of career success and career success predictors.....	21
2.2 Language and its role at work place.....	23
2.2.1 Growing importance of language practices at the work place.....	23
2.2.2 Organizational perspective on language policy.....	26
2.2.3 Language and individual career success	28
2.3 Summary of the career and language theory.....	32
3 METHODOLOGY	36
3.1 Description of data and collection procedures	36
3.2 Research method and data analysis tools	38
3.3 Reliability and Validity of the Study	39
4 EMPIRICAL FINDINGS	40
4.1 Data general overview	40
4.2 Individual background and its effect on career success factors.....	42
4.2.1 Individual non-language background and career success variables.....	42
4.2.2 Individual language background and career success variables.....	47

4.3	Company background and its effect on career success factors.....	53
4.3.1	Company non-language background and career success and variables	53
4.3.2	Company language background and career success variables.....	54
5	CONCLUSIONS.....	58
5.1	Main findings	58
3.1	Limitations and recommendations for further research	61
	REFERENCES	63
	APPENDICES.....	68
	Appendix 1 Example of SEFE interview form.....	68
	Appendix 2 Official languages of companies operating in Finland.....	70
	Appendix 3 SPSS analysis: General information about data.....	71
	Appendix 4 SPSS analysis: Career success factors influenced by gender	73
	Appendix 5 SPSS analysis: Career success factors influenced by age.....	75
	Appendix 6 SPSS analysis: Career success factors influenced by company size.....	77
	Appendix 7 SPSS analysis: Career success factors influenced by company type	79
	Appendix 8 SPSS analysis: Salary level across language groups.....	81
	Appendix 9 SPSS analysis: Languages used at work across language groups	82
	Appendix 10 SPSS analysis: Position level across language groups	83
	Appendix 11 SPSS analysis: Existence of subordinates across language groups.....	84
	Appendix 12 SPSS analysis: Salary difference across language used at work.....	85
	Appendix 13 SPSS analysis: Subordinates across language used at work	86
	Appendix 14 SPSS analysis: Position level across language used at work.....	87

LIST OF TABLES

Table 1. Career boundaries –facets of situations	20
Table 2. List of questions used for the analysis.....	37
Table 3. Data demographics	40
Table 4. Language used at work place in different companies	55
Table 5. Salary level differences among languages used at work groups in companies with different language backgrounds.....	56
Table 6. Position level differences among languages used at work groups in companies with different language backgrounds.....	57

LIST OF FIGURES

Figure 1. Interconnected areas of the study.....	8
Figure 2. Interconnected areas of the study.....	9
Figure 3. New career context.....	12
Figure 4. Career boundaries	16
Figure 5 Theoretical framework	35
Figure 6. Distribution of positions in the company depending on gender	43
Figure 7. Salary distribution depending on gender.....	44
Figure 8. Existence of subordinates depending on gender.....	44
Figure 9. Distribution of positions in the company depending on age group.....	45
Figure 10. Salary distribution depending on age group.....	46
Figure 11. Existence of subordinates depending on age group.....	46
Figure 12. Salary level across language groups.	47
Figure 13. Position level across language groups.....	48
Figure 14. Existence of subordinates across language groups	49
Figure 15. Languages used at work depending on language background.....	50
Figure 16. Salary level difference across groups of languages used at work.....	51
Figure 17. Position levels across groups of language used at work	52
Figure 18 Salary distribution depending on company size	53
Figure 19. Salary distribution depending on company type.....	54
Figure 20 Modified theoretical framework	60

1 INTRODUCTION

This research looks at the implications of language for individuals' careers in multinational corporations. There is little prior academic research that goes beyond viewing language as a mere technical or operational problem. In earlier research, typical solutions to the language problem include translation services and language training. As a result, little is known about the broader consequences of language related decisions in corporations for the social context of the workplace. The present research will contribute to this information gap by investigating the relationship between language and career from an individual's perspective.

1.1 Background of the study

Literature provides several meanings for careers (Hall, 2002). Careers can be seen as advancement, as a profession, as a lifelong sequence of jobs, or as a lifelong sequence of role-related experiences (Hall, 2002). Further, careers can be seen from subjective or objective perspective (Arnold, 1997). Likewise, career success may be interpreted by objective perspective which stresses the aspects of the career success which can be observed objectively (e.g. pay, promotion, status), whereas the subjective perspective emphasizes people's own interpretations of career success (e.g. job, career or life satisfaction).

Career context has changed dramatically during last decades. Besides the view that organizations can no longer promise and offer life-long careers, one of the visible changes is related to societies which are becoming more ethnically and culturally varied. Likewise, the new career environment suggests a shift from linear development, meaning steadily moving inside of one company, to changing career paths and possibilities (Littleton et al. 2000). Therefore, new career forms have emerged. According to scholars (Arthur and Rousseau, 1996; Briscoe and Hall, 2006), there seems to be a tendency for careers to become *boundaryless* (Briscoe et al. 2006), indicating more lateral and non-hierarchical, intra-and inter-organizational moves. The

purpose of the research is to critically look into the concepts of boundaryless careers by disclosing existing and emerging career boundaries and discovering if language is one of the boundaries. Even though several career barriers have been recognized in literature (Simpson & Altman, 2000) such as lack of career guidance, prejudice of colleagues, inflexible working patterns, and lack of training, the issue of language seems to be the neglected area. According to Maclean (2006) importance of language was underestimated due to three main interrelated grounds: “Firstly, language has been understood as a corporate issue only as a problem of selection. Secondly, the problem of the choice over a company language is a relatively straight forward one whose merits are largely settled on a case by case basis, and thirdly, all other aspects of language are considered to be operational or technical matters, to be dealt with by experts in their relevant fields, such as document translation for example. Language has been seen as both too simple, and at the same time too complex, an issue to be addressed by academic researchers”.

1.2 Finnish context of the study

Present study is conducted based on the data collected in Finland. Therefore it is important to take into account historical linguistic aspects of Finnish society. Since year 1863 Finland has been a bilingual country. Finnish and Swedish languages have formally equal status in nearly all legislation. Swedish-speaking minority accounts for approximately five per cent of total population of Finland meaning that this share of Finnish population has Swedish as their mother tongue. Although greater part of the Swedish speaking population of Finland lives in the coastal areas of southern, south-western, and western Finland almost every person in Finland has a certain level of Swedish language knowledge as it is compulsory to study Swedish in school. However the level of those language competences is not always enough to be able to use it at the work place. Some of the companies unofficially known as Swedish speaking companies, where at some departments or areas of operation it is essential to speak Swedish. Both Finnish and Swedish speaking employees could form linguistic groups in the companies where despite of the official working language unofficial

communication between individuals conducted in mother tongue. It has been previously assumed by Vaara et al. (2005) that if company practices dominate by some particular language it can create “superiority –inferiority relationships between the people belonging or not belonging to the group that shares the language”. According to authors this is likely to be reflected in whether particular people are then considered to be “winners” or “losers”, representatives of the dominating or dominated party, more or less competent, or possible candidates for top positions. It is important to note that this is just an assumption made by authors and not tested by empirical data as it is intended to be done by this research.

All this makes it interesting to analyze on how language affects individuals career success specifically within Finnish context.

1.3 Research gap and research problem

This research aims to take a critical approach to the existing studies of career and look into the possible boundaries that affect individuals’ career success. According to Sullivan and Baruch (2009, p.1550) studies of career development and success are mostly based on the successful career stories of individuals who could explore career opportunities and fully utilize their competences. For example, the concept of protean career assumes that “careerist is able to rearrange and repackage his or her knowledge, skills, and abilities to meet the demands of a changing workplace as well as his or her need for self-fulfillment. The individual, not the organization, is in control of his or her career management and development” (Sullivan and Baruch, 2009, p.1550). However “instead of enjoying increased job success and satisfaction, some workers have found themselves lost, shaken by the changing rules of the workplace, and unable to regain their footing” (Peiperl & Baruch, 1997; Power, 2006). It happens due to the fact that careers are not planned for many years ahead in the same organization as it was before. On contrast job market is very vulnerable, not all individuals are able to adjust and take advantage of the new career forms that have emerged. According to Gunz et al. (2000, p.3) “boundarylessness has become a fashionable concept in organizational analysis”.

Additionally authors argue that “careers have not become boundaryless in any absolute sense. Rather career boundaries have becoming considerably more complex and multifaceted in nature.” I argue in the following paper that language is the part of the mentioned “career boundaries complexity”.

Therefore the research problem of the following study is the question how language being a career boundary could be studied and taken into consideration by individuals and organization so that both can benefit from this knowledge. As it is mentioned above the frequent use of the successful examples of the career progression and emphasize of the positive aspects of protean and boundaryless career keeps aside important information about possible constraints and difficulties. That leaves the gap of information about negative aspects of new career types development. Therefore, disclose of this under-researched aspect could help individuals and organizations to be more prepared when dealing with possible obstacles.

1.4 Research objectives and questions

The following research is a part of the bigger research project carried out in cooperation with the Finnish Association of Graduates (SEFE - Suomen Ekonomiliitto). The Finnish organization SEFE, originally founded in 1935, is a central organization for graduates and students in economics and business administration. It has more than 47 000 individual members which are Bachelor and Master of Science. By analyzing of existing SEFE data study aims to see the impact of employees’ language background (mother tongue) of the SEFE members to their career success: job status and pay. The other stages of the project include case studies of big international and Finnish companies, additional survey and reporting of the results. The research team consists of professors, doctoral researcher, author of the dissertation and research assistant

The general goal of the research is to explain relationship between language and careers. The particular objective of the study is to tackle the research gap by a) looking into existing literature about boundaries in individual’s career success; b) investigating

the role of language in career success through analysis of quantitative data on employment and wage figures collected through the SEFE (Suomen Ekonomiliitto) survey of its members.

Consequently the research questions are the following:

- *How is language conceptualized as a boundary in the career studies context?*
- *Is there any interrelationship between career success and individual or company language background?*

Individuals' language background in the context of the study means mother tongue of the employees that is Finnish or Swedish. Company language background means working language of the company used by majority of the employees at their workplace that is Finnish, Swedish or English.

1.5 Definitions

There are number of terms used in the research frequently, therefore it is important to define these following terms: career, career success, career boundary, language, individual or organization language background.

Career

The classic definition of the career is a term used by Arthur at all (1989, p. 8) who defines career as “the evolving sequence of a person’s work experiences over time”. This definition gives an impression that career is a structured steady line going one direction from bottom to the top. Moreover it covers only employer-employee relationships while in present it is not common to have such a clear line between work and other areas of life of an individual: “contemporary scholars tend to define careers much more broadly. There is, however, no agreement among scholars on a common definition of career” (Sullivan and Baruch, 2009, p.1543).

For the purpose of this study I shall adapt definition proposed by Sullivan and Baruch (2009, p.1543) as it covers both, external physical changes and internal perceptions of individual: “Career as an individual’s work-related and other relevant experiences, both inside and outside of organizations that form a unique pattern over the individual’s life span”.

According to authors external physical changes include movements between jobs, positions, industries and markets, internal perceptions include confidence of one’s possibilities within the labor market based on previous experience and knowledge of own strengths. The factor of one’s career development is also influenced by domestic and international changes of economy and political environment. (Sullivan and Baruch, 2009, p.1543)

Career success

Most of the time career success is divided into the extrinsic and intrinsic career success (Arnold,1997, Judge and Kammeyer-Mueller, 2007, p. 60), where extrinsic success is “relatively objective and observable and typically consists of highly tangible outcomes” such as salary level and job position in the company, intrinsic success is an individual perception of an employee of his/her success and job satisfaction. Because of quantitative nature of the study it is not possible to explore career success on the intrinsic level. Therefore I shall look into the career success based on the objective, tangible and visual characteristics such as salary level, position in the company and other possible factors of the career successes. According to Judge and Kammeyer-Mueller (2007, p. 60) “the three criteria most commonly used to index extrinsic career success are a) salary or income, b) ascendancy or number of promotions, and c) occupational status”.

Career boundaries

In general boundary is something that indicates limits, in the career context boundary is something that limits individual career opportunities. For the purpose of the study I definition of career boundaries by Gunz, (2007) shall be used, according to which

career boundary is a “labour market imperfections driven by the reluctance of selectors to allow certain kinds of people to make given moves, and the reluctance on the part of career-owners to move to certain kinds of jobs”. This definition is appropriate for the research as it underlines that we have two dimensions shaping career: organization (in this case selector) and individual (career-owner). Reluctance to move could be called as individual objective career boundaries, reluctance to select could be called as organizational objective career boundaries.

Language

Language seems to be a simple concept, as it is a part of everyday life of all people and organizations. Nevertheless, “the truth is that even though language is an experience that is common to all human beings, it is difficult to find succinct definition of language” (Dhir and Goke-Pariola, 2002, p. 243). All would agree that language is an essential skill that allows people to communicate and transmit information. Language as means of communication has many forms: written and spoken, formal and informal, direct and indirect.

The following definition give a generic idea of what language is: “language is a system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. A language both *reflects* and *affects* a culture's way of thinking” (Britannica Concise Encyclopedia).

Consequently language at the work place is a written and spoken symbols used by people for formal and informal communication at the work place. Based on the definition it can be underlined that the way of thinking and behavior of the employees in organization differs depending on the language used by individuals. Consequently inter organizational culture supposedly affected by the languages used in the company

Individual and company language background

Individual and company language background terms are used frequently in the following study. This is due to specifics of the following research conducted in the context of the bilingual country, where both individuals (mother tongue) as well as

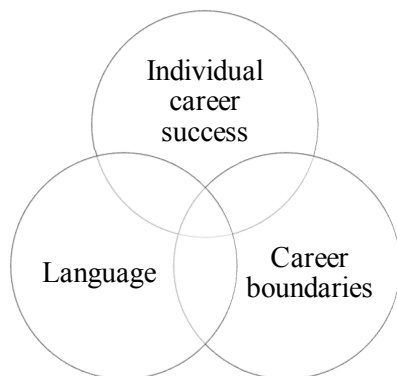
companies (official or unofficial language of the organizations that is spoken by the majority of employees in the organization) have different language backgrounds. Consequently individual and company language background in the context of the following research is either Finnish or Swedish.

1.6 Structure of the study

The content of the study lies in three different areas: Individual career success, career boundaries and concept of boundarylessness, language and its role in the individual career behavior decisions. The purpose of the literature review is to integrate these three streams of literature.

The study starts with reviewing existing literature which covers mentioned areas of the study and discovering areas of interconnection as it is shown below (Figure 1).

Figure 1. Interconnected areas of the study

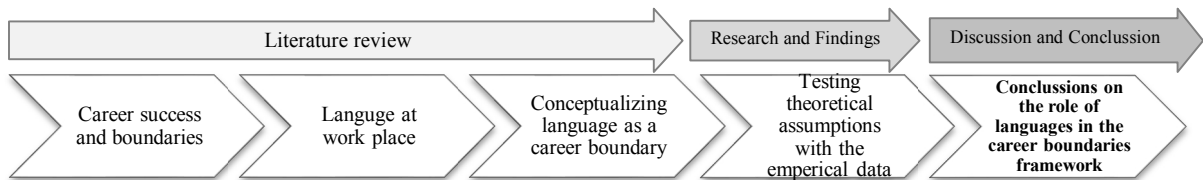


Following literature review theoretical framework is presented, preliminary answers to research questions and theoretical assumptions is made. Study continues with research method and data description, followed by discussion of the results of the data analysis in the empirical findings chapter. Finally, the “Conclusions” chapter presents the main findings and answers to the research questions, as well as possible practical implementations and suggestions for the future research is proposed.

The logical progression of the content through the structure of the study is presented in

Figure 2.

Figure 2. Interconnected areas of the study



Since there is no literature covering role of languages in the career progression it is important to start the research from looking into the existing theories on the career progression and on existing career boundaries. After reviewing language literature I shall bridge these two areas of the research and make a theoretical framework combining three areas of study illustrated above.

2 LITERATURE REVIEW

The purpose of this chapter is to study existing literature on career success and development, existing and recognized career boundaries which shape individual career development. By first looking into the career literature it is possible to understand which role language play in the career frameworks. Therefore later part of the chapter looks into existing studies on the role of language in international companies and its effect on the behavior of individuals. Finally in the last part of the chapter based on the interrelated parts of literature review language is conceptualized as career boundary.

2.1 Career

2.1.1 Changing career context

According to accepted definition career is a combination of one's relevant experiences, "both inside" and "outside of organization" (Sullivan and Baruch, 2009). It is important

to look at the changing career context in two following dimensions: changing organizational structure and changing individual career perception.

Changing organizational structure

“Environmental changes, such as increased globalization, rapid technological advancement, increased workforce diversity, the expanding use of outsourcing and part-time and temporary employees, have altered traditional organizational structures, employer-employee relationships, and the work context, creating changes in how individuals enact their career” (Sullivan and Baruch, 2009, p.1542). Today’s companies are different from companies few decades ago. Organizations are less hierarchical and less structured; although this still differs from country to country the common tendency is the same. Thus changes in the structural organization of companies affect career patterns of the employees who found themselves in this organizational context. According to Sullivan et al (1998, p.167) “traditionally, most companies have had tall structures with multiple layers of managers and success was defined as promotion up the organizational hierarchy. However, as today’s companies are becoming flatter and more flexible, more workers are finding themselves outside of this traditional organizational form”. Sullivan assume that “some individuals will still follow traditional career paths” however most of them will follow career paths which are “nonlinear” and “less predictable”.

Nowadays organizations are looking for members who can bring competitive advantages, but not just for employees, who can fill in particular job position with assigned tasks and areas of responsibilities. According to Lawler (1994), “competency-based firms select individuals for organizational membership rather than for a particular job. In these organizations, the method of reward changes from hierarchical promotion for job specific performance to increased pay for increased skill acquisition”. According to Sinclair (2009) the main differentiating advantage of the individual’s career development nowadays is a flexible portfolio of competences. Therefore “consolidating competencies, increasing knowledge and acquiring new skills depending on ways of

individuals' career evolving and development are of primary importance" (Sinclair, 2009).

Changing individual career perception

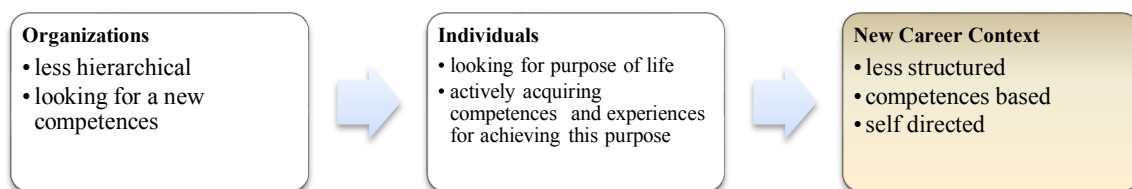
It is stressed in the literature that careers are more and more shaped by individuals, their own development goals and career objectives. "Power over people's career is no longer within the organization but within each person" (Sinclair, 2009). According to Sinclair (2009) we see the clear shift from hierarchy to self responsibility: "characteristics starting with "self" (self-efficacy, self-confidence, self-responsibility, self-concept, self-motivation, self-knowledge, self-esteem, self-reinvention, self-awareness etc) are in recrudescence within research literature". Self directed behavior of individuals is in the core focus of protean career concept (Hall, 2002) and boundaryless career concept (Briscoe et al, 2006) where individual success depend on self-directed vocational behavior.

In addition to the increased role of self-directed behavior the important part of changing career context is a general attitude of individuals to the role of work in their life. Work-life balance is viewed by many people as a crucial and important part in the process of career steps planning (Sinclair, 2009; Greenhaus and Foley, 2007; Law, Meijers and Wijers, 2002). "The growing number of individuals seeking to fulfill needs for personal learning, development, and growth" (Sullivan and Baruch, 2009, p.1544). The more individuals are able to integrate their work and the ultimate meaning of their life the more proactive role they take in shaping their careers according to their needs and goals and the more successful are their careers both from subjective and objective points of view. According to Sinclair (2009) career scholars "seem to agree on viewing career as a holistic concept in which work and personal life are inextricably intertwined, and that individuals are experts in their own lives, actively constructing their careers" (McMahon and Patton, 2006). But as it is underlined earlier in the introduction chapter one shouldn't forget that self-directed doesn't mean more achievable or clear, as number of "workers have found themselves lost, shaken by the changing rules of the

workplace and unable to regain their footing” (Peiperl & Baruch, 1997; Power, 2006).

The summary of changing career context that is influenced by changing organizational structure and changing individual career perception is presented below (Figure 3). Consequence of these changes is a New Career Context meaning less structured, more self directed and competences based careers.

Figure 3. New career context



Identified characteristics of New Career Context will be taken into account in the next two paragraphs on career success and career boundaries

2.1.2 Concept of career boundarylessness and existing career boundaries

Boundaryless career concept

As previously stated in the introduction boundarylessness has become a fashionable concept in organizational analysis but at the same time it is crucial to see does this career pattern exist in the real world. The concept of boundaryless career was introduced, developed and popularized by Arthur and Rousseau, (1996). However most of the researchers looked into the physical mobility questions in regards to the boundaryless careers putting aside the psychological side of the question. The reasons for this according to Sullivan and Baruch (2009, p.1552) are a) “physical movement is easier to measure (e.g., count the number of job changes, count the number of national borders crossed) than psychological changes”; b) “until recently, there was no measure of psychological mobility available to researchers” (Briscoe et al., 2006).

Sullivan and Arthur (2006) suggested that “boundaryless career is to be defined by varying levels of physical and psychological career passages between successive employment situations. They offered a 2×2 model with physical movement along the horizontal continuum and psychological movement along the vertical continuum”. Sullivan and Arthur (2009) underlined that both physical and sociological mobility should be taken into consideration when talking about boundaryless career concept however they failed to suggest an exact instruments for that measurement.

Alternatively it is as argued by Gunz et al. (2000) that “careers have not become boundaryless in any absolute sense. Rather career boundaries have becoming considerably more complex and multifaceted in nature.” According to Gunz et al. (2000, p.27) “the interesting argument for the spread of boundaryless careers is based on assumptions about the changing nature of work, away from the care and tending of large machine bureaucracies, towards flexible, project-based structures”. However it is underlined that this change towards project-based assignments is relevant only to small percentage of all jobs. Moreover project based jobs is not applicable in all the industries and not in all position types, therefore the proportion of those presumably will not increase subsequently in the coming years.

The idea of “boundaryless” is very popular nowadays. Some say that actions towards gaining better employment without any personal limitations are the base of successful future. Such vision anyhow should be considered as a separate case under specific unique conditions and shouldn't be mixed with major line of career change. The recognition of matters limiting ones career path might be a great benefit and source of deeper understanding the circumstances influencing ones decisions. As stated by Gunz et al., (2000, p.30) “there is no necessary shame in recognising that there are boundaries which shape one's career, and there may be a great deal to be gained from understanding the forces creating these boundaries”.

Career boundaries

To start with I want to come back to the expected earlier definition of career boundaries by Gunz, (2007) according to which career boundary is a “labour market imperfections driven by the reluctance of selectors to allow certain kinds of people to make given moves, and the reluctance on the part of career-owners to move to certain kinds of jobs”. So as earlier in the discussion of the changing career context we have two dimensions shaping career: organization (in this case selector) and individual (career-owner).

In the beginning of the research it was interesting to see that when going through academic literature articles on career boundaries the majority of the articles covered gender related issues. Number of studies (Murtagh et al, 2007, Still and Timms, 1998, Burke and Vinnicombe, 2005, Wood, 2008) on career barriers or constraints are ultimately focused on the gender career development issues. According to these studies despite of all the changes in the societies, support in the equal education opportunities and change in the employment legislation there is still a clear discrepancy in the career progression between male and female workers. According to Wood, (2008) gender stereotyping leads to the misjudging of female worker’s abilities, such stereotyping attribute management skills to a particular gender and thus create a career barrier. “The stereotypes and preconceptions of women's roles and abilities, rather than the actual abilities and qualities women possess have been instrumental in creating a barriers to women's career advancement. Underpinning such stereotypical views are attitudes and beliefs that management is a male domain”. Such gives reasons to conclude that gender connected boundaries are the most recognized and studied boundaries in the career context. However there is much more to look into when talking about career boundaries.

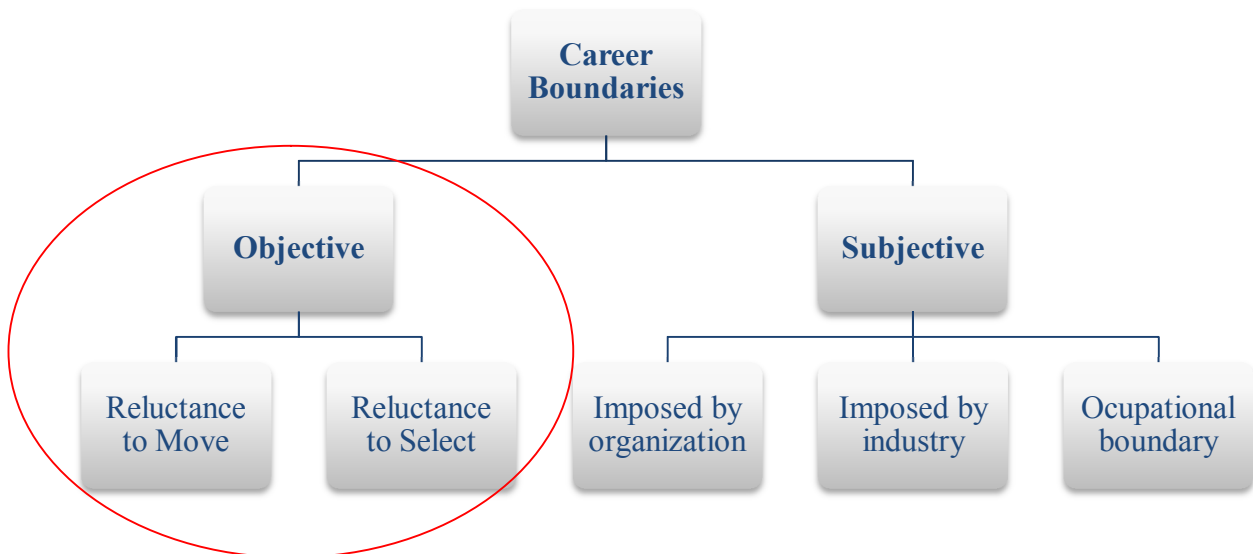
Although it was earlier stated that careers are becoming more self-directed, from the definition and further discussion of the career boundaries it is easy to see that not only individual but an organizational constraints shape careers. Therefore no matter how proactive career owner is, he/she will always face constraints which are out of his

control. Therefore organizations have to manage careers on their part, for example to plan careers and to provide career possibilities for some extent for their employees. Career management is a responsibility best shared between individuals and organizations (Baruch, 2006), indicating more a complementary rather than supplementary perspective (Järlström and Valkealahti 2010; Dries and Pepermans, 2008).

Gunz, (2000) divides career boundaries on objective and subjective. Subjective boundaries may be the limits of the firm or industry or employees' own limits that are based on their own circumstances. Subjective boundaries that are imposed from the side of the organization is categorized as "Reluctance to select", subjective boundary existing on employee's personal level is called "Reluctance to move." "In each case, unless forced by circumstance, the individual may not test the reality of those limits, so that they become self fulfilling boundaries to career movement" (Gunz, 2000). "On the objective side, there may be real barriers to mobility imposed by the nature of the territory that the careerist is traversing. These barriers may be between firms (for example, where hiring is only at the entry level), between industries ("we only hire people with five years of industry experience"), or between professions ("we would never hire someone with that kind of background")". (Gunz et al, 2000)

The illustration (Figure 4) that shows the content of this definition is introduced below (based on Gunz, Peiperl and Tzabbar, 2007, p. 471).

Figure 4. Career boundaries



As subjective career boundaries are more technical and could not be much affected by the individuals both from the side of organization and from the side of career owners for the purpose of this study I shall look into objective career boundaries (red line on the figure 5 illustrates the focus area of the research). According to Gunz, Peiperl and Tzabbar (2007, p. 471) objective career boundaries that are subcategorized to “reluctance to move” and “reluctance to select” depend on three facets of situation: 1) *awareness* that a given work role transition actually exists as a possibility 2) an assessment of *achievability* of making the work role transition and 3) the *attractiveness* of the work role transition. In each case, the facet can be approached from the prospective of the career owner (individual) or those with whom career owners interact (organization).

Below each of three facets are described in more detail:

1. *Awareness* – the barrier for the career move can be a simple reason of just not being aware of the possible job position, or people recruiting could be not aware of all the potential candidates or wouldn't put the information about vacancy to the attention of vaster pool of candidates on purpose or due to the scarcity of administrative recourses. Even within an organization, selectors can be quite

unaware of potential recruits if the organization is big enough and they are organizationally distant enough (Gunz, Peiperl and Tzabbar, 2007, p. 484)

2. *Achievability* – this barrier depends on subjective assessment of one's capabilities. Achievability could depend on the following attributes

a. Ability and Self-Efficacy.

According to Gunz et al., (2007) based on Bandura, (1991) and Hackett & Byars, (1996) people's abilities limit their choices and influence their decision to consider certain options. People's subjective judgment about their capabilities leads to the course of action that causes the decision to take any particular responsibilities and to make a career move or not. Coping efficacy, the degree to which individuals possess confidence in their ability to cope with or manage complex and difficult situations, may also influence the perception of barriers or obstacles to certain career options. People who possess relatively high levels of coping efficacy are more likely than those with low coping efficacy to engage in efforts to overcome perceived barriers associated with particular goals or objectives. From the organization point of view there is as well a subjective decision on the abilities of the candidates from the side of selectors, even though the candidate can possess a coping ability for the certain role the selector can fail to see or assume this ability based on the subjective perception.

b. Circumstances.

Circumstances should be considered from personal and organizational perspective as well. The question of why some people feel able to tackle a particular role and others do not can depend as much on a person's circumstances as it can on his or her abilities. Particular circumstances can make almost any given career option seem out of reach. Vermeulen and Minor (1999) provide a familiar example of how women in their study felt their career choices to be constrained by circumstances such as marriage and

motherhood, themes readily recognizable by most women in contemporary societies around the world. Indeed, the so-called glass ceiling is the result of a generally irrelevant characteristic candidate's sex-being used to downgrade that candidate's suitability for a position. (Gunz, Peiperl and Tzabbar, 2007, p. 485).

Institutional circumstances imposing constraints on the career according to Gunz, Peiperl and Tzabbar, (2007, pp. 485-486) can be following: *contracts* (employers will sometimes impose contracts on valuable employees to prevent them from moving to competitors for a given time), *external jurisdiction* (e.g., immigrant professionals often find major obstacles placed in their way, ostensibly to check their expertise but frequently to keep them from competing with home-trained professionals), *social attitudes such as the glass ceiling, labor organization, and boundaries of inclusion* (it can be very hard to join the “in” group).

c. Path Dependency.

There is a certain path that each of us takes starting from the early days of our lives, it could be connected with our early behavior and circumstances: the neighborhood where we live, school that we attend, certain people with whom we interact - all this affects our position in the society and consequently career path that we take. In other words, achievability of the certain position for a particular individual in a defined role is not necessarily just a matter of "measuring up" the candidate for his or her current capabilities. “We care labels with us that we acquire early in life that mark us down for success or otherwise” (Gunz, Peiperl and Tzabbar, 2007, p. 485).

3. *Attractiveness* – an attractiveness of the career move or attractiveness of the candidate. Even though individuals can possess the right abilities and competences for certain position it can be unattractive for some reason, or from

the side of the selectors the candidate could be not attractive in spite of objective suitability. Some of individuals' characteristics that can affect career move attractiveness proposed by Sullivan et al., (1994) based on Campbell & Cellini, (1981), Hansson et al. (1997) described below:

a. *Age*

Age can both affect behavior of the individuals and organizations. An older employee can be more careful about changing job position and making career moves, on the other hand selectors could expect to hire employees of certain age to some of the positions consequently all that restricts career opportunities of different age groups. "Older workers may resist job changes because of the fear of starting over again at the bottom of a new firm, especially if the market value of their previous experience and skills is low. Moreover, older workers may not be given the developmental opportunities needed to make the transition" Sullivan et al., (1994).

b. *Gender*

As mentioned before gender issues are often brought up in the discussion about career barriers. It is stated that male and female workers have a discrepancy in position levels and salaries and that certain stereotyping about women behavior at the work place exist. However in some discussions it is underlined that in some cases women are more luckily to follow protean boundaryless career pass due to the pressure of necessity to find a right work-life balance, furthermore women are claimed to be more stress resistant and able to better face up job related changes. "Women are more likely to prefer self-directed, self-designing and protean career than are men. Women are likely to experience less stress than are men when making the transition from traditional to newer careers patterns (e.g., self-designing, self-directed) from traditional to non-traditional careers" Sullivan et al., (1994).

c. *Individual differences*

Depending on the individuals, for some career move could be attractive for others less attractive. This characteristic is very general and can vary from one situation to another.

d. Country, culture differences

Culture is also often discussed when talking about different aspects of international business, including international and boundaryless career progression. It is undoubtful fact that culture and country differences have an effect on business environment and consequently on the behavior of the organizations and individuals. For example, “workers in countries that emphasize security (e.g., Japan) are more likely to prefer traditional careers than are workers in countries that place less of an emphasis on security” Sullivan et al., (1994).

After looking into existing boundaries I want to come back to the concept of boundaryless career. “At its simplest, the boundaryless career hypothesis holds that careers are no longer constrained by organizational boundaries. People in the new order move freely between firms” (Gunz et all, 2000, p.5). As clarified from the discussion above it is difficult to say that careers are “no longer constrained”, in contrast nowadays similar to the decades ago they are restricted both by organizational and by individual boundary dimensions. In the Table 1 criteria that should be met to overcome boundaries and to make career move are summarized:

Table 1. Career boundaries –facets of situations

Career Boundaries - facets of situations	Individual boundaries – Reluctance to move	Organizational boundaries– Reluctance to select
Awareness	Career Owner aware about Possible Career Move	Selector aware about candidate
Achievability	Career Owner recognizes once own skills and	Selector considers skills of the candidate being

Ability and Self-Efficacy Circumstances Path Dependency	abilities, has appropriate personal circumstances, has followed the right path through his life.	relevant for the position. Decision of the company are not be limited by contracts, external jurisdiction, social attitudes, labor organization and boundaries of inclusion.
Attractiveness Age Gender Individual differences Cultural, country differences	Possible career move should be attractive for the career owner based on the individual situation that can be influenced by age, gender, individual and cultural differences.	Selector considers candidate attractive, the attractiveness could be influenced by candidates age, gender, individual and cultural differences.

2.1.3 Concept of career success and career success predictors

As it is accepted earlier in the definition career success could be subjective or objective, where subjective career success may be defined as “the individual’s internal apprehension and evaluation of his or her career, across any dimensions that are important to that individual” (Arthur et al., 2005, p.179). Subjective career success very much depending on the individual’s expectations from life and role in the society, it depends on culture and gender role. Notion of subjective career success is very broad and very much depends on the particular career context. In the following study career success of the individuals analyzed on the objective level using more tangible indicators of success that is shared by the society, such as position in the company, salary etc.

Eby et al. (2003) suggest three classes of variables that could be considered as career success predictors. Those variables referred to as career competences: knowing why, knowing how and knowing whom (DeFillippi and Arthur, 1994). According to Eby et al. Following career competences could be called predictors of career success as they indicate individuals’ motivation and understanding of how to use once own knowledge

to adapt to the changing career context in the best way to reach the desired level of career success.

Knowing why competences - these competences include understanding on why person is eager to take certain position, personal goals and motivation, attitude to work- life balance. According to Cappellen and Janssens, (2008) “knowing-why competencies relate to career motivation, personal meaning and identification. They provide individuals with energy, a sense of purpose and identification with the world of work and allow them to decouple their identity from their current employer in order to remain alert to new possibilities and career experiences. These competencies relate to career clarity, insight and confidence (motivational energy and self-assurance through which individuals can pursue a desired career path”.

Knowing –how competences - relate to the persons abilities and technical knowledge that are relevant to a particular job position. According to Cappellen and Janssens, (2008) “knowing-how competencies refer to career-relevant skills and job-related knowledge which accumulates over time and contributes to both the organization’s and the individual’s knowledge base”.

Knowing-whom competences - refer to personal and professional network competences. This network includes relations on behalf of organization and both personal relationships. According to Cappellen and Janssens, (2008) “knowing-whom competencies reflect career relevant networks whose diverse and multiple meanings are stressed. They no longer solely refer to business networks, but increasingly reflect communities of practice located outside organizational boundaries and developmental relationships outside one’s place of work. As such, they include relationships with others on behalf of the organization as well as personal connections. As a career competency, these networks provide access to new contacts and possible job opportunities and provide venues for career support and personal development”.

It could be easily noted that career success predictors proposed by Eby et al. (2003) have similar dimensions as objective career boundaries discussed by Gunz et al. (2007) where “knowing why” is similar to *attractiveness*, “knowing how” is similar to *achievability* and “knowing whom” is similar to *awareness*.

In conclusion it could be said that objective career success depends on many factors influenced both by employees and organizations. While looking into the role of language in the career success of individuals it is important to remember that language should also be considered on individual and organizational level. The issue of language and its role in the career success will be discussed in the next paragraph the purpose of which is to estimate existing role of language in the career boundaries – career success dimensions.

2.2 Language and its role at work place

Language is considered as mechanism for communicating information. Emotional part of language is often underestimated. Benjamin Whorf and Edward Sapir in a series of publications in the 1930s researched an idea that the way people think is influenced by the language they speak. This is referenced as Sapir-Whorf hypothesis. (Perlovsky, 2009). Consequently applying this idea to the intercultural communication at work place speaking one common foreign language wouldn't mean a smooth pass of the information so that all the parties would understand it right. Even though people could speak one language their way of thinking is different due to the cultural and emotional differences and it could cause various barriers and limitations in communication.

2.2.1 Growing importance of language practices at the work place

Increased attention to the language issues in organizations is due to a rapid level of internationalization, where common language and communication are in the core attention of the head office and subsidiary relations, in the daily communication of employees and team work. “To compete on global markets it is critical for a

multinational business organization to be able to interpret information acquired or received effectively and rapidly and also be able to communicate competently and efficiently with both, internal and external stakeholders in the relevant language or languages” (Dhir, 2005).

Language is a complex issue and not only the simple form of delivering information but the broad notion. As it is stated earlier language both reflects and affects a way of thinking of individuals and their behaviour. Consequently it effects a way of thinking of people working in the same organization and speaking the same language. “Language not only communicates information, but also facilitates the creation of value through the exchange of ideas within the context of this culture” (Dhir and Goke-Pariola, 2002, p. 243). Consequently language effects the way individuals behave in the organizations. Depending on the language that is used for communication at workplace it can facilitate or restricts exchange of ideas between employees thus affecting the efficiency of the individuals and whole organization. As it could be seen from the previous paragraph on career barriers language is not mentioned in any career discussions. Therefore purpose of the following paragraph is to look into the role of language at the work place and unveil possible job situations where it can effect career development.

As it is stated above the importance of language at the work place is constantly growing and in my opinion this tendency is based on following two factors, which I support hereby with the facts and numbers.

- *Business driven* - The increasing number of multinational companies operating on markets forces the collaboration between offices and importance of conducting job in foreign languages. Mercer’s International Assignments Survey 2010 found that “international assignments overall have increased by 4% over the last two years”. It is stated in the report that “companies are focusing on short-term assignments, with over 50% reporting an increase in such assignments. The survey, released on Sept 15, collected data from more than 220 multinational firms across all industries” (Tan, 2010). Increase in the

international assignments illustrates that more and more employees daily communicate with foreign colleagues or subordinates and that more and more on job communication is conducted in foreign languages.

- *Demographic trends* - People move from one country to another for various reasons more frequently than before, that cause both companies in the host countries to employ people with knowledge of different languages, force individuals to learn local languages and learn how to work in these languages.

In 2006, in the EU, about 3.5 million people settled in a new country of residence. Eurostat estimates the number of migrations to another Member State increasing by 10 % per year. Half of citizens of the EU Member States claim that they can speak at least one other language than their mother tongue at the level of being able to have a conversation. In the EU, English (34%) is the most widely known language besides the mother tongue followed by German (12%) and French (11%). Spanish and Russian are spoken as a foreign language by 5% of respondents (European Commission, 2005, p. 4). According to the British council in year 2000 “there were 750 million English as a Foreign language speakers. In addition, there were 375 million English as a Second Language speakers. The difference between two groups amounts to English as a Foreign Language speakers using English occasionally for business or pleasure, while English as a Second Language speakers use English on a daily basis” (Graddol, 2006). Unfortunately no statistics were found on how many people use foreign language at work on a daily basis.

Presented diversity of languages can be a challenging complexity for some organizations and individuals and a source of uncovered opportunities of others. As stated by Dhir, (2005) “in the global organization that operates in diverse locations and cultures, the challenge of deriving synergy from set of activities performed by individual who speak different languages can be daunting, both with and beyond the organization (Dhir, 2005). However in the article by Welch et al. (2001) based on the

study done by Wright and Wright (1994) it is explicitly stated that companies find it difficult to effectively utilize employees with the language skills. It is important to underline for Finnish companies it is particularly important to be effective in the language and language-skilled employees management as “for small countries with language little used outside the country it is almost inevitability about the discussion to use another language for international communication than mother tongue”.

2.2.2 Organizational perspective on language policy

As it is seen from previous discussion on career and individual career success – organizations and organization polices plays a major role in shaping individual’s behavior in the company therefore it is important to look how organizations deal with language issues at workplace. Remarkably, members of management often see language issues in simplistic terms, so that language is not viewed as an important managerial tool. Many regard it as a mechanical translation problem - one that is becoming “easier and less costly to overcome with the emergence of information technology (IT) tools such as increasingly sophisticated, but still flawed, translation software” (Welch, Welch, and Marschan- Piekkari 2001, p. 11).

Many big companies have adopted monolanguage policies. “Several multinational corporations (MNCs) have adopted English as their common corporate language to facilitate “in-house” communication between headquarters and foreign subsidiaries as they enter new markets” (Feely, 2003; Marschan-Piekkari et al., 1999a; Nickerson, 2000). There are some advantages and disadvantages of having monolanguage policy and it depends from organization to organization using it. Few examples of adopting one language in the organization are presented below.

Monolingual policy: Hitachi example

Japanese electrical and electronics giant Hitachi had experienced imposing English as an official language of the company. However it was not only an official language, additionally company established requirements for the level of English language

knowledge that it expected from the employees. “Newly-hired employees are expected to have 500 points on the Test of English for International Communication (TOEIC) scale, which ranges from 10 to 990. Career-track staff should have 600 points, section chiefs 650 and executives 800 points”. Hitachi additionally established some special appraisal benefits for employees whose level of English language would increase 800 points barrier to motivate employees invest time for improving language knowledge. Historically company didn’t connect language knowledge to the success of the employees in the organization, but things changed after introducing new practices. Hiroaki Ito from Hitachi assumed that “if a company is to be a serious player on the global stage, those in the highest positions will need to have the best command of English.” According to the source already after some time “two thousands Japanese personnel have cleared the 800-point mark”. Hitachi is not the only firm to have made the connection between proficiency in English and international success. Employees at IBM Japan consider a working knowledge of English to be essential in their jobs. (Training Strategies for Tomorrow, 2002)

Monolingual policy: Kone example

“Language standardization sends a denote message to employees at various levels” (Marschan-Piekkari et al., 1999, p.381). In year 1972 Finnish elevator producing company KONE decided to use one language policy during top management meetings around the world. In the beginning simultaneous translation service was provided to managers having difficulties with communication in English, but later it was made clear to people working on top positions, that one language policy came to stay and if one wants to get a management position, he or she should be able to communicate on the same language as his/her colleagues around the world. In addition to meetings held in English, Kone also implemented the same policy within common documents distributed among top management of different countries. “By publishing company documents such as appointments, promotions and organizational charts in English, Kone placed additional pressure on staff in top positions to learn the company language” (Marschan-Piekkari et al., 1999, p.381). This is an example on how organization can impose

certain behavior that later can lead to the changes in the employees position in the organization.

Dirk Maclean (2006, 1382) questions whether the mono-language policy is an appropriate solution. Moreover for many companies English is an official but not a working language, meaning that although it could be stated that official language of the company is English majority of employees will claim to use some other language at their workplace. In this case official language plays more a transitional role, documents that are received from the head office are later translated into the local languages. Sørensen's survey (2005) of 70 corporations operating in Denmark gives an additional example of these double translating practices. In his study he discovered that "practically all documents were generated in the local language alongside English as the common corporate language".

Multilingual policy: SAS example

In some international companies it is not that obvious which language should dominate company communication as it is not that obviously beneficial to adopt one particular language. On the other hand company might even want to keep a certain language as it could suite particular policy of the company and benefit to its position on the market. In the example by Welch, Welch and Piekarri (2005, p.22) SAS "wanted to emphasize its Scandinavian heritage and encourage the parallel use of the three Scandinavian languages in daily business. The three Scandinavian languages had an equal status within the organization. However, in much of the internal communication, "sasperanto" was used, constituting a mixture of Scandinavian languages".

2.2.3 Language and individual career success

The purpose of the following paragraph is to look into the effect that language has on career. The discussion is based on situations found in the literature and considered to have an effect on individual career success. The organizational and individual perspectives are used in the discussion.

Organizational perspective

Language has effect on career success of individuals on organizational level when talking about such activities of the companies as staff selection, performance appraisal, training and development.

In the matter of staff selection certain requirement in the knowledge level could be the easiest and obvious solutions for the language issue, but it could limit the pool of the candidates. For example if company is searching for a candidates with the specific technical knowledge, it would limit the selections to a candidates that posses both technical and language skills if it would be possible in some particular circumstances find this combination of skills at all. According to Marschan-Piekkari et al., (1999) based on Fixman (1990) “foreign language skills played only a secondary role in both hiring and career advancement” wherein technical skills were the factors that played critical role. On the other hand diverse language knowledge of the employees hired today could become an advantage in the future as it can open additional unexpected opportunities in the international operations. The simple and practical question in which language the job position announcement should be posted already become a complex issue if one thinks that it thoroughly affects the type of the candidates that apply for the position.

There are a certain questions arising when considering performance appraisal and language knowledge of employees and HRM practices. For example should efforts of the employee in the learning corporate language be rewarded? Rarely language knowledge or process of acquiring that knowledge are officially supported and appraised by the organization. However it is a big investment of time and efforts to gain a certain level of language knowledge and if it is an asset for the company it should find ways to motivate employees to acquire that asset.

Language is a major issue in the international assignments and therefore one of the major aspects for the company to consider. During international assignment

communication, job performance, knowledge sharing –all this effected both by language knowledge of host company employees and by abilities of expatriate. Knowledge transfer is a core aspect in the successful and competitive operation of the international company and “competence in the common company language is clearly critical for effective knowledge transfer and sharing within a multinational” (Marschan-Piekkari et al., 1999). According to Bonache, (2005) international job assignment is no more a priority of the managing positions, more and more employees from all levels of job positions are involved in cross-country job activities. For some individual international assignment can be an opportunity to acquire new knowledge and expertise for the other it can be to challenging to cope with.

Individual perspective

There is language –related situations that is discussed in the literature when individual’s career affected both in positive or negative way.

Language and social exclusion

According to Ferner et al. (1995), a “sense of belonging is an important element in soft control mechanisms that cultivate an identifiable corporate culture”. As each individual employee in the organization is not working alone but in the team it is important that each employee feels like a part of the organization, but in some cases the lack of the language knowledge or low level of knowledge can lead to the social exclusion. It could be connected with both work related and informal communication. As it is stated by Welch, Welch and Piekarri (2005, p.18) social exclusion through language can also affect the “individual’s sense of belongingness (corporate identity), thus affecting attempts to develop corporate cohesion across diverse operations”.

Language and job performance

In some cases “lack of fluency in the common corporate language prevented staff from attending corporate programs such as group training at headquarters and group meetings” (Welch, Welch and Piekarri, 2005, p.20). For example, managers in Spanish and Mexican Kone subsidiaries commented that they did not have staff with sufficient

skills in English to send to corporate technical training and management courses. “Such a barrier not only has career advancement consequences for individuals concerned, but obviously affects the overall skills level of the various subsidiaries” (Marschan-Piekkari et al., 1999, p.384). Some of the employees “encountered comprehension problems during company presentations and telephone calls to the extent that some admitted in interviews to feeling a “loss of face” and avoiding making work-related necessary telephone calls to colleagues in the other country“(Welch, Welch and Piekarri, 2005, p.22).

Language and networking

Important interpersonal communication within internationally operating companies occurs on an informal basis, often in social situations (Macdonald 1996; Nohria and Eccles 1992). Few other studies (Feely and Harzing, 2003; Luring 2010; Park et al., 1996) have underlined role of languages in the process of exclusion from key information processes, cooperation and ultimate decision making for those without appropriate language skills. Nowadays networking is widely discussed instrument and its importance in successful job performance and career progression is underlined by many theorists and practitioners (Martinez and Aldrich, 2011; Foley, 2008; Smith, 1989; Donelan et al., 2009). It is stated by Smith, (1989) that a “distinguishing characteristic between effective and less effective managers, particularly at senior levels, is the network of relationships which they use in striving to achieve their objectives”.

Language and area of work

Language could be a barrier in the career development due to the fact that person who possesses necessary language knowledge could be expected to work in the certain position where this knowledge are required. Individual could experience pressure by the circumstances to take responsibilities which require that knowledge even if he is initially not interested in the position.

Language and power

In some cases the knowledge of language is connected with additional power. “Such power may be delivered to individuals whose formal status would not normally allow them access to confidential and strategic company information” (Welch, Welch and Piekarri, 2005, p.18). In the article on impact of language in global operations (Welch et al., 2001, p. 198) it is argued that in some circumstances “language competence” can give individuals increased power (...) beyond their formal position.” Meaning that the knowledge of languages gives non authorized power of being more aware of what is happening in the organization and if this power is in the possession of limited number of people it could be harmful to the corporate environment.

Language and compensation

Although it is not officially stated in the job announcement or in the job contract, language knowledge can lead to the increase pay. There is an interesting study by Ginsburgh and Prieto-Rodrigue (2007) about returns to foreign languages knowledge of workers in the EU. Research disclosed a dependence on foreign language knowledge and job compensation. “Results indicate that in Austria, Finland, Italy, Spain and the Netherlands, English is the only language that yields a significant return. However, substantial returns are also found for French in Denmark, Luxemburg, Greece and Portugal, while German generates positive and significant returns in Belgium, Luxemburg and France, Spanish does so in France, Italian in Luxemburg and Portuguese, and Dutch in Belgium. In United Kingdom no second language is rewarded. Languages add 5 to 20 percent to earnings, depending on the country and the language considered. Given that English is the most widely known language, its returns are smaller than those that accrue to other, less known, languages” (Ginsburgh and Prieto-Rodrigues, 2007, p. 14).

2.3 Summary of the career and language theory

It is important to note that previously discussed examples of language being boundary in the career studies context is solely based on the examples found in the literature, examples in which language effected on the position or behavior of the individuals at

the work place. However it can be that there are much more situations that hasn't been discovered due to the fact that language has not been previously studied in the career development context. Only few discussions were relevant to the idea that language is important for the career progression and only in the context that successful manager need to be able to manage the communication across linguistic and cultural boundaries (Beamer, 1998; Beamer and Varner, 2001; Lauring, 2007). Therefore the purpose of this section is to bridge career and language studies, to conceptualize language as a career boundary and to integrate different aspects of the literature study into one theoretical framework.

Language situations at work place discussed in previous paragraph are summarized in the following table. Table is structured based on the career boundaries framework and career success predictors discussed previously in the study. Based on my personal assumptions and understanding of the relevance of language effects in various situations at the work place I divided them into three dimensions both on individual and organizational level: 1) effect of language on *awareness – knowing whom* ; 2) effect of language on *achievability - knowing how*; 3) effect of language on *attractiveness – knowing why*.

Table 3: Language and its role in career success

Career Boundaries - facets of situations	Individual boundaries – Reluctance to move Similar to career competences	Organizational boundaries– Reluctance to select
Awareness (On individual level: Knowing Whom)	<i>Language and Networking</i> Lack of the language abilities will decrease intra and inter firm networking possibilities, thus person without appropriate language knowledge could not be aware about career possibilities <i>Language and social exclusion</i>	<i>Language and Staff Selection</i> Depending on which language is used when communicating job opportunity different candidates may know about possible career move. The language of the submitted CV can be a boundary in the staff selection process.

	<p>It was mentioned in the section about career boundaries that social exclusion being one of the institutional boundaries. It is also mentioned in the language section that language could be one of main reasons of social exclusion.</p>	
<p>Achievability (On individual level: Knowing How) <u>Ability and Self-Efficacy</u> <u>Circumstances</u> <u>Path Dependency</u></p>	<p><u>Ability and Self-Efficacy</u> <i>Individual perception of once language abilities</i></p> <p>Subjective evaluation of language skills can effect willingness to make career move</p> <p><u>Circumstances:</u> <i>Language and area of work</i></p> <p>Depending on the industry language knowledge could be a crucial skills for taking a position</p> <p><u>Path dependency:</u> <i>Language and area of work</i></p> <p>If individual has particular language background his career could be pushed in the direction where this particular language knowledge is appropriate</p>	<p><u>Ability and Self-Efficacy</u> <i>High language knowledge requirements</i></p> <p>What are the requirements for the language knowledge? Nowadays it's not enough to know one foreign language to be suitable for the position</p> <p><i>Language and job performance</i></p> <p>The view of the organization on how language abilities will effect employees performance and potential development</p>
<p>Attractiveness (On individual level: Knowing Why)</p>	<p><i>Language and compensation</i></p> <p>Attractiveness of the career move could be increased when individual would expect additional compensation for this knowledge</p>	<p><i>Language and power</i></p> <p>Attractiveness of the candidate can depend on whether organization is willing to give the access to the power connected with the language knowledge</p>

Based on of the theory review and following summary I want to give an answer to the first research question by stating that language can be called a boundary in the career

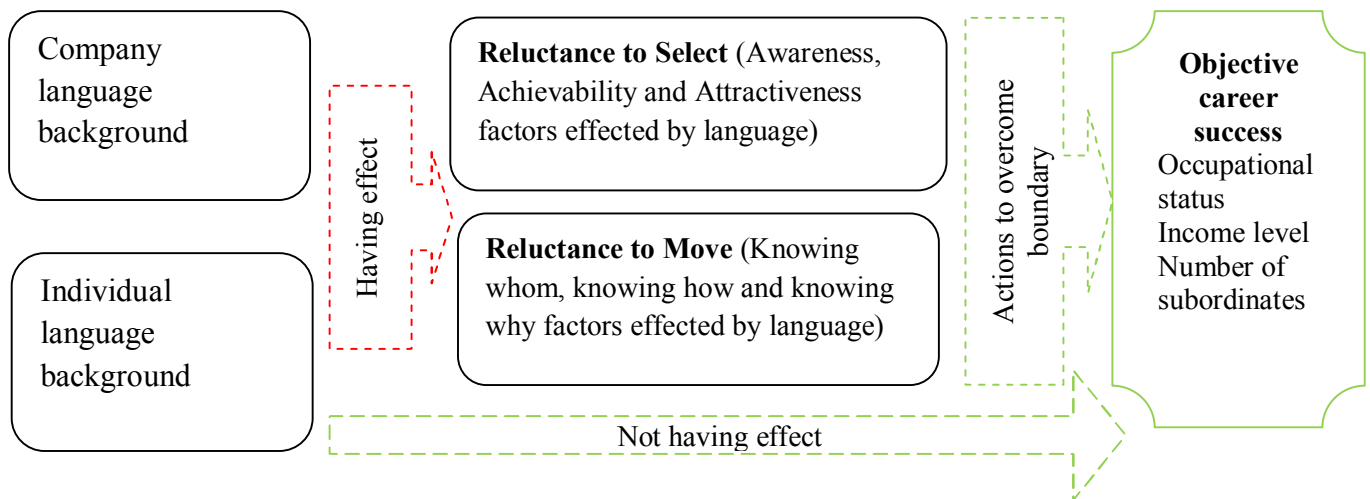
studies context. All in all language affect both on individual and organizational level such important dimension as:

Awareness (Know-Whom), by language being an inevitable part of Networking processes, Staff Selection process and in some cases becoming a reason for Social exclusion.

Achievability (Know-How), by language being a skill that is difficult to measure objectively both by individuals and organizations, by being a skill that is not easy to acquire and by being a part of the individual’s path which effects career progression.

Attractiveness (Know-Why), by language being a source of additional compensation benefits or a source of wanted or unwanted power.

Figure 5 Theoretical framework



As purpose of the following research is to look into the effect of individual and company language background on objective career success these categories are included in the theoretical framework that is presented on Figure 5. Based on the theory discussion we have looked into the role of language in various situations at work place.

In the empirical part I will continue looking into the interrelationship of the career and individual and company language background.

3 METHODOLOGY

The purpose of this chapter is to look into the data collection procedures and to justify research method and data analysis tools selected for the empirical part of the research. Later on reliability and validity of the study are discussed and general description of the data presented.

3.1 Description of data and collection procedures

As mentioned before, the following research is a part of the bigger research project carried out in cooperation with the Finnish Association of Graduates (SEFE - Suomen Ekonomiliitto) including study of secondary SEFE data. SEFE, The Finnish Association of Business School Graduates, originally founded in 1935, is a central organization for graduates and students in economics and business administration. It has more than 47,000 individual members. SEFE consists of 25 regional associations and 13 student societies. Their joint membership comprises about 32,000 graduate members and over 15,000 students. Every year SEFE conducts a research for the purpose of analyzing Finnish job market and Salaries. The questionnaire is annually sent to SEFE members in paper, electronic version and internet survey. Every year about 13000 questionnaires are sent with an average response rate about 40%. Data from this annual research is used for the following paper. Total amount of questionnaires answered in year 2010 were 4057.

Originally SEFE questionnaire is in Finnish and Swedish and consists of 48 closed and open questions. The example of the questionnaire is attached to this paper (Appendix 1). However since the questionnaire is designed for other purposes not all of questions are considered to be relevant for the purpose of the following research. Therefore 12 questions were selected for further analysis. Selected questions are presented in the

Table 2 below. They are subdivided into three categories: 1) employee background information, 2) company background information, and 3) career success variables. Questions were selected due to the reason that they serve the best for the purpose of the analysis, where both individual and company background information is needed. Career success variables are chosen based on the career success definition and theoretical discussions of previous paragraphs.

Table 2. List of questions used for the analysis

<p>Employee background information</p> <ol style="list-style-type: none"> 1. Language background (1 Finnish; 2 Swedish) 2. Gender (1 Male; 2 Female) 3. Age (1 Less than 30 years old, 2 30 through 40 years old; 3 40 through 50 years old; 4 More than 50 years old) 4. Latest completed degree level (1 Other; 2 Bachelor of Science; 3 Master of Science; 4 Doctor of Science) 5. Type of employment (1 Full- time; 2 Part- time; 3 Entrepreneur; 4 Student; 5 Other) 6. Employees language used at work (1Finnish; 2 Swedish, 3 English, 4 Other) <p>Company background information</p> <ol style="list-style-type: none"> 7. Company type (1 State-owned enterprise or other public bodies; 2 Domestic private enterprise; 3 Foreign private enterprise; 4 NGO; 5 Other) 8. Company's number of employees (1 Small (less than 100 workers); 2 Medium (between 100 and 500 workers); 3 Large (over 500 workers)) 9. Company name <p>Career success variables</p> <ol style="list-style-type: none"> 10. Employees position in the company (1 Senior management; 2 Management; 3 Upper middle management; 4 Lower middle management; 5 Expert; 6 General staff; 7 Other) 11. Total monthly salary (1 0-2999; 2 3000-5999; 3 6000-8999; 4 9000-11999; 5
--

more than 12000)

12. Existence of subordinates (1 **Yes**; 2 **No**)

The general reason for choosing these particular questions was that they describe employees general, educational and occupational background (Gender, Education level, Type of Employment), organization background (Name of Company, Industry, Company Size) and Individual Success Factors (as defined previously, Position and Salary level as well as existence of Subordinates). These three categories fit well into the research framework presented before (Figure 5, p.35).

Language background of selected companies initially was planned to identify based on Anna Ylinen's thesis (2010), where she identified official languages of some of the organizations operating in Finland. List of the companies and their official languages based on Anna Ylinen's thesis can be found in the Appendix 2. However this information was not enough to identify companies' language background therefore statistical data was used to see how language used at work by employees distributed in different companies. If majority of the employees indicated that they use Finnish language at work – company's language background is considered to be Finnish. The same criteria is used for identifying Swedish and English speaking companies.

3.2 Research method and data analysis tools

There are two main approaches into scientific research: qualitative and quantitative methods having distinctive features. Qualitative study aims to provide explanations to an event and gives possibility to look deeper into various studied cases whereas quantitative research aims to generalize results based on the large sample of data. "Quantitative research methods account for 80% of global research spend, with qualitative accounting for 14%. Desk and secondary research account for 6%. Both methods are widely used by the researchers in various fields" (Esomar, 2007). Qualitative and quantitative methods both have their advantages and limitations. Due to the quantitative nature of the data (large sample, structured data collection process)

provided for the following study quantitative approach has been selected. Consequently statistical data analysis tools will be used.

SPSS programme is used for the purpose of statistical analyses. Data received from SEFE was initially in the Excel format and was later transferred and coded in SPSS leaving aside questions not relevant for the purpose of the research. First general description and analysis of the data was made. Later cross tabulation technique is used to look into the numbers on how different variables are associated by analyzing the pattern of percentages across each row. Individual and company background dimensions were used as an independent variables, with career success factors as dependent variables.

3.3 Reliability and Validity of the Study

To assess quality of the research Reliability and Validity of the study should be considered. Reliability in quantitative research refers to the quality of the data. Validity is achieved if the data measures what it should measure. Validity is concerned with the information and whether it serves the purpose it meant to. Although originally survey was designed for other purposes, relevant questions were carefully selected by the group of researchers having in mind previously formulated theoretical framework based on literature review. Three variables measuring career success were chosen based on the theoretical discussion and previously accepted definition of career success. All that gives the reason to state that information received from data serves the purposes of the research. A valid measure can still be influenced by a random error. The overall response rate of the survey used in this thesis is 40 percent, which is sufficient for academically relevant study. According to Malhotra and Birks (2007), a response rate less than 15 percent might lead to serious bias.

4 EMPIRICAL FINDINGS

Empirical findings paragraph starts with descriptive results of the analysis. It later continues with analysis of data from cross tabulation tables generated in SPSS looking into individual and companies' background characteristics and their impact on career success factors. The last part of the paragraph looks into the data on individual and company language background and its correlation with career success factors.

4.1 Data general overview

The general overview of the data used in the research is presented in the following paragraph. All the original SPSS tables can be found in the Appendix 3 at the end of the paper.

Total amount of questionnaires answered was 4057. In the table 3 the general data demographics is presented and information divided on employee and company background information.

Table 3. Data demographics

Employee background information		Frequency	Percent
Language background	Finnish	3516	86,7
	Swedish	541	13,3
Gender	Male	1834	46,7
	Female	2093	53,3
Age	Less than 30 years old	770	19,1
	30 through 40 years old	1303	32,4
	40 through 50 years old	1071	26,6
	More than 50 years old	877	21,8
Degree level	Other Degree	666	16,6
	Bachelor of Science	109	2,7
	Master of Science	3177	79,0
	Doctor of Science	72	1,8

Type of employment	Full-time Part-time Entrepreneur Student Other	3619 74 144 5 208	89,4 1,8 3,6 0,1 5,1
Language used at work	Finnish Swedish English Other	2803 179 926 35	71,1 4,5 23,5 0,9
Company background information		Frequency	Percent
Company type	State-owned enterprise Domestic private enterprise Foreign private enterprise NGO Other	669 2246 736 162 104	17,1 57,3 18,8 4,1 2,7
Company size	Small (Less than 100 workers) Medium (Between 100 and 500) Large (Over 500 workers)	1148 857 1921	29,2 21,8 48,9

As it is seen from the table there were 13,3% (541) questionnaires filled in Swedish and 86,7% (3516) in Finnish language. This gives a general picture about language background of employees. Gender distribution is quite equal, male accounting for 46,7% (1834) of answers and female for 53,3% (2093). Age was divided equally across groups as well with only one age group (30 through 40 years old) being slightly bigger (10%) than other age groups. As far as education level of employees is concerned, majority of respondents have Master degree of science - 79,0% (3177). This clear majority of employees with Master degree is the reason for leaving aside this variable as a possible influencing factor on the career success. Type of employment: clear majority of 89,4% (3619) of respondents employed full-time, meaning that type of employment shouldn't have a significant effect on the other categories, thus will not be further taken into consideration.

Particularly important for the present research answers about languages used at the work place have an interesting distribution of Finnish language being used at work by 71,1% (2803) of respondents, Swedish being used by 4,5% (179), English language being used by 23,5% (926) and Other language (mostly meaning using both Finnish, Swedish and English) being used by 0,9% (35) of respondents. It was surprising to see that not many foreign languages were mentioned by respondents as being used at their workplaces as, for example, only 2 people claimed to use Russian, 4 respondents stated to use Norwegian and 3 respondents claimed that they use Estonian. French and German languages were mentioned once.

General data on companies' background whose employees were respondents to SEFE questionnaires indicated (Table 3) that half of the companies - 48,9% (1921) are big organizations with more than 500 employees. Small and Medium enterprises are accounting for the other half. Clear majority of companies (57,3%) are private domestic enterprises. This number is followed by private foreign enterprises representing 18,8% of companies whose employees took part in the research.

4.2 Individual background and its effect on career success factors

This paragraph starts with analysis on whether relevant individual background variables (employee gender, employee age) have effect on career success factors (salary, position, subordinates). Later on, individual language background and its effect on career success factors are analyzed. SPSS cross tabulation tool is used for the purpose of this analysis. Based on the data from SPSS cross tabulation tables graphs are build in excel. Excel graphs are used for presentation of the results as they are easy to read and reflect results of analyses in more visual way.

4.2.1 Individual non-language background and career success variables

Figure 6 on distribution of positions in the company depending on gender groups shows that there are more male than female respondents on manager positions. For example,

11,2% of males indicated to be on senior management position where for female the number is only 4,1%. The same is with management and upper middle management positions.

Figure 6. Distribution of positions in the company depending on gender

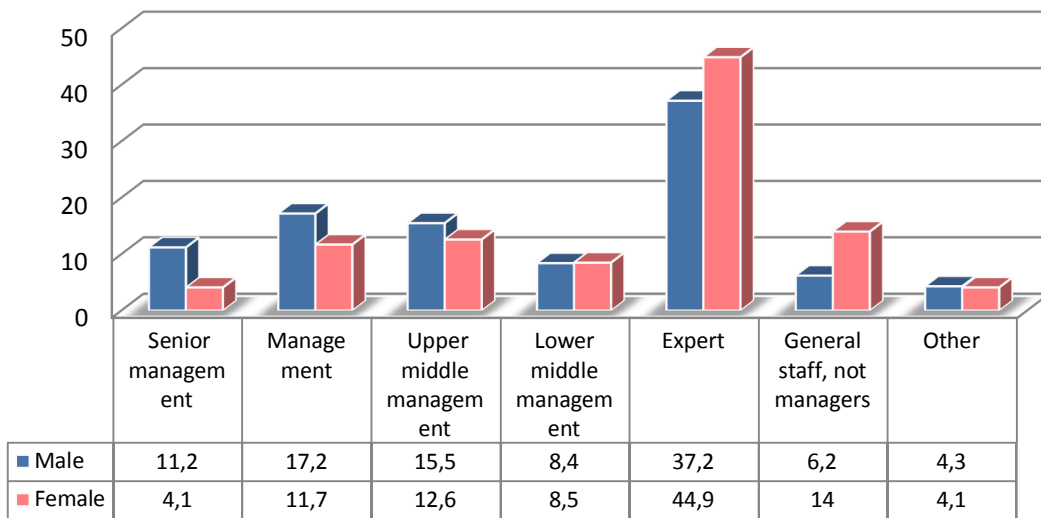
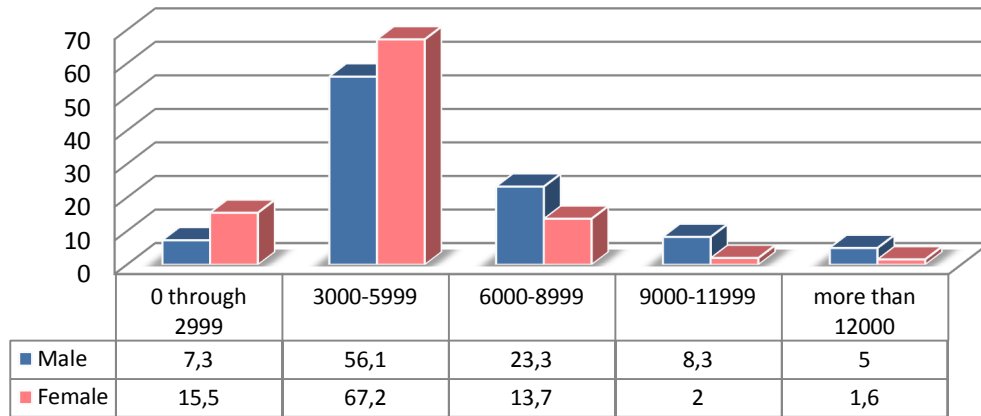


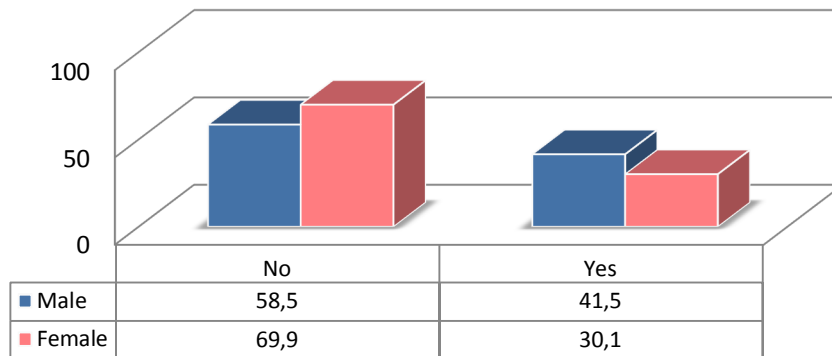
Figure 7 on salary distribution also shows a gender effect on salary level; where there are more males are getting high salaries (23,3% earn 6-9 thousands euro per months and 8,3% earning 9-12 thousands euro per month) than females (only 13,7% earn 6-9 thousands euro per months and 2% earning 9-12 thousands euro per month).

Figure 7. Salary distribution depending on gender



Existence of subordinates (Figure 8) factor effected by gender as well, where is 69,9% of women don't have any subordinates, and only 58,5% of man answered "no" to that question.

Figure 8. Existence of subordinates depending on gender

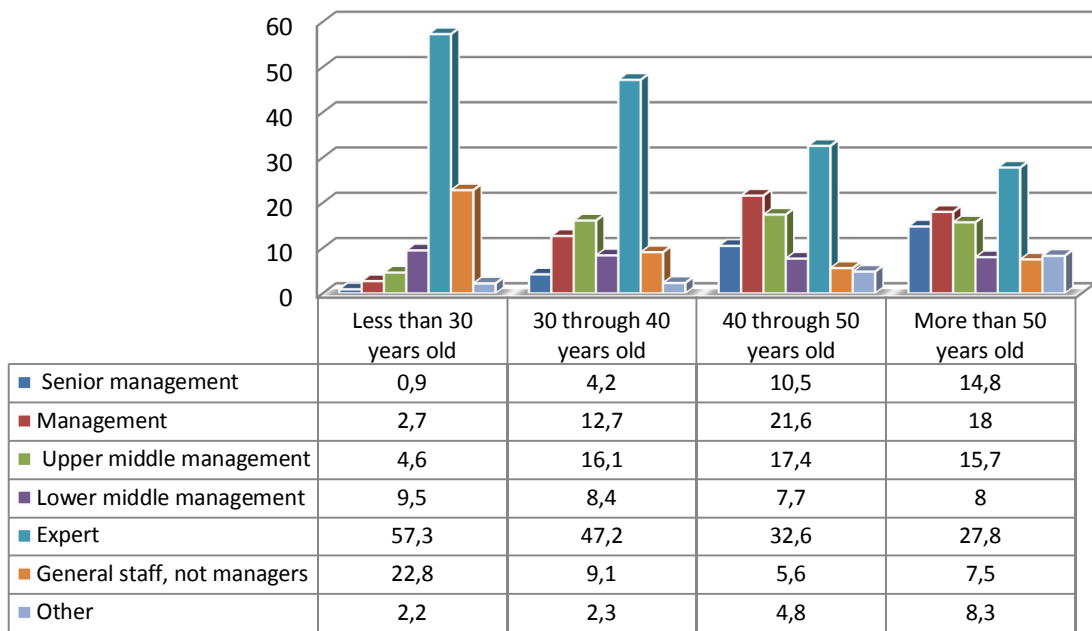


Performed Chi-square tests reviled significant results ($p < ,0001$) confirming gender effect on career success factors.

Age is another background variable effect of which on career success factors should be analyzed. Graph on distribution of positions in the company depending on age clearly

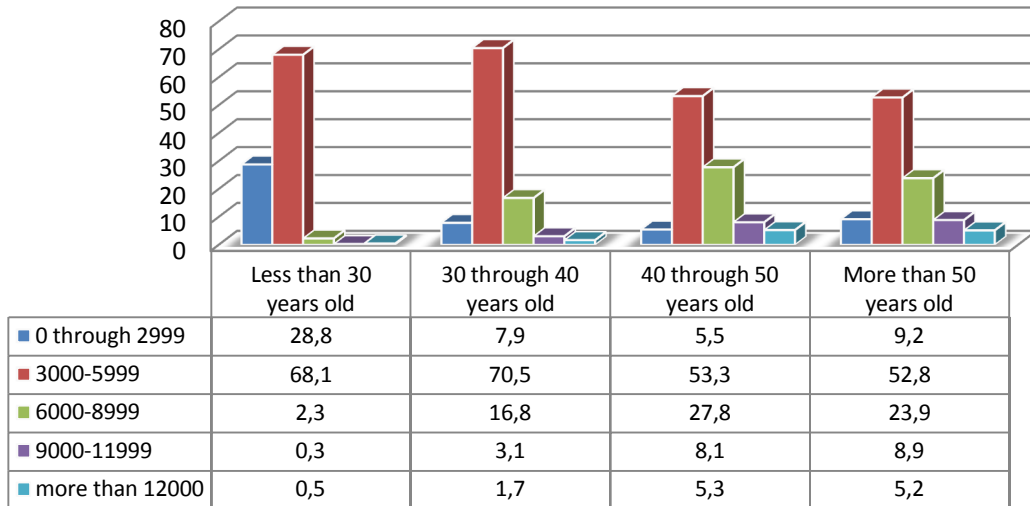
shows that the older the age group is - the bigger percentage of managers is among the group (Figure 9).

Figure 9. Distribution of positions in the company depending on age group



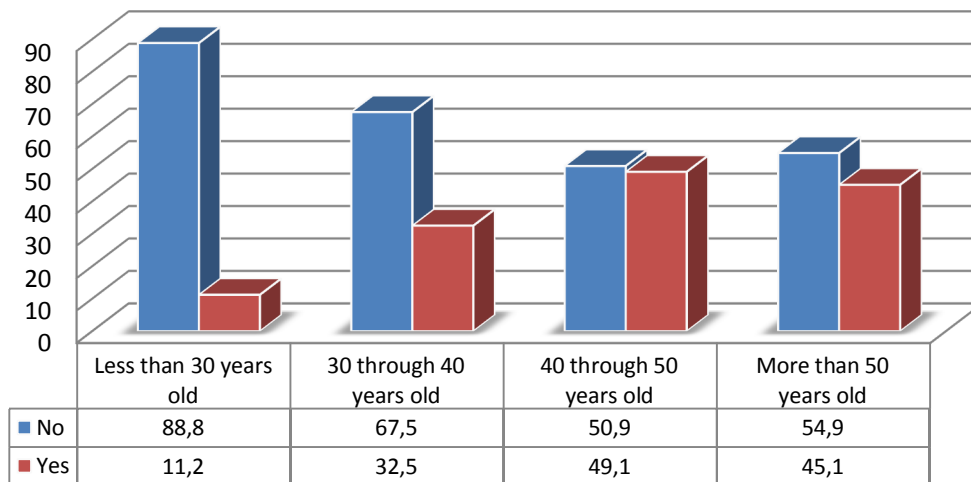
Age of the respondents has a similar effect on the salary distribution, where is in the age groups over 40 years old there is a clear increase in the percentage of people getting salary more than 6000 euro a month (Figure 10).

Figure 10. Salary distribution depending on age group



As analysis shows (Figure 11) existence of subordinates percentage is increasing when moving to the older age groups as well. That gives the reason to conclude that age has effect on that career success factor as well.

Figure 11. Existence of subordinates depending on age group



Performed Chi-square tests revealed significant results ($p < ,0001$) confirming age effect on career success factors

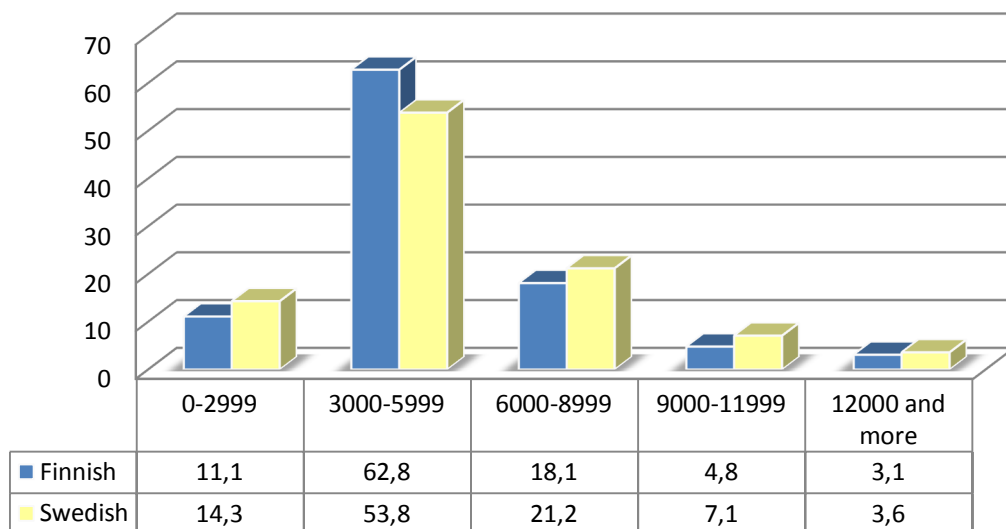
Cross tabulation analysis disclosed dependence of career success factors on individual background variables such as gender and age. In all the graphs and tables a significant difference in salary, position and existence of subordinates depending on gender and age groups could be seen.

4.2.2 Individual language background and career success variables

Intend of the following paragraph is to look deeper into the numbers on how career success and language related variables are associated and cross related. Results of that analysis will give ground for relevant conclusions on whether languages and career success are dependent as it could be assumed based on previous theoretical discussions.

Figure 12 was built on the information from the cross tabulation table on how salary level is distributed across language groups.

Figure 12. Salary level across language groups.

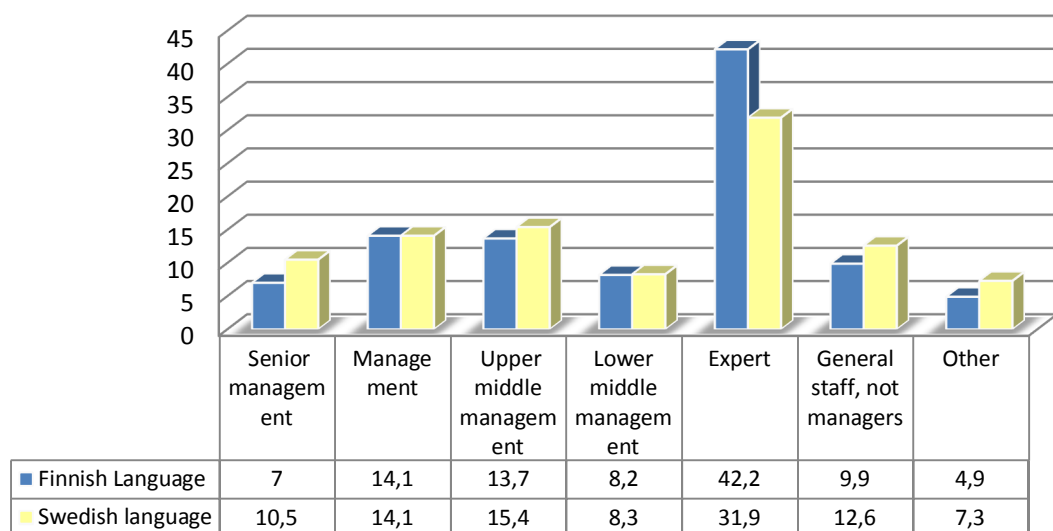


Salary level was divided into the groups based on 3000 Euro steps. All the salaries are total monthly salaries before taxes received by respondents in the year 2010. It can be seen from the graph that there is some difference in salary distribution across language

groups, where is in the “small” salary group (0-3 thousands euro) employees with Swedish language background are dominating by 3%. In the next salary group (3 – 6 thousands euro) employees with Finnish language background are dominating by 9%. The highest percentage of the Finish speaking population (62,8%) receive salary between 3-6000 per month, followed by 6-9000 per month (18,1%). Percentage of the same salary groups for Swedish speaking population are 53,8%; 21,2% accordingly. In the high salary groups (9- 12 thousands and more than 12 thousands euro per month) Swedish speaking employees are dominating by approximately 2% and 0,5% which makes only a minor difference in salary levels in favor of Swedish speaking population. However the difference is not significant enough to make major conclusions on the effect of language background on salary distribution as it was previously confirmed for gender and age variables. .

Figure 13 was built on the information from the cross tabulation table on how position level distributed across language groups.

Figure 13. Position level across language groups

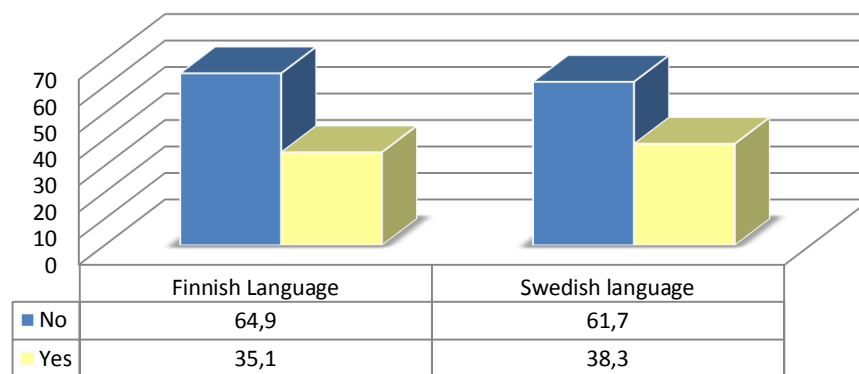


On Senior management level it is more Swedish speaking managers (10,5%) comparing with Finnish speaking managers (7%). In upper middle management level Swedish speaking managers dominate again with a slight difference of 2%. There is significantly

more Finnish speaking employees on Expert level (42,2%) comparing to Swedish speaking employees where only 31,9%. But as experts are a separate category that is not comparable with manager position groups it is not relevant to make any conclusions on expert percentage division. Therefore it is possible to conclude that as in the case with salary language background has a slight effect on position distribution.

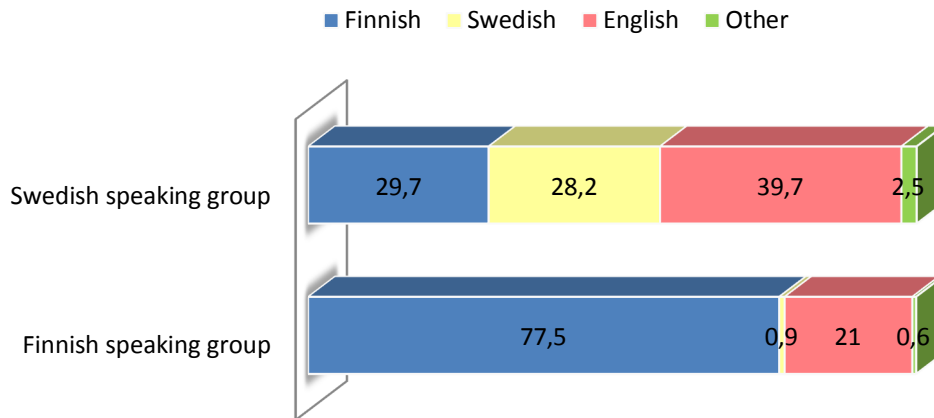
Figure 14 below was built on the information from the cross tabulation table on how language groups differ in answering to question about existence of subordinates. No significant difference has been observed.

Figure 14. Existence of subordinates across language groups



Another figure below (Figure 15) is very interesting to look at. It shows a distribution of languages used at work by employees from different language groups. It clearly shows that Swedish speaking group of employees use much more English language (39,7%) and in general is more diverse in the languages used at work comparing to Finnish speaking employees who's Finnish language use accounts to 77,5%, English to 21% and Swedish and other languages for less than 1%.

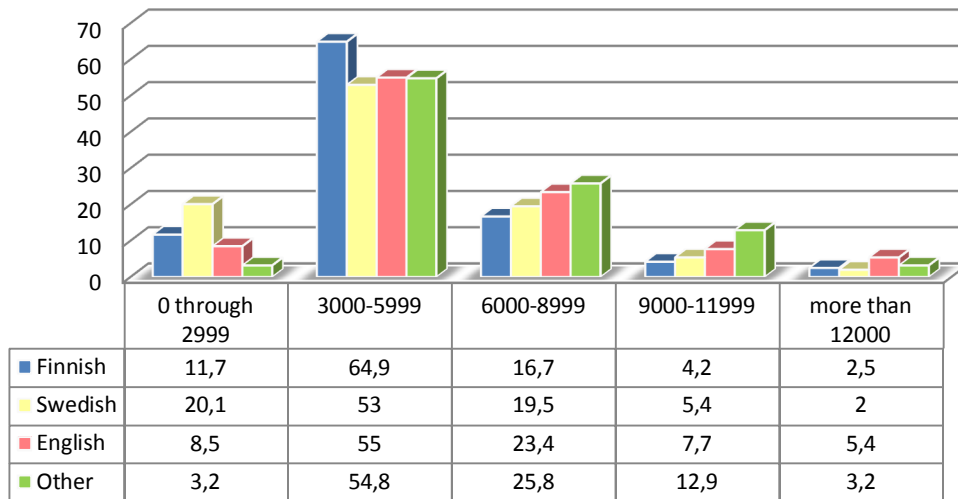
Figure 15. Languages used at work depending on language background



Although from previous analyses it can be seen that language background doesn't have any significant effect on salary level and position in the company, however it could be stated as well that the diverse use of languages at work by Swedish speaking is not in any way rewarded and therefore not reflected in the career success factors (better salary or job position). Giving a reason to conclude that language competences are not recognized enough in the organizations. It is important to remember that only a general data was in use, which can not reflect any particular companies and situations.

Figure above gives a reason to be interested in the data from cross tabulation tables on how language used at work effect on the career success dependant variables (salary level, position level and existence of subordinates).

Figure 16. Salary level difference across groups of languages used at work

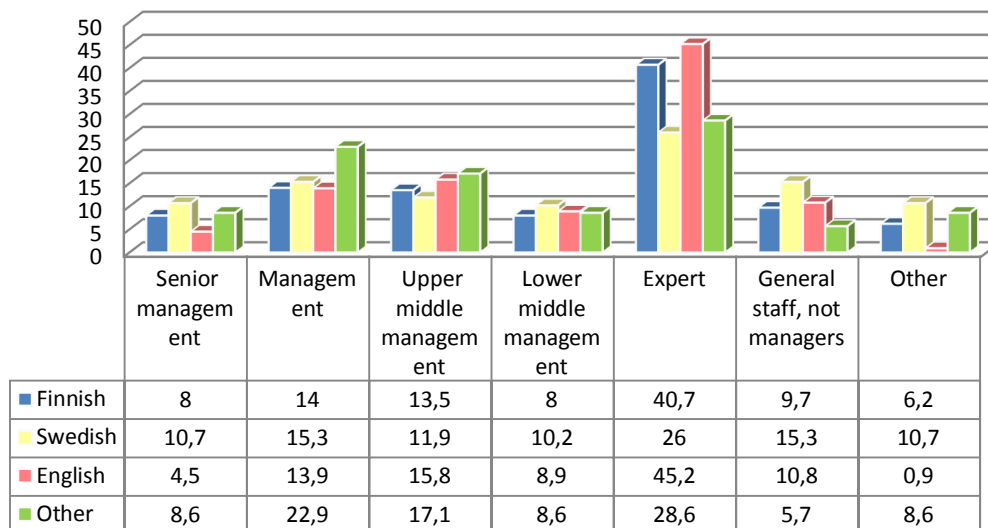


It can be observed (Figure 16) that there is a difference in distribution of salaries across languages used at work. For example in small salaries group there is a dominance of employees who use Swedish at work (20,1%) almost 8% more than employees using Finnish at work (11,7%) and twice more than employees using English at work (8,5%). Though, for example, in the high salary groups (6-9 thousands euro and 9-12 thousands euro per month) there is an obvious dominance of employees using English or “Other” language (which includes not only other foreign languages but also group of respondents who answered that they use Swedish, Finish and English at their work place.) If to remember results from the table 12 (p.47) on salary level depending on language background it gives an interesting result that not the language background cause salary difference, but more a language used at work effect salary distribution. In addition it shows that employees that are more divorced in language usage (using all three languages or using English at work) are falling in the higher salary groups.

Figure 17 is build based on the information from the table on cross tabulation of languages used at work and job position of the employees using these languages in the company. As it can be seen English language is dominating in the Expert positions, Finnish language is broadly used on this level as well. Swedish language is more

equally distributed through all company levels. On managerial positions of all levels different languages are used. This table confirms findings from the previous table (Figure 16) that on management positions employees are more divorced in language usage as well. For example, on management position level, 22,9% of employees use “other” language that is significantly more than Finnish used at work (14%) and Swedish used at work (15,3%) categories. The same with upper middle management language used at work distribution.

Figure 17. Position levels across groups of language used at work



The cross tabulation analyses of the language background and career success variables have shown that individual language background has a certain effect on employees career success factors. However this effect is not that significant as gender and age. An interesting observation has been made that language used at work showed a bigger effect on career success factors than just a language background.

Other point that has to be taken into account is that in the following analysis only individual language background was considered, however, as it was discussed in the literature review and as it is indicated in the theoretical framework, companies' language background could affect career development of individuals in the

organization in question. Therefore in the next paragraph company language background is being analyzed.

4.3 Company background and its effect on career success factors

As it was discussed previously career success doesn't depend only on individuals but it is mutually shaped by the organizational environment and career owners. Therefore the purpose of the following paragraph is to look into the effect of the background of the companies on the career success of different employees' groups. This paragraph starts with analysis on whether relevant company background variables (company size, company type) have effect on career success factors (salary, position, subordinates). Later on company language background and its effect on career success factors are analyzed. SPSS cross tabulation tool is used for the purpose of this analysis. Based on the data from SPSS cross tabulation tables graphs are build in excel.

4.3.1 Company non-language background and career success and variables

No difference in salary or existence of subordinates depending on company size and type has been observed. For example on the following graph below (Figure 18) on cross dependence of salary and company size it could be seen that salary distribution is equal in small, medium and large enterprises. There is also no any significant difference in salary distribution in public, domestic, foreign or other types of companies (Figure 19).

Figure 18 Salary distribution depending on company size

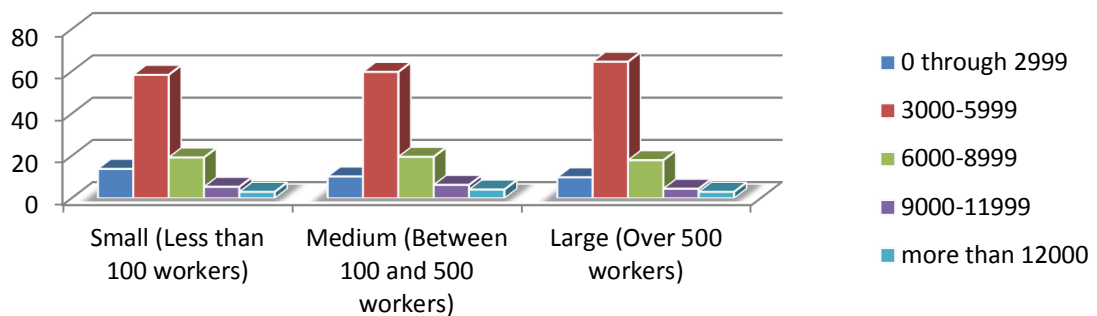
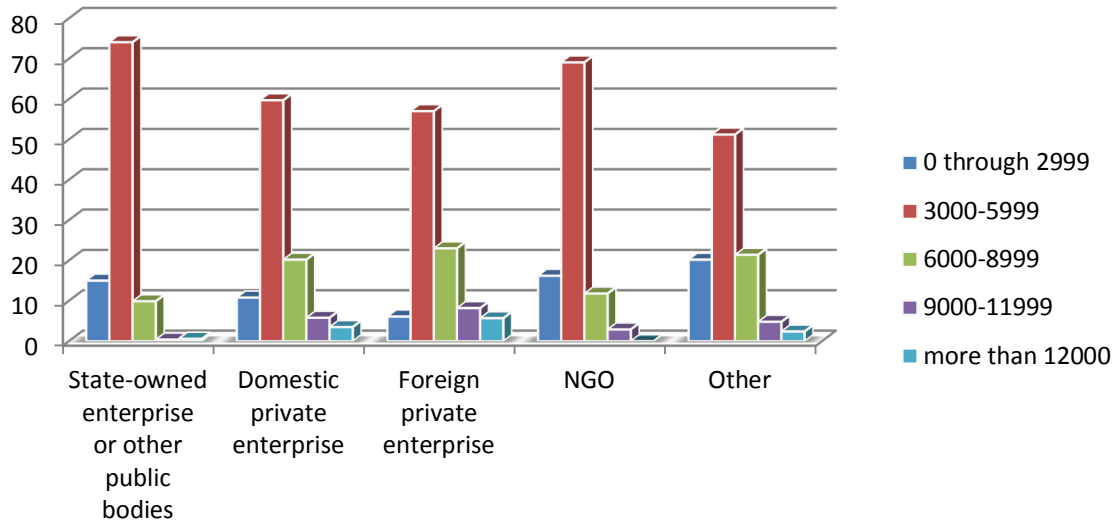


Figure 19. Salary distribution depending on company type



Conclusion on career success and non-language background variables dependence is that individual characteristics of the employees such as gender and age has affect on respondents' salary level and position in the company. On contrast, company type and size doesn't have significant effect on career success of the individuals working in those companies.

4.3.2 Company language background and career success variables

The main challenge for the following task is how to identify language background of the company. First I have tried to look through the secondary sources for the information on which companies in Finland are considered to be Finnish, Swedish or English speaking companies. This search didn't give any result as barely any company has stated that they have any official language of the company in the publicly available sources. The only work that has been considered relevant is thesis by Anne Ylinen (2010) where official languages of number of Finnish companies were stated. However by looking into results it was surprising to see that most of the companies (20 out of 27) stated that their official language is English, only 5 companies have Finnish language as official language and none of the companies have Swedish as an official language of the company. However from the unofficial discussions with people it is known that some of the companies are considered to be Finnish or Swedish speaking

companies. Moreover from the SPSS data we know that 71% of employees use Finnish at work, 4,4% use Swedish at work and 23% use English. This statistic gives reasons to conclude that not always officially stated language of the company in reality is a working language of the company.

Consequently it has been decided to use SPSS data to figure out which companies could be considered as Finnish, Swedish or English speaking companies. Answering to questionnaire 60% of respondents stated that they work for the company the name of which was not mentioned in the questionnaire, 11% of respondents didn't answer to the question about company name. It leaves 29% (1185) respondents that was distributed through 92 companies mentioned in the SEFE list. For further language analysis I have selected 8 companies with the biggest amount of employees per company answered to the questionnaire. The result is presented in the Table 4 below.

Table 4. Language used at work place in different companies

Name of the company	Finnish used at work, %	Swedish used at work,%	English used at work,%
Swedish speaking company	6,5	93,5	0
Bilingual company 1	53,3	0	46,7
English speaking company 1	2,1	0	97,9
Bilingual company 2	47,6	0	51,2
Finnish speaking company 1	94,8	5,2	0
Finnish speaking company 2	88,9	0	11,1
Finnish speaking company 3	78,9	0	21,1
English speaking company 2	2,9	0	97,1

According to the table above I could distinguish several groups of companies that could be interesting for further analysis. I have named them according to the language categories in order not to mention the names of the companies in the salary discussion topic. Those categories are:

- Swedish speaking company (as 93,5% of respondents use Swedish at work)
- English speaking company (as more than 97% of respondents speak English at work), this category is not used for further salary analysis because its language used at work groups are too homogenous and one group couldn't be compared to the other.
- Finnish speaking company (could be categorized as Finnish speaking companies as majority of respondents speak Finnish at work place)
- “Bilingual” companies (as Finnish and English used at work are equally distributed among respondents).

Table below (Table 5) reflects how salary level is being distributed among employees according to language used at work. For example, it is surprising to see that in Swedish speaking company 100% of respondents using Finnish at work fall into the highest possible salary category (more than 15000 euro per month) whenever employees using Swedish at work in 51% of cases fall into the lowest salary category (between 0-5000 euro per month) and only 10% receive high salary. In the Finnish speaking company discrepancy in the salary levels is not that obvious and in “bilingual” company salary distribution is even more equal, with employees using English at work receiving a little bit bigger salaries in general than employees using Finnish at work.

Table 5. Salary level differences among languages used at work groups in companies with different language backgrounds

	Salary	Finnish used at work, %	Swedish used at work, %	English used at work, %
Swedish speaking company	0-5000	0	51.7	
	5-10000	0	37.9	
	10000-15000	0	10.4	
	more than 15000	100	10,3	
Finnish speaking company	0-5000	45.7	60	
	5-10000	33.7	20	

	10000-15000	5.5	0
	more than 15000	15.2	20
Bilingual (Finnish and English)	0-5000	56.5	42.8
	5-10000	30.1	31
	10000-15000	0	7.2
	more than 15000	12.8	19

From the Table 6 below it is seen that in the Swedish speaking company employees working in management level are using Swedish language at work, which is logical; expert level is represented by equal amount of Finnish and Swedish languages used at work. In Finnish speaking company 60% of employees using Swedish at work are on the management level, the majority of employees that use Finnish at work are on the expert level.

Table 6. Position level differences among languages used at work groups in companies with different language backgrounds

	Salary	Finnish used at work, %	Swedish used at work, %	English used at work, %
Swedish speaking company	Management (senior, upper, middle)		30	
	Expert	50	45	
	General staff	50	25	
Finnish speaking company	Management (senior, upper, middle)	37	60	
	Expert	53	20	
	General staff	10	20	
Bilingual (Finnish and English)	Management (senior, upper, middle)	23,7	31	
	Expert	71	69	
	General staff	5,3	20	

The main lesson that can be learned from following investigation is that when analysis was based only on individual language background it gave a result that there is only

minor correlation between career success factors and languages background however when company language background is included in the analysis the results could be different. This confirms previous discussion on the importance of both individual and company dimensions in shaping career success of employees.

5 CONCLUSIONS

This chapter concludes following study by making an overview of the main findings. Limitations of the study and recommendations for further research are presented as well.

5.1 Main findings

The research objective of the study was to explain relationship between language and careers by looking into existing literature about boundaries in individual's career success, by analyzing quantitative data on employees, company background and its effect on career success factors.

Consequently research questions were formulated as follows:

- *How is language conceptualized as a boundary in the career studies context?*
- *Is there any interrelationship between career success and individual or company language background?*

The main idea that goes through the whole study is that despite of the fact that it is claimed that the new career context has emerged where job market is less structured and less predictable and career is more self-directed by individuals there is difficult to talk about "boundaryless career" but rather career boundaries is only getting more complex in nature. Therefore in order to analyze career boundaries it is important to take into account role of both, companies and individuals that was done in the present study.

The answer to the first question is based on the literature review reviling interesting facts on how language effects different work situations and behavior of individuals at

work place. It is found that language affects such important dimensions of individual and organizational level as:

Awareness (Know-Whom), by language being an inevitable part of Networking processes, Staff Selection process and in some cases becoming a reason for Social exclusion.

Achievability (Know-How), by language being a skill that is difficult to measure objectively both by individuals and organizations, by being a skill that is not easy to acquire and by being a part of the individual's path which effects career progression.

Attractiveness (Know-Why), by language being a source of additional compensation benefits or a source of wanted or unwanted power.

Empirical analyses were subdivided into company and individual level as well as theoretical framework presented on Figure 5, p. 35. Therefore main findings and answer to the second research question are discussed in the same categories.

Individual background

Career success factors are affected more by non-language individual background characteristics such as gender and age of employees. Language background has effect on career success factors but not as strong as in the case of gender and age characteristics. However it is remarkable to see when "language used at work" is taken for the analysis the bigger interdependence observed with salaries and position in the companies. This shows that language actually being used is more important than mother tongue of the employees'.

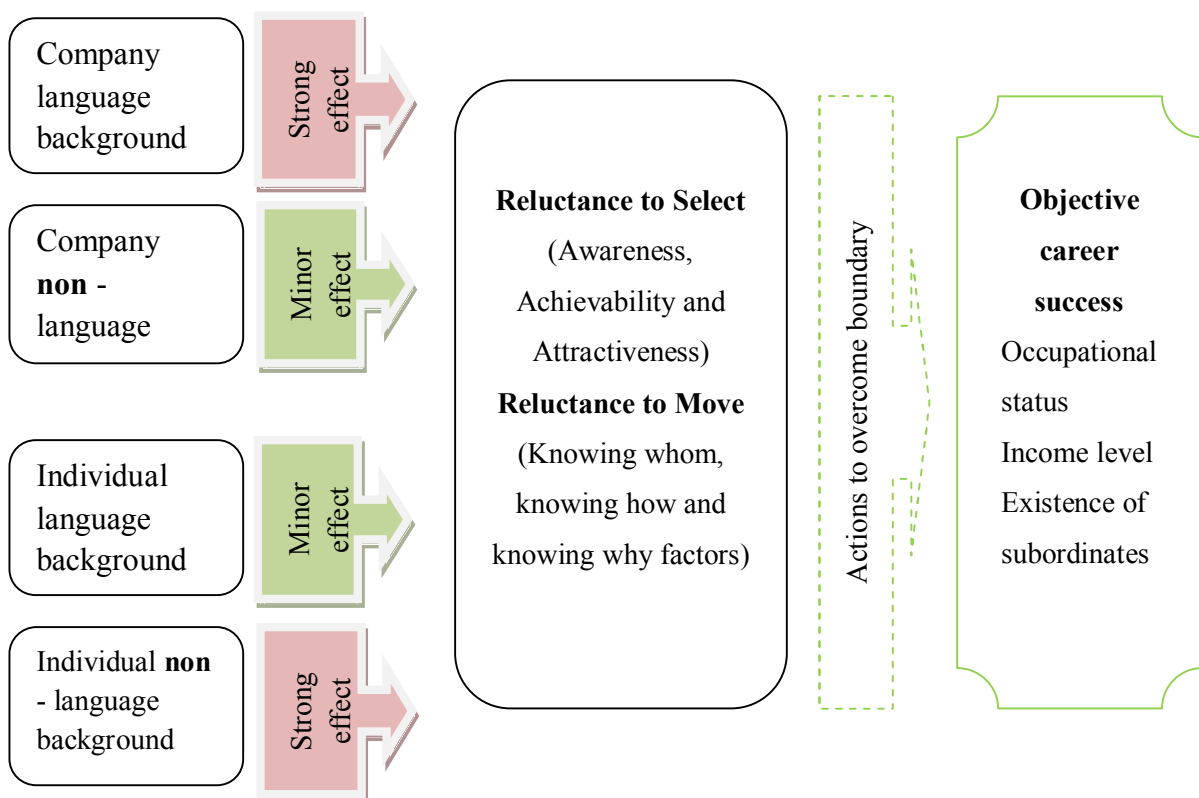
Company background

Company level analysis disclosed different results where non-language company background information didn't reveal correlations with career success factors. Company

language background turned to be more important for the career success factors of individuals working there.

These findings give reason to modify earlier proposed framework (Figure 5, p.35) by introducing general background variables for both companies and individuals. As it can be seen from Figure 20 there is a different level of effect of different background variables (language and non language, company and individual) that can lead to boundaries or as defined by Gunz to “labour market imperfections driven by the reluctance of selectors to allow certain kinds of people to make given moves, and the reluctance on the part of career-owners to move to certain kinds of jobs”. Consequently reluctance to move and reluctance to select are being reflected in objective career success characteristics such as occupational status, income level and existence of subordinates.

Figure 20 Modified theoretical framework



Results of the analysis also show that employees with Swedish mother tongue background use other than Swedish language at work more frequently where employees of Finnish tongue background being mainly “monolingual” in their work related communication. In addition only a few foreign languages were mentioned by respondents as being used at work. The possible explanation for this is that English is the most used language in the foreign operations and communication of companies. An interesting fact about company language background that has been disclosed during analysis: surprisingly the language used at work by the majority of employees does not reflect officially stated language of the company. That shows that imposed corporate language will not necessarily be the language used at work by majority of employees.

3.1 Limitations and recommendations for further research

The empirical part of the research is based on the SEFE questionnaire meaning that data was not exclusively collected for the purpose of this study but rather an existing data set was used to extract the relevant information. The size of the sample makes existing information valuable; however qualitative interviews with respective companies and employees would help to uncover additional information that could not be extracted from the quantitative data.

Analysis is based on answers of respondents for year 2010, no longitude data was available. It is not possible to see how role of language in career success has been developing through years. The study is rather a snapshot of the current situation of employees and their individual career success depending on language. It would be beneficial to repeat analysis in ten years to get a longitude results and answers to the research questions.

As the questionnaire was designed and distributed only in Finnish and Swedish it limited the pool of respondents to individuals able to speak those languages leaving aside all the foreign employees working in Finland without relevant language skills. It would be beneficial to distribute the same questionnaire in English and if possible

include more questions about language competences and language used in job related situations.

REFERENCES

- Arnold, J. (1997). *Managing Careers into the 21st Century*. London: Paul Chapman Publishing Ltd.
- Arthur, M.B. (1994). The boundaryless career: a new perspective for organizational inquiry, *Journal of Organizational Behavior*, Vol. 15 No. 4, pp. 295-306
- Arthur, M. and Rousseau, D. (1996). *The Boundaryless Career*. Oxford University Press, New York.
- Arthur, M.B., Inkson, K. and Pringle, J.K. (1999), *The New Careers*. Individual Action & Economic Change, Sage Publications, London.
- Arthur, M.B., Hall, D.T., Lawrence, B. S. (1989), *Handbook of Career Theory*, Cambridge: Cambridge University Press.
- Arthur M., Khapova S. And Wilderom C. (2005), Career success in a boundaryless career world. *Journal of Organizational Behaviour*, 26, 177–202
- Bandura, A. (1991). Self-efficacy, impact of self-beliefs on adolescent life paths. In R. M. Lerner, A. C. Peterson, & J. Brooks-Gunn (Eds.), *Encyclopedia of adolescence* (Vol. 2, pp. 995-1000). New York: Garland.
- Baruch, Y. (2006), Career development in organizations and beyond: Balancing traditional and contemporary viewpoints, *Human Resource management Review*, Vol. 16, pp. 125-138.
- Beamer, L. (1998), Bridging business cultures”, *China Business Review*, Vol. 25, N. 3, pp. 54-58
- Beamer, L. and Varner, I. (2001), *Intercultural Communication in the Global Workplace*, McGraw-Hill Irwin, New York, NY
- Bonache, J. (2005), Job satisfaction among expatriates, repatriates and domestic employees. The perceived impact of international assignments on work-related variables, *Personnel Review*, Vol. 34 No. 1, pp. 110-124
- Briscoe, J.P., Hall, D.T., Frautschy DeMuth, R.L. (2005) Protean and boundaryless careers: An empirical exploration, *Journal of Vocational Behavior* 69. 30-47
- Briscoe, J. and Hall, D. (2006). The interplay of boundaryless and protean careers: Combinations and implications. *Journal of Vocational Behavior*, 69, pp. 4-18.
- Britannica Concise Encyclopedia 4 fr Britannica Concise Encyclopedia, published by Encyclopædia Britannica, Inc.
- Bryman, A. and Bell, E. (2003). *Business research methods*. Oxford: Oxford University Press.
- Burke R., Vinnicombe S., (2005) "Advancing women's careers", *Career Development In Dirk Maclean*, (2006) "Beyond English: Transnational corporations and the strategic

- management of language in a complex multilingual business environment", *Management Decision*, Vol. 44 Iss: 10, pp.1377 – 1390
- Cappellen, T., Janssens, M. (2008), "Global managers career competences", *Career Development International* Vol. 13, No. 6, pp.514 – 537
- Campbell, R.E. & Cellini, J.V. (1981). A diagnostic taxonomy of adult career problems. *Journal of Vocational Behavior*, 19, 175-190.
- DeFillippi, R.J. and Arthur, M.B. (1994), The boundaryless career: a competency-basedperspective, *Journal of Organizational Behavior*, Vol. 15 No. 4, pp. 307-24.
- DeFillippi, R.J. and Arthur, M.B. (1996), Boundaryless contexts and careers: a competency-based perspective, in Arthur, M.B. and Rousseau, D.M. (Eds), *The Boundaryless Career. A New Employment Principle in a New Organizational Era*, Oxford University Press, New York, NY, pp. 116-31.
- Dhir K., (2005), The value of language: concept, perspectives, and policies. *Corporate Communications: An International Journal*, vol. 10, Iss. 4, pp. 358 -382
- Dhir K., Goke-Pariola A., (2002), The case for language policies in multinational corporations. *Corporate Communications: An International Journal*, vol. 7, number 4, pp. 241-251
- Donelan H., Herman C., Kear K., Kirkup G. (2009), Patterns of online networking for women's career development, *Gender in Management: An International Journal*, Vol.24, Iss. 2
- Dries, N. and Pepermans, R. (2008). "Real" high-potential careers: An empirical study into the perspectives of organizations and high potentials. *Personnel Review*, 37: 1, pp. 85-108.
- Eby L., Butts M. and Lockwood A. (2003), Predictors of success in the era of the boundaryless career *Journal of Organizational Behavior*; Sep 2003; 24, 6, pp.689-708
- European Commission (2005), *European and languages. Eurobarometer*, Sep. 2005
- Feely, A. and Harzing, A., (2003), *Language Management in Multinational Companies*, *International Journal of Cross Cultural Management*, Vol. 10, No. 2, pp. 37-53
- Ferner, A., Edwards, p. and Sisson K. (1995), Coming unstuck? In search of the "Corporate Glue" in an international professional service firm, *Human resources management*, Vol. 34 No.2, pp. 343-361
- Fixman, C. (1990), *The Foreign Language Needs of U.S.-based Corporations*, *Annals*, 511 Sep., pp. 25-46.
- Foley, D. (2008), Does culture and social capital impact on the networking attributes of indigenous entrepreneurs? *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. 2 Iss. 3
- Ghoshal, S. and Bartlett, C. (1995), Changing the role of top management: beyond structure to process", *Harward Business Review*, Vol. 73 No. 2, pp. 86-96
- Ginsburgh V., Prieto-Rodrigues J. (2007) *Returns to Foreign Languages of Native Workers in the EU. CORE Discussion Papers 2007/21*, Université catholique de Louvain, Center for Operations Research and Econometrics (CORE).

- Greenhaus, J.H., Foley, S. (2007). The intersection of work and family lives. In Sullivan, S. and Crocitto, M. Handbook of Career Studies. Sage Publications Ltd
- Gunz H., Evans M. and Jalland M.,(2000), Career boundaries in a boundaryless world. In: M. Peiperl, M.B. Arthur, R. Goffe and T. Morris(eds), Career Frontiers: New Conceptions of Working Lives, Oxford University Press, pp. 1-45
- Gunz I., Peiperl M., Tzabbar D., (2007), Boundaries in the study of career, to appear in Gunz H., Peiperl M., (2007) Handbook of Career Studies. Thousand Oaks, CA: Sage, pp. 471- 490
- Hall, D.T. (2002). Careers in and out of organizations. Thousand Oaks, CA. Sage.
Helsin, P.A., (2005), Conceptualizing and evaluating career success. Journal of Organizational Behavior. 26. 113-136 (2005).
- Hackett, G., & Byars, A. (1996). Social cognitive theory and the career development of African American women. The Career Development Quarterly, 44, 322-340.
- Judge A., Kammeyer-Mueller J., (2007) Personality and career success, to appear in Gunz H., Peiperl M., (2007) Handbook of Career Studies. Thousand Oaks, CA: Sage.
- Järström, M. and Valkealahti, K. (2010). Person-Job Fit Related to Psychological Type of Finnish Business Students and Managers: Implications for Change in the Management Environment. Journal of Psychological Type, 70, pp. 41-52.
- Inkson, K. and Arthur, M.B. (2001), “How to become a successful career capitalist”, Organizational Dynamics, Vol. 30 No. 1, pp. 48-61.
- Lawler, E., (1994), From Job-Based to Competency-Based Organizations, Journal of Organizational Behavior 15: 3-15
- Lauring J. (2007), Language and Ethnicity in International Management, Corporate Communication: An International Journal, Vol. 12 No. 3, pp. 255-266
- Lauring J. (2010), International Language Management: contained or dilute communication, European Journal if International Management, Vol. 4, No. 4, pp. 317-332
- Law, B., Meijers, F., & Wijers, G. (2002). New perspectives on career and identity in the contemporary world. British Journal of Guidance and Counselling, 30 (4), 431–449.
- Littleton, S.B., Arthur, M.B. & Rousseau, D.M. (2000). The future of boundaryless careers. In: Collin, A. & Young, R.A. (eds.). The Future of Career. Cambridge: Cambridge University Press.
- Malhotra, N. K. and Birks, D. F. 2007, Marketing Research: An Applied Approach, 3rd edn, Pearson education Limited, Essex.
- Macdonald, S. (1996), “Informal Information Flow and Strategy in the International Firm.” International Journal of Technology Management 11 (1–2): 219–232.
- Maclean D. , (2006). Beyond English: Transnational corporations and the strategic management of language in a complex multilingual business environment. Management Decision, 44: 10, pp.1377 – 1390

- McMahon, M. & Patton, W (2006). The systems theory framework. A conceptual and practical map for career counselling. In M.McMahon & W.Patton (Eds), *Career counselling: Constructivist approaches*. London: Routledge.
- Marschan-Piekkari R.; Welch D.; Welch L.(1999),” Adopting a common corporate language: IHRM implications” *International Journal of Human Resource Management*, Vol. 10, Num 3 , pp. 377-390(14)
- Martinez, M., Aldrich, H. (2011), *Networking strategies for entrepreneurs: balancing cohesion and diversity*, *International Journal of Entrepreneurial Behaviour & Research* Vol. 17, Iss.1
- Murtagh N., Lopes P., Lyons E., (2007) "What makes a career barrier a barrier?", *Industrial and Commercial Training*, Vol. 39 Iss: 6, pp.332 – 339
- Nohria, N., and R. Eccles. 1992. “Face-to-Face: Making Network Organizations Work.” In *Networks and Organizations: Structure, Form and Action*, ed. Nitin Nohria and Robert Eccles, 288–308. Boston: Harvard Business School Press.
- Park, H., Hwangt, S. and Harrison, J., (1996), *Work Group Demography: Social integration and turnover*, *Administrative Science Quarterly*, Vol. 34, No. 2, pp. 21-37
- Parker, P. and Arthur, M.B. (2000), *Careers, organizing, and community*, in Peiperl, M., Arthur, M.B., Goffee, R. and Morris, T. (Eds), *Career Frontiers. New Conceptions of Working Lives*, Oxford University Press, Oxford, pp. 99-121.
- Perlovsky L. (2009), *Language and emotions: Emotional Sapir-Whorf hypothesis*. *Neural Networks*, 22, pp. 518 - 526
- Simpson, R. and Altman, Y. (2000). *The time bounded glass ceiling and young women managers: career progress and career success - evidence from the UK*. *Journal of European Industrial Training*, 24, pp. 190-198.
- Sinclair V., (2009), *Experiencing career satisfaction and career success over the life course*, *Counselling at Work*, BACP, Sep. 2009
- Smith, B.(1989) *Networking for Real*, *Journal of European Industrial Training*, Vol. 13 Iss. 4 1989
- Still L., Timms W., (1998) "Career barriers and the older woman manager", *Women In Management Review*, Vol. 13 Iss: 4, pp.143 – 155
- Sturges, J., Simpson, R. and Altman, Y. (2003), “Capitalising on learning: an exploration of the MBA as a vehicle for developing career competencies”, *International Journal of Training and Development*, Vol. 7 No. 1, pp. 53-66.
- Sullivan S., Baruch, Y. (2009), *Advances in Career Theory and Research: A Critical Review and Agenda for Future Exploration*, *Journal of Management*, December, 2009, pp.1542-1571
- Sullivan S., Carden W., Martin D., (1998), *Careers in the next millennium: directions for further research*. *Human Resource Management Review*, Vol. 8/2, 1998, pp. 165-185

- Sørensen, E.S. (2005), "Our corporate language is English: an exploratory survey of 70 DK-sited corporations' use of English", Master's thesis, Faculty of Language and Business Communication, Aarhus School Business, Aarhus
- Thomas, D. and Higgins, M. (1996), Mentoring and the boundaryless career: lessons from the minority experience, in Arthur, M.B. and Rousseau, D.M. (Eds), *The Boundaryless Career. A New Employment Principle for a New Organizational Era*, Oxford University Press, New York, NY, pp. 268-81.
- Vaara, E., Tienari, J., Piekkari, R. And Säntti, R. (2005), Language and the circuits of Power in a Merging Multinational Corporation, *Journal of Management Studies*, Vol. 16, No. 3, pp. 333-347
- Welch, D., Welch, L., Marschan-Piekkari, R. (2001). The persistent impact of language on global operations. *Prometheus*, 19: 3, pp.193-209.
- Welch, D., Welch, L., Piekkari, R. (2005), "Speaking in tongues: The Importance of Language in International Management Process", *International Studies of Management and Organization*, Vol. 35, No. 1, pp. 10-27
- Wright, C. and Wright, S., (1994), Do Languages Really Matter? The Relationship Between International Business Success and a Commitment to Foreign Language Use; *Journal of Industrial affairs*, 3, 1, pp. 3-14
- Wood, G. (2008), Gender stereotypical attitudes: Past, present and future influences on women's career advancement; *Equal Opportunities International*, Vol. 27, 7, pp. 613-628
- Ylinen, A., (2010), A comparative study of language strategies in international organizations.

Internet

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Migration_statistics

Graddol D. (2006), *English next*. British council report

<http://www.britishcouncil.org/learning-research-englishnext.htm>

Training Strategies for Tomorrow (2002). Hitachi expects...all its employees to be able to speak, Vol. 16 Iss: 1pp:8 – 9

Esomar (2007), *Global Market Research Report - Slowdown in Market Research Revenues Confirmed*, accessed on 18 of March 2011 at

<http://www.esomar.org/index.php?mact=News,cntnt01,detail,0&cntnt01articleid=211&cntnt01returnid=1894>

APPENDICES

Appendix 1 Example of SEFE interview form



Palkkatasotutkimus 2008

Voit vastata myös osittain: www.sefe.fi/palkkatasotutkimus (kirjoita koko osoite, sillä linkkiä ei löydy etusivulta). Kyselyn tarkastusajankohhta on lokakuu 2008. Valitse oikea vaihtoehto ja/tai kirjoita tieto sille varattuun tilaan.

Toimintatiedot

Jos yrityksesi toimii useasta toimialasta niin merkitse se, jolla on yrityksesi päätoimiala tai se, jolla tse päätoimialasta toimita.

- 10 Maar-, metsä- ja kaivos-, kaivos- toiminta ja louhinta

Toimintatiedot

- 30 Einarvikkeiden, jomien ja lupakkatuotteiden valmistus
- 21 Tekstiilien, tekstiilituotteiden, nahkan ja nahkatuotteiden valmistus
- 22 Saahan ja puutuotteiden valmistus
- 23 Massan, paperin ja paperituotteiden valmistus
- 24 Öljytuotteiden, kemikaalien, kemiallisten tuotteiden valmistus
- 25 Metallien jalostus ja metallituotteiden valmistus
- 26 Koneiden ja laitteiden valmistus
- 27 Elektroniikka- ja sähkötuotteiden valmistus
- 28 Kustannuksen, painamisen ja taittamisen järjestäminen
- 29 Muu valmistus
- 30 Energia- ja
- 40 Rakentaminen

Palvelut

- 50 Moottoriajoneuvojen kaappaus, korjaus, myynti
- 51 Taksipalvelut
- 52 Vuokraus
- 53 Vähittäiskauppa
- 55 Magasiini- ja reviteimis toiminta
- 56 Maar-, vesij- ja ilmajäljen
- 57 Maar-, vesij- ja ilmajäljen
- 58 Maar-, vesij- ja ilmajäljen
- 59 Posti- ja teleliikenne
- 60 Pesätoiminta
- 61 Muu palvelus
- 62 Vuokraus
- 70 Kineettis- ja vuokrauspalvelut
- 71 Terveystieteiden palvelut (esim. ATK-alustatietojointi, ohjelmistojen suunnittelu, valmistus, konsultointi ja teollisuus)
- 72 Laskentatoimi, kirjanpito, tilinpidatus ja veronsuoritus
- 73 Tutkimus ja kehittäminen
- 74 Lääketieteelliset konsultit
- 75 Maanpalvelus (esim. maanostus ja maataloustuotot)
- 76 Muut liitteeseen 33 palvelus toiminta
- 77 Tekniikan palvelu
- 80 Julkinen hallinto ja maanpuolustus; paikallinen sosiaalipalvelus
- 81 Koulutus
- 82 Terveystieteiden ja sosiaalipalvelut
- 83 Kabinettipalvelus (esim. liiketoimintatutkimus, urheilu- ja liiketoimintatutkimus)
- 84 Kansainväliset / ulkomaiset edustustot
- 89 Muu toiminta, kirja tähän mikä

Yrityksen yrityksen palkkapolitiikka

46. Ots kantaa seuraaviin väittämiin:

työnsäntä samaa miehiä	1	2	3	4	5
Olen tytyväinen palkkaani kolonaisuuteen					
Tiedän millainen työpaikkani palkkataso on verrattuna vastaaviin organisaatioihin					
Tiedän millainen oma palkkataso on verrattuna muuksi vastaavissa tehtävissä työskenteleviin					
Tiedän midsä saan tietoa palkkauksesta					
Iltyvissä kysymyksissä					
Luotan työnantajani palkkaukseen					
Iltyvissä kysymyksissä					
Pidän organisaationi palkkarakennetta oikeudenmukaisena					

47. Tärkeisiä SEFE:lle!

Tässä kysymyksessä on pyydyttävämmä jäsenten tehtävät tyypillisen tehtävyyden mukaisesti. Valitse se tehtävä, jonka katsot olevan päätehtäväsi tai vastaavaan vastuualueeseen sitä mahdollisimman hyvin.

Toimintatiedot

Yrityksenne toiminnalliset tehtävät

- 00 Yritysohje
- 01 Strategian konsultointi
- 02 Juridiset tehtävät
- 03 Kehittäminen ja konsultointi
- 04 Viestintä ja tiedotus
- 07 Terveystieteiden, ICT-tehtävät
- 10 Henkilöstöhallinnolliset tehtävät
- 11 Henkilöstöhallinnon kehittämisen ja konsultointi
- 12 Henkilöstösuunnittelu ja osaamisen hallinta
- 13 Rekrytointi
- 20 Taloudelliset tehtävät
- 21 Osaamisen kehittämisen ja konsultointi
- 22 Raohuus- ja työsuojelu
- 23 Tilinpidatus
- 24 Osaamisen kehittäminen ja konsultointi
- 25 Muu taloudellinen tehtävä



Palkkatasotutkimus 2008

Voit vastata myös osittain: www.sefe.fi/palkkatasotutkimus (kirjoita koko osoite, sillä linkkiä ei löydy etusivulta). Kyselyn tarkastusajankohhta on lokakuu 2008. Valitse oikea vaihtoehto ja/tai kirjoita tieto sille varattuun tilaan.

Perustiedot

- 1. Sukupuoli
- 2. Nainen
- 3. Synnytyksikäsi
- 4. Viimeksi suorittama
- 5. Enimmäismäärä
- 6. Yhteistyö
- 7. Yhteistyö
- 8. Yhteistyö
- 9. Yhteistyö
- 10. Yhteistyö
- 11. Yhteistyö

Työskentelyaste

- 1. Valtuutus
- 2. Työjohtaja
- 3. Työjohtaja
- 4. Työjohtaja
- 5. Työjohtaja
- 6. Työjohtaja
- 7. Työjohtaja
- 8. Työjohtaja
- 9. Työjohtaja
- 10. Työjohtaja
- 11. Työjohtaja
- 12. Työjohtaja

Yhteistyöaste

- 1. Yhteistyöaste
- 2. Yhteistyöaste
- 3. Yhteistyöaste
- 4. Yhteistyöaste
- 5. Yhteistyöaste
- 6. Yhteistyöaste
- 7. Yhteistyöaste
- 8. Yhteistyöaste
- 9. Yhteistyöaste
- 10. Yhteistyöaste
- 11. Yhteistyöaste
- 12. Yhteistyöaste

- 11. Toimipaikaksi alueruutu
- 12. Työnantaja henkilöstö
- 13. Työnantaja
- 14. Työnantaja
- 15. Työnantaja
- 16. Työnantaja
- 17. Työnantaja
- 18. Työnantaja
- 19. Työnantaja
- 20. Työnantaja
- 21. Työnantaja
- 22. Työnantaja
- 23. Työnantaja
- 24. Työnantaja
- 25. Työnantaja
- 26. Työnantaja
- 27. Työnantaja
- 28. Työnantaja
- 29. Työnantaja
- 30. Työnantaja
- 31. Työnantaja
- 32. Työnantaja
- 33. Työnantaja
- 34. Työnantaja
- 35. Työnantaja
- 36. Työnantaja
- 37. Työnantaja
- 38. Työnantaja
- 39. Työnantaja
- 40. Työnantaja
- 41. Työnantaja
- 42. Työnantaja
- 43. Työnantaja

- 1. Yhteistyöaste
- 2. Yhteistyöaste
- 3. Yhteistyöaste
- 4. Yhteistyöaste
- 5. Yhteistyöaste
- 6. Yhteistyöaste
- 7. Yhteistyöaste
- 8. Yhteistyöaste
- 9. Yhteistyöaste
- 10. Yhteistyöaste
- 11. Yhteistyöaste
- 12. Yhteistyöaste
- 13. Yhteistyöaste
- 14. Yhteistyöaste
- 15. Yhteistyöaste
- 16. Yhteistyöaste
- 17. Yhteistyöaste
- 18. Yhteistyöaste
- 19. Yhteistyöaste
- 20. Yhteistyöaste
- 21. Yhteistyöaste
- 22. Yhteistyöaste
- 23. Yhteistyöaste
- 24. Yhteistyöaste
- 25. Yhteistyöaste
- 26. Yhteistyöaste
- 27. Yhteistyöaste
- 28. Yhteistyöaste
- 29. Yhteistyöaste
- 30. Yhteistyöaste
- 31. Yhteistyöaste
- 32. Yhteistyöaste
- 33. Yhteistyöaste
- 34. Yhteistyöaste
- 35. Yhteistyöaste
- 36. Yhteistyöaste
- 37. Yhteistyöaste
- 38. Yhteistyöaste
- 39. Yhteistyöaste
- 40. Yhteistyöaste
- 41. Yhteistyöaste
- 42. Yhteistyöaste
- 43. Yhteistyöaste

- 1. Yhteistyöaste
- 2. Yhteistyöaste
- 3. Yhteistyöaste
- 4. Yhteistyöaste
- 5. Yhteistyöaste
- 6. Yhteistyöaste
- 7. Yhteistyöaste
- 8. Yhteistyöaste
- 9. Yhteistyöaste
- 10. Yhteistyöaste
- 11. Yhteistyöaste
- 12. Yhteistyöaste
- 13. Yhteistyöaste
- 14. Yhteistyöaste
- 15. Yhteistyöaste
- 16. Yhteistyöaste
- 17. Yhteistyöaste
- 18. Yhteistyöaste
- 19. Yhteistyöaste
- 20. Yhteistyöaste
- 21. Yhteistyöaste
- 22. Yhteistyöaste
- 23. Yhteistyöaste
- 24. Yhteistyöaste
- 25. Yhteistyöaste
- 26. Yhteistyöaste
- 27. Yhteistyöaste
- 28. Yhteistyöaste
- 29. Yhteistyöaste
- 30. Yhteistyöaste
- 31. Yhteistyöaste
- 32. Yhteistyöaste
- 33. Yhteistyöaste
- 34. Yhteistyöaste
- 35. Yhteistyöaste
- 36. Yhteistyöaste
- 37. Yhteistyöaste
- 38. Yhteistyöaste
- 39. Yhteistyöaste
- 40. Yhteistyöaste
- 41. Yhteistyöaste
- 42. Yhteistyöaste
- 43. Yhteistyöaste

- 1. Yhteistyöaste
- 2. Yhteistyöaste
- 3. Yhteistyöaste
- 4. Yhteistyöaste
- 5. Yhteistyöaste
- 6. Yhteistyöaste
- 7. Yhteistyöaste
- 8. Yhteistyöaste
- 9. Yhteistyöaste
- 10. Yhteistyöaste
- 11. Yhteistyöaste
- 12. Yhteistyöaste
- 13. Yhteistyöaste
- 14. Yhteistyöaste
- 15. Yhteistyöaste
- 16. Yhteistyöaste
- 17. Yhteistyöaste
- 18. Yhteistyöaste
- 19. Yhteistyöaste
- 20. Yhteistyöaste
- 21. Yhteistyöaste
- 22. Yhteistyöaste
- 23. Yhteistyöaste
- 24. Yhteistyöaste
- 25. Yhteistyöaste
- 26. Yhteistyöaste
- 27. Yhteistyöaste
- 28. Yhteistyöaste
- 29. Yhteistyöaste
- 30. Yhteistyöaste
- 31. Yhteistyöaste
- 32. Yhteistyöaste
- 33. Yhteistyöaste
- 34. Yhteistyöaste
- 35. Yhteistyöaste
- 36. Yhteistyöaste
- 37. Yhteistyöaste
- 38. Yhteistyöaste
- 39. Yhteistyöaste
- 40. Yhteistyöaste
- 41. Yhteistyöaste
- 42. Yhteistyöaste
- 43. Yhteistyöaste

15. Työnantajan toimiala (ks. koodi viimeiseltä sivulta) _____

16. Kuinka kauan olet toiminut nykyisellä toimialalla? _____ vuotta

17. Pääasiallinen tehtäväsi nykyisessä (ks. koodi viimeiseltä sivulta) _____

18. Kuinka kauan olet toiminut nykyisessä tehtävässäsi? _____ vuotta

19. Aiempiä yrityksiäsi
Ympyrä vaihtelee, jonka kaksit parhaan vastauksen asemaksi omassa työpaikassasi.

- 1 Yrityksen johto (pää-, toimitus- ja varainhoitaja)
- 2 Johto (markkinointi-, henkilöstö-, lausuntaja)
- 3 Yrityksen keski- tai alimman tason johto (toimitusjohtaja)
- 4 Aiempi keski- tai alimman tason johto (toimitusjohtaja)
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

20. Kuinka kauan olet ollut nykyisessä tai sitä vastaavassa asemassa? _____ vuotta

21. Alaiteesi lukumäärä
Osoita sivulta asiasta:

- 1 Ei
- 2 Muutama alle aasia, mutta lähinnä kukaan toisen yön johtamisesta ja tehtävien jakamisesta toisille työntekijöille
- 3 Kyllä →

a) Kuinka monta henkilöä työskentelee välittömästi sinun alaisuudessaasi?

b) Kuinka monta henkilöä työskentelee välittömästi sinun alaisuudessaasi?

_____ henkilöä

22. Milla on kokonaiskuvauksien piirissä (bruttopalkki) päätoimiesiä?

- a) Sääntöjen mukaan rahapalkka (myös provisio, lisät ja lisäpalkat) tms., mikäli korostuvat (okakuuhun)
- b) Luontoisten yhteenlaskettu verotusano

_____ € / kk

23. Yrityksen suuruus
Kuinka paljon saat yrityksen suuruus- ja määrän kuukausissa?

_____ € / kk

24. Kokonaiskuvauksien piirissä (ks. koodi viimeiseltä sivulta) _____

25. Milla on kokonaiskuvauksien piirissä (bruttopalkki) päätoimiesiä?

- 1 Nousut _____ € / kk
- 2 Pysyivät samana → _____ € / kk
- 3 Laskenut _____ € / kk
- 4 En ollut työssä lokakuussa 2007 → _____ € / kk
- 5 En osaa sanoa → _____ € / kk

26. Oletko tuotospalkkauksen piirissä?

- 1 Kyllä
- 2 En → siirtyä nykyiseen 26
- 3 En tiedä → siirtyä nykyiseen 28

Työpaikka

28. Milla on työsuhteiden piirissä tai kehityksessä? Miten kehityksesi on ollut viimeisten 12 kuukauden aikana?

_____ / viikko

29. Milla on ollut kehityksesi piirissä tai kehityksessä? Miten kehityksesi on ollut viimeisten 12 kuukauden aikana?

_____ / viikko

30. Milla on ollut kehityksesi piirissä tai kehityksessä? Miten kehityksesi on ollut viimeisten 12 kuukauden aikana?

_____ / viikko

31. Yrityksen kehitys

- 1 Yrityksen kehitys on ollut positiivista
- 2 Yrityksen kehitys on ollut neutraalia
- 3 Yrityksen kehitys on ollut negatiivista
- 4 En osaa sanoa

32. Milla on ollut kehityksesi piirissä tai kehityksessä? Miten kehityksesi on ollut viimeisten 12 kuukauden aikana?

- 1 Kyllä
- 2 Ei
- 3 En osaa sanoa

33. Miten sinulla korvataan matkustamisen työsuhteiden piirissä?

_____ päivää

34. Milla on ollut kehityksesi piirissä tai kehityksessä? Miten kehityksesi on ollut viimeisten 12 kuukauden aikana?

_____ / viikko

35. Oletko tuotospalkkauksen piirissä?

- 1 Kyllä
- 2 Ei
- 3 En osaa sanoa

36. Työpaikan tilanne

- 1 Vakaa
- 2 Melko vakaa
- 3 Lomautukset ovat mahdollisia
- 4 Lomautukset ovat todennäköisiä
- 5 Ihmisarvot ovat mahdollisia
- 6 Ihmisarvot ovat todennäköisiä
- 7 En osaa sanoa

37. Oletko tuotospalkkauksen piirissä?

- 1 Kyllä
- 2 Ei
- 3 En osaa sanoa

38. Työpaikan tilanne

- 1 Vakaa
- 2 Melko vakaa
- 3 Lomautukset ovat mahdollisia
- 4 Lomautukset ovat todennäköisiä
- 5 Ihmisarvot ovat mahdollisia
- 6 Ihmisarvot ovat todennäköisiä
- 7 En osaa sanoa

Työntehtävät

39. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

40. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

41. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

42. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

43. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

44. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

45. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

46. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

Työntehtävät

47. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

48. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

49. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

50. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

51. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

52. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

53. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

54. Työntehtävät

- 1 Yrityksen johto
- 2 Johto
- 3 Yrityksen keski- tai alimman tason johto
- 4 Aiempi keski- tai alimman tason johto
- 5 Asiantuntija
- 6 Itsenäinen yksittäinen työntekijä
- 7 Professori/assistentti tai vastaava
- 8 Lehtori/assistentti/muu opettaja
- 9 Toimihenkilö, ei esimiesasemassa
- 10 Muu, mikä _____

Appendix 2 Official languages of companies operating in Finland

(Based on master thesis of Anna Ylinen, 2010)

Name of the Company	Official Language(s)
Accenture	English
Ahlstrom	English
Atria	English
Bayer	N/A
Boliden	English
Comptel	English
Ernst&Young	English
Finnair	Finnish, English
Fiskars	N/A
Glaston	English
IBM	English
Lemminkäinen	Finnish
Metso	Finnish, English
Metsä-liitto	N/A
Neste Oil	English
Outotec	English
Pfizer	English
Sanofi -Aventis	English, French
Tamro	English
Tekla	English
UPM	English
Vacon	English
Vaisala	English
Valio	Finnish
Valtra	N/A
YIT	Finnish, English

Appendix 3 SPSS analysis: General information about data

Language Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Swedish	541	13.3	13.3	13.3
	Finnish	3516	86.7	86.7	100.0
	Total	4057	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1834	45.2	46.7	46.7
	Female	2093	51.6	53.3	100.0
	Total	3927	96.8	100.0	
Missing	System	130	3.2		
Total		4057	100.0		

Languages used at workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Finnish	2803	69.1	71.1	71.1
	Swedish	179	4.4	4.5	75.6
	English	926	22.8	23.5	99.1
	Other	35	.9	.9	100.0
	Total	3943	97.2	100.0	
Missing	System	114	2.8		
Total		4057	100.0		

DegreeG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other Degree	666	16.4	16.6	16.6
	Bachelor of Science	109	2.7	2.7	19.3
	Master of Science	3177	78.3	79.0	98.2
	Doctor of Science	72	1.8	1.8	100.0
	Total	4024	99.2	100.0	
Missing	System	33	.8		
Total		4057	100.0		

Primary type of Employment G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	3619	89.2	89.4	89.4
	Part-time	74	1.8	1.8	91.2
	Entrepreneur	144	3.5	3.6	94.7
	Student	5	.1	.1	94.9
	Other	208	5.1	5.1	100.0
	Total	4050	99.8	100.0	
Missing	System	7	.2		

Primary type of Employment G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	3619	89.2	89.4	89.4
	Part-time	74	1.8	1.8	91.2
	Entrepreneur	144	3.5	3.6	94.7
	Student	5	.1	.1	94.9
	Other	208	5.1	5.1	100.0
	Total	4050	99.8	100.0	
Missing	System	7	.2		
Total		4057	100.0		

Organization type G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	State-owned enterprise or other public bodies	669	16.5	17.1	17.1
	Domestic private enterprise	2246	55.4	57.3	74.4
	Foreign private enterprise	736	18.1	18.8	93.2
	NGO	162	4.0	4.1	97.3
	Other	104	2.6	2.7	100.0
	Total	3917	96.5	100.0	
Missing	System	140	3.5		
Total		4057	100.0		

Company Size G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small (Less than 100 workers)	1148	28.3	29.2	29.2
	Medium (Between 100 and 500 workers)	857	21.1	21.8	51.1
	Large (Over 500 workers)	1921	47.4	48.9	100.0
	Total	3926	96.8	100.0	
Missing	System	131	3.2		
Total		4057	100.0		

Appendix 4 SPSS analysis: Career success factors influenced by gender

PositionG * Gender Crosstabulation

			Gender		Total
			Male	Female	
PositionG	Senior management	Count	197	84	281
		% within Gender	11.2%	4.1%	7.4%
	Management	Count	304	237	541
		% within Gender	17.2%	11.7%	14.3%
	Upper middle management	Count	273	255	528
		% within Gender	15.5%	12.6%	13.9%
	Lower middle management	Count	148	173	321
		% within Gender	8.4%	8.5%	8.5%
	Expert	Count	657	909	1566
		% within Gender	37.2%	44.9%	41.3%
	General staff, not managers	Count	110	284	394
		% within Gender	6.2%	14.0%	10.4%
	Other	Count	75	84	159
		% within Gender	4.3%	4.1%	4.2%
Total		Count	1764	2026	3790
		% within Gender	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	156.841 ^a	6	.000
Likelihood Ratio	160.305	6	.000
Linear-by-Linear Association	122.750	1	.000
N of Valid Cases	3790		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 74.00.

SubordinatesGrouped * Gender Crosstabulation

			Gender		Total
			Male	Female	
SubordinatesGrouped	No	Count	1039	1427	2466
		% within Gender	58.5%	69.9%	64.6%
	Yes	Count	737	614	1351
		% within Gender	41.5%	30.1%	35.4%
Total		Count	1776	2041	3817
		% within Gender	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	54.109 ^a	1	.000		
Continuity Correction ^b	53.611	1	.000		
Likelihood Ratio	54.103	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	54.095	1	.000		
N of Valid Cases	3817				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 628.60.

b. Computed only for a 2x2 table

Salary Grouped New * Gender Crosstabulation

			Gender		Total	
			Male	Female		
Salary Grouped New	0 through 2999	Count	118	265	383	
		% within Gender	7.3%	15.5%	11.5%	
	3000 - 5999	Count	908	1147	2055	
		% within Gender	56.1%	67.2%	61.8%	
	6000-8999	Count	377	233	610	
		% within Gender	23.3%	13.7%	18.3%	
	9000-11999	Count	135	34	169	
		% within Gender	8.3%	2.0%	5.1%	
	More than 12000	Count	81	27	108	
		% within Gender	5.0%	1.6%	3.2%	
	Total		Count	1619	1706	3325
			% within Gender	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	203.434 ^a	4	.000
Likelihood Ratio	210.643	4	.000
Linear-by-Linear Association	191.492	1	.000
N of Valid Cases	3325		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 52.59.

Appendix 5 SPSS analysis: Career success factors influenced by age

PositionG * Age G Crosstabulation

			Age G				Total
			Less than 30 years old	30 through 40 years old	40 through 50 years old	More than 50 years old	
PositionG	Senior management	Count	7	54	109	122	292
		% within Age G	.9%	4.2%	10.5%	14.8%	7.5%
	Management	Count	20	161	225	148	554
		% within Age G	2.7%	12.7%	21.6%	18.0%	14.3%
	Upper middle management	Count	34	205	181	129	549
		% within Age G	4.6%	16.1%	17.4%	15.7%	14.2%
	Lower middle management	Count	70	107	80	66	323
		% within Age G	9.5%	8.4%	7.7%	8.0%	8.3%
	Expert	Count	424	600	340	229	1593
		% within Age G	57.3%	47.2%	32.6%	27.8%	41.1%
	General staff, not managers	Count	169	116	58	62	405
		% within Age G	22.8%	9.1%	5.6%	7.5%	10.4%
	Other	Count	16	29	50	68	163
		% within Age G	2.2%	2.3%	4.8%	8.3%	4.2%
Total		Count	740	1272	1043	824	3879
		% within Age G	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	616.633 ^a	18	.000
Likelihood Ratio	652.438	18	.000
Linear-by-Linear Association	277.432	1	.000
N of Valid Cases	3879		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.10.

Salary Grouped New * Age G Crosstabulation

			Age G				Total
			Less than 30 years old	30 through 40 years old	40 through 50 years old	More than 50 years old	
Salary Grouped New	0 through 2999	Count	189	87	52	65	393
		% within Age G	28.8%	7.9%	5.5%	9.2%	11.5%
	3000 - 5999	Count	447	773	502	374	2096
		% within Age G	68.1%	70.5%	53.3%	52.8%	61.6%
	6000-8999	Count	15	184	262	169	630

	% within Age G	2.3%	16.8%	27.8%	23.9%	18.5%
9000-11999	Count	2	34	76	63	175
	% within Age G	.3%	3.1%	8.1%	8.9%	5.1%
More than 12000	Count	3	19	50	37	109
	% within Age G	.5%	1.7%	5.3%	5.2%	3.2%
Total	Count	656	1097	942	708	3403
	% within Age G	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	521.603 ^a	12	.000
Likelihood Ratio	555.335	12	.000
Linear-by-Linear Association	311.712	1	.000
N of Valid Cases	3403		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.01.

SubordinatesGrouped * Age G Crosstabulation

		Age G				Total
		Less than 30 years old	30 through 40 years old	40 through 50 years old	More than 50 years old	
SubordinatesGrouped No	Count	665	862	534	457	2518
	% within Age G	88.8%	67.5%	50.9%	54.9%	64.4%
Yes	Count	84	415	515	376	1390
	% within Age G	11.2%	32.5%	49.1%	45.1%	35.6%
Total	Count	749	1277	1049	833	3908
	% within Age G	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	316.123 ^a	3	.000
Likelihood Ratio	350.358	3	.000
Linear-by-Linear Association	246.510	1	.000
N of Valid Cases	3908		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 266.40.

Appendix 6 SPSS analysis: Career success factors influenced by company size

Crosstab

			Company Size G			Total
			Small (Less than 100 workers)	Medium (Between 100 and 500 workers)	Large (Over 500 workers)	
Salary Grouped New	0 through 2999	Count % within Company Size G	133 13.9%	75 10.3%	162 9.9%	370 11.1%
	3000 - 5999	Count % within Company Size G	561 58.4%	437 59.8%	1058 64.6%	2056 61.8%
	6000-8999	Count % within Company Size G	185 19.3%	143 19.6%	294 18.0%	622 18.7%
	9000-11999	Count % within Company Size G	52 5.4%	46 6.3%	74 4.5%	172 5.2%
	More than 12000	Count % within Company Size G	29 3.0%	30 4.1%	49 3.0%	108 3.2%
Total		Count % within Company Size G	960 100.0%	731 100.0%	1637 100.0%	3328 100.0%

Crosstab

			Company Size G			Total
			Small (Less than 100 workers)	Medium (Between 100 and 500 workers)	Large (Over 500 workers)	
Subordinates Grouped	No	Count % within Company Size G	680 59.8%	519 60.9%	1302 68.7%	2501 64.4%
	Yes	Count % within Company Size G	457 40.2%	333 39.1%	594 31.3%	1384 35.6%
Total		Count % within Company Size G	1137 100.0%	852 100.0%	1896 100.0%	3885 100.0%

Crosstab

			Company Size G			Total
			Small (Less than 100 workers)	Medium (Between 100 and 500 workers)	Large (Over 500 workers)	
PositionG	Senior management	Count % within Company Size G	199 17.4%	56 6.6%	35 1.8%	290 7.4%

Management	Count % within Company Size G	208 18.2%	154 18.0%	194 10.1%	556 14.2%
Upper middle management	Count % within Company Size G	136 11.9%	126 14.8%	280 14.6%	542 13.9%
Lower middle management	Count % within Company Size G	72 6.3%	68 8.0%	186 9.7%	326 8.3%
Expert	Count % within Company Size G	335 29.3%	317 37.1%	947 49.5%	1599 40.9%
General staff, not managers	Count % within Company Size G	128 11.2%	88 10.3%	184 9.6%	400 10.2%
Other	Count % within Company Size G	66 5.8%	45 5.3%	88 4.6%	199 5.1%
Total	Count % within Company Size G	1144 100.0%	854 100.0%	1914 100.0%	3912 100.0%

Appendix 7 SPSS analysis: Career success factors influenced by company type

Crosstab

			Organization type G					Total
			State-owned enterprise or other public bodies	Domestic private enterprise	Foreign private enterprise	NGO	Other	
Salary Grouped New	0 through 2999	Count % within Organization type G	82 15.0%	208 10.8%	39 6.1%	22 16.2%	17 20.2%	368 11.1%
	3000 - 5999	Count % within Organization type G	404 74.1%	1149 59.7%	362 57.0%	94 69.1%	43 51.2%	2052 61.7%
	6000- 8999	Count % within Organization type G	54 9.9%	389 20.2%	146 23.0%	16 11.8%	18 21.4%	623 18.7%
	9000- 11999	Count % within Organization type G	2 .4%	111 5.8%	52 8.2%	4 2.9%	4 4.8%	173 5.2%
	More than 12000	Count % within Organization type G	3 .6%	68 3.5%	36 5.7%	0 .0%	2 2.4%	109 3.3%
Total	Count % within Organization type G	545 100.0%	1925 100.0%	635 100.0%	136 100.0%	84 100.0%	3325 100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	152.604a	16	.000
Likelihood Ratio	182.248	16	.000
Linear-by-Linear Association	26.157	1	.000
N of Valid Cases	3325		

Crosstab

			Organization type G					Total
			State-owned enterprise or other public bodies	Domestic private enterprise	Foreign private enterprise	NGO	Other	
Salary Grouped New	0 through 2999	Count % within Organization type G	82 15.0%	208 10.8%	39 6.1%	22 16.2%	17 20.2%	368 11.1%
	3000 - 5999	Count % within Organization type G	404 74.1%	1149 59.7%	362 57.0%	94 69.1%	43 51.2%	2052 61.7%
	6000- 8999	Count % within Organization type G	54 9.9%	389 20.2%	146 23.0%	16 11.8%	18 21.4%	623 18.7%
	9000- 11999	Count % within Organization type G	2 .4%	111 5.8%	52 8.2%	4 2.9%	4 4.8%	173 5.2%
	More than 12000	Count % within Organization type G	3 .6%	68 3.5%	36 5.7%	0 .0%	2 2.4%	109 3.3%
Total		Count	545	1925	635	136	84	3325

a. 3 cells (12.0%) have expected count less than 5. The minimum expected count is 2.75.

Crosstab

			Organization type G					Total
			State-owned enterprise or other public bodies	Domestic private enterprise	Foreign private enterprise	NGO	Other	
Subordinates Grouped	No	Count % within Organization type G	483 72.9%	1401 63.1%	467 63.7%	86 54.1%	58 56.3%	2495 64.3%
	Yes	Count % within Organization type G	180 27.1%	819 36.9%	266 36.3%	73 45.9%	45 43.7%	1383 35.7%
Total		Count % within Organization type G	663 100.0%	2220 100.0%	733 100.0%	159 100.0%	103 100.0%	3878 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.702a	4	.000
Likelihood Ratio	33.284	4	.000
Linear-by-Linear Association	21.567	1	.000
N of Valid Cases	3878		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 36.73.

Appendix 8 SPSS analysis: Salary level across language groups

Crosstab

			Language numbered		Total
			Finnish	Swedish	
Salary Grouped New	0 through 2999	Count	328	67	395
		% within Language numbered	11.1%	14.3%	11.5%
	3000 - 5999	Count	1860	252	2112
		% within Language numbered	62.8%	53.8%	61.6%
	6000-8999	Count	537	99	636
	% within Language numbered	18.1%	21.2%	18.5%	
	9000-11999	Count	143	33	176
		% within Language numbered	4.8%	7.1%	5.1%
	More than 12000	Count	93	17	110
		% within Language numbered	3.1%	3.6%	3.2%
Total		Count	2961	468	3429
		% within Language numbered	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.136 ^a	4	.004
Likelihood Ratio	14.685	4	.005
Linear-by-Linear Association	1.816	1	.178
N of Valid Cases	3429		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.01.

Appendix 9 SPSS analysis: Languages used at work across language groups

Crosstab

			Language numbered		Total
			Finnish	Swedish	
Languages used at workplace	Finnish	Count	2646	157	2803
		% within Languages used at workplace	94.4%	5.6%	100.0%
		% within Language numbered	77.5%	29.7%	71.1%
	Swedish	Count	30	149	179
		% within Languages used at workplace	16.8%	83.2%	100.0%
		% within Language numbered	.9%	28.2%	4.5%
	English	Count	716	210	926
		% within Languages used at workplace	77.3%	22.7%	100.0%
		% within Language numbered	21.0%	39.7%	23.5%
	Other	Count	22	13	35
		% within Languages used at workplace	62.9%	37.1%	100.0%
		% within Language numbered	.6%	2.5%	.9%
Total	Count	3414	529	3943	
	% within Languages used at workplace	86.6%	13.4%	100.0%	
	% within Language numbered	100.0%	100.0%	100.0%	

Appendix 10 SPSS analysis: Position level across language groups

Crosstab

			Language numbered		Total
			Finnish	Swedish	
PositionG	Senior management	Count % within Language numbered	239 7.0%	56 10.5%	295 7.5%
	Management	Count % within Language numbered	482 14.1%	75 14.1%	557 14.1%
	Upper middle management	Count % within Language numbered	469 13.7%	82 15.4%	551 13.9%
	Lower middle management	Count % within Language numbered	282 8.2%	44 8.3%	326 8.2%
	Expert	Count % within Language numbered	1446 42.2%	170 31.9%	1616 40.8%
	General staff, not managers	Count % within Language numbered	338 9.9%	67 12.6%	405 10.2%
	Other	Count % within Language numbered	169 4.9%	39 7.3%	208 5.3%
	Total	Count % within Language numbered	3425 100.0%	533 100.0%	3958 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.966 ^a	6	.000
Likelihood Ratio	28.390	6	.000
Linear-by-Linear Association	1.758	1	.185
N of Valid Cases	3958		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.01.

Appendix 11 SPSS analysis: Existence of subordinates across language groups

Crosstab

			Language numbered		Total
			Finnish	Swedish	
SubordinatesGrouped	No	Count % within Language numbered	2213 64.9%	326 61.7%	2539 64.4%
	Yes	Count % within Language numbered	1199 35.1%	202 38.3%	1401 35.6%
Total		Count % within Language numbered	3412 100.0%	528 100.0%	3940 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.939 ^a	1	.164		
Continuity Correction ^b	1.805	1	.179		
Likelihood Ratio	1.921	1	.166		
Fisher's Exact Test				.171	.090
Linear-by-Linear Association	1.938	1	.164		
N of Valid Cases	3940				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 187.75.

b. Computed only for a 2x2 table

Appendix 12 SPSS analysis: Salary difference across language used at work

Crosstab

			Languages used at workplace				Total
			Finnish	Swedish	English	Other	
Salary Grouped New	0 through 2999	Count % within Languages used at workplace	275 11.7%	30 20.1%	69 8.5%	1 3.2%	375 11.2%
	3000 - 5999	Count % within Languages used at workplace	1528 64.9%	79 53.0%	444 55.0%	17 54.8%	2068 61.9%
	6000-8999	Count % within Languages used at workplace	392 16.7%	29 19.5%	189 23.4%	8 25.8%	618 18.5%
	9000-11999	Count % within Languages used at workplace	98 4.2%	8 5.4%	62 7.7%	4 12.9%	172 5.1%
	More than 12000	Count % within Languages used at workplace	60 2.5%	3 2.0%	44 5.4%	1 3.2%	108 3.2%
Total		Count % within Languages used at workplace	2353 100.0%	149 100.0%	808 100.0%	31 100.0%	3341 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	80.013 ^a	12	.000
Likelihood Ratio	74.855	12	.000
Linear-by-Linear Association	55.297	1	.000
N of Valid Cases	3341		

a. 4 cells (20.0%) have expected count less than 5. The minimum expected count is 1.00.

Appendix 13 SPSS analysis: Subordinates across language used at work

Crosstab

			Languages used at workplace				Total
			Finnish	Swedish	English	Other	
Subordinates Grouped	No	Count	1784	112	601	20	2517
		% within Languages used at workplace	64.3%	62.9%	65.5%	57.1%	64.5%
	Yes	Count	989	66	316	15	1386
		% within Languages used at workplace	35.7%	37.1%	34.5%	42.9%	35.5%
Total		Count	2773	178	917	35	3903
		% within Languages used at workplace	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.487 ^a	3	.685
Likelihood Ratio	1.466	3	.690
Linear-by-Linear Association	.111	1	.738
N of Valid Cases	3903		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.43.

Appendix 14 SPSS analysis: Position level across language used at work

Crosstab

			Languages used at workplace				Total
			Finnish	Swedish	English	Other	
PositionG	Senior management	Count	224	19	42	3	288
		% within Languages used at workplace	8.0%	10.7%	4.5%	8.6%	7.3%
	Management	Count	390	27	129	8	554
		% within Languages used at workplace	14.0%	15.3%	13.9%	22.9%	14.1%
	Upper middle management	Count	376	21	146	6	549
		% within Languages used at workplace	13.5%	11.9%	15.8%	17.1%	14.0%
	Lower middle management	Count	223	18	82	3	326
		% within Languages used at workplace	8.0%	10.2%	8.9%	8.6%	8.3%
	Expert	Count	1135	46	418	10	1609
		% within Languages used at workplace	40.7%	26.0%	45.2%	28.6%	41.0%
	General staff, not managers	Count	272	27	100	2	401
		% within Languages used at workplace	9.7%	15.3%	10.8%	5.7%	10.2%
	Other	Count	172	19	8	3	202
		% within Languages used at workplace	6.2%	10.7%	.9%	8.6%	5.1%
Total		Count	2792	177	925	35	3929
		% within Languages used at workplace	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	92.822 ^a	18	.000
Likelihood Ratio	109.181	18	.000
Linear-by-Linear Association	.244	1	.621
N of Valid Cases	3929		

a. 6 cells (21.4%) have expected count less than 5. The minimum expected count is 1.80.